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An analysis of students' grammatical errors in translating Indonesian recount text into English made by the first grade of senior high school

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ABSTRACT

This research was aimed at finding out types of grammatical errors and investigating types of errors that were most and least frequently made by students based on Communicative Effect Taxonomy that were found in students' recount text translation as well as figuring out the causes of those errors. The subjects of this research were the first grade students of SMAN 1 Pringsewu in the academic year 2020/2021. This research adopted a descriptive qualitative method by using a translation task and questionnaire as the instruments. The results revealed that the students committed all error types in terms of Communicative Effect Taxonomy: global error and local error. Local errors were more dominating than global errors. The possible causes of those errors were problems in the target language, mother-tongue interference, lack of eagerness to learn the target language, lack of confidence, and the absence of error feedback from the teacher. This suggests that the student's knowledge of English grammar was still low. Therefore, the English teacher is expected to solve it by providing appropriate teaching methods and materials to minimize the errors.

Keywords: *Error Analysis, Communicative Effect Taxonomy, Translation*

I. INTRODUCTION

Learning English as a foreign language (EFL) in Indonesia often makes students face some difficulties. They are required to have good knowledge of four basic language skills such as listening, reading, speaking, and writing (Khoirunida, 2019). Writing is deemed the most difficult language skill by students (Dang, 2019) because when writing a text they are required to pay careful attention to five general components of the writing process which include content, form, grammar, style, and mechanics (Kumala, Aimah, & Ifadah, 2018). However, writing in English is not an easy matter that needs little effort for students since the linguistic structures of English differ from that of their first language (L1) (Dang, 2019). Thus, they have more possibility to make grammatical errors when writing in English.

Grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence that becomes meaningless if the two other dimensions, semantics and pragmatics, are absent (Brown, 2001). Making errors is common in the learning process. In learning a second or foreign language, people cannot learn the language without making errors first (Dulay, Burt, & Krashen, 1982).

Writing in English is completely different from writing in Indonesian. In Indonesian, there are no tenses, a verb appears in the same form at all times, whereas English has a very strict order and rule to follow when constructing sentences according to tenses. Thus, students misuse verbs in writing in English since tenses are not a feature in Indonesian. Although they have been learning English since they were in elementary school, they still find it hard to translate from Indonesian into English (Khoirunida, 2019) especially when translating past events into English (Anjarani & Indahwati, 2019). In addition, Koman, Hartono, & Yuliasri, (2019) found that students made grammatical errors when translating a text from Indonesian into English in terms of word choice, verb changes, and punctuation. Kumala et al's. (2018) findings suggest that these errors were made unconsciously and students have reasons to make such errors, e.g. carelessness, first language interference, and translation.

In this study, the researcher conducted an error analysis and used a translation task from Indonesian into English to find out the grammatical errors made by students. Moreover, the researcher used an open-ended questionnaire to investigate the possible causes of students' grammatical errors and students' awareness about their errors. By doing this research, it is expected that this research can have significant uses theoretically and practically. Theoretically, this research is expected to be used as information to enrich previous research and further research. While, practically, it can be an input for English teachers to minimize students' errors, and for the students, the errors in their translation can be feedback to improve their grammar understanding and minimize their weaknesses in writing.

II. METHODS

This research adopted a descriptive qualitative approach to describe and analyze the grammatical errors made by students in translating a text. In this study, the researcher described students' errors in the simple calculation that calculates the errors in percentage forms. Then, those errors were described with each sample of errors qualitatively. In this study, the researcher analyzed and categorized the errors based on Communicative Effect Taxonomy. The population of the research was the first grade students of SMAN 1 Pringsewu in academic year 2020/2021. The researcher selected three students from each ten class as sample with the total of students were 30.

In this research, the translation task was used as the instrument to get the data of students' errors. Recount text was the topic of the task. It was about "My holiday in Yogyakarta" which consisted of four paragraphs, with 194 words in 20 sentences. The students translated the text on *Quizizz* within 80 minutes. To get the possible causes of errors, the researcher used an open-ended questionnaire consisting of 10 questions to look at the possible causes of errors and 20 questions to investigate the students' awareness about their errors.

In analyzing the data of students' errors, the researcher followed some steps, as follows: 1) identifying the errors, 2) classifying the errors, 3) calculating the errors, 4) tabulating the errors, and 5) explaining the errors. The data from questionnaires were analyzed qualitatively by coding and categorizing the data. Then, the data were presented in pie charts to show the frequency of

the students' different answers to each question. In interpreting, the researcher compared the findings to relevant theories or other research findings.

III. RESULTS AND DISCUSSIONS

Results

As a result, the study elaborated the findings as to the relevant data of the research as the following.

Types of Error Found in Students' Translation

Concisely, the students committed errors in their translation in the forms of global errors and local errors, which were categorized in terms of Communicative Effect Taxonomy.

Frequencies of Students' Grammatical Errors based on Communicative Effect Taxonomy

To take a case in point concerned with the frequency of each error type are classified in this taxonomy, Table 1 below presents the data.

Table 1. Students' Errors Frequencies based on Communicative Effect Taxonomy

No.	Communicative Effect Taxonomy	Component	Frequency	Percentage (%)
1	Global Error	Wrong order or major constituents	4	2.6%
		Missing and wrong misplaced sentence connectors	1	0.7%
		Missing cues to signal obligatory exceptions to pervasive syntactic rules	-	-
			5	3.3%
2	Local Error	Error in noun and verb inflection	126	82.3%
		Error in article	12	7.8%
		Error in auxiliary	9	5.9%
		Error in formation quantifier	1	0.7%
			148	96.7%
Total			153	100%

Table 1 shows that local errors were more frequent than global errors in terms of Communicative Effect Taxonomy. Meanwhile, the least error made by students was global error. Moreover, the students mostly made errors in noun and verb inflections, while the least error committed by the students was in the formation of quantifier.

Results of the Questionnaire related to the Causes of Errors

In this study, there were five possible causes the researcher found based on the results of the questionnaire, and they were problems in the target language, mother-tongue interference, lack of eagerness to learn the target language, lack of confidence, and the absence of error feedback from the teacher. After the questionnaires had been answered, the results of each question are displayed in the form of pie charts that can be seen in the figures below.

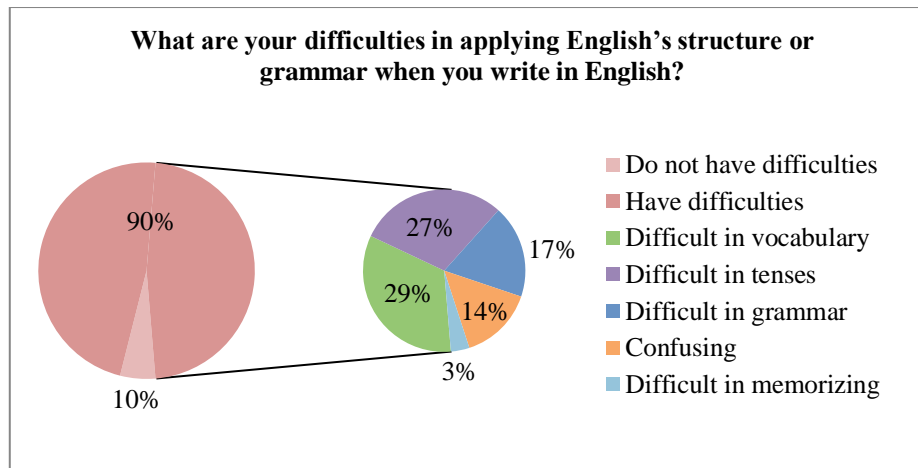


Figure 1. Results of Questionnaire related to Problems in the Target Language.

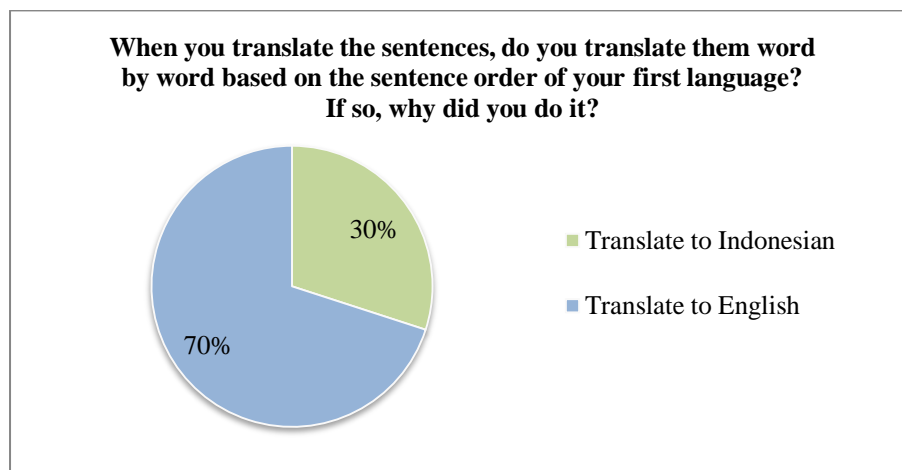


Figure 2. Results of Questionnaire related to Mother-tongue Interference.

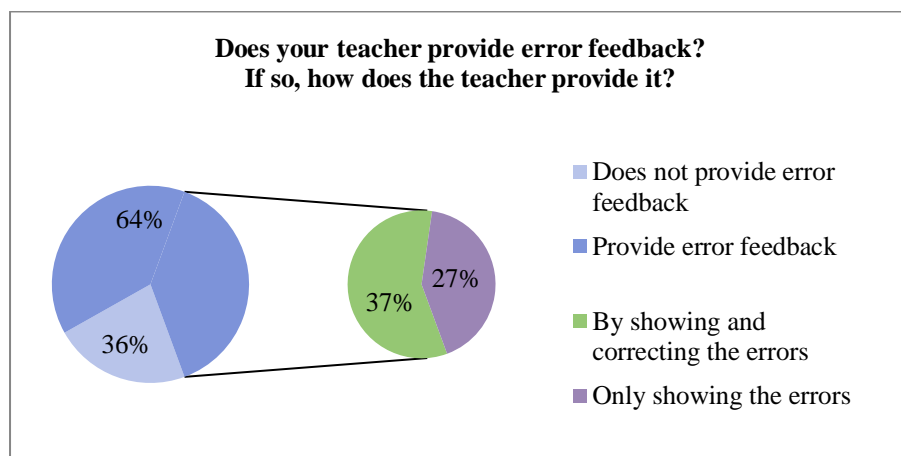


Figure 3. Results of Questionnaire related to the Error Feedback from the Teacher.

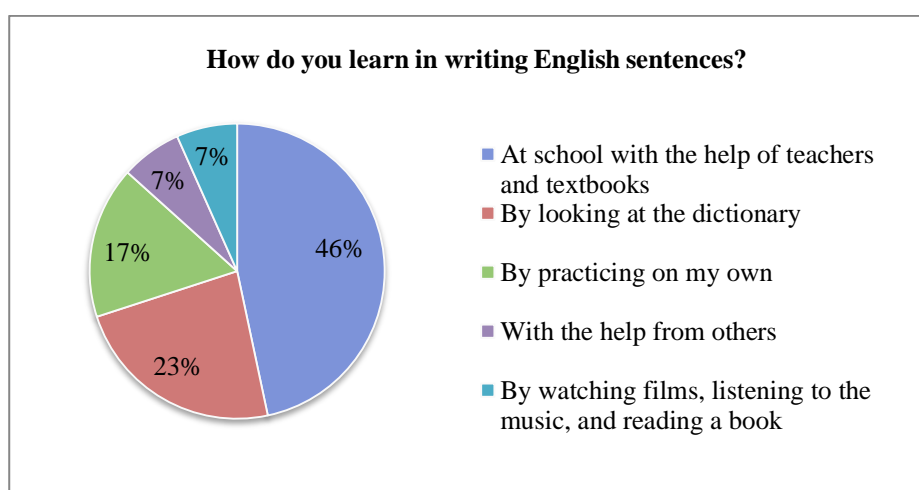


Figure 4. Results of Questionnaire related to the Eagerness to Learn the Target Language.

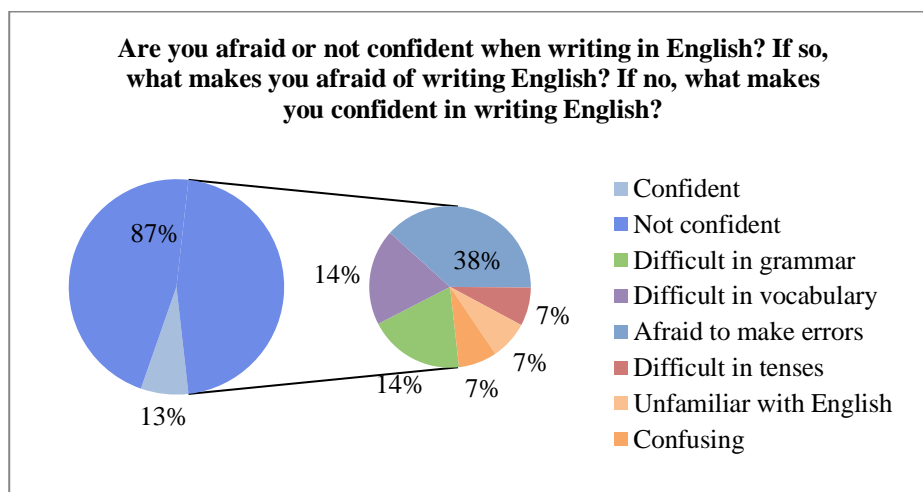


Figure 5. Results of Questionnaire related to Confidence.

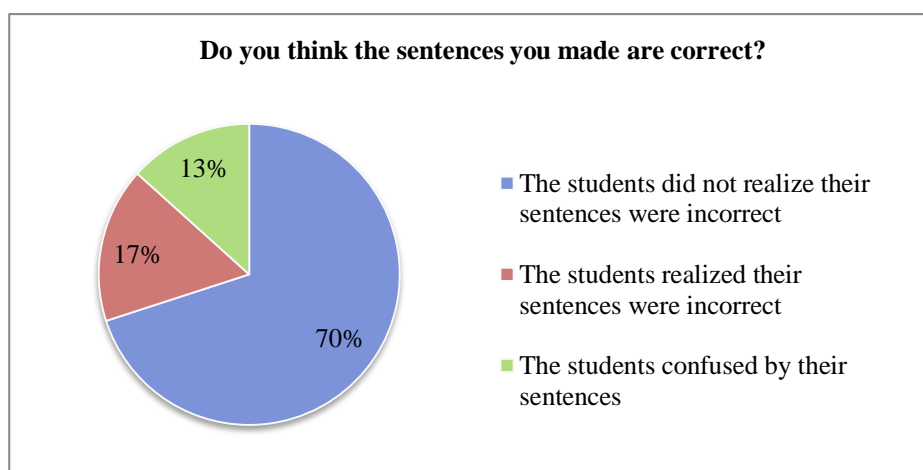


Figure 6. Results of Questionnaire related to Students' Awareness of Committing Errors.

Discussions

Specifically, this section discussed the findings of this recent study. It reveals how the learners made errors in regard with elements of grammar and how their errors could be classified into certain types of errors belonged to Communicative Effect Taxonomy. To understand how those points could be answered, the discussion below extends the case.

Students' Grammatical Errors in Terms of Communicative Effect Taxonomy

The findings of this study reveal that the students make errors in forms of global and local errors in terms of Communicative Effect Taxonomy. In Table 1, it can be observed that the local errors are most committed by the students than global errors. It turns out that this finding supports some related studies, such as done by Rosanti (2019). She also found that the students made more local errors than global errors in their translations which were also found in the researcher's. Therefore, it can be inferred that the students' understanding of how to construct grammatically correct sentences is still limited, but the sentences they produce are still understandable to the reader. To know further error types made by the students in terms of Communicative Effect Taxonomy, the discussion below shows the case.

Local Error

Based on Table 1 shown above, the local error becomes the highest rate. It means that the students mostly committed local errors in their translation. Dulay, et al (1982) state that local error tends to only affect a single element or constituent in a sentence and does not affect the structure and the meaning of whole sentence. The students mostly made local error in relation to the use of verbs and articles. They often made misformation of verbs and omission of articles in their translation. The following is one of the students' erroneous sentences as an example to show the case:

TL: We taked some picture at there.

SL: Kami mengambil beberapa foto disana.

In the examples above, the students failed to use an appropriate verb and quantifier forms. The verb *taked* should be changed into *took* because it tells past event. The most frequent error aspect dealt with verb inflection. Although the students made many errors, their recount texts could still be understood by the readers. The incorrect sentence should be revised as *We took some pictures there.*

Global Error

Table 2 shows that the amount of global error is lower than the total of local errors students made in their translation. Dulay, et al (1982) point out that the global error can affect overall sentence organization then significantly hinder communication. To know what the global error the students made, the example below shows the case:

TL: We don't swim if it's not dangerous and just play in the sand near the beach.

SL: Kami tidak berenang karena ombak yang berbahaya dan hanya bermain pasir di dekat pantai.

In the example above, the student made grammatical errors and semantic errors which can mislead the readers. The student used the wrong connector '*if*' to express cause and effect sentence. Besides being grammatically incorrect, the sentence is also semantically illogical. This kind of error can affect the sentence structure and meaning, hindering communication and

making the readers misinterpret the sentence. Consequently, the sentence should be revised as *We did not swim because the waves were dangerous and just played in the sand near the beach.*

Causes of Students' Errors

After getting the questionnaires that the students had been answered, it could be concluded that there were five possible causes of students' errors. They were problems in the target language, mother-tongue interference, lack of eagerness to learn the target language, lack of confidence, and the absence of error feedback from the teacher. This finding confirmed some previous studies related to the causes of errors. Cúc (2018) found mother-tongue interference and the lack of knowledge of the target language as the possible causes of students' translation error. Al-Khairi (2018) stated that the students need guidance from their teacher to help them minimize the errors and motivate them to be more active in learning English. Those causes of errors are further discussed in the following discussion.

Problems in the Target Language

After coding the data of the questionnaires that the students had been answered, it could be concluded that students had difficulties in writing English such as difficulty in vocabulary, tenses, and grammar. From the results of students' answers, most of students stated they did not know a lot of English vocabulary, which led them to need extra time when making the sentence. In addition, the students are not familiar with the sentences appropriately. Hence, the students overgeneralized the rules or made their own rules of the target language because of their inability to differentiate between the source and target language rules.

Mother-tongue Interference

This interference made errors in the students' translation because they used their first language linguistic knowledge rather than the target text linguistic knowledge. The students may assume that the target language and their first language are similar. Since there were some differences between the source text and the target text, it made the errors happen. In translating the text, the students applied word by word translation using their first language structures.

Lack of Eagerness to Learn the Target Language

In learning to write English, almost half of them stated they only learned from what was given by the teacher and the textbook in the school. It indicates that students did not have any will to explore learning the target language to improve their writing skills. This finding deals with Nik, Sani, et al. (2010), who found that students' errors happened due to the unmotivated students to improve their writing.

Lack of Confidence

The students admitted their low proficiency and limited vocabulary in translating the text. They felt that the translation tasks were difficult. They did not believe in their ability to perform the tasks well and did not put enough effort into the tasks. This result was similar to the previous research done by Wongranu (2017), which showed that carelessness, including misreading, low self-confidence, and students anxiety were the causes of error.

The Absence of Error Feedback from the Teacher

The lack of teacher guidance by providing error feedback also plays an important role in improving students' writing skills. The questionnaire showed some of the students answered that their teachers did not provide any writing error feedback to them. Thus, the students always make the same error continuously since they did not know the correct answer.

IV. CONCLUSIONS AND SUGGESTIONS

In relation to the result of the research, most of the students still committed all error types of Communicative Effect Taxonomy in recount text translation; local errors and global errors. Local errors were more dominant than global errors. This means that most of the students made errors in a single element of the sentences or mostly errors did not fully affect the whole meaning of the sentences. The frequencies of each type of error could be seen in the result chapter. The possible causes of errors that students committed in their translation were problems in the target language, mother-tongue interference, lack of eagerness to learn the target language, lack of confidence, and the absence of error feedback from the teacher.

Based on the conclusion above, the researcher proposes a suggestion concerning the research finding as follow; first, the researcher suggests the English teachers to encourage and motivate students to be more active in learning English by increasing students' exposure to all four English skills with specific emphasis on writing, then show the students' errors to make them no longer make similar errors, and invite them to do peer-correction to improve their knowledge. Second, the researcher suggests to the other researchers to analyse error using the other taxonomies i.e. Surface Strategy Taxonomy, Linguistic Category and Comparative Analysis Taxonomy. Third, since this study used questionnaire, the researcher suggests the other researchers to add some more items in the questionnaire that the researcher made by referring to the theory of error causes to obtain richer data and use other methodology which does not only consist of a questionnaire.

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An analysis of students' error in writing Descriptive text at tenth grade

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ABSTRACT

This research aims to find out the types of errors made by students in their descriptive text writing, the dominant errors made by the students, and to know students' perception toward their error in writing. Moreover, this study used a descriptive qualitative study. In collecting the data, the researcher used a writing test and a written interview. The result of this study showed that students made 418 errors in writing descriptive text, they are organization 10 errors (2.4%), vocabulary 70 errors (16.7%), grammar 9 errors (2.2%), mechanic 162 errors (38.8%), omission 62 errors (14.8%), addition 74 errors (17.7%), misinformation 23 errors (5.5%), and misordering 8 errors (1.9%). Based on the result, the mechanic was the dominant error that occurred in students' writing. In addition, based on students' written interview result, the errors that students made were caused by their ignorance and lack of knowledge in writing. The purposes of this research were to know the errors made by students in writing then; the students will be motivated to continue learning so as not to make the same errors.

Keywords: *Error analysis, Writing, Descriptive Text, Students' Perception*

I. INTRODUCTION

In learning English, mastering four skills is necessary for the students, namely listening, speaking, reading, and writing. Writing has a unique position in language teaching because its mastery involves practice and knowledge of three other language skills, such as listening, reading, and speaking (Klimova, 2013). Based on the statement from Klimova, in teaching writing, students must include their abilities in three other skills because when the students write, they must master other skill first in order to encourage their writing skill. Writing skill is more complex than other language skills because it is productive skills. Compared to other skills, writing requires proficiency in grammar, vocabulary, punctuation, and developing an idea. In writing, students must learn to design their writing starting from writing, the purpose of writing, choice of word, the structure of writing, logic, and punctuation.

There are five kinds of writing: expository writing, descriptive writing, persuasive writing, creative writing, and narrative writing. Descriptive writing is one of the materials in the tenth grade syllabus, namely descriptive text. According to Afifuddin (2016), a descriptive text provides a good platform for a writer to express his or her feelings on a subject. Students can describe an object, person, place, or experience. In line with Anderson & Anderson (2003) statement, the descriptive text describes particular person, place, or things. When writing descriptive text, students must use their observations and feelings in describing an object. Compared to other types of writing, descriptive writing relies on students' ability to pay

attention to and describe an object so that students will find it easier to develop existing ideas based on the thing they are concerned.

Writing is a skill that is not easy to be master because it is prone to errors. Many cases of error occur, namely in the writing aspect. According to Jacobs, et al. (1981), there are five aspects of writing: content, organization, language use, vocabulary, and mechanic. The writer makes an error in choosing words, using punctuation, or using grammar. Those kinds of errors can change the meaning and lead to different perspectives between readers. As well as unstructured writing, errors in writing can make it the readers challenging to convey the message on it. Ancker (2000) states that making mistake or error is a natural process of learning and must be consider as part of cognition. Error is a common thing that students do during the learning process. Specifically, in the EFL context, when students commit errors this means learning takes place (Althobaiti, 2014). However, if it happens frequently, we have to find out the causes and solve the problem. Therefore, analyzing an error is very necessary so that it does not occur continuously.

Many previous studies have analyzed students' error in writing. They are Ramli, et al. (2013) who conducted a research about the analysis of students' errors in writing recount text. Syahputri & Masita (2018) also conducted similar research about an analysis of the students' error in writing descriptive text. Based on their research, it is showing that students often make errors in grammar. In writing, students have difficulty in arranging words according to the correct structure. This one type of errors students often make.

There are many cases of writing errors, but they can happen because the students do not realize. A student may repeat the same mistake if he does not know that it was wrong, and a student may know his mistake, but he does not realize that he is making that mistake again. Therefore, the source of the error should be know from the perceptions of students. Johnson, cited in Alnujaidi (2017), proposed that perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation. Therefore, perception is on a person's opinion based on what they experienced. Everyone can make the same error but definitely for different reasons. It can happen because he does not know the mistake or realizes that he has repeated the error.

The researcher has surveyed at SMA Global Madani to check students' English assignments. Students have difficulty in arranging words according to the correct writing structure. Besides that, there are some sentences that not suitable in English. For example, writing "bay the way", students should write "by the way"; another example is, "It's okay, but try to come early tomorrow" students should write "It is okay, but you should try to come early tomorrow". Apart from these mistakes, the researcher also found errors in writing capital letter at the beginning of sentences and people's names.

The researcher found many errors from the observation before and made the researcher interested in analyzing the types of errors that students make in writing. Moreover, the researcher also wanted to find the dominant errors in students writing because if the researcher could find the types of errors that students often do, it would be easier to find solutions to overcome the errors, besides that it would also become a core teaching material for teachers to focus more on these types in learning to write. In addition, for analyzing errors in students'

writing skills, the researcher would also find out the causes of these errors from the student's point of view.

II. METHODS

The kind of this research was descriptive qualitative. In this study, the researcher aimed to find the types of errors that occur in students' writing, the types of writing errors most students make, and students' point of view about their error in writing. The researcher has analyzed students' errors in writing descriptive text the classification proposed by Corder & Ellis (2001) and Ramli, et al. (2013). They are organization, vocabulary, grammar, mechanics omission, addition, misformation, and misordering.

The population of this research was the students of the first grade at SMA Global Madani Bandar Lampung in the 2020/2021 academic year. There were four classes in the first grade of SMA Global Madani; they are X IPA 1 (16 students), X IPA 2 (17 students), X IPA 3 (17 students), and X IPS (19 students). The total number of first grade students at Global Madani SMAS is 69 students. The sample of this research was 20 students of tenth grade that had been selected using cluster sampling. According to Kothari (2004), cluster sampling involves grouping the population and then selecting the groups or the clusters rather than individual elements for inclusion in the sample.

In conducting this research, the researcher used writing test and written interview as the instruments. The researcher asked students to write descriptive texts to be analyzed the types of errors and looked for the dominant types of errors that often done. Then the researcher conducted written interviews with students to find out their perceptions about writing. The researcher used guided written interviews in order to get deeper information and in accordance with the researcher's purposes. The result of the writing test and the written interview would be collected in the WhatsApp Group.

After the writer collecting the data, it was analyzed by coding wrong word or sentence, identified and categorized the students error based on Corder & Ellis (2001) and Ramli, et al. (2013) classification of error, and calculated the total error into percentage and chart. The types of error did count with the percentage by following the formula below:

$$P = \frac{F}{N} \times 100\%$$

(Ramli, et al., 2013)

P = Percentage

F = Frequency of Error

N = Number of Error

100 = Permanent Number

After calculating the results of each type of error in the form of percent, the researcher would see the dominant error made by the students. Besides, the researcher analyzed the students' errors in writing descriptive text and the written interviews result from each participant. In analyzing the results of the interview, the researcher classified students' perceptions into several types depending on the similarity of answers from each participant.

In this study, the researcher used a qualitative descriptive research method to analyze students' error in writing and seek students' perceptions about writing. Although this research was qualitative research, it must meet several criteria so that the research results could be accepted and in accordance with reality. Setiyadi (2018) stated that trustworthiness in qualitative research is assessing from three main criteria: consistency, credibility, and transferability. Therefore, this study needed to use inter-rater reliability, which is to avoid the researcher's subjectivity. By referring to the inter-raters in this study, it was certain two evaluators have a similar role.

III. RESULTS AND DISCUSSIONS

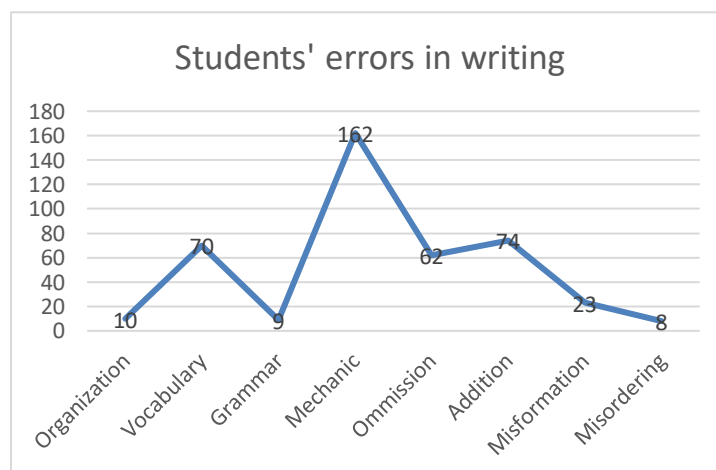
Results

The result showed that the total error made by students in writing the descriptive text was four hundred and eight errors. The students made 2.4% errors in organization, 16.7% errors in vocabulary, 2.2% errors in grammar, 38.8% errors in mechanic, 14.8% errors in omission, 17.7% errors in addition, 5.5% errors in misinformation, and 1.9% errors in misordering. The table below is a recapitulation of the errors made by students in writing descriptive texts:

Table 1. Classification of Errors

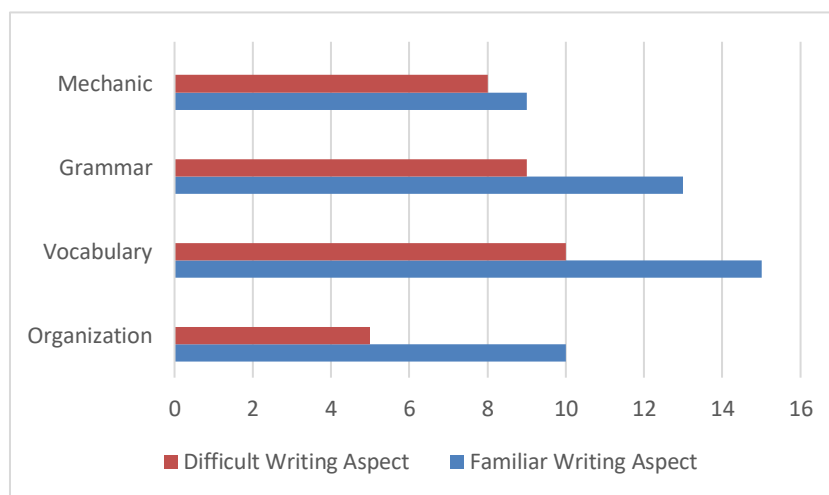
No	Types error	Total error
1.	Organization	10 errors
2.	Vocabulary	70 errors
3.	Grammar	9 errors
4.	Mechanic	162 errors
5.	Omission	62 errors
6.	Addition	74 errors
7.	Misinformation	23 errors
8.	Misordering	8 errors
Total		418 errors

Below was a graph of the number of errors made by students based on the types of errors:



Based on graph above, mechanic was the dominant error made by students in writing descriptive text.

In this section, the researcher describes the results of students written interviews related to students' perceptions of the errors they made on the writing test. There are ten-point questions in the written interview section. The first and second questions are about students' perception of their writing ability. As stated in the written interview section, one student said, "My writing skills are not good enough and still need improvement". Another student argued that, "I think my writing skills still need improvement, and I still have a lot to practice". The third and fourth questions are about the students' knowledge of writing aspects.



Based on the result of the written interview, 15 students familiar with vocabulary as a writing aspect than others. The mechanic would be the minor aspect that known by students. Additionally, students stated that vocabulary was a writing aspect that the most difficult for students to master, while the organization was one aspect that is easy to understand. The fifth and sixth questions are about the students' carefulness in writing. Many students answered the written interview that they often double-check their writing and if there are any mistake, they immediately correct it. The seventh and eighth questions are about students' awareness of the descriptive text they made. Based on the students' written interview, the students felt their writing test was good, and there were no errors. The ninth and tenth questions are about the causes and efforts of students in dealing with the errors they made. All students felt inaccurate when they found out the errors they made. As stated by a student, "I am not precise, and I do not know if it is wrong".

Briefly, the students felt their writing skills still need improvement, the students only know some aspects of writing, they always double-check their writing to make sure there are no mistakes; the students do not realize if they make mistakes in their writing, and they still need a lot knowledge in writing.

Discussions

Types of Errors Made by Students in Their Descriptive Text Writing

In the previous explanation, the data were taking from the results of the students' writing tests. The researcher have classified students' errors in writing descriptive text. Then, the types of errors were organization, vocabulary, grammar, mechanic, omission, addition, misinformation, and misordering. Corder& Ellis (2001) and Ramli, et al. (2013) categorized them.

The first type of error made by students' in writing the descriptive text was organization. According to Ramli, et al. (2013), organization referred to how arranging sentences in writing. In analyzing organizations on writing tests, the researcher looked at the descriptive text aspects, namely identification and description. Many students make errors in the organization because they did not make paragraph identification in writing descriptive text. Paragraph identification was the beginning paragraph in analyzing an object. Students only made paragraphs of description in their writing test, they have only described they were only described an object and did not identify it. Thus, the descriptive text aspect was not fulfill, so this was a type of organizational error.

The second type of error made by students' in writing descriptive text was vocabulary. Vocabulary is one aspect of writing that must mastered. In writing, students must have the appropriate words to be arranged into a text. It was accurate with Ramli, et al. (2013) statement that error at vocabulary refers to error related to the use of word based on its functions. Many students' made errors in word choice. Choosing words to compose a text would make different meanings for the reader if it were not suitable. If the reader has accepted the different meaning, the message in the text will not be convey. As an example, in a student was writing assignment, he wrote, "Bromo is one of the mountains in java that is known around the world". The use of the word "known" did not match in that context. Then it would be better if the word "known" is replaced by "popular/ famous", this word was more appropriate with the text. Students' errors in vocabulary are caused by the lack of vocabulary that students have, so they need to increase their vocabulary knowledge.

The third type of error made by students' in writing the descriptive text was grammar. This type of grammar error is an error made by students on language structures. One of the errors that students made in grammar was the use of adjectives. For example, "the sunrise which is very beautiful". In this sentence, the student made a grammatical error in using the adjective using the relative pronoun, "which", it would be better if she did not write that word. She should write the appropriate sentence "the very beautiful sunrise". That way the grammar used becomes correct.

The fourth type of error was mechanic. In analyzing mechanics, the researcher focused on writing capital letters, punctuation marks, and misspelling of students in their writing. It was accurate with Ramli, et al. (2013) statement that mechanics means the students error on spelling, capitalization, and punctuation. The mechanic was one aspect of writing that must be consider when writing. In addition, the mechanic was very important because if there were errors, the reader would have different perceptions and even misunderstand the meaning in a text. Many students made errors in punctuation marks; some were wrong in using comma and period, even if some forget to put a punctuation mark at the end of a sentence. In the used of capital letters, students often mistakenly write city names such as "malang" which should be "Malang" and place names such as "mount bromo" which should be "Mount Bromo". Apart from that, several students made errors in spelling, such as "beaut" which should be "beauty" and "witch" which should be "which". Errors made by students in misspelling must be correct immediately because otherwise, the reader will misinterpret the word. Based on Pohan (2018) findings, the most errors made by students are misspelling and capitalization. It was in line with the result of this research.

The fifth type of error made by students in writing the descriptive text was an omission. The omission is a type of error made by students because of a lack in adding a word or article. It was in line with Syahputri & Masita (2018) findings, the mistake of omission came out from wrong written a phoneme omitted. Based on the analysis of the researcher's writing text, many students did not add articles and "s" pluralism. The lack of adding words will make a sentence unclear and not in accordance with grammar in English, so the errors made by students must be correct immediately so that they were not sustainable. An example of students' error is "it is most favorite place in East Java". In that sentence, the students should add the article "the" before the word "most" because in the superlative adjectives if the word "most" is used, it must be included with the article to become "the most".

The sixth type of error made by students' in writing descriptive text was addition. In this error, many students put a word that was unnecessary in the sentence. It was accurate with Affifuddin (2016) findings; most of the students' errors were relate to addition. These errors were identifying when the students put unimportant words in their sentences. If they used that word, it would be inappropriate with the content of the text. Sometimes the words or articles used do not match the word order in English, making it an ungrammatical sentence. For example, in student writing text, namely "Mount Bromo is placed in Java Island and specifically in the Probolinggo, East Java region". The article "the" in this sentence is inappropriate because the article "the" is not necessary to indicate the name of the city. So that the article needs to be removed and becomes "Mount Bromo is placed in Java Island and specifically in Probolinggo, East Java region". In addition, many students made an error in using "s" to denote plural words. In a sentence using the word "tourists" but indicating a singular, the addition of the "s" to the word needs to delet.

The seventh type of error made by students was misformation. Misformation is the error of using a grammatical form to place another grammatical form (Corder & Ellis, 2001). It was an error made by students in placing words so that they became ungrammatical. An example of an error made by students is "They can sunbathe, surfing, play soccer, and play volleyball". From this sentence, the student uses the gerund in the word "surfing" which she should equate with other words. If she used the gerund, all of the words must use present participle. If not then just used verb "surf". This kind of error often occurs to students, because they have not mastered the use of the present participle, past participle, etc. Therefore, that, in compiling text sometimes they use V1 in past sentences, which should be used past. Such as the example of using the word, "sell" which should be "sold".

The last type of error made by students in writing the descriptive text was misordering. Misordering was the fewest errors made by the students. This error occurs when students put words in the wrong order. In line with Syahputri & Masita (2018) findings, there were 19,5% errors made by students' in misordering because of wrong order in the sentence. For example in the student's writing test, "Bromo Mount" which should be written "Mount Bromo". These errors occurred because of the students' inaccuracy and ignorance in composing words.

From the explanation above, the researcher can argue that the types of errors used by the researcher as a guide in classifying students' errors in writing are the types of errors that are usually made by students. It was in line with Ramli, et al. (2013) findings, students made errors in writing, which consist of errors in writing the contents of the text, errors in vocabulary, errors

in grammar, and errors in mechanics. It can be conclude that these types of error can be uses as a guideline for the perfection of student writing.

The Dominant Types of Errors Made by Students in Their Descriptive Text Writing

The dominant error that students made in writing was mechanic with a total of 162 errors out of 20 students. The percentage of students' errors in mechanic was 38.8%. The dominant errors in this type include errors in capitalization, punctuation, and misspelling. It supports Pohan's findings (2018) he stated that the dominant errors which made by students in writing descriptive text is spelling and capitalization. Therefore, it was in line Corder& Ellis (2001); mechanic refers to writing mechanisms, such as punctuation, capitalization, and misspelling. In the capitalization errors, most students did not use capital letters in writing city names such as Lampung, Malang, East Java, and Probolinggo. Besides that, there were those who did not use capital letters at the beginning of the sentence. Punctuation errors occurred because students often mistakenly use comma (,) and period (.) punctuation marks. Many students did not pay attention to their writing, so there was a lot of misspelling, which makes the text imperfect.

Students' Perception toward Their Error in Writing

Based on students' written interview the researcher found students' perception toward their error in writing descriptive text. All of the students said that they did not realize if they had made a mistake in their writing because they always double-checked what they wrote. The students do realize that their writing skills are still lacking and need a lot of improvement but they always try to be careful in writing. When they found out that many of them made mistakes in writing, it was because of their ignorance of those mistakes. So that the mistakes they made can be said to be errors, because they did not realize that mistake and could not fix it by themselves.

In this case, the researcher found that the errors made by students were caused by their ignorance, which means their lack of knowledge in writing because not all of them understand the aspects of writing. Even so, students have the perception that the errors they make are due to carelessness and lack of knowledge, so they need to study harder. This statement was in accordance with Syahputri&Masita (2018), error was usually cause by carelessness and it was occurred when the students did not deliberate to do some mistakes, but the result showed that it was the mistake.

As stated by Johnson in Alnujaidi (2017), perception is an external factor that focuses on person's point of view, understanding, belief, and reaction to an innovation. Students have a perception of the errors they make, that is, they accept that they made errors in writing descriptive text. The students also realized the errors they made were due to their lack of knowledge in writing, so it was only natural that they did not know when the writing they made contained some errors.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the results of the research, the authors can draw the conclusion that, the total numbers of errors committed by 20 students are 418 items. Moreover, from 418 errors, the proportions (frequency and percentage) of the students' errors in their writing. They were organization 10 errors with a percentage of 2.4%, vocabulary 70 errors with a percentage of 16.7%, grammar 9

errors with a percentage of 2.2%, mechanic 162 errors with a percentage of 38.8%, omission 62 errors with a percentage of 14.8%, addition 74 errors with a percentage of 17.7%, misinformation 23 errors with a percentage of 5.5%, and misordering 8 errors with a percentage of 1.9%. Therefore, the result of the research showed that mechanic errors are the highest errors made by the students in writing. In addition, based on students' written interview result they have a perspective on the errors they make. In this written interview, students were asking to express their opinion on the errors in writing they did. Students' answered that they did not realize what they were doing and they said it was because they did not know what they were doing. Therefore, it can be conclude, the errors that students made were cause by their ignorance and lack of knowledge about writing.

Suggestion

The researcher presents some suggestions, which are expected to provide a better understanding of writing learning, as well as provide new ideas for a better teaching and learning process. The first suggestion was intend for teachers who distribute knowledge in the teaching and learning process, that in evaluating the teaching and learning process can be done by analyzing student errors, especially in writing skills. The second is for English learners who are interested in learning English, that students must know their errors in writing by getting feedback from the teacher. In addition, they realize that they have to learn a lot about the aspects of writing and practice a lot in writing in order to improve their writing skill. Finally, for the next researcher who will conduct research related to this research, that after reading and knowing this research, they might find more phenomena that are new in this research and they can develop their research on this. In addition, the further researcher can use other theories in analyzing students' errors and find solutions or ways to solve the problems related to students' difficulties in writing.

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A correlation between students' morphological awareness and their accuracy in writing Recount text

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ABSTRACT

The purpose of this study is to find out whether there is a significant correlation between students' morphological awareness and their accuracy in writing recount text. This is quantitative research by using ex-post facto design. The population of the research was the students of the first grade of SMAN 1 Way Jepara. The researcher took five students from each ten classes as sample by using lottery, so total sample of students were 50. There were two instruments; the first test was morphological awareness test adapted from McBride-Chang et al. (2005) and Zakaria (2008) and the second test was writing a recount text test for measuring the students' accuracy in writing. The data were analyzed by using Pearson Product Moment Correlation in SPSS version 25. The result of the correlation analysis showed there was significant correlation between students' morphological awareness and their accuracy in writing recount text with coefficient correlation was higher than the critical value ($0.798 > 0.297$) at significant level .01. It means that the H_1 is accepted and H_0 is rejected. It can be concluded that morphological awareness influenced students' accuracy.

Keywords: *Correlation, Morphological Awareness, Accuracy in Writing.*

I. INTRODUCTION

Writing is an important part of communication that the students have to master in school. According to Byrne (1995) writing is transforming our thoughts to become language or written form. It is in line with the statement by Nunan (2003) writing is the physical act of committing words or idea, thinking about how to express them and organizing them into statements and paragraph that will be clear to the reader.

Therefore, many students think that writing is a complicated process to do since producing something is more difficult than receiving. According to Farooq et al. (2012), students often faced many difficulties in producing writing. The basis of all problems is the lack of grammar and the lack of vocabulary which make writing product become colorless, boring, and ineffective. When the students are assigned to make a writing task, they are still confused to choose appropriate word with correct structure to put their information that they want to share. The students need a lot of vocabularies when they are composing a paragraph, besides they have to write in grammatically correct in order to be comprehensible.

The students are also expected to use language correctly and accurately when the teachers determine goals for students' language production. They must avoid the form of error that will occur, so that they can communicate the ideas effectively. According to the Oxford Advanced Learner's Dictionary (2005) the term accuracy refers to the state of being exact or correct, or the ability to do something skillfully without making mistakes. For common example, there are some students that understand the meaning of word but when they have to write in written form, they do wrong word formation by adding or removing -s, -es, -ed, -ing, -ly, -ness. In such a case, they do not just have to consider the skill of writing but also they should have morphological knowledge to manipulate the words.

According to (Carlisle, 1995; Larsen & Nippold, 2007a; Nagy, Berninger, Abbott, Vaughan, & Vermeulen, 2003) Morphological awareness refers to an individual's ability to consciously consider the structure of words in terms of the smallest meaningful units and to analyze and manipulate these units. In accordance with that, Zakaria (2018) states that morphological awareness is students' knowledge of how to form new word from root word. Certainly it will influence the result of their writing because, firstly, it develops vocabulary knowledge in line with their writing ability because morphological awareness is the ability to manipulate morpheme at word level. It is also easier for them to express the content they want to write by using the right vocabulary. Secondly, it will lead them to analyze the words by breaking them into its morphological components, which will help the students to guess its meaning. Thirdly, they can create correct structure of words and manipulate structure of words that they will use in their work. These factors can reduce the number of errors in writing, so that the students' writing accuracy will improve.

There are also some researchers who had conducted the research about morphological awareness. Mary Northey et al. (2015) said that children's morphological skill (specifically, morphologically manipulating words to condense syntax in a sentence combining task) was predictive of their essay writing qualities. The both of morphological skill and writing fluency are predictive of the content and organization score of the students' essays. Other studies by Silva et al. (2017) observed that children with better results in morphological awareness tests also presented better results in reading and writing, compared to those with inferior performance in morphological awareness or who did not undergo morphological intervention.

From the explanation above and those previous researches, the researcher is interested in doing the research about morphological awareness and accuracy in writing because the result of this study might help students' problem in writing recount text on the grounds that the researcher defines morphological awareness has a major effect on accuracy in writing. If the students have awareness in morphology, they are capable to use affixes to form new word, they easy derived complex word into new word, and they have lot understand of vocabulary, grammar, and spelling.

II. METHODS

This was a quantitative research with ex-post facto design by using correlation study. Ex-post facto design was used when the researcher did not have control over the selection and manipulation of the independent variable (Hatch and Farhady, 1982). The population of the research was the students of the first grade of SMAN 1 Way Jepara. The researcher took five students from each ten classes choose as sample by using lottery with the total of students were 50.

There were two instruments in this research; the first test was morphological awareness test from McBride-Chang et al. (2005) and Zakaria (2008). The researcher conducted it through online live test by using *quizizz*. The second test was writing a recount text test for measuring the students' accuracy in writing. The students had to submit their work through *Whatsapp Personal Chat*. Multiple-choice items were used to elicit the morphological awareness test. It consisted of 20 items; 10 questions for Morphological Structure Test and 10 questions for Morpheme Identification Test. Last, the data were analyzed by using Pearson Product Moment in SPSS 25.

III. RESULTS AND DISCUSSION

Result

After administering the test to the participants of the research, the researcher calculated the scores. The result of the test can be seen on this following table:

Table 1. Descriptive Statistic of Morphological Awareness

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
MA TOTAL SCORE	50	6	20	13.32	4.007
Valid N (listwise)	50				

Table 2. The Quality of Students' Morphological Awareness

CATEGORY	Score	Number of Students	PERCENTAGE
High	> 17	9	18%
Average	9 - 17	34	68%
Low	< 9	7	14%
Total		50	

Table 1 shows that the highest score of students' morphological awareness is 20 and the lowest is 6. The mean score is 13.2. Based on the mean score on the table, it can be seen that the students' morphological awareness is average. Also, table 2 shows that the numbers of students who have high morphological awareness are 9 (18%), the students who have average morphological awareness are 34 (68%), and 7 students with low morphological awareness (7%).

Table 3. Descriptive Statistic of Accuracy in Writing

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Writing Accuracy	50	66	98	82.38	8.985
Valid N (listwise)	50				

Table 4. The Quality of Students' Writing Accuracy

CATEGORY	Score	Number of Students	Percentage
HIGH	> 90	14	28%
AVERAGE	72 – 90	27	54%
LOW	< 72	9	18%

From table 3 above, it can be seen that the highest score of student's is 98 and the lowest score of the test is 66. The mean score is 82. Table 4 shows the numbers of student who have high accuracy in writing are 14 (28%). These students have good ability to avoid error in performance. They are great in using grammar, vocabulary, and spelling. Meanwhile, the students who have average accuracy in writing are 27 (54%). It means that these students are good enough in using grammar, vocabulary, and spelling even though they still did some errors in writing. The students who have low accuracy in writing are 9 (18%).

In order to find out whether there is a correlation between students' morphological awareness and their accuracy in writing recount text of the first grade students of SMAN 1 Way Jepara, the researcher used the coefficient correlation between both variables which were analyzed by using Pearson Product Moment correlation in SPSS 25. The following table shows the computation result of the two variables.

**Table 5. The Value of Pearson Product Moment Correlation
Correlations**

		Morphological. Awareness	Writing.Accuracy
Morphological.Awareness	Pearson Correlation	1	.798**
	Sig. (2-tailed)		.000
	N	50	50
Writing.Accuracy	Pearson Correlation	.798**	1
	Sig. (2-tailed)	.000	
	N	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

From the table of calculation above, the researcher found that the coefficient correlation between students' morphological awareness and their accuracy in writing was 0.789 at the significant level at the 0.01. It means that morphological awareness had strong correlation with students' accuracy in writing.

Discussion

Based on the result that the researcher has found, there was a significant correlation between students' morphological awareness and their accuracy in writing. Since the coefficient correlation was higher than the critical value ($0.798 > 0.297$), it means that there was a significant correlation between students' morphological awareness and their accuracy in writing.

This finding supports the result of the research by Mary Northey et al. (2015) in their research of Contribution of Morphological Skill to Children's Essay Writing showed that morphological skills have important role in writing. It was said that children's morphological skill (specifically, morphologically manipulating words to condense syntax in a sentence combining task) was predictive of their essay writing qualities. In line with that Asaad&Shabdin (2019) say that morphological awareness is a possible way of independent learning in which L2 postgraduate students would be able to use and strengthen their vocabulary knowledge and reduce the morphologically related errors made while writing.

Based on the whole result, there were students who had high and average morphological awareness also got high and average score in language accuracy. The students who had high accuracy in

writing and high morphological awareness means that they had high ability to be error-free while using language to communicate. They also had capacity to handle whatever level of inter-language complexity s/he has currently attained. Their awareness of morphology could help them to write correct word structure when they write sentences then paragraph. The students with average accuracy and morphological awareness were actually good in using the language even though they did some errors in grammar, they could not manipulate the word and could not use the right vocabulary for their writing, and also they unconsciously made mistakes in spelling some words.

The students who had low score in accuracy also had low score in morphological awareness. Since both of variables were related, they influenced each other. The students with low accuracy in writing were low in elaborating the sentences into good grammar and form. They used wrong vocabularies in expressing their mind, and they were poor in spelling the words. It is clear that both variables were correlated significantly.

By emphasizing inflection morphological awareness, derivation morphological awareness, and building words from morphemes into complex word can help the students to improve their awareness of morphology. Awareness of inflectional morphemes should focus on associating the grammatical forms with their meanings. It involves mapping the concept of plural objects or the concept of an action for instance an action occurring in the present with the present progressive – *ing*. Awareness of derivation morphemes focus on changing the semantic roles played by words within sentences. Derivational modifications can transform an adjective to a noun (*electric, electrician*), a verb to a noun (*retaliate, retaliation*), or a verb to an adjective (*create, creative*). Building words from morphemes can be illustrated at the compounding level when known words are combined to form new words.

According to the explanation above, it can be concluded that the study of morphology is important for student who wants to write a writing product. The researcher had found that students' morphological awareness had positive correlation with students' accuracy in writing. It means the higher students' morphological awareness, the higher their accuracy.

IV. CONCLUSIONS AND SUGGESTIONS

There was a correlation between students' morphological awareness and their accuracy in writing recount text. Morphological awareness affected students' accuracy because they had no difficulties in making good words or sentences and avoid the errors if those students have awareness of morphology. It had an effect on their accuracy because the students had sufficient knowledge of root words, also they were able in using kind of morphemes such as inflection and derivation. Additionally, they could write well because they knew how to use appropriate vocabularies by compounding the morphemes. A correlation of students' morphological awareness and their accuracy in writing can be seen from the result of research which the coefficient correlation result of $r\text{-value } (0.798) > r\text{-table } (0.297)$ at significant level .01. From that result, the null hypothesis (H_0)

is rejected and the research hypothesis (H1) is accepted. Therefore, it can be inferred that morphological awareness influenced students' language accuracy.

Based on the conclusion above, the researcher proposes a suggestion concerning the research finding as follow; first, in this research, the researcher only used recount text for students writing task in counting their accuracy. The researcher suggests to the teacher to give the students tasks such as identifying and analyzing the word for recognizable morphemes and think the possible meaning based upon the parts of the word and there are other activities that the teacher can do to improve students' morphological awareness. Second, the researcher suggests to the other researchers to have the writing task in different type of text, such as descriptive text, narrative text, and etc. where those materials are also studied in senior high school. So that students' writing accuracy can be explored more. Third, since this study finds that there is a correlation between students' morphological awareness and their accuracy in writing, the researcher suggests the other researchers to explore how to increase students' morphological awareness so the accuracy in writing task can be improved. It can be by giving the treatment to the students in the classroom. Fourth, because the researcher conducted the research in the senior high school level, the researcher suggests to the other researchers to try the same topic; about morphological awareness but in different level. It will be useful in developing the students' English skill from different levels.

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Think-pair-share technique for improving students' writing at the eleventh grade

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ABSTRACT

This research aimed to find out whether there is a significant difference in students' writing achievement after the implementation of Think-Pair-Share technique and to know the students' perception toward the implementation of the technique. One group pretest and posttest design and one-shot case study design were the approaches of this research. The instruments were writing tests and questionnaire. The result shows that there is a significant difference in students writing achievement on analytical exposition text after the implementation of Think-Pair-Share technique. The evidence can be seen from the result of analysis where the significant value is .000, the comparison between t-value and t-table ($9.696 > 2.034$), and the mean of the score in pretest and posttest which increase 9.4 points. Furthermore, the results of the investigation on students' perception were also found that the students had a positive perception since the gained percentage is 80,22%.

Keywords: *Think-Pair-Share technique, writing achievement, analytical exposition text, perception*

I. INTRODUCTION

Writing includes in a productive skill which represents personal ideas in form of a written text. Not only expressing the writer's feel and idea, but writing should be concerned to the way the message are conveyed as well. It is in line with Nunan (2003) who states that writing is the mental work of inventing ideas, thinking about how to express ideas, and organizing them into statements and paragraph that will be understood by a reader clearly. Shifting the abstract thought to the more concrete form of readable and understandable text is the main activity in writing. Additionally, writing involves both physical and mental act. Therefore, Graham et al (2005) stated that writing is considered as the skill that very difficult, complex, and challenging to master.

For the students, writing is an effortful task Salma (2015). Inventing and organizing the idea can be a hard thing to do for the students. Moreover, Mahmudah et al (2016) analyzed the students writing in MAN 2 Padang and found that there are problems related to grammar, vocabulary, diction, punctuation, and spelling in students' writing. At the same time, the students also think that writing is difficult and they have so many problems in doing writing. In general, Indonesian students' writing ability is very low. The similar problems in writing also happened to the students in SMAN 1 Negerikaton. The students had low motivation which affect to their ability

towards writing. At the same time, the technique used by teacher was conventional technique and teacher centered learning which are not sufficient to boost students' motivation and to teach writing. Therefore, to help the students in learning writing, teacher should choose technique that appropriate with students' problems and needs.

Due to overcome the students' problem in writing, Think-Pair-Share can be a good technique to master writing analytical exposition text. According to Tint and Nyut (2015) Think-Pair-Share is a technique which prompts the students to reflect on a given issue or problem and share their thinking with others. Think-Pair-Share would be a suitable technique to be implemented in writing analytical exposition text. According to Lyman (1987), there are three stages in this technique, those are: 1) think which is done individually, 2) pair which is working cooperatively to compare the students' thought, and 3) share which is sharing the students' thought to the class. Stages in Think-Pair-Share techniques encourage the students to brainstorm their idea with the others after they reflected on the topic individually. In sum, Think-Pair-Share is a technique that allows the students to work individually and continue in a group work to collaborate their thinking.

Regarding the issue above, a lot of researches have conducted to find the effect of Think-Pair-Share technique in teaching English especially in teaching writing. A research conducted by Sampsel, in Irwandi (2018), analyzed the TPS technique and its effect on students' confidence in learning. The study found the improvement of students' participation, students' explanation, and students' comfort and confidence, and their contribution in class discussion. Siburian (2013) conducted a qualitative and quantitative research to see the students' improvement in writing descriptive text after the implementation of Think-Pair-Share technique. The result stated that the students' writing ability dramatically increased, besides, based on the result of the observation, the students gave their positive attitude and response during the implementation of the technique. In line with the previous research, Sahardin et al (2015) Found TPS had helped the tenth grade students of senior high school in Banda Aceh to improve their ability in writing descriptive text especially in the aspects of organization, vocabulary, and content.

Besides, considering students' point of view about the implementation of Think-Pair-Share technique is also important to see the appropriateness of the technique itself. Efron (1968), who proposed the theory of perception, states perception is the primary cognitive contact of person with the world around him. If the students think that the technique is perceived positively, it will boost the students' motivation and encourage them to learn actively and seriously. Kharisma and Hidayati (2018) state that asking students' perception about the way teacher teaches them will provide a connection about what the students' need for their learning activity. Hence, students' perception plays an important role in students' learning especially in English learning.

In brief, the procedures of Think-Pair-Share technique for teaching writing Analytical exposition text are: 1) the teacher reminds the students briefly about the structure, language features, and aspects of writing that should be considered in students' writing, 2) the students are asked to look at an issue in form of a statement provided by the teacher in form of a picture. 3) the students are asked to think and reflect the given issue individually, 4) after having their first draft, the students are asked to work together with their pair for sharing their opinion about the issue and making an analytical exposition text, 5) the teacher asks the representative of each

pair to share their result of writing to the other students,6) after sharing the result of writing, the students will give suggestions and critics related to aspects of writing, etc.

Based on the problems above this research the question to be formulated are: 1) whether the implementation of Think-Pair-Share technique gives a significant difference on students' writing achievement and 2) the students' perception toward the implementation of the technique.

II. METHODS

This research was conducted to analyze the significance difference of students' achievement in writing analytical exposition text after the implementation of Think-Pair-Share technique. Besides, this research also tried to find out the students' perception towards the implementation of the technique. In order to answer the questions, this research used quantitative approach with the approach used are *one group pre-test and post-test design* (TI X T2) and *One Shot Case Study* (X T) (Setiyadi, 2018).

Participants

In this research, population is the second grade of the students in SMAN 1 Negerikaton in academic year 2020/2021. The second grade students are divided into 5 classes, 3 classes are science class and 2 classes are social class. Meanwhile, the researcher chose one class of sample as the representative. The sample is the students in XI IPA 2 class which consists of 34 students. The sample was chosen by using random sampling so that all the population class has the same opportunity to be research sample.

Instruments

The first instrument used to gain the data is writing test. The aim is to find out the students' achievement before and after the treatment was conducted. In addition, there are two kind of tests, those are pre-test and post-test. The pre-test would be given in the beginning of the meeting to see the students' initial achievement in writing. Then, the posttest was administered after the students are thought by Think-Pair-Share technique to indicate the difference of the students writing achievement. Both the tests had a similar instruction which is to make an analytical exposition text. However, the given situation or context was different.

Data Analysis

In order to get the complete result, the researcher analyzed the data through some steps: 1) calculating the mean of the pre-test and posttest; 2) analyzing the data using the *Paired Sample T-Test* in SPSS version 20 to see the significant difference of the students' writing achievement; 3) finding out the result of the questionnaire by computing the percentage of the gained score; 4) classifying the students' level of perception towards the implementation of Think-Pair-Share technique using the following criteria:

Table 1. Criteria of Questionnaire

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very negative

(Ratminingsih, Artini, and Padmadewi, 2017)

III. RESULTS AND DISCUSSION

Result

Result of Students' Writing Achievement

In students' work on pretest, it indicates that some errors are found in relation to the aspects of writing. The errors are dealing with the content which was not elaborated well and the lack development of the idea. Likewise, some of inappropriate capitalizations and unsuitable word choices also existed in some part of the text. However, based on the result of students' work in posttest, it shows an adequate development of the topic and sufficient details as the supporting idea. Although there are some errors found in term of mechanics and grammar, but the students' pretest was considered better compared to the pretest. Proving the improvement from the representative, the following table is the comparison between the students' score in pretest and posttest.

Table 2. Distribution of Students' Score in Pretest and Posttest

Interval Score	Pretest			Pretest		
	Number of Student	Percentage	Mean	Number of Student	Percentage	Mean
50-54	6	17,6%	62,07	0	0	71,47
55-59	8	23,5%		0	0	
60-64	9	26,5%		7	20,6%	
65-69	5	14,7%		7	20,6%	
70-74	4	11,8%		10	29,4%	
75-79	1	2,9%		6	17,6%	
80-84	1	2,9%		3	8,8%	
85-89	0	0		0	0	
90-95	0	0		1	2,9%	
	34	100	62,07	34	100	71,47

After the pretest and posttest were administered, the results of pretest were compared with the results of posttest in order to analyze the difference of students' writing achievement. From the result of the students' score in writing test, it indicates that there is an increase for about 9 points

after Think-Pair-Share technique was implemented to teach writing. The mean score improved from 62,07 in pretest to 71,47 in posttest. Henceforth, to know the significant level of students writing improvement, the data were analyzed using *Paired Sample T Test* in SPSS version 20. The following table presents the result of the analysis:

Table 3. T-Test Result of the Hypothesis Analysis

Paired Sample Test								
Paired Differences								
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	Df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 PRETEST – POSTTEST	9.39706	5.65120	.96917	7.42526	11.36886	9.696	33	.000

Based on the table, it can be noticed that the significant value is .000. It means that H_1 is accepted since .000 is lower than 0.05. The significant value proves that the implementation of Think-Pair-Share technique gave the significant effect and influenced the students writing achievement. Besides, the comparison between t-table and t-value also shows the significant difference on students' writing achievement after they were taught by Think-Pair-Share technique since $9.696 > 2.034$, t-value is higher than t-table. Moreover, considering the mean of writing test, by comparing the mean of the pretest (62,07) and posttest (71.47), it is found that there is also an increase for about 9.4 points. In addition, there was an improvement of students writing achievement after being taught by Think-Pair-Share technique. In brief, the alternative hypothesis which is there is a significant difference of students' writing achievement after the implementation of Think-Pair-Share technique in teaching analytical exposition text of this study was accepted.

Result of the Students' Perception

The questionnaire covered four topics on learning English: the students' feeling after the implementation of the technique in the classroom, the effectiveness of the technique compared to the other, the benefits of the technique related to the writing ability, and the improvement of students' writing ability after the implementation of the technique, modified from Ma'arif and Aslihah (2017). Therefore, the result of questionnaire was divided into four parts as follows:

Table 4. The Gained Score from the Questionnaire

No	Questionnaire Section	Max Score	Gained Score	Percentage
1	Implementation of Think-Pair-Share technique	272	220	80,88%
2	The effectiveness of Think-Pair-Share technique	272	217	79,78%
3	The benefit of Think-Pair-Share technique	544	432	79,41%

4	The improvement of students' writing ability	272	222	81,62%
Total		1360	1091	80,22%

The table shows that the percentage of each section of questionnaire, related to four topics in learning English, are all above 70%. Based on the criteria of perception, it can be concluded that the students had positive perception toward each section of the questionnaire. Moreover, by computing all the gained score and maximum score, it is obtained 80,22% which means that the students had a positive perception on the implementation of Think-Pair-Share technique.

The positive perception of the students toward the implementation of Think-pair-Share technique was created since the procedure/stages of writing can be easily associated with the steps of Think-Pair-Share technique. In think time, the students were allowed to do the first and second stage of writing which is planning by reflecting and making notes about the topic. In pair phase, the students did the further stages of writing which are drafting and editing by discussing with their friends. In addition, for the share time, the final version of the students writing was presented to the whole class. By completing those processes unconsciously the students followed the appropriate procedure of writing which encourages them to compose a good writing. Besides, in the same time, they had also a joyful learning which boosts their active involvement in classroom. Hence, the students' positive perception on the use of Think-Pair-Share technique added the good quality of learning.

Discussion

The Students' Different Achievement in Writing

The answer of the first research question is discussed in this heading by referring to the result of the study. The result of the discussion would state whether the implementation of Think-Pair-Share technique can give a difference and make an improvement on the students' writing achievements. The treatment, the implementation of Think-Pair-Share technique, was successfully administered using *WhatsApp Group Discussion*. The writing tests were given to the students at the beginning and the end of the treatments to find out whether there is an improvement in the students' writing achievement. A similar situation using *WhatsApp group video call* was managed to conduct the tests; however, the given topics were different.

Furthermore, after the data was collected and analyzed, the comparison between the students' score in pretest (62,07) and posttest (71.47) was considered 9.4 points increase. Likewise, the calculation of the difference using *Paired Sample T-Test* using SPSS version 20 shows that the t-value gained 9.696 which is higher than t-table 2.034. The same formula was used to find out the significant level and 0.00 was obtained as the significant level of the pretest and posttest. Hence, all the evidence proved that the implementation of Think-Pair-Share technique significantly improved the students' achievement in writing.

The finding of this research supports the result of the study conducted by Siburian (2013) who did qualitative and quantitative research to see the students' improvement in writing descriptive text after the implementation of Think-Pair-Share technique. The result stated that the students'

writing ability is dramatically increased. It can be seen from the mean of the mark which got 66,4 for the first test, 78,1 for the second test, and 87,5 for the third test.

In another study, the finding also supports research conducted by Rahmawati (2017). She investigated the implementation of Think-Pair-Share technique in writing narrative text at the tenth grade of SMAN 1 Brojonegoro. The result shows that the use of Think-Pair-Share technique can improve the students' writing skills, especially in narrative text. Moreover, this technique encourages students' active involvement in the classroom since they have to discuss with their partners about the materials that is learned.

A study conducted by Abidah and Sabur (2018) was also supported by the finding of this research. They conducted a study about the implementation of Think-Pair-Share technique in teaching writing focused on descriptive text in the tenth grade of SMAN 2 Tangerang. Then, the result shows a significant increase. It can be seen from the score of post-test in the experimental class that is 70.67 which were higher than the control class 67.23.

Based on those present studies about the implementation of Think-Pair-Share, it proved that Think-Pair-Share technique was beneficial for students in learning English especially writing. It can be seen from the improvement of the mean of the pretest and posttest which was conducted in present studies.

Students' Perception toward the Implementation of Think-Pair-Share Technique

This section presents the discussion of the questionnaire result for answering the second research question which is about the students' perception toward the implementation of Think-Pair-Share technique. Considering students' point of view is important since it remains a reality of the English learning classroom and it revealed their feeling during the process of teaching and learning in the implementation of Think-Pair-Share. Therefore, the result of this questionnaire supported the research finding.

The questionnaire was in form of a close-ended questionnaire completed by the Linkert Scale, ranging from strongly agree, agree, disagree, and strongly disagree. For computing the result, the score 4,3,2, and 1 were given for each possible choice, then, the gained score was divided into maximum score and transformed in form of a percentage. There were ten items of the questionnaire divided into five sections according to the topics on learning English.

The questionnaire, designed in this research, used closed-ended questionnaire approach. The students' response was restricted into four possible answers: very agree, agree, disagree, and very disagree. Consequently, the gained data from the questionnaire was limited since the students could not give depth responses about the reason why do they agree with the statements. However, though there was a limitation on the response, the obtained data of the questionnaire consist adequate information to find out the students' perception toward the implementation of Think-Pair-Share technique.

The result of the questionnaire can be seen in table 4.7. It proved that most of the students had a positive perception of four sections of the questionnaire. It can be seen from the percentage of each section obtained more than 70% which means positive based on the criteria of perception. The students thought that the use of Think-Pair-Share technique motivated and helped them

more compared to the other technique. Besides, it was also beneficial for them to do better in the aspect of writing especially for content. Moreover, besides writing, the students also thought that Think-Pair-Share also allowed them to read more. Generally, just like the result of the last item, the students were agreed that the use of Think-Pair-Share technique can improve their writing.

However, there are 1-6 students who chose disagree on almost every item. A higher percentage for disagreeing was found in the eighth item which is about the mechanics. It happened because most of the students mostly did not give more attention to mechanics when they discuss and write. It can be seen from the result of their work which mostly had errors in capitalization, paragraphing, etc. The disagreement about the advantages of Think-Pair-Share technique in other items also happened because some problems were found when the technique was implemented which made some students could not join the discussion maximally. The problem mostly faced by the students was about internet connection. It caused some students missed some discussions and they had to spend more time for understanding and finishing their discussion with their friends.

The finding of this second research question supports previous research conducted by Ma'arif and Ashlihah (2017). They did qualitative descriptive research with the English education students as the sample. The investigation of students' opinions about the use of Think-Pair-Share resulted that the students have a positive opinion with 84.81% of students were responding positively. Besides, in one of his research findings for Think-Pair-Share technique, Siburian (2013) also found that based on the result of the observation, the students gave their positive attitude and response during the implementation of Think-Pair-Share technique. Moreover, students also said Think-Pair-Share technique had helped them and they agreed with the application of the technique in writing class.

Based on the discussion of the finding, it can be concluded that the use of Think-Pair-Share technique gave a good effect on students for learning writing and improving their writing.

IV. CONCLUSIONS AND SUGGESTIONS

Considering the result and the discussion of the gained data, it can be concluded that The implementation of Think-Pair-Share technique is significantly effective to improve the students' writing. It is proven by the increase in students' mean scores and the result of the analysis using *Paired Sample T-Test*. Each stage of Think-Pair-Share technique could encourage the students to involve and give their best performance on the process of writing by reflecting on the topics, discussing with their friends, and presenting their works to the class. Similarly, during the activity, the students were giving and receiving input from their friends. By those inputs, it helped the students to compose an adequate development of the topic and sufficient details as the supporting idea. Therefore, this technique is effective to help the students brainstorm and enlarge their idea with their friends. In addition, By considering the percentage of the obtained score of the questionnaire, 80,22%, it means that the students had a positive perception toward the implementation of Think-Pair-Share technique. The application of Think-Pair-Share technique made the learning process enjoyable for the students. The students' high motivation makes their better understanding of writing possible. In other words, the students' positive

perception means that the use of Think-pair-Share technique is effective enough for teaching writing. However, the reason and solution for the students who still do not agree with the use of the technique need to be considered since it is related to the students' needs.

Therefore, as the implication of this study, there are some suggestions for English teacher. First, as the facilitator, the teacher should provide learning technique which encourages the students to learn actively. Therefore, Think-Pair-Share technique is highly recommended to be implemented as a variety of techniques to teach writing since this study has shown that the implementation of Think-Pair-Share was effective to improve students' achievement in writing. Second, it is also important for teacher to explain the concept of Think-Pair-Share technique in a brief and simple way to make sure that there is no miss understanding among the students. Last, it is necessary for the teacher to consider the students' point of view to see the students' needs and the weaknesses of the technique as the objective data to evaluate the process of teaching and learning activities.

However, this research is not without limitations. Therefore, for further research, the researcher proposed some suggestion in order to make a better quality of research. Firstly, further research can try to investigate the implementation of Think-Pair-Technique to different levels of students, different skills, or different types of text since study was conducted at the senior high school level and limited only in the scope of writing. Secondly, it is also suggested to use the interview or focus group discussion as the variations of technique to collect the data for students' perception so that the data will be deeper and more reliable. Third, though the students' perception towards the implementation of Think-Pair-Share technique was positive, there were still some students who do not agree with the use of the technique. Therefore, the further researcher could evaluate and find out the solution on how to make the students enjoy the technique that fits their needs.

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The use of English subtitled video on Youtube to improve students' vocabulary achievement

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ABSTRACT

This quantitative research was conducted to see if the use of English subtitled video on YouTube is effective to increase students' vocabulary achievement, and to investigate the students' perception on the use of English subtitled video on YouTube in vocabulary learning. The researcher used one group pretest and posttest design. The sample of this research was IX C students at SMP Negeri 1 Ambarawa. The instruments used in this study were vocabulary test and questionnaire. The data were analyzed by using Repeated Measures T-Test in Statistical Package for Social Science (SPSS) software in which the significance was determined by $p < 0.05$. The result of the research showed that the mean score of pretest was 4.6 while the posttest was 6.1 with 1.5 different points. The result of t-value (6.049) was higher than t-table (2.045), and the value of significance was $0.000 < 0.05$. It indicated that the hypothesis was accepted; therefore, there is a significant difference between students vocabulary achievement after teaching by using English subtitled video on YouTube. Moreover, the researcher used close-ended questionnaire to investigate the students' perception after the implementation of English subtitled video on YouTube in vocabulary learning. The result of the questionnaire showed that the use of the medium was enjoyable, effective, and beneficial for students to learn vocabulary. This was proven by the result of the percentage of each item of the questionnaire which showed more than 70%. Thus, based on the result, it is concluded that English subtitled video on YouTube can be applied to increase students' vocabulary achievement.

Keywords: *Effective, Perception, Subtitled Video, Vocabulary*

I. INTRODUCTION

Vocabulary, as stated by Diamond and Gutlohn(2006), is about words and their meanings that language learners might use. This is in line with Richard and Renandya(2002) who stated that students need vocabulary as a core component of language proficiency in order to listen, speak, read, and write well. Furthermore, Nation (2001) indicates that words are dealt with as they happen to occur. English vocabulary consists of several hundred thousand words. Therefore, teachers and students are challenged to achieve as many of them.

However, Supangesti et al. (2014) reported that the ninth-grade students of SMPN 1 Singkawang acknowledged that it was really difficult to understand the English text because they did not know a lot of words used in the passage. Another research conducted by Yuksel and Tanriverdi (2009) found that EFL students in Turkey have difficulty in developing their vocabulary knowledge. Similarly, Lestari (2018) stated that the students become lazy to learn English, they are afraid to speak and even get bored when they have to learn it.

Concerning this, Sherman (2003) suggested that videos can be used as resources to learn vocabulary with enjoyment and give students a lot of advantages. In line with this, Rokni and Ataee (2014) have found that using subtitles with movies, in general, affects language learning positively. Moreover, Aloqaili (2014) found out that subtitled videos can be used as an effective

learning tool in vocabulary learning. As Talavan (2014) suggested that the great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles). With respect to subtitled video, Thanajaro (2000) remarks the use of authentic videos in ESL or EFL classrooms has a positive effect on learners' motivation to learn the language.

In relation to Sadiku's statements (2018) above, numerous studies have examined the effect of using English subtitled video and have shown positive effects in EFL classrooms. For example, a previous study conducted by Angkananon and Wald (2018) at Suratthani Rajabhat University in Thailand showed that the scores of the experimental group were higher than the control group after the implementation of online video and subtitles which also helped the students learn English words better than just learning face-to-face with similar techniques. In Indonesia, Azizi and Aziz (2019) in SMK Sultan Tajul Ariffin showed that there is a significant improvement in the experimental group compared to the control group after watching the video. Ridarma (2017) also found that the second-grade students of MAN 3 Rukoh Banda Aceh had more interest in the media which helped a lot in understanding the pronunciation and vocabulary. Lestari (2018) also found that the use of English subtitle in movie gave the effect to increase ninth-grade students' vocabulary mastery in SMPN 1 Gunungsari. While watching subtitled movies, students are not only watching and listening to the audiovisual material but also interacting with it as they translate the source text into the target language (Gorjian, 2014).

In regards to the use of online videos in online classroom activity, the study conducted by Al-Jarf (2016) showed that the use of YouTube in online courses helps motivate and enhance EFL students' learning and acquisition of English vocabulary. YouTube offered statistically significant effects on students' vocabulary acquisition which indicates that the participants positively viewed the use of YouTube in their lessons (Heriyanto, 2015). Additionally, the study conducted by Hakim (2019) showed that the use of YouTube videos is effective in teaching vocabulary for young learners and the students have a positive perception of using YouTube to learn vocabulary. Further, Widat (2017) presented in his research that the majority of students also had positive perception toward the implementation of authentic video with subtitle. In sum, perception is very important in understanding the students' behavior, because every student perceives the understanding differently. This will also help the teachers to find out whether their teaching technique is effective or not.

Based on the problems above, the research questions to be formulated are: 1) whether the use of English subtitled video on YouTube gives a significant difference on students' vocabulary achievement and 2) the students' perception toward the implementation of the medium.

II. METHODS

This research was aimed at finding if there was a significant difference between students' vocabulary achievement after being taught by using English subtitled video on YouTube, and investigating students' perception toward the use of the medium in vocabulary learning. One group pretest and posttest design (T1 X T2) was used in this research. The formula of the design is proposed by Setiyadi (2018).

Participants

The population of this research is the ninth grade students of SMP Negeri 1 Ambarawa. There are seven classes in the ninth grade of SMP Negeri1 Ambarawa. Each class consists of 30-32 students. The researcher used one class in this research as the representative. The sample of this research is 30 students of IX C class as suggested by the teacher. In determining the sample, the researcher used purposive sampling.

Instruments

The first instrument used in this research is vocabulary test. The aim is to see the students' vocabulary achievement before and after the implementation of the treatments. Additionally, there are two kinds of tests, those are pretest and posttest. Pretest was administered before giving the treatments in order to find out the students' initial achievement in vocabulary. Meanwhile, posttest was administered after the implementation of the medium. Moreover, questionnaire was also used in this research to investigate the students' perception toward the use of the medium in vocabulary learning.

Data Analysis

In order to answer each of the research question, the data has been analyzed through the following steps: 1) calculating the mean of pretest and posttest; 2) analyzing the data by using *Paired Sample T-Test* in SPSS to see the significant difference between students' vocabulary achievement after being taught by using the medium; 3) analyzing the result of the questionnaire by calculating the percentage of the gained score; 4) classifying the students' level of perception by using the following criteria proposed by Ratminingsih et al.(2017):

Table 1. Criteria of Questionnaire

Percentage	Criteria
$P_c \geq 85\%$	Very positive
$70 \leq P_c \leq 84$	Positive
$55 \leq P_c \leq 69$	Moderate
$40 \leq P_c \leq 54$	Negative
$P_c \leq 39$	Very negative

III. RESULTS AND DISCUSSIONS

Result

After getting the result of pretest and posttest, the mean score of both tests were compared in order to analyze the improvement of students' score. The mean score of pretest was 3.9 while in posttest was 5.3. In result, the increase amounted to 1.4 points. The following table shows the results of the hypothesis of students' mean score of the tests.

Table 2. Paired Samples T-Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	POSTTEST	1.43333	.97143	.17736	1.07060	1.79607	8.082	29	.000
—									

PRETEST

As shown in the table above, it can be seen that the significant value is .000. It means that H1 is accepted since 0.000 is lower than 0.05. It is evident that the t-value (8.082) is higher than t-table (2.045); therefore, there is a significant difference between students' vocabulary achievement after being taught by using English subtitled video on YouTube since $8.082 > 2.045$ (t-value is higher than t-table). In addition, by comparing the mean score of pre-test and posttest, it was found that the students' score improved 1.4 points from 3.9 to 5.3. In sum, there is an improvement on students' vocabulary achievement after being taught by using English subtitled video on YouTube.

Moreover, after analyzing the result of the questionnaire, the final result was calculated as can be noticed in the table below.

Table 3. The Gained Score of the Questionnaire

No.	Indicator of the Questionnaire	Max Score	Gained Score	Percentage
1.	The Students' Perception on the Implementation of English Subtitled Video	360	312	86.66%
2.	The Students' Perception on the Effectiveness of English Subtitled Video in Vocabulary Learning	480	431	89.79%
3.	The Students' Perception on the Benefits of the Use of English Subtitled Video on YouTube in Vocabulary Learning	960	801	83.43%
Total		1800	1544	85.77%

The table above clearly indicates that the percentage of each indicator of the questionnaire is more than 70%. Additionally, after calculating the gained score and maximum score, it was obtained 85.77% in total, indicating that the students had a positive perception on the use of English subtitled video in vocabulary learning. Finally, it can be stated that the implementation of English subtitled video on YouTube is effective and advantageous for students to learn vocabulary.

Discussion

As stated earlier that the researcher successfully conducted this research through WhatsApp group chat in six meetings. The pretest and posttest were given to the students in the beginning and at the end of the meeting to investigate whether there is an improvement on students' vocabulary achievement. The mean score of students' vocabulary in pretest was considered lower compared to the result in posttest. Therefore, the students' vocabulary achievement showed an improvement because the mean of students' posttest is higher than in pretest. Furthermore, to find out the significant difference score between pretest and posttest, the researcher analyzed the data by using *Paired Sample T-Test*.

Further, after the data was collected and analyzed, the comparison between the students' mean score in posttest (5.3) showed 1.4 points higher compared to in pretest (3.9). Similarly, the calculation of the significant difference using *Paired Sample T-Test* using SPSS version 20 showed that the t-value gained 8.082 which were higher than t-table which showed 2.045. The

same formula was used to find out the significant level and 0.00 was obtained as the significant level of the pretest and posttest. Thus, all of the evidences proved that there is a significant difference between students' vocabulary achievement after being taught by using English subtitled video on YouTube.

Regarding to the previous study, this research supports a study conducted by Rahayu (2014) investigating the improvement of the seventh-grade students' vocabulary mastery after the implementation of English subtitled video as the media. The result showed that there was an improvement of students' vocabulary mastery which was indicated by the mean of pretest that was 76.41, while the mean of posttest was 84.94.

With respect to another study, the finding also supports a quantitative research conducted by Ridarma (2017). He investigated the significant difference score of eleventh-grade students' vocabulary achievement after being taught by using English subtitled video. The result showed that the mean score of posttest was higher than in pretest. Thus, English subtitled video was proven to improve students' vocabulary achievement.

Based on the present studies, it proved that English subtitled video was beneficial for students in learning vocabulary. It can be seen from the significant difference between the mean of pretest and posttest which has been analyzed.

In relation to the second research question that is about the students' perception toward the use of English subtitled video on YouTube in vocabulary learning, it is critical to consider the students' feeling and perspective during and after the implementation of the medium, thus questionnaire was required to support this research.

The questionnaire was close-ended questionnaire in which the scale was given based on the Thurstone Scale with responses ranging from 'Strongly Agree', 'Agree', 'Disagree', and 'Strongly Disagree', each of which had one response category's score, that is 4,3,2, and 1. There were 15 items of questionnaire which classified into three indicators. In calculating the score, the researcher divided the gained score by maximum score and presented the result in form of percentage.

The result presented in table 3 proved that there was positive perception among majority of students toward the use of English subtitled video in vocabulary learning. It can be seen from the percentage of each indicator which showed more than 70% that means positive based on the criteria of perception. The students believed that the video was fun and enjoyable. Moreover, they thought that the video was interesting and better to apply in vocabulary learning compared to the other ones. Furthermore, the medium was advantageous for them to improve their vocabulary knowledge, particularly in terms of meaning and word use. In general, most students agreed that the video was beneficial to improve their vocabulary achievement. In contrast, there were 1-4 students disagreed with some statements. The highest percentage for 'disagree' was in item number 5 with the statement about the English subtitled video was better used than other media to apply in vocabulary learning. It occurred since each student had his own preference in learning, mainly in vocabulary learning. Still, most students chose 'agree' with the statement.

The finding of this second research question also supports the previous research conducted by Widat (2017) who investigated the students' response on authentic subtitled video in vocabulary

learning. In his research, it was obtained that 74.84% of university students had positive responses toward the strategy usage. In brief, based on the discussion of the finding, it can be summarized that the use of English subtitled video gave a positive result on students' vocabulary achievement.

IV. CONCLUSIONS AND SUGGESTIONS

After the research had been conducted at the ninth grade of SMPN 1 Ambarawa and the data had been analyzed, it can be concluded that teaching vocabulary by using English subtitled video on YouTube is effective to improve students' vocabulary achievement. This is supported by the teaching and learning process which was successfully done without any significant obstacles. In addition, not only has English subtitled video helped the students in achieving new vocabulary, but also using it in sentences since some of the vocabulary used in the test had been learned by the students from the video. Hence, the implementation of English subtitled video on YouTube is significantly improved the students' vocabulary knowledge. In addition, the use of the medium has a positive impact on students' vocabulary achievement. The students considered the use of English subtitled video an enjoyable and exciting medium to learn vocabulary. Moreover, they also thought that it helped them learning new vocabulary easily. In brief, the students agree that English subtitled video on YouTube is effective and advantageous for them to learn vocabulary.

Moreover, this study has implications. Teachers are suggested to apply English subtitled video on YouTube in teaching vocabulary since it was proven to be effective in improving students' vocabulary achievement. However, since there were some students who did not actively join the teaching-learning process, it is better for the teacher to be more creative in conducting the teaching and learning process. Furthermore, the result of the questionnaire showed positive perception among students', it is suggested for the English teachers to use English subtitled video on YouTube as an additional medium in teaching vocabulary for another topic such as descriptive text, recount text, etc. In relation to this, further research is expected to investigate different English skills achievement such as students' speaking achievement, students' writing achievement, etc.

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**Improving students' reading comprehension by using mind mapping technique
through *miMind* Application as android based mobile learning
at the first grade of SMAN 1 Sumberejo in academic year 2020/2021**

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ABSTRACT

The objectives of this research are: (1) to find out the significant difference of using mind mapping through *miMind* application in improving students' reading comprehension of narrative text; and (2) to know the students' responses toward *miMind* application as android based mobile learning. This is a quantitative study which had intact group pre-test and post-test design. Therefore, the effectiveness of this study can be seen through the significant difference before and after the implementation of mind mapping technique through *miMind* application as revealed on the students' scores. This research was conducted at the first year of SMAN 1 Sumberejo in academic year 2020/2021. The sample of this research was X MIPA 1 consisted of 36 students which was selected by using cluster random sampling. The research data were collected by using reading test and questionnaire.

The results show that students' mean scores in the pre-test was 61.18 and post-test was 76.81. It can be seen that the students' mean score of post-test increased about 15.63 point after being taught by using mind mapping technique through *miMind* application. Then, the results were computationally analyzed using Paired Samples T-Test through SPSS 20 Program, which showed that t-value (6.780) was higher than t-table (2.0301) at level of significance 0.05. Based on this result, H_0 was rejected, while H_1 was accepted. In other words, there is significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application in SMAN 1 Sumberejo. It was also supported by the students' responses in questionnaire. From the result, there were 89% students gave positive response and 11% gave negative response toward mind mapping through *miMind* application. It can be concluded that mind mapping technique through *miMind* application is effective to improve students' reading comprehension of narrative text.

Keywords: *Reading Comprehension, Mind Mapping Technique, miMindApplication, Android, Mobile Learning*

I. INTRODUCTION

Reading is the most crucial language skill because it is the base of knowledge (Birch, 2014) in Khalid et al.(2018:2). This skill has a vital meaning on humans; that is why it is the crucial reason for learning and proficiency. Reading is also a distinctive procedure which rounds through eyes, speech, and mind (Alshehri, 2014) in Khalid et al.(2018:2). It indicates that reading is an active process which involved many aspects. Moreover, the act of reading cannot be separated from comprehension (Indrayani, 2014). The students cannot get their reading achievement within comprehending what they read. In comprehending a text, students should be taught and monitored by teacher who well understood the way to teach reading comprehension

properly. The main purpose of teaching the reading skill is to train the students so that they could attain ideas and information to comprehend a text.

According to Kemdikbud, as the ministry of the Government of Indonesia that responsible in the field of early childhood education, primary education, secondary education, public education, and management culture (Hidayatsrf, 2020), on High School Syllabus of Curriculum 2013 verse 2018 revision, the first grade of senior high school students are expected to learn some types of text, such as introduction, extended, showing care, intention, descriptive, announcement, recount, and narrative. Narrative is a common text which is used in teaching and learning activities and national examination (Septiyani, 2017). Furthermore, narrative text is a text which tells a story using a series of events (NSW Department of Education and Communities, 2011: 3) in Septiyani(2017). In line with the purpose that is to entertain the readers, it can be assumed that narrative text can be interesting and easy to study.

However, many students find difficulties that often appear in comprehending a reading text, in this case is narrative text. Due to the fact, students have difficulty understanding stories that they read (Garcia et al., 2014). It indicates that the students can read aloud the text, but they do not understand and remember what the text talks about. Most of students read for many times to get some information they are looking for. In contrast, reading is a long process (Septiyani, 2017). While the time is limited, but they fail in getting the information, they prefer to answer quickly rather than comprehend the text deeply. Consequently, they will get unsatisfying achievement in reading comprehension. Furthermore, it is not about the students' problem, but also the teacher's. Aside from students, teachers may be the most reliable source of information concerning boredom in students during class instruction (Daschman et al., 2013). When teachers cannot package the material effectively, students who feel tired after full day class in high school will also get less interesting to learn something, especially to comprehend a text. Therefore, teachers should have teaching and learning techniques that can help students improve their achievement (Kusmaningrum, 2016). In addition, the usage of media is also important to support teaching and learning technique in getting better understanding. Considering that facts, it is needed for teacher to find an effective technique in teaching reading comprehension, so that the students will get the proper ideas and needed information from a text that they read. For this reason, mind mapping is one of the best answers that can help students in improving their reading comprehension of narrative text.

Mind mapping is an effective technique for students to get better understanding and remember the important lessons. Due to the fact, mind map enhanced and enriched through color, pictures, code, and dimension to add interest, beauty, and individuality (Liztyanputri, 2016). This is important to help the students in learning creatively and memorizing the recall information specifically. Some previous researchers used mind mapping technique to be applied in learning process. The first research was done by Patria(2015), entitled Increasing Students' Reading Comprehension through Mind Mapping Technique from Narrative Text. The result of mind mapping was effective to increase the students' reading comprehension of narrative text. The second research was done by Rizqiya(2013), entitled The Use of Mind Mapping in Teaching Reading Comprehension. The result of mind mapping was effective to be an alternative technique in teaching reading comprehension. The result of the students' tasks indicated that the students' reading comprehension increase after being taught by using mind mapping technique.

However, these previous studies have not given in depth information to which of media of mind mapping in reading comprehension itself. It is most useful.

Referring the afore mentioned studies, it is reasonable to assume that students will probably avail themselves of mind mapping in terms of generating an organizing ideas for their reading comprehension of narrative text. Yet, it was also the researcher's assumption that, if it was manual mind mapping, it would be less effective since they would organize the ideas of the text by creating nodes and lines on their book by obvious stationary such as book, pen, ruler, even color tools. In addition, creating a mind map is a very personal process. It means that mind map between one student and another student will be different. It will lead the difficulty for students to start organize their mind map if there is no significant map reference to do that. Furthermore, the development of science and technology encourages various reform efforts in learning process (Wicahyani et al., 2018). Given the findings and deductions regarding the usage of media above, the researchers assumed that mind mapping through android application as digital media can be more effective than manual media.

M-learning (Mobile learning) is a kind of learning model allowing learners to obtain learning materials anytime and anywhere using mobile communication, mobile devices, and the internet(Lan and Sie, 2010). It means that mobile learning is closely related with nowadays learners' situation that lives in technology development era. Particularly, with the mobile technologies, learners and instructors should make different activities which are more motivational and more interesting from traditional activity (Ozdaml and Cavus, 2011). So, by using android application as the mobile device of digital media, students can create and bring their mind map just by using their smartphone that can be used anytime and anywhere. The students do not need obvious stationary and a long time to think about their map shape and how to connect each node properly because the device can be used simpler than it. Just organize the ideas and choose some types, color, and background, then the proper mind map can be gotten. In consideration of all this, the researchers conducted a study on the effectiveness of mind mapping technique through android application.

In relation to mobile learning of mind mapping, *miMind* is might be applicable since they may use an easy device to create their mind map. Many researchers have been conducted dealing with *miMind* in the scope of mind mapping activities. For example, Hermawati et al., (2019)who stated that *miMind*application gave significant effect (positive) towards students' achievement that is 33 as the highest percentage. They said this application is very good to be implemented at school, especially in English course, because the learning process ran more effective, efficient and innovative, saving time, and students also can learn everywhere. It is possible for students to keep learning even though they do not do face-to-face class. Another research came fromGolovatina and Golovatina-Mora(n.d.:2), stated that *miMind*is an appropriate application that can help the students to develop a mind map. In line with this, Castillo and Gullen(2020) who stated that *miMind* was an ideal digital application for retrieving and organizing information in Harmonic Mind Maps.

However, all the previous studies purely only implemented the concept of manual mind mapping in reading comprehension of narrative text, or students only use *miMind* application for their digital learning achievement. By modifying this mind mapping, that is the concept of

miMind, it will provide the students an ideal and appropriate digital application for doing mind map of narrative text. Moreover, hopefully it will facilitate the students' mind mapping activity, so that they can comprehend their reading of narrative text properly. *miMind* mobile application was used for digital learning which is considered more effective and enjoyable than the manual verse, and mind mapping was used as simple note and graphic organizer of the ideas of narrative text that is comprehended by students. When the students can enjoy their learning, they can read and understand the text easier. Therefore, a success in comprehending a text will be easily achieved. It is also related to their perception. Furthermore, the students's responses related to the use of mind mapping technique which is modified by android mobile learning, whether it can motivate their learning or not, can also be seen from the result of questionnaire as one the instruments of this research.

Based on the explanation above, the researcher was highly motivated to conduct a research entitled "Improving Students' Reading Comprehension by Using Mind Mapping Technique through *miMind* Application as Android based Mobile Learning at The First Grade of SMA N 1 Sumberejo in Academic Year 2020/2021".

II. METHODS

This research was a quantitative study since it was focused on the product (result of the test) not the process of teaching learning. This present study had one group pre-test post-test design. In this research, the researcher used regression study. Regression was used to predict the effect of dependent variable toward independent variable. The researcher selected the class by using cluster random sampling. The learners received the questionnaire. There were three treatments, the students were tested before and after the treatment. After the treatment, the students were given a set of questionnaire in order to know the students' response toward the technique being implemented. The research design can be represented as follow:

$T_1 \quad X \quad T_2$

Notes:

T_1 : Pre-test

T_2 : Post-test

X : Treatment

(Setiyadi, 2018)

Participants

This research was conducted at the first year of SMAN 1 Sumberejo in academic year 2020/2021. The sample of this research was X MIPA 1 consisted of 36 students which was selected by using cluster random sampling.

Instruments

The research data were collected by using reading test and questionnaire.

Data analysis

The data of this study was computately analyzed using Paired Samples T-Test through SPSS 20 Program. Then, to examine the result of questionnaire in analyzing the learners' response toward

mind mapping technique through *miMind* application, the researcher analyzed its quantitative data and description analysis was used, since the researcher uses his own idea including his own interpretation toward the data (Setiyadi, 2018). In addition to test measurement, the researcher also applied the honesty test to the students when they took the test by using Auto Proctor Program on a Google Form containing tests for students to work on to minimize the form of students cheating referring to the fact that currently online learning are implemented due to the COVID-19 Pandemic.

III. RESULTS AND DISCUSSIONS

Result of Reading Test

The pretest and posttest results of 36 students in experimental class were analyzed. The total of the pre-test score before the treatment of teaching reading comprehension through mind mapping technique by using *miMind* application was implemented was 2202.48, mean score was 61.18, the highest score was 95 and the lowest score was 15. The median of pretest was 66.25, the mode was 85, and standard deviation of the pretest result was 25.44.

The total of post-test score after the treatment of teaching reading through mind mapping technique was implemented was 2765.16, mean score was 76.81, the highest score was 95 and the lowest score was 27.5. The median was 87.5, the mode was 90, and standard deviation of the posttest result was 21.23. The students' scores in post-test were higher than their scores in the pre-test. Therefore, the treatment of teaching reading through mind mapping technique gave a good contribution to attainment of reading comprehension.

The Improvement of the Students' Reading Comprehension

The scores were divided into 3 groups: increased, stable, and decreased, to further investigation in what way the implementation of mind mapping technique by using *miMind* application had an effect on the students' reading comprehension. Based on the overall data gained in experimental class, it was found that from the total of 36 students, there were 34 (94.44%) students whose the score increased on posttest. Then, there were 2 (5.56%) other students whose the score were stable. Last, there were no students who have score decreased.

Honesty Test

The honesty test of all the students was 100%. It indicates that the students did the test by avoiding such a cheating that can be detected through Auto Proctor Program when they took their tests. The researcher gave the instruction before the students took the test so that the students knew what to do and what not to do. It was also accordance to the instruction of the Auto Proctor Program itself that the teacher should tell the students about the further instruction and information if the students take the test by using the program. After all the students have submitted their tests, the results will be shown in add-ons on Google Form.

Hypothesis Testing

In testing the hypothesis, the result was analyzed by using Paired Samples T-Test through SPSS 20 Program that was depicted in Table 1 as follows.

Table 1. T-test Result

Paired Samples Test

		Paired Differences				T	Df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Posttest – Pretest	15.6250	13.8277	2.3046	20.3036	10.9464	6.780	35	.000

From Table 1, it presented that the t-test of this research was 6.780 and the t-table was 2.0301 based on the df (degrees of freedom), which was 35, at a level significant of 0.05. It can be seen from the calculation of reading test result between pretest and posttest, H_0 was rejected, while H_1 was accepted because t-value was more than t-table ($6.780 > 2.0301$). Therefore, it can be concluded that there was significant difference between the result of pretest and the result of posttest. In other words, there was significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application.

Result of Questionnaire

The questionnaire consists of 45 questions that indicated the students' interest toward mind mapping technique through *miMind* application and the effects of the implementation of mind mapping technique through *miMind* application to their knowledge improvement and reading skills, especially in narrative text. Each item has 5 numerical value: *sangat setuju* (SS) has 5 points, *setuju* (S) has 4 points, *kurang setuju* (KS) has 3 points, *tidak setuju* (TS) has 2 points, and *sangat tidak setuju* (STS) has 1 point. The distribution frequency of the students' questionnaire can be seen through the Table 2 below.

Table 2. Distribution Frequency of the Students' Questionnaire

No.	Interval	Frequency	%
1	149-159	1	2.78%
2	160-170	0	0%
3	171-181	3	8.33%
4	182-192	10	27.78%
5	193-203	5	13.88%
6	204-214	6	16.67%
7	215-225	11	30.56%
Total		208	100%

From the table above, it can be concluded that 89% of all students give positive response toward mind mapping technique.

Discussion

Due to this research was done in one class only: experimental class, then, all the data which described is the data of the stated experimental class only. This research uses design by Setiyadi, 2018, namely one group pre-test and post-test design. The pretest mean score was 61.18. Meanwhile, after given 3 treatments by using mind mapping technique through

miMind application, the posttest mean score was 76.81. The increase of the mean score in experimental class can be based on the quality of learning process that was getting better in few of the fact that the students ability in comprehending narrative text developed well. In addition, the students might also enjoy the learning process.

After finding the mean score in both of tests: pretest and posttest, the researcher made sure that the data were distributed normally. The value 0.200 for both of pretest and posttest was found through normality test. The value was higher than 0.05, which means the data were distributed normally. In other words, there was balance distribution between the students who got low, middle, and high score.

After that, the researcher calculated the data into t-test formula by using SPSS 20 Program. From the calculation, the result of t-test was 6.780. This result needed to be compared to t-table value. Based on a level significance of 0.05, the t-table value obtained was 2.0301. Then, the researcher compared t-test and t-table value and found that the t-test was higher than t-table value, which were $6.780 > 2.0301$. Based on this result, H_0 or null hypothesis was rejected, while H_1 or alternative hypothesis was accepted. In other words, there is significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application in SMA N 1 Sumberejo, Tanggamus, Lampung. The similar topic was also carried out by some previous researchers about mind mapping technique to be applied in learning process. The first research was done by Rachma Patria(2015) entitled Increasing Students' Reading Comprehension through Mind Mapping Technique from Narrative Text. The result of mind mapping was effective to increase the students' reading comprehension of narrative text which showed that $7.050 > 2.045$. The second research was done by Rizqiya(2013), entitled The Use of Mind Mapping in Teaching Reading Comprehension. The result of mind mapping was effective to be an alternative technique in teaching reading comprehension. Due to the researcher modified the technique by using mobile learning, that is *miMind* application, then, several studies were referred to in this study. As a research by Hermawati et al.(2019) who stated that *miMind* application gave significant effect (positive) towards students' achievement that is 33 as the highest percentage. Another research came from Golovatina and Golovatina-Mora(n.d.:2) stated that *miMind* is an appropriate application that can help the students to develop a mind map. In line with this, Castillo and Gullen(2020) who stated that *miMind* was an ideal digital application for retrieving and organizing information in Harmonic Mind Maps.

In addition to the hypothesis testing which showed that there was significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application in SMA N 1 Sumberejo, the implementation of present study showed that using mind mapping technique through *miMind* application had positive responses in the experimental class. This was based on the questionnaire result showing that 55.6% of students strongly agreed that mobile learning generated student's interest in reading comprehension of narrative text, because it presents learning material attractively by equipping with pictures, animation, and learning videos. Furthermore, 52.8% of students agreed that mobile learning can be used anywhere and anytime which can be operated without the help of the teacher directly. This is accordance with the current learning conditions—online learning during Covid 19 Pandemic, especially at SMA N 1

Sumberejo which is implementing online learning with a duration of learning time of 1×65 minutes each week. Moreover, 58.3% of students strongly agreed that mobile learning helps overcome learning difficulties, because it can help improve the students' memory of the subject matter. As Tee et al.(2014)says that mind maps help students remember information, as they hold it in a format that the mind finds easy to recall and quick to review. Furthermore, the advancement of technology leads the technique to use in concept of android based mobile learning. One of them is about application usage, in this case is mind mapping application, that is *miMind* application. By using mind mapping technique through *miMind* application as the device of mobile learning, the learning process can be more flexible since it can be done anytime, anywhere and in any condition(Martono and Nurhayati, 2014). It can also help students with staying focused, goal settings, color-coding, assignments, qualitative analysis, budgeting. It is found that students have better understanding to a text they read, in this case is narrative text. By having a better understanding, there is an improvement in their confidence in answering any questions either from the teacher or questions of an exam or test. Moreover, mind mapping through *miMind* application is a modified technique that is very good to be implemented at school, especially in English course, because the learning process ran more effective, efficient and innovative, saving time, and students also can learn everywhere (Hermawati et al., 2019). In addition, they said that it is possible for students to keep learning even though they do not do face-to-face class.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of analyzing the data, there was significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application at the first grade of SMA N 1 Sumberejo in academic year 2020/2021. It means there is an effectiveness of using mind mapping technique through *miMind* application on students' reading narrative text. It was due to the fact that the implementation of mind mapping technique through *miMind* application showed positive responses in experimental class by the increase of mean score and the number of students who received higher score. The fact showed that almost all students of the class received higher scores after being given the treatment. It means that the number of the students who received stabled scores after the treatment were less than the number of the students who received higher scores. Another fact showed that there were no students who received lower score after being given the treatment.

In addition to the significant difference between the students' reading comprehension in narrative text before and after the implementation of mind mapping technique through *miMind* application at the first grade of SMA N 1 Sumberejo in academic year 2020/2021, the questionnaire result showed that reading comprehension of narrative text by using mind mapping technique through *miMind* application gave positive impact for the students' learning. On the condition that the students have a deeper understanding about the concept of mind mapping technique through *miMind* application, so that the technique which is modified by android based mobile learning can be implemented effectively on students' reading comprehension of narrative text.

From the effectiveness, it indicates that mind mapping as a visual diagram which is modified by the usage of *miMind* application as android based mobile learning has successfully motivated the students to read narrative text in a joyful way. The students who get less interesting to learn something because they feel tired after full day class can minimize their boredom in comprehending a text by using *miMind* application on their gadget. They can create an interesting map by using some colors and pictures which can be digitally organized anytime and anywhere. For this reason, mind mapping through *miMind* application is one of the best answers that can help students in improving their reading comprehension of narrative text. Furthermore, considering to the readers in all grades like a joyful process in comprehending a text, therefore, mind mapping technique is not only limited to senior high school students, but it is also flexible to be implemented in all grades, such as elementary school students, junior high school students, even for college students, and in all subjects.

Suggestions

Based on the conclusion of the study, the suggestions are addressed to students, English teachers, the other researchers, and school. For the students, they should be aware of the new learning technique that they can use to support their learning process, because one technique may work better than the others. In addition, every student definitely has one learning technique that suit them best. While, the teachers should be careful in determining the term of implementing a technique to make sure that the students understand any of material explained by the teacher. Then, the other researchers can use this study as a relevant study related to the implementation of mind mapping technique through *miMind* application as android based mobile learning to improve students' reading comprehension of narrative text. Furthermore, the school should better support the teacher in implementing a technique by giving proper time, place, and facilities for the success of knowledge transform from the teachers to the students.

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Improving students' vocabulary mastery through Short movie of the first grade students at SMAN 15 Bandar Lampung

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ABSTRACT

Vocabulary is one of the English components that needs to be mastered by the learners, yet most of the students have big problems in mastering vocabulary. Based on the researcher's observation during PLP, it was found that at X and XI class had lack of vocabularies. The objectives of this research were to find out i) the significant improvement of students' vocabulary mastery after being taught through short movie at the first grade of SMAN 15 Bandar Lampung and ii) the type of vocabulary which improves the most. The approach of this research was quantitative. There were 30 students of the first grade chosen. Vocabulary tests were used to collect the data. The researcher used a *single group pretest-posttest* design. The data were also computed by using SPSS 25.0 for Windows. The result showed that the mean of students' vocabulary score was getting higher after the teacher utilized short movie, by having the number of 77.13. In addition, the gain of the test was 0.1832. It was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. Besides, the mean of the tests were also increased from 6.3 in pretest to 7.3 in posttest.

Keywords: vocabulary, vocabulary mastery, short movie

I. INTRODUCTION

Vocabulary is one of language aspects that should be mastered by learners. It is a basic component that helps learners to master English skills. As stated by Cahyono (2011) that vocabulary provides much of the basics for how well learners listen, speak, read, and write. When learners are learning a new language, they should have a lot of vocabulary in order to make use of their language into four language skills that are listening, speaking, reading, and writing. In other words, if the students master vocabulary, they will be able to produce so many sentences easily either in spoken or written in learning English. Hence, it is difficult for the learners to express their opinions, ideas, and feelings if they have limited vocabulary. As the result, they will find difficulties in mastering their language skills because of having too limited vocabularies.

Moreover, Dellar and Hocking in Sukrina (2013) states that learning more words and expressions will give a good result on students' improvement in learning language. It means that students will improve much if they learn more vocabulary. Even if students' grammar is excellent, they will not be able to communicate their idea and opinion without a wide vocabulary.

Furthermore, the guidelines of senior high school curriculum of English, graduates of senior high school is expected to master vocabulary in order to be able to communicate whether in spoken and written form. The first year students of senior high school should master at least 1500 words after finishing their study. It is difficult to be reached since the students often lose interest since they find that foreign language study is not as easy as other subjects. As a result, the students tend to learn English reluctantly which have them faced a difficulty in comprehending the meaning of the sentence and to express their idea since they lack of vocabulary. In fact, the researcher also found this problem in real life. Based on the researcher's observation during internship program, it was found that most of the students have big problems in learning English. One of the basic problems is lack of vocabularies especially at X and XI class. The teacher says that the students get problems in understanding the difficult words or phrases. It happens because they may lack vocabulary.

Besides, most students also lack of motivation. The students easily get bored, more passive, and worried about learning English because the English teacher lacks of ability in using media, especially in teaching vocabulary. The teacher forces the students to memorize some words, as a result, it makes them unable to memorize the vocabulary well. Therefore, most learners only master simple vocabularies like animals, clothes, things in the classroom and so on.

In order to solve this problem, a teacher should help students to learn the vocabularies by using media to conduct teaching and learning process in the class. According to Davies in Wiranata (2015), English teachers should try to vary the media to improve students' ability in learning English. The teacher has to look for ways that can be used to make students' interested in following the lesson.

Based on the principle above, the researcher purposes movies to improve the students' vocabulary mastery. Movie is one of the audio visual aids that contains picture and voice so the students can see and hear directly. Webb (2010) argues that by making use of films or movies in the classroom, students can enhance their vocabulary awareness and they can even make their pronunciation and intonation much better. By using movies, the students are hoped to enjoy learning English vocabulary so they can make clear the message. Besides, it can also save the teacher' energy and can motivate the student to learn, and can increase the quantity of teaching and learning.

II. METHODS

In this research, the researcher implemented quantitative approach to find out the improvement of students' vocabulary mastery after implementing movies as media. The research design used in this study is a single group pretest- posttest design. Using purposive sampling, the researcher took X IPS 1 at SMAN 15 Bandar Lampung as the sample of the research. To get the data, the researcher distributed two tests as the instrument; pretest and posttest which consist of 40 multiple answer questions. Then, the result of the tests were analyzed using Paired Sample T-test in SPSS ver.25.

III. RESULT AND DISCUSSION

Result

After successfully conducted the treatment and gave the two tests, the researcher analyzed the data in order to answer the research questions by finding whether students' vocabulary increased after the utilization of short movies or not and also the most improved aspect of vocabulary.

3.1 Result of Pretest

To know the initial ability of the students, the researcher gave a set of pretest questions to the students which consist of 40 multiple choices items. Furthermore, the result of the pretest is described in the following tables and paragraphs.

Table 3.1 Distribution of Pretest Score

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81-85	2	6.7	6.7	6.7
	76-80	8	26.7	26.7	33.3
	71-75	8	26.7	26.7	60.0
	66-70	7	23.3	23.3	83.3
	61-65	4	13.3	13.3	96.7
	56-60	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

From the table above, it can be seen that most of the students got the score above 70. There are two students who got 81-85 with the percentage of 6.7%. Moreover, there are eight students who got the score in the range of 76-80. The same number was appeared in the frequency of 71-75 with the percentage of 26.7%. The table also shows that there are seven students who got 66-70. Last, four students got 61-65 as their score and only one student got the score below 61.

Table 3.2 Mean of Pretest Score

Statistics		
Pretest		
N	Valid	30
	Missing	0
Mean		72.00
Std. Error of Mean		1.126
Std. Deviation		6.170

Variance	38.069
Range	22
Minimum	60
Maximum	82

Table 3.2 showed the mean score of the pretest. It can be seen that the mean for pretest score is 72 with the minimum score of 60 and the maximum score of 82.

3.2 Result of Posttest

After getting the treatment, the students were required to do posttest to know their improvement in vocabulary mastery. The posttest was given at the end of the research. There were 40 multiple answer questions that should be answered by the students. The following tables and paragraphs explained the result of posttest.

Table 3.3 Distribution of Posttest Score

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	81-85	6	20.0	20.0	20.0
	76-80	15	50.0	50.0	70.0
	71-75	6	20.0	20.0	90.0
	66-70	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From Table 3.3, it is clear that the lowest score of students is 66 and the highest is 85. After that, the frequency of students who got the score above 70 is increased.

There were six students who got the score ranging 81-85. Besides, the number of students who gain score in the range of 76-80 was improved by having the total of 15 students. Then, there are six students who got 71-75 while the rest three students got 66-70.

Table 3.4 Mean of Posttest Score

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		77.13
Std. Error of Mean		.771

Std. Deviation	4.224
Variance	17.844
Range	16
Minimum	68
Maximum	84

Table 3.4 shows the result of posttest mean score which is 77.13. It can be seen that the minimum score was 68 and the maximum score is 84.

Furthermore to answer the first research questions, is there any significant improvement of students' vocabulary after being taught through short movie, the researcher calculated the mean of pretest and posttest to find the N-gain of students score. The result is presented as follows.

Table 3.5 Gain of Students Pretest and Posttest Score

	Mean	Gain	T-value	Sig.
Pre-test	72.00			
Post-test	77.13	0.1832	4.074	.000

After calculating the mean of both tests, it was found out that the gain was 0.1832 points. Hence, it can be concluded that the students got improvement after receiving the treatment by implementing short movie during the learning process.

3.3 Hypothesis Testing

The hypothesis proposed by the researcher should be tested in order to prove whether it was accepted or not. The researcher used Paired Sample T-test to analyze the result of the test. The result of the analysis is provided in the following table.

Table 3.6 Paired Sample Test

Paired Samples Test							
Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
			Lower	Upper			

Pair 1	Posttest – Pretest	5.133	6.902	1.260	2.556	7.711	4.074	29	.000
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The table shows that the result of the significance of the two-tailed value is 0.000. It is proved that the H1 is accepted since 0.000 is lower than 0.05. By seeing this result, it can be concluded that there is significant improvement of students' vocabulary after being taught through short movie. This statement is also proved by the evidence of the t-value which is higher than the t-table ($4.074 > 2.0452$). Hence, it can be said that students' vocabulary was improved by the implementation of short movie.

3.4 Result of Each Aspects

To answer the second research question that is what types of vocabulary that improves the most after the implementation of short movie, the researcher analyzed students' scores based on the four aspects of vocabulary which are adjective, noun, adverb, and verb. The complete result of the calculation is presented in the table below.

Table 3.7 Gain of Each Aspects

Aspects of Vocabulary	Mean		Gain	Significant
	Pre-Test	Post-Test		
Adjective	6.7	7.0	0.08333	0.000
Noun	6.6	7.3	0.19161	0.000
Adverb	6.2	6.9	0.19210	0.000
Verb	6.3	7.3	0.25824	0.000

The table shows that there is statistically significant improvement in all aspects of vocabulary including adjective, noun, adverb, and verb. It is proved by seeing the mean of each aspect in posttest (adjective 7.0, noun 7.3, adverb 6.9, verb, 7.3) which are higher than the mean in pretest (adjective 6.7, noun 6.6, adverb 6.2, verb 6.3). Furthermore, it also important to consider the gain score of each aspect to know which aspects that improved the most. From the table, it can be seen that the gain of each aspect is 0.08333 (adjective), 0.19161 (noun), 0.19210 (adverb), 0.25824 (verb). It can be concluded that aspect which got the highest gain score is verb (0.25824). In other words, the aspect that improved the most is verb.

Discussion

Regarding the answer for the first research question the use of short movie in learning process showed positive results as the students got higher scores during posttest. It can be seen from the

mean of both tests. In the pretest, the overall mean is 72.00. However, it was enhanced to 77.13 in the posttest by having the gain number of 0.1832. So, it can be concluded that students' vocabulary was improved by the use of short movie in learning process.

Furthermore, there are several evidences that support the improvement of students' vocabulary after the implementation of short movie. First, short movie could make the learning process to be fun and enjoyable. The students were interested in the lesson that they learned. As the result, the students were actively engaged with the learning process. It was in line with the statement from Amaliaet. al (2017) that English teachers felt that using modern media like movie to teach new words makes the learning process to be enjoyable and memorable. It was also found that visual elements can motivate students for better learning, especially vocabulary. Additionally, Andriani (2016) also believes that utilizing appropriate teaching aid in teaching language especially vocabulary is important since it can decrease students' boredom which affects the learning result. Hamalik in Arsyad (2008) also shares same idea by suggesting the use of instructional media like movie in learning language. By combining the utilization of media in teaching process, students will experience new desire and interest in learning. Besides, motivation and learning stimulation will probably grow up the students' psychological sides.

In addition, from watching movies, students got a lot of new vocabularies that they found in the movies. Interestingly, some of them can guess the meaning by seeing the scene of the movie. As Gorjian (2014) said that using video or movie would help language learners develop their knowledge of vocabulary. Moreover, they also discussed the vocabulary that they got which helped them to understand more about the contextual meaning of each vocabulary. They could also share their opinion and information that they got from the movie. Added by Webb (2010) that students can increase their vocabulary awareness of words families by using movie in the classroom which can help them improve their vocabulary understanding. As the result, students are able to broaden their lexicon in English.

Furthermore, regarding the most improved aspect which is verb, Lail (2018) said that basically, the use of media can provide information about an object. In this research the students could get the information of the object or the characters by seeing the scene of the movie. The scene gave the information about the action that each character do such as their activities or habit. Therefore, it had them to be easier to recognize the verb. Hence during the posttest students could answer the questions with the appropriate verb as they remembered the scene that was showed the character's action. This idea is in line with the findings from Dzulfahmi & Nikmah (2020) that movie is chosen because it comes with iconic scene which contains vocabularies that are simple and memorable as the words used are very common. Hence, the new vocabularies found by the students in the movie will linger on their long-term memory.

Moreover, the finding is in line with the previous research as it shows the improvement of students' vocabulary mastery after watching short movie during learning process. The first study was from Efrizal (2017). He did classroom action research in order to know the effect of English movie

towards students' vocabulary mastery. The study was conducted in three phase. Moreover, each phase showed good result that students' score was gained after utilizing movie in the class. After that, Rahman (2012) conducted correlational study to know the relation between frequency of watching English movies and vocabulary mastery. This study was intended to see whether the frequency of watching English movie could affect students' vocabulary. Then, it was found that the result showed a significant correlation between students' frequency of watching English Movies and their vocabulary mastery.

In conclusion, the implementation of short movie in learning vocabulary gave satisfied result as the students' scores in posttest were improved. Additionally, regarding the most improved aspect, it was found out that the students could correctly answer the questions related to verb much better than the other aspect.

IV. CONCLUSION AND SUGGESTION

Students' vocabulary mastery was improved after the implementation of short movie. Before getting the treatment, the mean of students' vocabulary score was 72. However, it was getting higher after the teacher utilized short movie, by having the number of 77.13. It was also found out that the gain of the test was 0.1832. Moreover, watching short movie could enrich students' vocabulary. It also got the learning process to be more enjoyable.

Regarding the vocabulary aspect that improved the most, it was found out that the students got higher enhancement in mastering the words of verb. The gain for this aspect was 0.25824. This thing was happened due to the action performed by the characters in each scene which could influence students to understand the meaning of the verbs in the movie.

Hence, the teachers can use short movie as an alternative media in teaching vocabulary. It can help the teachers to stimulate students' interest and motivation during the learning process as they can learn English in a fun yet meaningful way. The other researchers are suggested to find out the effect of short movie on other language aspects such as grammar and pronunciation. Moreover, they can also apply this media to investigate students' improvement in language skills i.e listening, reading, writing, and speaking. In this study, the researcher was only focused on the content words of vocabulary which was caused by the limitation of time and scope. Therefore, the other researchers can execute not only content words but also function words of vocabulary.

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Improving students' speaking achievement by using *WhatsApp* group application in SMP Negeri 4 Natar Lampung Selatan

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ABSTRACT

The aim of this study is to know whether there is any improvement of students' speaking achievement after using WhatsApp group application. This is pre-experimental research that involved 1 class in junior high school which included 26 students. The data collecting was gained through pre-test and post-test. Those data were analyzed quantitatively. The result showed that there was significant improvement of students' speaking achievement after using WhatsApp group application. That finding showed that statistically, the average scores of post-test significantly improved than the average scores in the pre-test. It is suggested to use WhatsApp group application to improve students' speaking achievement effectively.

Keyword: *improving, speaking achievement., WhatsApp group application*

I. INTRODUCTION

Speaking is the active use of language to express meaning so that other people can understand of them. A speaker needs to find the most appropriate words and the correct grammar to convey meaning accurately and precisely, and needs to organize the discourse so that the listener will understand (Cameron 2001). Speaking is very important in learning a language because as a social creature human needs to interact one and another to express their ideas and thoughts to arrange and persuade others and it is used because someone purposes in learning a language is to be able to communicate the language (Brown 1994). In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication, and it is the most difficult skill (Oradee 2012). According to Nakhalah (2016) there are some factors that cause speaking difficulties, factors that cause difficulty in speaking Students are make a mistake in pronouncing, and many learners lack the necessary of vocabulary. The difficulties in the learning process because motivation and interested in learning process is low.

Moreover, WhatsApp is an outstanding social media application on mobile phones and very easy to use this application in learning process. The feature of WhatsApp application is appropriate to learning process without face to face. According to Aharony and Zion (2018) WhatsApp is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and group. Furthermore according to Ta'amneh., (2017) WhatsApp is a mobile application that employs users' existing internet data plan to help them networked and connected with others, it is used for sending and receiving messages, video, picture and audio message. Meanwhile, Kheryadi (2017) stated that there are positive effect on the students progress in learning particular, students show their confidence, independency and enthusiasm and positive attitude towards learning English.

In the previous study, Han and Keskin (2016) who explored that WhatsApp significantly impacted the students' FLA levels and they were able to lessen their anxieties somewhat and therefore they experienced less anxiety after the experience. According to Lauren, Jain, and Abd (2016) who explored that WhatsApp group may also motivate the students to communicate and have discussion on academic matters, since it may bring confidence to student to voice out opinion in the discussion. Based on the previous study above, it is believed that WhatsApp group can improve speaking achievement of the first year students in SMP Negeri 4 Natar Lampung Selatan. The purpose of this study is to know whether there is any significant improvement in students speaking achievement after being taught using WhatsApp group application in SMP Negeri 4 Natar Lampung Selatan ?

II. METHOD

Participant

The participants in this research included 26 students of VII B at first grade of SMP Negeri 4 Natar Lampung Selatan in the academic year of 2019/2020. Purposive sampling was selected to gain the population in this research.

Instrument

The researcher utilized one type of collecting data, the instrument was speaking test.

Data analysis

In order to get the results of this research, the data then were analyzed and interpreted by means of SPSS version windows 20.0.

III. RESULT AND DISCUSSION

The result of this research based on the speaking test. The data then were analyzed and interpreted by means of statistical software. In this chapter were explained of the result.

a. Normality test

The determine of normality test is (sign > 0,05) the sign illustrated that distribution of the data is normal. The normality test can be seen in table 9.

Table 9. Normality of test

	Kolmogorov - Smirnov ^a			Shapiro- Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE TEST	.148	26	.149	.923	26	.054
POST TEST	.167	26	.059	.951	26	.243

a. Lilliefors Significance Correction

Based on the table above, the data illustrated that the significant value on normality pre-test was 0,054 and post-test 0,243. In this normality test, it could be seen that the result of significant value, it was higher than 0, 05. Furthermore, it can be concludes that the data of pre-test and post test were normal.

b. Paired Sample T- Test

The paired sample t-test of pre-test and post-test, it can be seen in table 10.

Paired Samples Test

	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			

Pair 1	PRE TEST -	-17,385	4,989	,978	-19,400	-15,370	-17,769	25	,000
	POST TEST								

Based on the table above show that the result of the two- tailed significance was 0.00, it was lower than 0.05 which indicated that the alternative hypothesis was accepted. The data illustrated that there is significant improvement after taught by treatments. Furthermore, it can be conclude that there is significance improvement on students speaking achievement after WhatsApp group application.

DISCUSSION

This section discusses about the research findings. The discussion illustrated that whether there was any improvement of the students speaking achievement after being taught by using WhatsApp group application. Based on the result the significant value was 0.00, it was lower than 0.05. The data illustrated that there is significant improvement after taught by treatments. According to Ta'amneh (2017). Whatsapp is a mobile application that employs users' existing internet data plan to help them networked and connected with others, it used for sending and receiving messages, video, picture and audio massage. Furthermore, According to Aharony and Zion (2018) WhatsApp is a main mobile instant messaging application that enables users to send and receive real-time, diverse information to individuals and group. The researcher decided to give treatment, first treatment was by giving WhatsApp group application students ask about them self introduction in voice note, and the teacher give a feedback to students. The second, students listened the feedback from teacher and record again in voice note, after that they made transcription and discuss in group about a difficult and new word in transcription. Finally, the students make a simple conversation about self introduction and practice.

Based on the result of research finding, the student achievement by using WhatsApp group application is very significant improve in five aspect of speaking. There are some factors that affect improvement students of speaking, the implementation of online class in this research makes students comfortable to ask the teacher about some difficult word and pronounce. The WhatsApp group application is very easy application and they were comfortable and not afraid, when they do not directly face- to-face with the teacher in the class. Furthermore it can be conclude that WhatsApp group application can improve students speaking achievement. It was illustrate that there some aspects of improvement

in speaking achievement, especially in vocabulary aspect. Since learning in online class the students were comfortable to ask their problem of pronouncing some word and some vocabulary that they don't know. In this method student listened their speaking in the voice note and it helped students to know their pronouncing.

From the explanation above, it shows that WhatsApp group application is one of the appropriate for teaching English. The pronoun and vocabulary of students was improved after being taught WhatsApp group application. According to the previous research, two of them were conducted by Han and Keskin (2016) explored that WhatsApp significantly impacted the students' FLA levels and they were able to lessen their anxieties somewhat and therefore they experienced less anxiety after the experience. Moreover, according to Lauren, Jain, and Abd (2016) explored that WhatsApp group may also motivate the students to communicate and have discussion on academic matters, since it may bring confidence to student to voice out opinion in the discussion. Therefore, based on the explanation above it can be seen that community language learning can improve students speaking achievement.

IV. CONCLUSION

The research then made conclusion that there is a significant improvement on students speaking achievement after using WhatsApp group application in grammar, pronunciation, vocabulary, fluency, and accuracy. It can be seen from the result of this research, the significant values are all less than 0.05. Furthermore, it can be concluded that WhatsApp group application improved student speaking achievement.

SUGGESTIONS

Regarding to this conclusion, the researcher suggested for English teacher first, English language is difficult, teacher have to make the students interested, and make student active and not afraid in the class. It is recommended to use WhatsApp group application. Second, the teacher is suggested to use WhatsApp group application to teach in the class, because students need to learn in the group to communicate with other students and make them comfortable to ask a teacher without face to face in the class. Furthermore, it was suggested for further researchers, this study is conducted in first grade of junior high school, moreover the further researchers can try to conduct in other level in the senior high school. It is better if further researchers use two class in the research such as experimental class and control class in order to see some different

achievement of students. Since this research discusses about improvement of students, it is better if further researcher also discuss about perception of students.

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Students' understanding on idiom at second grade of SMAN 13 Bandar Lampung

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ABSTRACT

This research was the replication research from Li and Lewis (2019) entitled "Understanding metaphor; problem for Chinese Readers". This research aims to know students' understanding on idiom by analyzing whether idioms affect sentence comprehension. The subjects were students in grade XI of SMAN 13 Bandar Lampung. The researcher took one class as the sample of 25 students randomly. This research was analyzed using descriptive statistic method. In collecting the data, the researcher used a test in the form of Westlife songs and task completing. The result showed that the students understanding in both literal meaning and idiom were still low, their average score was under 60. So, it is suggested to the teacher to be creative and give more guidance in teaching idiomatic material, since we know that idiomatic understanding is one of important knowledge, and for the students also have to upgrade their idioms understanding by practicing and using them in daily conversation.

Keywords: *Understanding idiom, Idiomatic expressions, Songs, Translation.*

I. INTRODUCTION

English has many ways to express an idea. One of them is by using idiomatic expressions. Idiom are described by Ammer (2003) as set of phrases consisting two or more words that mean something different from the literal meaning of the individual words. According to McCarthy (2003) Idioms are only type of *multi-word* unit found in the vocabularies of languages. Idioms are part of the vocabulary in student's course books and no one can neglect teaching them, since they constitute an important part. Palmer (1996) stated that idiom is semantically like a single word, it does not function like one. Idioms, along with proverbs, are as old as hills and can be found in every language and every culture in the world (Zovko, 2006). Idiom teaching and learning are often considered as a hard task in L2 learning. McPartland (1981) maintains that the main reason idioms are so difficult to learn and teach is the fact that they are not literal, i.e. they do not mean what they say. In other words, idioms are not literal expressions (Ifill, 2002). According to Cooper (1999), idiom study presents a special language problem for all language learners because the figurative meaning is unpredictable. The most difficult idioms are those that have no equivalent in learner's mother tongue and whose meaning cannot be obtained from the combined meanings of individual words. Besides, the use of idiom is unique. Idiom is one of the characteristics of English, but not all non-native speakers are aware of it. Advanced L2 learners have the advantage of target language learning, but they also have a disadvantage in not understanding idioms of the target language which will appear in newspapers, movies, magazines, books and daily conversations. These are just some of

the reasons demonstrate that teaching idioms to second language learners is a positive idea (Hussein, Khanji, and Makhzoomy, 2000). In other words, the field of idiomatic is considered by many researchers as an important area, especially when it comes to L2 and/or EFL learners. Based on some experts stated that idiom is difficult to be learned because the meaning is not literal and idiom itself is one of figurative language which is familiar in our daily life. We can find it in the novels, short stories, letters, poetry, songs, etc. So that, idiom become one of important thing to be learn especially in the school. Each research started by problem, so I observed and did pre-research in some school. I found in one of the schools which is SMAN 13 Bandar Lampung that there was song translation material and I was curious about their idiom understanding (song translation). In addition, the reason for choosing this study because it's never been done before, since the study is the replication study. The following specific research questions guided the study:

1. Do idioms affect sentence comprehension?

II. METHOD

Participant

The Participants of this study were 25 students of SMAN 13 Bandar Lampung.

Instrument

The instrument of this research were a test in the form of Westlife's song lyrics and task completing.

Data Analysis

The data was collected from the result of students' song translation, and task completing. The data was analysed using descriptive statistic method. The students translations were assessed based on the analytical translationscoring rubric by Angelelli (2009). Furthermore, researcher employed inter-rater reliability to avoid subjective consideration on students' translation, the raters are the researcher herself and English teacher. The raters analyzed every single words, sentences, and paragraphs of the students translation based on two components: Grammar and semantics. After that, the rater examined all of students translation to identify their scores in understanding idioms. The scores were analyzed through SPSS 16.0, then, the last draw the conclusion. To find out students understanding idioms more convincingly, task completing was used in this research which was adopted from Saleh and Zakaria (2013) which consisted of 15 questions that should be answered by the students. It is used to know more about the students understanding idioms in different context.

III. RESULTS AND DISCUSSION

Results

In this chapter, the results were based on the responses given in the song translation test and task completing. The data were analyzed and interpreted using scoring rubric then distributed to SPSS. The results of the analysis can be seen below:

Table 1.Students' Song Translation Score

No.	Name	Song 1	Song 2	Song 3	Song 4	Total
1	AA	45	41,6	42.8	61	47.6
2	ARP	45	41.6	42.8	61	47.6
3	AP	45	41.6	42.8	61	47.6
4	DI	45	37.5	42.8	61	46.6
5	DRK	45	41.6	42.8	61	47.6
6	FH	45	41.6	35.7	61	45.8
7	DF	60	37.5	64.3	66.6	57.1
8	AAS	60	37.5	71.5	83.3	63.1
9	AR	45	38.5	42.8	50	44.1
10	DCL	60	37.5	50	72.1	54.9
11	H	45	33.3	42.8	66.6	46.9
12	EW	60	35	78.5	83.3	64.2
13	ARR	45	41.6	50	66.6	50.8
14	ADS	45	41.6	42.8	66.6	49
15	DS	45	37.5	42.8	66.6	47.10
16	ERP	45	37.5	42.8	61	46.6
17	IMCD	40	37.5	85.7	94.3	64.4
18	IPS	45	37.5	50	55.5	47
19	MFF	45	37.5	50	55.5	47
20	DARN	55	37.5	50	55.5	49.5
21	FLS	45	45.8	50	72.1	53.2
22	AF	45	37.5	50	66,6	49.8
23	ANM	45	41.6	57.2	77.7	55.4
24	APS	50	54.1	85.7	77.7	66.9
25	JR	55	50	85.7	88.8	69.9

From those four songs score the researcher and the teacher as the rater corrected each song by take an account of every sentence translation using scoring rubric that adopted from Angelelli, with scoring criteria (40%) grammar and (60%) semantics, after that for the final score I got it from the total score in that four songs than it divided to 4 song, and in the bellow section the rater give description about the explanation of the students translation score.

Table 2. Idiom score

No.	Name	Song	Task Completing	Total
1	AA	8	11	63.3
2	ARP	8	11	63.3
3	AP	8	11	63.3
4	DI	4	2	20
5	DRK	8	11	63.3
6	FH	8	11	63.3
7	DF	10	2	40
8	AAS	10	8	60
9	AR	8	2	33.3
10	DCL	8	1	30
11	H	7	4	36.6
12	EW	9	0	30
13	ARR	8	2	33.3
14	ADS	8	2	33.3
15	DS	8	2	33.3
16	ERP	8	8	53.3
17	IMCD	8	2	33.3
18	IPS	8	8	53.3
19	MFF	8	2	33.3
20	DARN	8	2	33.3
21	FLS	8	2	33.3
22	AF	8	2	33.3
23	ANM	9	7	53.3
24	APS	11	5	53.3
25	JR	11	5	53.3

For the idioms translation score the rater add up the score of right idiom translation in the four song and the score of right idiom in the task completing. For example, (AA) the score $8+11 = 19:30 \times 100 = 63,3$ so that is the final score from idioms translation.

After the raters analyze the data using scoring rubric, the researcher analyze it based on the descriptive statistic method.

Table 3.Descriptive Statistic of Idioms and Sentence Comprehension Variables

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
Correct Idioms	25	20.00	63.30	43.8880	13.90076
Sentence Comprehension	25	44.10	69.00	52.1408	7.45780
Valid N (listwise)	25				

Table 3.Shows that there is no high relation between those two variables (idioms) and (sentence comprehension). For more specific explanation, here the researcher answer the research question below:

From that table, we can see and conclude that the minimum score the students got for their song translation and correct idioms is low and that minimum score do not reach the target score (more than 70). We also could see their average score of translation showed that their understanding in both literal meaning and idiom were still low. So based on the data above, the researcher will answer a research question using the simple linear regression on SPSS 16.0. Here is the result:

Table 4. Linear Regression Test

Coefficient ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	51.820	5.120		10.121	.000
Idiom	.008	.111	.016	.074	.941
a. Dependent Variable: Sentence Comprehension					

From the output of coefficient, it is known that constant value (a) 51.820 while idiom value (b) / Regression coefficient 0.008, so regression equation can be written as below:

$$Y = a + bX$$

$$Y = 51.820 + 0.008X$$

That equation can be inferred:

- Constant value 51.820, means that the value of sentence comprehension variable consistency is 51.820
- Regression coefficient idiom (X) is 0.008 state that every additional 0,1% idiom score make the translation score increase 0.008 that regression coefficient means positive. So, it can be stated that (X) variable to (Y) variable influence sign positive.
- According to significantly value: from coefficient table is gain from 0.941 $p > 0.05$ significantly, thus, it can be concluded that the idiom variable (X) not influence to the sentence comprehension variable (Y).

Based on the result of students answer it is gained the coefficient significantly value is 0.941 was higher than 0.05 ($0.941 > 0.05$) which means that the students in SMA 13 Bandar Lampung, their idiom understanding not significantly influence the sentence comprehension.

Discussion

The study investigated the idioms understanding of students in SMA 13 Bandar Lampung. Based on result of regression linear test on SPSS 16.0 the significantly value is 0.941 $p > 0.05$ which means there is no influence between (X) variable to (Y) variable. So, it means that students' understanding of idiom does not give much effect to the students' sentence comprehension in this school and this fact in line with the previous research finding, Mukaromah (2015) the value of correlation between students' understanding of idiom on their comprehension of recount text is 0.334 that shows a low correlation of both variables. Actually according to Hussein, Khanji, and Makhzoomy (2000) teaching idioms to second language learners is a positive idea. It means that idioms is one of important thing in teaching learning language. In this research, the result showed the low effect of idiom in sentence comprehension, the factors make cause it happen are : First their background knowledge in idiom. The second, teaching learning process itself which was done only by the online class and in limited section (in this case students are more likely try to get understanding about this topic by themselves), if the teacher give more explanation about this topic or material the students may become more understood.

IV. CONSLUSIONS AND SUGGESTIONS

Conclusions

This study was a replication research, the researcher wants to make the similar research in more simple form by adopting some references of it. Therefore, the researcher use translation to assess students' understanding of sentences containing idioms and score with rubrics adopted from Angelelli (2019) emphasize the importance of using scoring rubric to assess translation ability because rubrics allow for a more holistic and systematic grading. Then the researcher distributed to SPSS. The result showed that there is no influence of students idiom understanding with their sentence comprehension in SMAN 13 Bandar Lampung based on linear regression test, the significantly value is $0.941 > 0.05$ which means there is no influence between (X) variable to (Y) variable.

Suggestions

Regarding the several conclusions above, the researcher would like to proposed some suggestions. Firstly, for the teacher, inteaching English idiomatic expressions should be used in everyday conversation which could help student more familiar with idiom. The teacher should be creative to present idiomatic material, gives students opportunity to share their ideas, present their idiomatic knowledge, give reinforcement and guide the student to understand the idiom. Since we know that idiomatic understanding is one of important knowledge. Secondly, for the students, they should upgrade their knowledge about idiom by practicing, and using idiom in their everyday conversation so they can be familiar with idioms, as we know that idiom can be found in many English sources like books, magazines, newspaper, journals, movies, songs, advertisements, etc. Also, the other researcher should conduct further research then this research to form the best development in area education especially in teaching and learning of idiomatic expression as well. Also recommends the further research to apply training session to give students more understanding about idioms. This current study is only done in online class meeting without training. Due to pandemic condition. The researcher realized there is still any limitation in this research which less take an attention in students difficulty in translating idiom, moreover those idioms still should be studied so that the idiom clear in the term of meaning.

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An analysis of students' reading difficulties; a study at the first grade of SMKN 1 Simpang Pematang

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ABSTRACT

This research aims to find out the students' difficulties faced in comprehending English reading text and to know the factors of contributing to the students' difficulties in comprehending English reading text. Furthermore, in this research used a descriptive qualitative study. In collecting the data, the researcher used reading test and interview. The data were analyzed based on five classifications to find out students' difficulties in reading comprehending and four factors of contributing to the students' difficulties. The result of this study showed that there were difficulties were faced by students in their reading, namely determining main idea 63 mistakes (16.4%), understanding vocabulary 89 mistakes (23.1%), making inference 88 mistakes (22.9%), locating reference 86 mistakes (22.3 %), and detail information 59 mistakes (15.3%). In addition, based on students' interview result, the factors of contributing to the students' difficulties in comprehending English reading text were students' background, vocabulary problem, sentence problem, and rhetorical structure. In this case, by knowing the students' difficulties in comprehending English reading text, the English teacher should learn better and be more creative in applying the techniques of teaching reading skill. It is used to solve the students' difficulties in comprehending the reading text.

Keywords: *Comprehending, reading text, reading difficulties.*

I. INTRODUCTION

Reading is one of the four language skills taught in most schools; besides speaking, listening, and writing. Reading is one of the most important skills students need to master as it enables them to understand what the text tells about. This skill cannot be separated from the other language skills because it will support students to master other skills. For example, when someone intends to speak in public, firstly they should know the information by reading the text. Reading is a receptive skill, it means we receive information or we gain something from this skill. William (1984) says reading as a process where one looks at and understands what has been written. Everyone who reading a text, they are in the process to get something from the text.

Based on the curriculum 2013, the objective of teaching reading for the first grade of SMK students is to enable the students' to identify the main idea of the whole text, vocabularies, and some information of a reading text. Grabe (2002) defines reading as a complex ability to extract, build meaning from a text. In short, reading is generally defined as a process of identifying a written or printed text to understand its meaning. From reading, everyone will acquire the level in understanding of the text in order to build their comprehension ability.

Talking about comprehension, it must be known that reading comprehension is the level of students' ability to understand and get the hidden meaning from the text. By reading we will answer what, why, who, where, when and how about the text. Reading comprehension is the interaction between the reader and the text in a meaningful way. In reading comprehension we must also be familiar with reading sub skills. Nuttal (1982) states there are five short reading skills that should be mastered by reader to comprehend a text deeply. As Suparman (2012) states that there are several aspects of reading

comprehension skills that should be mastered by reader to comprehend the text in order to get the information that is written, including identifying the main idea, finding inference, finding reference, recognizing the detailed information, and discovering the meaning of vocabularies in the reading texts.

Many previous studies have analyzed about students' difficulties in comprehension reading text. First research was conducted by Dwianasari (2015) which discussing students' problems on reading comprehension. Larasati (2019) also conducted similar research about an analysis of difficulties in comprehending english reading text. Based on their researches, it was shown that students had difficulty in vocabulary, because of student limited vocabulary. This is one type of students' difficulties in reading comprehension.

Based on the researcher's experience during PLP in SMKN 1 Simpang pematang, it was found several difficulties encountered by the students. The teacher says that the students get some problem in understanding word, phrases and English text. Therefore, the difficulties in comprehending the texts have been the main focused in this research. So, that is why the researcher wants to analyze the difficult aspect of reading comprehension text. Reading comprehension difficulty occurs frequently. This difficulty occurs for many reasons, the three most important ones are vocabulary, working memory, absence of extensive reading and the laziness to read a text. From those problems, it is important to encourage students' reading comprehension, especially foreign language students to read as much as possible because in this way they will find a great help in their language learning process.

Based on the explanation above, reading comprehension is important in language as a result of the student will get information, ideas, and knowledge. It will make a case for that reading is that the combination of word recognition, intellect, and emotions reticulated with previous knowledge to understand the text. The researcher aims to find out the difficulties face in comprehending English reading text and to know the factors of contributing to the students' difficulties in comprehending English reading text will face by the first grade students' of SMKN 1 Simpang Pematang.

II. METHODS

The kind of this research was descriptive qualitative. Qualitative approach in research is concerned with subjective assessment of attitudes, opinions and behavior (Kothari: 2004). Suparman (2009) states that qualitative researchers report the result obtained from qualitative analysis through detailed descriptions of the processes which the researchers used in arriving at the categories and patterns of the research. In this research descriptive was a conducted in the purpose to describe systematically about the fact and characteristics of the subject. In this study, the researcher aims to find out the difficulties face in comprehending English reading text and to know the factors of contributing to the students' difficulties in comprehending English reading text. The researcher analyzed students' difficulties in reading by Nuttall's (1982) classification, they were determining main idea, finding reference, making reference, understanding vocabulary and detail information. Then, there were four factors that researcher used to analyzed the students' difficulties in comprehending English reading text, they were students' background, vocabulary problem, sentence problem, and rhetorical structure (Sutarsyah: 2013).

The participant of this research was the students of the first grade at SMKN 1 Simpang Pematang in the 2020/2021 academic year. The researcher chose the first grade at SMKN 1 Simpang Pematang as the participant because in the thirteenth curriculum (K13), first grade in senior high school students were required to study descriptive text in the first semester. There are four majors at the first grade of SMKN 1 Simpang Pematang, they were X ATP (Agribisnis Tanaman Perkebunan), X TKR (Teknik Kendaraan Ringan), X Akuntansi, dan X TKJ (Teknik Komputer dan Jaringan). Researcher would choose X TKJ using purposive sampling to determine the research sample. Purposeful sampling was a technique widely

used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources. The researcher choose X TKJ for sample of the research, because the class was in accordance with the objectives to achieved by the researcher.

In conducting this research, the researcher used reading test and interview as the instruments. The researcher asked students to answer 25 questions of reading test to be analyzed the students' difficulties in comprehending English reading text. Then the researcher conducted interviews with the students to find out the factors were contributing to the students' difficulties in comprehending English reading text. The researcher used guided interviews with 16 questions in order to get deeper information and in accordance with the researcher's purposes.

After collecting the data, the researcher reducing the data. It means, the researcher chose the important data that had been collected. Then, The researcher categorized the student comprehension of the reading text by looking Nuttall (1982) classification. And getting the appropriated percentage from the student comprehension of the reading text. To get the percentage the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

P: Percentage

F: Frequency of Difficulties

N: Number of Aspect

100: Permanent Number

After the researcher analyzed the students' difficulties in reading text, the researcher would analyze the interviews result from each participant. In analyzing the results of the interview, the researcher would transcribe the results of the verbal interview into written form. After that the researcher would classified students' perceptions into several types depending four factors are contributing to the difficulties in comprehending English reading text based on Sutarsyah (2013) classification.

In this research, the researcher used a qualitative descriptive research. According to Setiyadi (2006) stated that in qualitative research, the ability of researchers to collect data is needed because the role of researchers such as analyzing and interpreting data will determine the quality of the data collected. The researcher used the triangulation of method to get validity of the data. It was comparing and checking the validity of the data collected in different time and technique of data collection. The researcher evaluated the data which were collected by test and interview. The test was collected from me myself that has given to the students. The researcher interviewed the students in that school about the students' difficulties in comprehension of the reading text. The researcher used the data from interview and the test was taken from the students test as the implementation of method triangulation.

III. RESULTS AND DISCUSSIONS

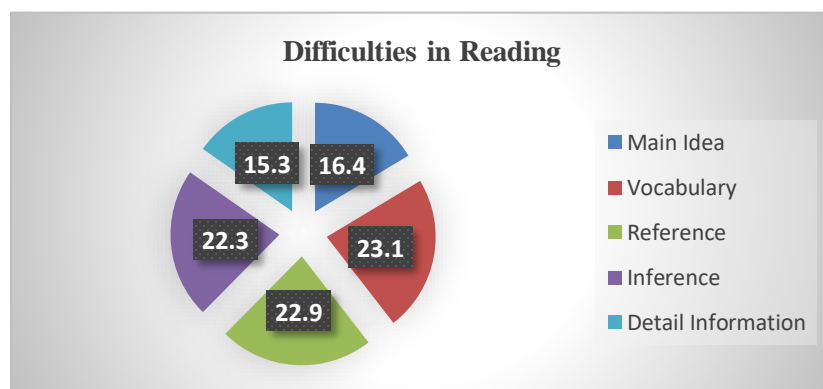
Results

The result showed that the total difficulties which made by students in reading test were three hundred and eighty five mistakes. There were five types of the students' difficulties in comprehending English reading text. They were determining main idea 63 mistakes with the percentage of 16.4%, understanding vocabulary 89 mistakes with the percentage of 23.1%, making inference 88 mistakes with the percentage of 22.9%, locating reference 86 mistakes with the percentage of 22.3 %, and detail information 59 mistakes with the percentage of 22.3%. Here is the tabulation of difficulties made by each student:

Table 1. The Classification of Students' Difficulties

No.	Student's Initial Name	Determining Main Idea	Understanding Vocabulary	Making Inference	Locating Reference	Detailing Information
1.	FR	4	5	4	3	2
2.	AK	2	2	2	2	2
3.	AN	1	3	3	2	0
4.	DPS	3	4	3	3	1
5.	AJH	3	4	4	4	4
6.	AA	2	4	3	3	1
7.	DR	3	3	4	3	3
8.	AAP	4	3	4	3	2
9.	FH	3	2	2	3	2
10.	DA	3	5	2	3	2
11.	FLR	3	5	3	3	1
12.	EK	3	4	4	4	2
13.	IWS	1	4	3	5	2
14.	RWD	3	4	5	3	2
15.	RDV	3	4	3	4	4
16.	TL	1	4	2	3	3
17.	PF	3	3	3	3	3
18.	MM	3	3	3	5	3
19.	KW	3	3	4	4	2
20.	ME	3	3	5	4	3
21.	SH	3	2	5	3	3
22.	MH	1	5	5	4	4
23.	LA	2	2	3	5	3
24.	IC	2	3	5	4	2
25.	LC	1	5	4	3	3
Total of each difficulties		63	89	88	86	59
Total of all difficulties				385		

Below was a pie chart of the number of difficulties made by students based on the aspects of students' difficulties in comprehending English reading text.



Based on the chart above, the researcher can describe the percentage of students' difficulties in reading text. The total of errors is 385 difficulties. Furthermore, the percentage of determining main idea is 16.4%, the percentage of understanding vocabulary 23.1%, the percentage of making inference 22.9%, the percentage of locating reference 22.3%, and the percentage of detail information is 15.3%. Moreover, the table provides evidence that understanding vocabulary is the highest difficult whereas detail information is the lowest difficult made by the students.

In this section, the researcher describes the results of students' interviews. To know the factors of contributing to the students' difficulties in comprehending English reading text, the researcher identified several types of factors they were students' background, vocabulary problem, sentence problem, and rhetorical structure. Then, the researcher conducted an interview to find out students' difficulties. There were 16 questions in interview and the researcher classified the result into four categories.

The first factor of contributing the students' difficulties in comprehending English reading text was students' background. The students had been studying English since they were in kindergarten, elementary school, and junior high school. Even though they have learned English from a young age, only a few students liked English. Students who liked English also find it very difficult to master English.

The second factor of contributing students' difficulties in comprehending English reading text was vocabulary problem. There were 3 out of 10 children who felt that vocabulary was an aspect of reading that difficult to be mastered. In fact, the vocabulary problem was the second aspect that many students make mistakes. Many of them said that they didn't know the meaning of the vocabulary so they made mistakes. One student said that "I ever know but forget".

The third factor of contributing students' difficulties in comprehending English reading text was sentence problem. Actually, the students cannot understand if the sentences are complex. When the researcher asked the students "Do you have difficulty reading long texts or sentences?" many of them answered confidently "Yes." or "Yes very difficult."

The last factor of contributing students' difficulties in comprehending English reading text was rhetorical structure. Students found it difficult to understand rhetorical structures. There are 6 out of 10 students mentioned that they had difficulty in the aspect of writing, namely locating references. Locating reference was included in the rhetorical structure in the factor of contributing students' difficulties in comprehending English reading text. A student said, "Not really understand about reference".

Based on result interview, the students experience difficulties in comprehending English reading text based on the factor of contributing students' difficulties in comprehending English reading text, namely students background, vocabulary problem, sentence problem, and theoritical structure.

Discussions

The difficulties were faced by students' in comprehending English reading text

In the previous subchapter, the data were taken from the results of the students' reading tests. To find out the description of students' difficulties in reading, the researcher identified several types of aspects of reading, they were determining main idea, finding reference, making reference, understanding vocabulary and detail information. They were classified by Nuttal (1982).

There were 385 difficulties were faced by students' in comprehending English reading text. From 5 types of students' difficulties in reading, understanding vocabulary had the highest number. The students' made 89 incorrect answer of understanding vocabulary with the percentages of 23,1%. The students made many mistakes in vocabulary questions because of their lack in vocabulary. It was in line with Larasati (2019), the students cannot understand what the text is about because they do not know the meaning of the word.

Because students lack knowledge of vocabulary so they could not understand the content of the text and they had difficulty in answering questions. The students should learn and increase their mastery of the vocabulary so that they could understand a reading.

The second most difficult faced by the students in comprehending English reading text was making inference with the total number 88 incorrect answer and the percentages 21,8%. In this types of students difficulties in comprehending English text because of the students did not really understand about the text, then they could not make a logically conclusion based on the text. Many of the other researchers also found that making inference was types that have high difficulty so that students could not answered a related question. It was in line with Fauzia (2019) findings, the researcher concluded three difficulties they are determining main idea, making inference and detail information which has low score.

The third most difficult faced by the students in comprehending English reading text was locating reference with the total number 86 incorrect answer and the percentages 21,8%. According to Nuttall (1982), reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. According to Nuttall statement, the students should understood one sentence to understand other sentences in the text. Therefore, when students found questions like “It refers to...” they could not answer it because of lack understanding about the text. It would happen also because of lack in grammar, they did not really understand about structure of the sentence.

The fourth most difficult faced by the students in comprehending English reading text was determining main idea with the total number 63 incorrect answer and the percentages 16,4%. Many students had difficulties in finding the main idea. It was caused by their lack in comprehending the text and could not guess the main idea of the text. Actually, they comprehended the text but they did not know where the main idea was.

The last most difficult faced by the students in comprehending English reading text was detail information with the total number 59 incorrect answer and the percentages 15,3%. The lowest number of type students’ difficulties in reading was detail information. It was in line with Larasati (2019) findings, the lowest types of students who are difficulties in answering question items to look for the detail information. Even so there were some students still felt confused in this type. So, the students should study hard in understanding the text to find the detail information.

Based on students’ result in reading test the researcher found that five aspects of the difficulties were faced by students’ in comprehending English reading text, they were determining main idea, finding reference, making reference, understanding vocabulary and detail information.

The factors were contributing to the difficulties in comprehending English reading text

After categorizing the students result interview, the researcher concluded that in the first grade students’ at SMKN 1 Simpang Pematang, the students faced difficulty in comprehending English reading text. There were several factors are contributing to the difficulties in comprehending English reading text, they were students’ background, vocabulary problem, sentence problem, and rhetorical structure. They were classified by (Sutarsyah: 2013).

First, students’ background was the factor of contributing the difficulties in comprehending English reading text. Every student had different background knowledge. Students' background could be seen from how long they have studied English and how interested they were in English. It was in line with Westwood (2001) said that the learners’ background related with the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before. Based on

the interview results, even students who had been studying English for a long time had no interest, so their motivation in learning reading was very small.

Second, the factor of contributing the difficulties in comprehending English reading text was vocabulary problem. The students made many mistakes in answering questions about the vocabulary and they even had difficulty understanding a text because they did not know the meaning of the vocabulary. From the results of the interview students, they said that they were wrong in answering because they did not know the meaning. Many students answer vocabulary questions by guessing or asking their friends because of the difficulty in understanding the meaning. It was in line with Larasati (2019), they needed to look for the meaning of the vocabulary in the dictionary. When students did not know the meaning of a vocabulary, they were very dependent on the dictionary or asking to the teacher.

Third, sentence problem was the factor of contributing the difficulties in comprehending English reading text. Based on result of students' interview, they had difficulties in understanding long sentences and finding main idea. Because the difficulty they felt, therefore it is included in the sentence problem category. When they had difficulty understanding a text, it made them unable to make an inference even the students could not comprehend the text. It was in line with Sutarsyah (2013) findings, the students' problem in terms of sentence or grammatical structure was classified into seven categories, understanding complex sentences, making chunks, understanding long phrases, understanding sentence relation, grammatical problems, finding main idea, and passage organization.

Fourth, the last factor of contributing the difficulties in comprehending English reading text was rhetorical structure. In this categorize the students said that they had difficulties in locating references and identify the text. When they got questions about a reference and they failed to understand the text, they often only guessed when they answer the questions. As stated by Sutarsyah (2013), they had difficulty to see this relation so that they could not see a text as a unified whole. In a text must have a unity between one sentence and others. This was one of the difficulties faced by students so that they found it difficult to understand the text.

Based on the result of students' interview, there were four factors are contributing to the difficulties in comprehending English reading text, they were students' background, vocabulary problem, sentence problem, and rhetorical structure. Students' difficulties in their background knowledge was their interest in studying English. Vocabulary problem that faced by the students because they did not know the meaning of the vocabulary and lack of knowledge in vocabulary. Sentence problem happened because the students had difficulties in understanding long sentences. Then, students' difficulties in rhetorical structure was because they could not understand information of the text. The students should study hard in comprehending reading text to reduce the difficulties they faced and so that they could master reading skills.

IV. CONCLUSIONS

After analyzing the result of the students' difficulties and the factors are contributing to the difficulties in comprehending English reading text at the first grade students of SMKN 1 Simpang Pematang, the researcher draws the conclusion based on the result of analyzing the data. Based on analyzed data there were five types of the students' difficulties in comprehending English reading text. They were determining main idea 63 mistakes with the percentage of 16.4%, understanding vocabulary 89 mistakes with the percentage of 23.1%, making inference 88 mistakes with the percentage of 22.9%, locating reference 86 mistakes with the percentage of 22.3 %, and detail information 59 mistakes with the percentage of 22.3%. In addition, from the result of students' interview, the researcher found four factors causing the students difficulties in comprehending English reading text. There were students' background,

vocabulary problem, sentence problem, and rhetorical structure. Students' difficulties in their background knowledge was about their interest in studying English. Vocabulary problem that faced by the students because they did not know the meaning of the vocabulary and lack of knowledge in vocabulary. Sentence problem happened because the students had difficulties in understanding long sentences. Then, students' difficulties in rhetorical structure was because they could not understand information of the text.

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The correlation between students' motivation and their vocabulary size at eleventh grade

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ABSTRACT

This research aims to find the correlation between students' motivation and vocabulary size and investigate the extent to which student motivation affects students' vocabulary size. This research is quantitative research by using the correlation method. In taking the sample, the researcher used the purposive sampling technique. The number of the sample is 30 students at XI IPA 1 SMA N 1 Jati Agung. The instrument of this research was a questionnaire and vocabulary size test. There were 50 multiple-choice items for the vocabulary size test and 30 items for the students' motivation questionnaire. The finding showed that there is correlation between students' motivation and their vocabulary size. The coefficient correlation was higher than the critical value of the r-table ($0.708 > 0.361$). It also found that students with high motivation could get 30% - 60% higher scores than students with low motivation; it assumed that student' motivation affects students' vocabulary size.

Keywords: *correlation, students' motivation, students' vocabulary size*

I. INTRODUCTION

Motivation is an internal factor that affects learning. For example, Nunan (2003) says that motivation and learning attitudes are significant predictors of achievement. In connection with this statement, Slavin (2011) says that students who have high motivation to learn something are more likely to be active than others to consciously plan their learning, implement lesson plans, and store the information they get.

High motivation will supply positive energy in learning English. Students will be better prepared to be involved in the teaching and learning process in the classroom. Highly motivated students will choose to read more books, ask the teacher lots of questions, do exercises, expose the use of English, try to use their English skills to communicate with others, and happily engage in the teaching and learning process of English. Meanwhile, students with low motivation usually do not have a strong interest in the teaching and learning process. They rarely ask even though they do not understand the topic. They will be forced by teachers or parents to read books, practice questions, and do assignments.

Low-motivation students usually perceive English as the most challenging subject to learn. Thus, Low or high motivation in learning English ultimately affects learning outcomes. In addition, high motivation has encouraged and supported students to try their hardest to master English subjects. Intrinsically motivated students' do better in classroom activities because they are excited to learn new things.

Besides the students' motivation, the following discussion is related to vocabulary owned by students. Vocabulary is the essential language aspect that must be mastered before mastering English skills. According to Hatch and Brown (1995), vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use. From the definition above, we can say that vocabulary is all the words in a familiar language and used by a person to communicate with others. Before talking about communication using a foreign language, two skills must be mastered by students, namely receptive and productive skills. Receptive skills are listening and reading, while productive skills produce words, either oral or written, speaking and writing. Each student has a different vocabulary size; therefore, vocabulary size can help to analyze the number of vocabularies owned by students, both students who have high and low motivation. Vocabulary size refers to the number of words a person knows. The vocabulary size test measures how many words the learner knows. Vocabulary size usually measures learner's knowledge of word forms and the ability to relate these forms to meaning.

Tarigan (1984) states that language skills are primarily dependent on vocabulary size. Dealing with vocabulary size, English learners cannot develop other language elements, both pronunciation, grammar, and spelling, if they only have limited vocabulary. By enriching vocabulary, students will gain adequate understanding in receiving or producing words.

As explained above, vocabulary is essential in learning English. Wallace (1982) states that vocabulary is a vital aspect of language. It can be ascertained that someone cannot use the language they want to master well without a good vocabulary size. Students should have a lot of vocabulary because a lack of vocabulary often brings problems for English learners. Therefore, the conclusion cannot be denied that vocabulary is one of the essential things in English communication.

II. METHODS

This research is a quantitative study to determine the correlation between students' motivation and their vocabulary size. The test was given two types, for vocabulary size, a vocabulary size test would be given as many as fifty items in which there were 2000-3000 words level. To deal with the vocabulary size test, the researcher created the test based on the words family list by Nation (1983). However, to see students' motivation, 30 questionnaires will be given related to students' motivation in learning English. In order to see is there a positive relationship between student motivation and vocabulary size, the percentage of student interest or student motivation would be compared with the results of the vocabulary size test. In other words, if the students have high motivation to learn English and have high vocabulary scores, this research prove that there is a positive correlation between student' motivation and their vocabulary size. To find out the correlation between students' motivation and students' vocabulary size, the researcher used design by Karl Pearson in 1896 (Pearson, 1896), the design of the research as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}}$$

Where :

n = Number of data pairs X and Y

x = Total Sum of Variable X

y = Total Sum of Variable Y

x² = Square of Total Number of Variables X

y² = Square of Total Number of Variables Y

xy = Multiplication Result of Total Number of Variable X and Variable Y

The population of the research was the completely eleventh grade of students' of SMAN 1 JatiAgung, which consisted of 187 students divided into six groups. In selecting the sample, the researcher used purposive sampling. In this study, the researcher chose the eleventh-grade as the sample, considering that the eleventh-graders in this study would be able to do more in-depth research because the eleventh-graders already had much acceptance regarding the vocabulary high school learning process. Apart from these reasons, the eleventh-grade student population has the same characteristics. There is no superior class or regular class in the class division so that students' abilities are considered equal. The division of the eleventh-grade is divided into 6 class groups. However, those who will be the objects of research are students in class XI IPA 2 consist of 30 students in which the class was dominated by students who had the capability in the English language. However, they still had some problems with English vocabulary size.

In conducting this research, the researcher used questionnaire of learning motivation and test of vocabulary size as the instruments. In this research, the researcher used a close direct questionnaire. The questionnaire uses the Indonesian language. There are 30 items of the questionnaire with four alternatives answers from strongly agree until strongly disagree. The students were supposed to give their answers as factual and accurate information about themselves or the information that is close to the fact as provided in the four alternative answers. For vocabulary tests, multiple-choice types would be used in this research. The multiple-choice format has some advantages. Synonym recognition was a type of multiple-choice format that the test taker tried to remember or identify the synonym of the word target. There were 50 items would be used to measure students' vocabulary size.

The researcher made the steps after conducting the research using tests; the researcher analyzed the data using the correlation in SPSS (Social Science Statistics Program). The test results are in the form of scores or interval data. After obtaining these results, the researcher would analyze the relationship between students' motivation and their vocabulary size. The result of reliability of the questionnaire was 0.877. The reliability of questionnaire was calculated statistically by using Cronbach Alpha's which showed 0.877 that could be classified as a very high reliability. Moreover, in the reliability test of vocabulary test, it shows that the r value (0.960) is greater than the r table (0.361), it can be concluded that the vocabulary test in this study is reliable and consistent.

III. RESULTS AND DISCUSSIONS

Results

The result of students' motivation taken from students' questionnaire. According to the questionnaire, the levels are categorized into two interval levels, the levels are high and low motivation was found that more than 76.6% students have high motivation, and 27.5% students have low motivation. In short, that the most of the students are in high motivation level. It can be seen from the table below.

Table 1. The result of student's motivation

Level of category	Range of score	Total of the students	High Score	Low Score	Mean Score	Percentage
High	61 – 100	23 students	9.25	4.00	6.79	76.7 %
Low	10 – 60	7 students				

It was found that there were 23 students who had high motivation and there were 7 students who had low motivation. The results show that the highest score of the result was 9.25, the lowest score was 4.00, and the mean is 6.79. It can be said that more than 76% of the students have high motivation in learning vocabulary. It was indicated that the students mostly are motivated in learning English. Moreover, the vocabulary test in this study consisted of 50 multiple-choice items related to 2000-3000 words level of vocabulary size. The result can be seen from the table below.

Table 2. The result of student's vocabulary size

Level of category	Range of score	Total of the students	High Score	Low Score	Mean Score	Percentage
High	61 – 100	21 students	92	22	61	70 %
Low	10 – 60	9 students				

From the table above it shows that there were 21 students who have high vocabulary size test score and there were 9 students who have low vocabulary size. The results showed that the highest score of the result is 92, the lowest score was 22, and the average was 61. It can be said that 70% of students have high vocabulary size score.

To investigate whether there is correlation between students' motivation and students' vocabulary size, both variables were analyzed by using Pearson Product Moment Correlation on SPSS version 21. From the result, it shows that the coefficient correlation between students' motivation and their vocabulary size is 0.708 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r-table ($0.708 > 0.361$). The following table shows the computation result of two variables.

Table 3. The Value of Correlation between Students' Motivation and Their Vocabulary

Correlations

		Motivation	Vocabulary size
Motivation	Pearson Correlation	1	,708**
	Sig. (2-tailed)		,000
	N	30	30
Vocabulary size	Pearson Correlation	,708**	1
	Sig. (2-tailed)	,000	
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

From the result of data analysis, it was found that there was positive correlation between students' motivation and their vocabulary size. It can be said that motivation is an important factor in enriching students' vocabulary size. Students who have high motivation will be enthusiastic in the learning process. However, some students still have very low motivation. Students with low motivation usually have no enthusiasts to engage in the process of teaching and learning English. From the correlation table and explanation above, the researcher concluded that motivation was the key factor that affects students in learning vocabulary.

To deal with second research question, the researcher tried to analyze some students who have three levels of students' motivation included high, moderate and low motivation. The data can be seen below:

Table 4.4 Level of Students Motivation

No	Students	Motivation score	Vocabulary test score	Level of motivation
1.	S1	111	98	High
2.	S2	103	80	High
3.	S3	101	92	High
4.	S4	101	78	High
5.	S5	76	66	Moderate
6.	S6	92	64	Moderate
7.	S7	87	68	Moderate
8.	S8	76	66	Moderate
9.	S9	48	24	Low
10.	S10	57	38	Low
11.	S11	51	48	Low

Slameto (2015) states that there are several factors that affect student achievement, including intelligence, physiology, attitudes, interests, talents and motivation. Although there are several other factors besides motivation in supporting student achievement, the researcher found that motivation was sufficient to support student achievement, especially in English lessons. From the data above, it can be concluded that students who have high motivation can get 10 - 20% higher vocabulary test scores than students who have moderate levels of motivation. In fact, students who have high motivation can score 30 - 60% greater than students who have low motivation in learning English. The conclusion is motivation really helps students in developing their abilities so that better results will be obtained.

Hypothesis testing is the last step in this research to prove whether the hypothesis proposed by the researcher was accepted or not.

H1. There is a correlation between students' motivation and their reading comprehension achievement. We can accept this hypothesis if the r value is higher than r table.

The result of calculation for the hypothesis showed that the coefficient correlation was 0.708, which was classified into positive correlation. The critical value of r-table was found 0.393. The coefficient correlation was higher than critical value of r-table ($0.708 > 0.361$). Therefore, for the

first hypothesis, the null hypothesis was rejected, and the research hypothesis was accepted. It means that there was correlation between students' motivation and students' vocabulary size.

Discussions

From the result, it was found that there was positive correlation between students' motivation and students' vocabulary size. It can be said that the important factor in learning vocabulary size is students' motivation. It was strengthened by Nunan (2003) also explained that motivation and learning attitudes are important predictors of achievement. In mastering English vocabulary, students should have high motivation to make learning process easier. The success of learning depends on the level of students' motivation. Students with high motivation will be enthusiastic in the teaching learning process, so they will be easier to learn English well. In a study by (Brown, 2001) he found that motivation is a factor high or low learning objectives. In learning English, to simplify the learning process students' should have high motivation. On the other words, it can be assumed that learning success are depends on the level of student motivation. It can drive learners in achieving learning goals. Students, who were motivated they usually have the inner strength to learn, discover and utilize abilities, improve academic achievement and adapt to the demands of the school context. Thus, students who have high motivation will be enthusiastic in the learning process. However, some students still have very low motivation. Students with low motivation usually do not have a strong interest to be involved in the teaching and learning process of English. They rarely ask even though they do not understand the subject.

Based on the results of a motivation questionnaire and vocabulary test, the researcher asserts that motivation affects students' vocabulary size; Students who have high motivation tend to have good vocabulary size. From the data that was analyzed by researcher, it could be concluded that students who have high motivation can get 10 - 20% higher vocabulary test scores than students who have moderate levels of motivation. In fact, students who have high motivation can score 30 - 60% greater than students who have low motivation in learning English. From the description above, the researcher concluded that motivation is a key factor influencing students in the teaching and learning vocabulary.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of this research was to find out whether there was a significant correlation of students' motivation and their vocabulary size or not. In relation to results and discussion of the study, it is concluded that there is a significant correlation between students' motivation and students' vocabulary size. Statistically, it could be seen from the gain of the students' motivation questionnaire mean score and vocabulary test mean score. Students who have high motivation tends to have large vocabulary size rather than the students who have low motivation. It proves that students' motivation influences their vocabulary size. In addition, the reason why motivation can affect vocabulary size because when students have good motivation in learning English, they will do anything that can support them to improve their knowledge about English. They will also try to read an English book, watching, reading, writing many materials of English vocabulary, list their word and find its meaning, also try to create their own meaning, so that their vocabulary size could increase better.

Suggestions

In reference with the conclusion, the researcher gives some suggestions. The first for English teachers are hoped can give motivation to the students to build their interest in mastering English vocabulary. In addition, teacher can apply suitable strategy to make more effective learning experience and enjoyment among the students. Since learning English turns to be easier by using kind of media, teachers should have new creative ways to make students more interest in learning English, especially in learning new vocabulary. It is also suggested to extend the number of participant or student to get result that is more accurate. For example, there are 30 students as the subject in this study; the future researcher can make it 60 students or more.

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The correlation between students' grammar mastery and writing ability in descriptive text of the first grade students in MAN 1 Bandar Lampung

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ABSTRACT

The objectives of the study were to find out the correlation between students' grammar mastery and writing ability and to find out what aspect of writing has the most correlation on students' grammar mastery. This research used quantitative approach. The subject of the research was the first grade students of MAN 1 Bandar Lampung. It consisted of thirteen classes; the total number of population was 439 students. By using sample random sampling, the sample of this research was 40 students taken from twelve classes (3 and 4 students in each class). A set of the grammar test in the form of multiple choices was used to measure students' grammar mastery and writing test was used to measure students' writing ability. Pearson Product Moment Correlation in SPSS 25.0 for windows was applied in this research to analyze the data. The result indicated that there was a correlation between students' grammar mastery and their writing ability since the significant value was 0.730 resided between 0.600 - 0.800, which means the strength is high correlation. The data indicated that Sig. (2- tailed) = 0.00 which was lower than 0.05. This suggests that a student who has high scores in grammar mastery, she or he also get a good score in writing. It was assumed that language use was the aspect of writing has the most correlation on students' grammar mastery because; it was found that during the writing test, the students showed various errors, such as using incorrect tenses and unstructured sentences. Thus, it was suggested for teacher should explain more about grammar before teaching writing. From the research findings, it can be concluded that there was a positive correlation between students' grammar mastery and writing ability in descriptive text and language use was the aspect of writing that most correlated with grammar mastery.

Keywords: *correlation, grammar, writing, aspects of writing.*

I. INTRODUCTION

As a productive skill, writing is considered to be the most complex language skill to be learnt. As stated by Richards and Renandya (2002) on their book that writing is the most difficult skill for second language students to be mastered. It is because writers are required to have a lot of ideas and concentration in constructing writing. However, the difficulty is not only in generating and managing ideas, but also changing these ideas into readable text (Alameddine & Mirza, 2016). In writing, the writers do not only need ideas but also skills to write their ideas into written form so that the reader can understand what is meant by the writer. Even though writing is difficult to be mastered, students should have writing skill because writing is an important role in learning process to deliver their ideas. According to Walsh (2010) in (Klimova, 2012), writing is an important skill for students to learn because it is used in education and the workplace extensively. Writing can be a means for everyone to communicate and inform the information to others as a writer and reader. By mastering written English, students can communicate with people around the world. In short, students need understanding and mastery in writing skill.

In addition, writing is considered as a cognitive skill which combines knowledge and understanding with practice in language use. Language skills and language components are related to each other, so they cannot be separated. Therefore, we can find the language components in language skills

(Andini et al., 2017). In writing, the used language components are grammar, vocabulary, pronunciation and punctuation. Furthermore, this research indicates that writing ability is as language skill and grammar mastery is as language component. It means that writing and grammar are related to each other.

According to (Brown, 1994), grammar is a system of rules that governs the conventional arrangement and relationship of words in a sentence. Hence, it is useful for students to know how to combine words to write meaningful sentences. Furthermore, the importance of using grammar in writing is stated by Frodesen and Eyring (2000) in (Fatemi, 2008), the focus on form (grammar), meaning and use in composition can help students to develop and enrich the linguistic resources needed to express ideas effectively. From the statement, it can be said grammar can help students to increase their writing in delivering ideas.

Furthermore, as one of the aspects that affect students' writing process to express their ideas, grammar plays an important role in order to form words into sentences appropriately. A research conducted by Adhiyatma and Jamiluddin (2015), Putri et al. (2016), Etfita (2019), Fatemi (2008), and Septiani (2014) found that the correlation between grammar mastery and writing ability were significant. It means, students' writing ability can be affected by their grammar mastery. Although several studies have revealed a positive correlation between grammar and writing, however more specific research on the grammar aspect needs to be conducted. Therefore, the researcher intends to analyze the correlation between aspects of writing and the use of language, especially grammar, namely mastery of grammar forms in descriptive text.

Additionally, based on the first grade syllabus of high school, the materials in learning grammar are pronouns, tenses, adjectives, verbs, nouns and adverbs. These materials are required to support students' understanding in writing. Furthermore, according to basic competences of curriculum 2013, students are expected to be able to write some texts in learning writing such as descriptive, recount and narrative texts. In this research, the researcher focuses on descriptive text. Descriptive text is a text which has function to describe an object such as a place, person, animal and thing. According to Gerot and Wignell (1994), descriptive text is a type of text that aims to provide information by describing particular things. This type of text will be used in this research because it mostly use of grammar such as simple present tense, noun phrase, action verb, to be present, and to be past.

Accordingly the background above, the writer is motivated to conduct an investigation on the correlation between grammar mastery and writing ability especially in descriptive text. The writer is intended to research about:

“The Correlation between Students' Grammar Mastery and Writing Ability in Descriptive Text of The First Grade Students in MAN 1 Bandar Lampung”

II. METHODS

This research used quantitative approach. The researcher used Correlation Research Design to answer the research question. There is no treatment in this research. By using simple random sampling, the researcher chose 40 students taken from twelve classes (3 and 4 students in each class) at MAN 1 Bandar Lampung. This research used grammar and writing test to collect the data.

In grammar test, the researcher used multiple choices test. There were 30 questions consisted of simple present tense, noun phrase, linking verb, to be present, and to be past. For writing test, the students were asked to describe about someone their love. In assessing students' writing ability, the

researcher used the assessment suggested by Jacobs et al. (1981) such as content, organization, vocabulary, language use, and mechanics. Then, the scores of the students' grammar and writing scores were analyzed by using Pearson Product Moment to know the correlation.

III. RESULTS AND DISCUSSIONS

Result

This chapter describes a general description of data gained by the researcher during the research. The data were collected from the result of the students' grammar and writing test. The validity and reliability test had been conducted before the researcher administered the test. Before answering the research question of this study, the data description of this research has been obtained.

The Result of Grammar Test

In grammar test, the mean of students' grammar mastery (X) was 72.2. Among 40 students, the highest score of grammar test was 83 and it was achieved by three students. The lowest score was 60 and it was achieved by two students. There were four students who got 63, five students got 67, six students got 70, ten students got 73, six students got 77, and four students got 80.

The Result of Writing Test

For the students' writing test, the researcher calculated the students' scores to get the final score (mean score of each student was based on the score from 2 raters which were the researcher and the teacher). The mean of students' writing ability (Y) was 75.7. The highest score of writing test was 85 and the lowest score was 66. There were ten students who got 66 to 70, eight students got 71 to 75, sixteen students got 76 to 80, and six students got 81 to 85.

The Correlation between Students' Grammar Mastery and Writing Ability

As the data are shown below, the researcher got the result of each variable. This is the result of the correlation between students' grammar mastery and their writing ability.

Table 3.1 Analysis Result of Pearson Product Moment

Correlations		Grammar Mastery	Writing Ability
Grammar Mastery	Pearson Correlation	1	,730**
	Sig. (2-tailed)		,000
	N	40	40
Writing Ability	Pearson Correlation	,730**	1
	Sig. (2-tailed)	,000	
	N	40	40

**. Correlation is significant at the 0.01 level (2-tailed).

The table above showed that the correlation coefficient value of $r = 0.730$, N . Sig = 0.000 which means lower than level of significant 0.05. It indicated that there was a significant correlation between the two variables. This research has a positive correlation because the variables had the same moderate score. If the subjects had low grammar scores, they also had low scores in writing descriptive. Conversely, if they had high grammar scores, they also had high scores in writing descriptive text. From the r number (0.730), the researcher could use it to determine the strength of

the correlation between the two variables. The number of 0.730 is in 0,600 – 0,800, which means that the interpretation correlation between the two variables is high.

Hypothesis Testing

This researcher was done in collecting data and has got the result of the correlation. To answer the research problem, the writer had to measure whether the hypothesis was rejected or not. The writer has two hypotheses in this research, those are:

1. Null Hypothesis (H0): There is no correlation between students' grammar mastery and their writing ability.
2. Alternative Hypothesis (H1): There is correlation between students' grammar mastery and their writing ability.

To know the answer for the last hypothesis, the researcher used SPSS hypothesis testing based on the N. Sig (number of significance). From the result of correlation above (table 3.1), the value $r = 0.841$ and N. Sig = 0.000. Before the writer concluded the answer, these are the theories of hypothesis based on SPSS calculation:

1. H0 accepted if N. Sig > 0.05 ($\alpha=5\%$)
2. H1 accepted if N. Sig < 0.05 ($\alpha=5\%$)

The result of the data showed that the significance was 0.000 (Level of significance 0.01 and 2 tailed) which clarified that H0 was rejected. The hypothesis testing concluded that N. Sig < 5%, where H1 was accepted. It means that both students' grammar mastery and their writing ability in descriptive text are correlated. Thus, it can be concluded that "There is a correlation between students' grammar mastery and writing ability in descriptive text", answered the research problem.

The Result of Writing Aspects

To answer the second research question that was what aspects of writing have the most correlation on students' grammar mastery, the mean of each aspect of writing was calculated in favor of getting the result. It is used to see the correlation of writing aspects and students' grammar mastery. The data are below:

Table 3.2 Analysis Result of Students' Writing Aspects and Grammar Mastery

Correlations			
		Content	Grammar
Content	Pearson Correlation	1	,534**
	Sig. (2-tailed)		,000
	N	40	40
Grammar	Pearson Correlation	,534**	1
	Sig. (2-tailed)	,000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations			
		Organization	Grammar
Organization	Pearson Correlation	1	,539**
	Sig. (2-tailed)		,000
	N	40	40
Grammar	Pearson Correlation	,539**	1
	Sig. (2-tailed)	,000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations			
		Vocabulary	Grammar
Vocabulary	Pearson Correlation	1	,560**
	Sig. (2-tailed)		,000
	N	40	40
Grammar	Pearson Correlation	,560**	1
	Sig. (2-tailed)	,000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations			
		Language Use	Grammar
Language Use	Pearson Correlation	1	,603**
	Sig. (2-tailed)		,000
	N	40	40
Grammar	Pearson Correlation	,603**	1
	Sig. (2-tailed)	,000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations			
		Mechanics	Grammar
Mechanics	Pearson Correlation	1	,531**
	Sig. (2-tailed)		,000
	N	40	40
Grammar	Pearson Correlation	,531**	1
	Sig. (2-tailed)	,000	
	N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).			

From table 3.2, it can be assumed that from five writing aspects which are content, organization, vocabulary, language use, and mechanics. Language use was the aspect that most correlated with the students' grammar mastery by having the number of significant 0.603. It can be concluded that language use was the aspect of writing that most correlated with students' grammar mastery. In conclusion, the answer to second research question was language use.

Discussion

In this research, the researcher had collected the data by using two instruments. The first was grammar test that given to all students as participants in this research. They asked to answer the questions that given by the researcher through Google Form. This test used to know the students' grammar mastery. The second instrument was writing descriptive text. This test was conducted after the grammar test. In this discussion the researcher intended to present the result from the analysis of the findings. The analysis has been accomplished in order to answer the research problem.

Moreover, it was found that the coefficient correlation between students' grammar mastery and their writing ability was 0.730. It can be concluded that there was positive correlation both two variables in high correlation. As the researcher explained before, if students had high grammar mastery, it would have an impact or influence on their writing especially in descriptive text. Moreover, students could also fail in writing if their grammar mastery is poor. In short, the increase in students' grammar was followed by the improvement of writing skills. Viet (1989) says that the knowledge of the structure can also be a tool to analyze our writing. When students master in understanding grammar, they also have a good ability in writing, because they know how to arrange the sentences into good texts that are understandable and meaningful. This factor implies that the students' activity and frequency in mastery of grammar provide a useful contribution to increase their achievement in writing descriptive texts. Furthermore, Istiqomah (2014) states that as one of the components in writing, grammar plays an important role in writing and clearly influences students' writing because the better students' grammar mastery, the better their writing. Some people may be good at writing descriptive text with lots of good ideas to express but if they don't have knowledge of grammar, they will have difficulty communicating those ideas to others.

Most studies have revealed a positive correlation between grammar and students' writing ability. A research was conducted by Putri (2018), Widya and Wahyuni (2018), and Putri et al. (2016). The result of those studies showed that the students' grammar mastery affected their enhancement in writing English. It means that there is a significant relationship between grammar mastery and writing ability. However, there is difference those studies and this research. The researcher investigated which aspect was the most correlated among aspects of writing. In addition, the researcher did the research via online.

There are some criteria in writing such as content, organization, vocabulary, language use, and mechanics. Language use is the most important aspect in writing which has the highest correlation with students' grammar mastery by having a significance number was 0.603. Language use is a communicative meaning of language. It can be connected to usage, which relates to the rules for creating language and the structures we use to be meaningful (Klimova, 2011). According to Jacobs (1981) language use refers to the correct use of grammatical forms and syntactic patterns. It can be seen from the well-formed sentence construction because this can also affect the comprehensibility of a text. Furthermore, Klimova (2011) indicates that in the aspects of writing, particularly the language use, conforms to the needs of an ESL learner. Therefore, the most frequent errors for second language learners are the use of articles, word order, tenses and prepositions. However, it is common for students feel uneasy when they write because they have to express their ideas in foreign language. Although they have some problems in writing, with continuous practice, many mistakes can be avoided and can improve their writing skills as well (Lodge, 2012).

From the explanation above, it can be concluded that language use and grammar are aspects that students must be mastered in writing because the two variables have the highest correlation. By using proper language use or grammar in writing, it will be created good communication.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

According to the data analysis and discussion, the researcher concludes that there is a positive correlation between students' grammar mastery and writing ability with the value of Pearson correlation is 0.703, Sig. = 0.000 which means lower than level of significant 0.05. It indicated that there was a significant correlation between students' grammar mastery and writing ability. It means that when the students have good grammar mastery, they will have good achievement in writing. Meanwhile, students who get bad score in grammar, they will get poor in writing as well. Therefore, language use is the aspect of writing with the value of correlation is 0.603, Sig. = 0.000 which influences most of the students because the students should know how to arrange the sentences into an understandable and meaningful text.

Suggestion

After conducting the research, the author recommended several suggestions for both English teacher and further research. Firstly, the teacher should explain more about grammar before teaching about writing. The way they explain, it determines how the students' understand about the grammar. The teachers have important role in helping and facilitating the students to learn grammar well, so the students' writing ability will increase. Besides, the teacher should explain more to the students that there are some criteria to asses writing subject in order to the students are not only focus on grammatical aspects in writing but also learn more how to organize the text well by considering the content, organization, vocabulary, and also mechanics.

Furthermore, for the future researcher that not only grammar can influence students' writing, vocabulary mastery can also affect students to express their ideas in writing. It can be seen from the results of the correlation between grammar and vocabulary. Therefore, the researcher suggests other researchers to conduct other studies on different variables.

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The correlation between students' reading speed and students' reading comprehension of the first year students in SMAN 10 Bandar Lampung

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ABSTRACT

This research employed the correlation design. This quantitative research was aimed to find out the correlation between students' reading speed and students' reading comprehension. The subject of research was thirty five students at SMAN 10 Bandar Lampung. In collecting the data, the researcher used reading speed test and multiple choices test as the instruments. Reading speed test was used to know students' reading speed and multiple-choice test was used to know their reading comprehension. The data from both instruments were analyzed by using Pearson Product Moment Correlation. The result showed that there was a significant correlation between students' reading speed and students' reading comprehension since the significant correlation was 0.000 and the r value was 0.641. The value shows the strong correlation between reading speed and reading comprehension.

Keywords: *correlation, reading speed, reading comprehension.*

I. INTRODUCTION

Reading is one of the language skills that play an important role in learning English, and it is because reading has become part of our everyday lives. According to Nunan(2006), reading is a skill that includes making sense and deriving meaning from a written text. Through reading, people are able to gain a lot of knowledge, facts, pleasure, and troubleshooting. Thus, the ability to read a text in many ways can make a huge contribution to our lives, such as the progress of the school, university, or other educational institutions.

Reading speed is a skill to read and understand the letter of the text. According to Richard (2007), reading speed is usually used to describe how fast a reader reads a text that has been known by the number of words per minute. The terms reading speed and understanding of the reading are inseparable elements. Reading speed and reading comprehension are two closely related aspects. The terms reading speed and understanding of the reading are inseparable elements. Reading speed and reading comprehension are two closely related aspects.

Comprehension is a crucial part of the reading process. According to Miller(1971), comprehension is built upon both word recognition and association and cannot effectively take place unless the reader first is efficient in these two aspects of reading. Reading cannot be separated from comprehension because the purpose of the result of the reading activity is to comprehend what has been read. Reading without understanding is useless. Understanding the text is a way of answering the questions referred to. Arab(2009) explains that when we read slowly and excessively, the understanding of the text will be hampered. Thus, if we read slowly, comprehension will also be slow. Especially, if we read slowly to excess, there will be regression or repetition where readers have to repeat what they read.

Reading speed has influenced the reading comprehension made by the students. The students' reading speed also determines the students' ability to comprehend the text. They have a great influence on success in learning reading skills. It can also give a positive or a negative effect on the students' reading comprehension because all the students have different reading speeds. Relate to the student way to comprehend reading text, the researcher has an opinion that it is important to do a research about students' reading speed and reading comprehension. It is supported by Grabe and Stoller(2002) who state that vocabulary, reading fluency, and reading rate is central to skill reading.

Many studies have been conducted that show that reading speed affects students' reading comprehension. Humaira et. al.(2017)states that the result reveals that there was a significant correlation between reading speed and reading comprehension. The students' reading speed affects students' comprehension achievement. If we read the text slowly and excessively, the interpretation of the text would be hindered. The quicker we learn, the more we understand. Nurnisa(2018)says that there is no a significant correlation between students' reading speed and their reading comprehension. Their data showed that students' reading speed has a slow category and their comprehension has a fair category.

In this study, the research is focused on identifying the correlation between students' reading speed and students' reading comprehension. The difference between those researches and this study is that the researcher tried to hold a new investigation by combining all of the topics by using correlational study ex post facto.From the background of research, the researcher conducts a research about the correlation study between reading speed and reading comprehension.

II. METHODS

This research applied a quantitative design. Ex post facto is the specific design since this research is correlation study. In determining the sample, the researcher used purposive sampling. The researcher selected X MIPA 2 as the subject of the research. Based on the early observation (internship) at SMAN 10 Bandar Lampung was the most responsive and active class among all the first-year students. In collecting the data, the researcher used reading speed test and reading comprehension test.Then, the result of students' word per minute and the score of reading comprehension test were analyzed by using Pearson Product Moment to know the correlation.

III. RESULTS AND DISCUSSIONS

Result

This chapter describes a general description of data gained by the researcher during the research. The data were collected from the result of the correlation between students reading speed and students reading comprehension. The validity and reliability test had been conducted before the researcher administered the test. Before answering the research question of this study, the data description of this research has been obtained.

The Result of Reading Speed Test

The reading speed test was conducted on March, 15 2021. This test was conducted to measure the reading speed and calculate the student's WPM (Word Per Minute). This test had conducted by using zoom meeting.The result of the WPM was showed that the range of the speed is between 77-146 wpm.

The Result of Reading Comprehension Test

Reading comprehension test was given on Monday, 15 March 2021. There were 40 items and the test was in the form of multiple choices. The researcher distributed the test through Google Classroom and the students answered the test through Google form. After researcher collected their answers, total of correct answers were calculated with Arikunto's (1997) formula.

The result showed that the respondents were 35 students. By the result of reading comprehension test, the minimum score was 45 and the maximum score was 90. Lastly, the mean of score was 71.3.

No.	Class Boundaries	Frequency	Percentage
1.	76-90	7	20%
2.	61-75	18	51%
3.	45-60	10	29,6%

From the table above, the researcher divided the students' score into three groups. In the first group, there were 7 students have ranged score 76-90 which means they have the highest scores. On other hand, 10 students have ranged score 45-60 in the last group which means they have the lowest score among the students.

The Correlation between Students' Reading Speed and Students' Reading Comprehension

After testing the students' reading speed and calculating the score of students' reading comprehension, the researcher analyzed the data through Pearson Product Moment Correlation in order to know whether there is correlation between students' reading speed and their score in answering the question.

Correlations			
		Reading Speed	Reading Comprehension
Reading Speed	Pearson Correlation	1	.641**
	Sig. (2-tailed)		.000
	N	35	35
Reading Comprehension	Pearson Correlation	.641**	1
	Sig. (2-tailed)	.000	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

The table above describe about the correlation between students' reading speed and students' reading comprehension. It can be seen that the score of the significance between reading speed and reading comprehension is $0.000 < 0.05$. Furthermore, the r value was 0.641 which indicated very high correlation.

Hypothesis Testing

After the researcher have collected and analyzed the data, the researcher investigated whether the hypothesis would be accepted or not. Based on the result, the researcher obtained the r value was 0.641 and the significant correlation coefficient was 0.000 based on table 4.7 result of Pearson Product Moment. Additionally, it acquired two tailed and level of significant was 0.01. By all

means, the H1 was accepted as $0.000 < 0.050$. Hence, there was a significant correlation between students' reading speed and students' reading comprehension.

Discussion

The research question was to find out whether there was any significant correlation between students' reading speed and students' reading comprehension. This research has two instruments: reading speed and reading comprehension test. The researcher analyzed it through Statistical Package for Social Science (SPSS) in order to answer the research question.

According to the result, it represents that correlation coefficient was 0.000 and r value was 0.641. It indicated that there was a significant correlation between students' reading speed and students' reading comprehension since $0.000 < 0.050$. The value shows the strong correlation between reading speed and reading comprehension. Another way to see the correlation is from the stars symbol in the out-put. From the output, it can be seen that the score of Pearson Correlation which is related between each variable has stars symbol, it means there is a significant correlation between two variables.

To support this finding, Nuttal(1982) said that reading speed and reading comprehension are two elements that are closely related. The students' reading speed affects the students' comprehension achievement. Reading speed has influenced the reading comprehension made by the students. The students' reading speed al-so determines the students' ability to comprehend the text. Added by Browning(2003) that readers are able to concentrate better which leads to greater comprehension.

Moreover, the finding is also in line with Hernowo (2003) that students can be called fast readers if they are able to read text quickly and have a high or precise level of understanding. Speed is not enough to make the reader understand what they read. The reader needs comprehension their skill. Reading speed has a great influence on students' reading comprehension. As Whitely in Hidayat(2019)said that to comprehend what the students read, they need to consider their reading speed as it helps the learning process to locate important information quickly. Hence, students' comprehension suffers.

Dechant and Smith(1961)share similar ideas that the reading speed should require a reading level that is concerned with the comprehension because the reading speed is nothing without the comprehension what is being read. They have a great influence on success in learning reading skills. It can also give a positive or a negative effect on the students' reading comprehension because all the students have different reading speeds. If we read slowly and excessively, the understanding of the text will be hampered. Reading speed will help someone in comprehending the reading text, reading speed without comprehension is worthless.

Furthermore, several studies have been conducted to investigate the correlation between students' reading speed and students' reading comprehension. The finding was confirmed by the study of Humaira et. al. (2017)which reported this study revealed that there is a significant correlation between reading speed and reading comprehension. The value also showed the strong correlation between the variables. It was found that r value is greater than r table, that is $0.74 > 0.355$.

In line with this study, the study of Tanjung (2016)stated that there was a correlation between students' reading speed and students' reading comprehension. This study revealed that there is a significant correlation between students' reading speed and students' reading comprehension where

the score of the data showed 0,000 or it means lower than 0,05. Based on the previous study above, it can be concluded that reading speed has a positive effect on reading comprehension.

However, there is a difference between this study and the previous study namely, in this study the result of this study is there was a correlation between students' reading speed and students' reading comprehension. But the study of Datunsolang(2013)said that there was no significant correlation between students' reading speed and students' reading comprehension. It was also strengthened by analyzed the effect speed reading as X variable to reading comprehension as Y variable, it is found that speed reading is only effects 33% to Y variable. It means that reading speed cannot give good effect to reading comprehension. The other difference is in this study the researcher used high school students as the research subject, but in the study of Datunsolang(2013)the researcher used college student as a research subject.

The findings of this study provide some insight into the reading teaching process in the classroom. The teacher must take into consideration each student's reading speed. The teacher should also be able to come up with creative ways to teach students reading skills. The teacher is expected to adapt their teaching strategies to their students' reading levels and to employ appropriate strategies to boost the students' reading performance.

From the explanation above, it concluded that the significance of the correlation between students reading speed and their reading comprehension could vary. The majority of the journals gathered by the researcher show that there is a significant correlation between both variables. In addition, the condition and history of the research object may be considered to be researched.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

Reading is an interactive process that requires the ability to draw meaning by analyzing word by word in the text and then extracting as much information as the writer puts into it as possible. Reading is a process that takes time to complete. The time spent to read called reading speed or reading rate indicated with wpm (words per minute). Then comprehension comes up as the result of the reading. Reading comprehension is the understanding of the meaning of a written text that occurs when the reader extracts and integrates information from the text.

Based on the result of analyzing data, it can be stated that there was a significant correlation between students' reading speed and students' reading comprehension was proved by that coefficient correlation was lower than 0.50 ($0.000 < 0.050$). It can be concluded that, this result has answered the research question.

Suggestions

The researcher anticipates that the findings of this study will assist teachers in teaching reading skills. Teachers are expected to consider the fact that each student's reading level and comprehension may differ. As a result, the teacher must train students' reading speed and comprehension.

This study is limited to reading comprehension in descriptive text. The researcher suggested that the future research can look into other types of reading text like narrative text, recount text and et cetera. The researcher also expects for the next researcher to examine the external and internal factors of students if the reading speed and reading comprehension students classified as low or high.

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