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An analysis of classroom interaction in speaking class

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ABSTRACT

The purpose of this study is to find out the dominant category used by the teacher and the student during classroom interaction and to investigate which task that require the student to talk more. The study used a qualitative approach which included a case study. Naturalistic observation and encoding matrix were used to obtain the data. The data were examined using the FIACS (Flanders Interaction Analysis Category System) approach proposed by Flanders (1970) frameworks for forms of classroom interaction. The data demonstrated that both the teacher and the students used all of the FIACS system of interaction categories. The result of this study revealed that the dominant category applied by the teacher was Ask Question with the percentage 18.03% in the first meeting and 20.15% in the second meeting. In the other hand the dominant category used by students in the first and second meeting was Students-Talk Initiation with the percentage 38.52% and 49.71%. In addition, the classroom interaction is dominantly made by the students in the second meeting supported by discussion task. The percentage of Students Talk in the second meeting was 59.68%.

Keyword: *classroom interaction, FIACS (Flanders Interaction Analysis Category System), speaking class*

I. INTRODUCTION

Classroom interaction is the action that performed by the teacher and the students in the process of teaching and learning in the classroom. Radford (2011) maintains that through the classroom interaction, the learning process among students will occur since they will exchange their knowledge or understanding from each other. It means that classroom interaction makes the students brave to share what they have known and learn from each other.

In addition, according to Chaudron (1998) stated that Classroom interaction covers classroom behaviors such as turn-taking, questioning and answering, negotiation of meaning and feedback. While Dagarin (2004) argues that classroom interaction is two ways process between the participants in the language process, the teacher influences the learners and vice versa. In fact, according to Kundu (1993), Musumeci (1996), and Chaudron (1988) cited in Tuan and Nhu (2010), teacher talk is dominant in classroom interaction. It means the teacher too active in the classroom, should the student who active more than teacher. Therefore, the researcher would like to analyze classroom interaction. Through the classroom interaction, the researcher would know the category of classroom interaction between teacher and students.

Flanders Interaction Analysis Categories System (FIACS) Technique is an observational tool used to classify the verbal behavior of teachers and students as they interact in the classroom. Flanders' instrument was designed for observing only the verbal communication in the classroom and

nonverbal gestures are not taken into account. Flanders Interaction Analysis Categories (FIAC) is a ten Category System of communication possibilities. There are seven categories used when the teacher is talking (Teacher Talk) and two when the students is talking (students Talk) and tenth category is that of silence or confusion. Besides that, Flanders (1970) divides teacher talk (accepting feeling, praising or encouraging, accepting ideas, asking questions, lecturing, giving directions, and criticizing or justifying authority) student talk (student talk response and student talk initiate) and silence (periods of silence or confusion).

So, based on the condition when the researcher conducted a pre-observation during pre-teaching service in SMAN 1 Liwa, it was found that the most dominant interaction in the classroom was done by the teacher. Although the teacher was dominantly led the whole classroom interaction, the teacher also asked the students to be actively interact during teaching and learning process not only interacting between teacher and students, but the interaction between students and students should be occurred as well.

On the other hand, based on the pre-observation explained above, the dominant interaction led by students was possibly occurred. Ayunda (2021) has investigated EFL Classroom Interaction by Using Flanders Interaction Analysis Category System (FIACS). It was found that the students were more active to be involved in the interaction inside classroom. The interaction was dominantly occurred by the students than the teacher. This means that classroom interaction is not always lead by the teacher, but the students have the possibility to dominate the classroom interaction. Based on the explanation above, the researcher wanted to conduct research to analyze the classroom interaction. Thus, the researcher entitles this research as An Analysis of Classroom Interaction in speaking class at the first grade in SMAN 1 Liwa.

II. METHODS

This research used a qualitative method. McLaughlin, Robert & Eric (2012) define qualitative research as an approach that uses methodologies designed to provide a rich, contextualized picture of an educational or social phenomenon.

Participants

The subject of this research was students of X IPA 1 at SMAN 1 Liwa. The object of this research was the teacher talk and the student talk during the classroom interaction in the teaching and learning process.

Instruments

There are two instruments used in this research namely observation tally sheet and video recording. According to Robert (2017) Observation is activity of researcher that looking at what people actually does. Observation sheet was a main instrument in this research. The observation sheet was adopted from Flanders (1970). During the observation, the researcher acted as a participant in which the researcher directly involved herself in the subject activities in the classroom. In the observation, the researcher used two different tasks of descriptive text. They were Information Gap Task and Group Discussion Task. Those tasks were used as guidance for the class discussion to obtain the data, because the researcher will know which task will make students to talk more. Next, video recording is very important to obtain more accurate data because the researcher can watch the recording repeatedly

outside the classroom. Burns (1999) stated that recording can be valuable in furnishing researchers with objective first hand data for analyzing data of teacher and students behavior in classroom.

Data Analysis

Furthermore, the data were collected by conducting two times class meeting by using two instruments in collecting the data including observation sheet and video recording. After collecting the data, then the data were analyzed through some procedures. The researcher conducted data analysis in the following three steps adopted from Flanders (1970).

The three steps were follows:

1. The researcher transcribed the interaction among the teacher and students in the recorder video and put code on the particular the teacher and students talk in order to get expected data.
2. The researcher put the plotting of the coded data into matrix of Flanders interaction analysis
3. The researcher Analyzing Teacher Talk, Student Talk, Silence.

III. RESULTS AND DISCUSSIONS

Result

After analyzing the data, the researcher presents table the result of classroom interaction analysis. The result can be seen on this following table:

Table 1. The Result of Classroom Interaction Analysis (1st Meeting)

No	Categories	Amount	Percentage
1	Accepts Feeling	2	0.8%
2	Praises or encourages	8	3.27%
3	Accepts or uses ideas of students	9	3.68%
4	Ask questions	44	18.03%
5	Lecturing	15	6.14%
6	Giving directions	12	4.91%
7	Criticizing or justifying authority	1	0.4%
8	Students talk response	49	20.08%
9	Students talk initiation	94	38.52%
10	Silence or confusion	10	4.09%

Table 2. The Result of Teachers' Talk and Students' Talk in(1st meeting)

No.	Meeting	Teacher Talk		Student Talk		Silence	
		Quantity	%	Quantity	%	Quantity	%
1	First	91	37.29%	143	58.60%	10	4.09%

Table 1 shows that in Teacher talk category (1-7) the teacher spent most in Ask question and Lecturing, with 18.03% and 6.14%. These number represented that the process of question-answer between students and teacher was many enough although it only focused on short answer and 'yes/no

question'. The aspect of Giving direction was in the third place with the percentage 4.91%. Accepts or uses idea and Praise or encouragement was in the fourth and fifth place with the percentage 3.68% and 3.27%. The two lowest tallies in Teacher talk category was Accepts feeling and Justifying authority with the percentage 0.8% and 0.4%. In Student talk category (8-9) the percentage of Student talk initiate and Student talk response dominated classroom with each total was 38.52% and 20.08%. The Initiation aspect is the talk that is initiated by the students themselves. The last category (10), Silence or confusion with the percentage 4.09%. Also, table 2 shows that the proportion of teacher talk was 91 or 37.29%, student talk was 143 or 58.60% and silence was 10 or 4.09%.

Table 3. The Result of Classroom Interaction Analysis (2nd Meeting)

No	Categories	Amount	Percentage
1	Accepts Feeling	4	1.58%
2	Praises or encourages	5	1.97%
3	Accepts or uses ideas of students	4	1.58%
4	Ask questions	51	20.15%
5	Lecturing	17	6.71%
6	Giving directions	10	3.95%
7	Criticizing or justifying authority	0	0%
8	Students talk response	27	10.67%
9	Students talk initiation	124	49.01%
10	Silence or confusion	11	4.34%

Table 4. The Result of Teachers' Talk and Students' Talk in (2st meeting)

No.	Meeting	Teacher Talk		Student Talk		Silence	
		Quantity	%	Quantity	%	Quantity	%
1	First	91	35.96%	151	59.68%	11	4.34%

From the table 3 above it can be seen that result of the table in the second meeting was not too different than before. In Indirect teacher talk category, the aspect Ask question was also in the first position spent by the teacher with the percentage up to 20.15%. In Students talk category, Student talk initiate also still dominant. The percentage was 49.01%. Meanwhile, the percentage of Silence category was 4.34%. In table 4, the result showed that teacher talk gained 91 or 35.96%, student talk gained 151 or 59.68%, and silence or confusion 11 or 4.34%.

Table 5. Summary of Teachers' Talk and Students' Talk

No.	Meeting	Teacher Talk		Student Talk		Silence	
		Quantity	%	Quantity	%	Quantity	%
1	First	91	37.29%	143	58.60%	10	4.09%
2	Second	91	35.96%	151	59.68%	11	4.34%

From the table of summary above, the researcher found that the percentage of students talk in the second meeting is more than the percentage of students talk from the first meeting. It is 58.60% and 59.68%. It showed that students are more active when did the Discussion Task in the second meeting.

Discussion

This research was set out to find out the dominant category used by the teacher and the student during classroom interaction in teaching learning process by using Flanders Interaction Analysis System (FIACS) and to investigate which task that require student to talk more in the classroom. The data was collected through observation and gathered from two meetings of English teaching and learning process at first grade of senior high school student. The data gathered from the observation was analyzed through three steps which are transcribing and coding, translating the code into structural matrix, analyzing matrix, and analyzing the additional data (teacher talk, student talk, and silence or confusion).

Based on the analyzed observation, the data were outlined that for the teacher, the dominant category applied by the teacher was Ask question with the percentage 18.03% in the first meeting and 20.15% in the second meeting. In the other hand, the dominant category that used by the students in the first and the second meeting was Student talk initiate with the percentage 38.52% and 49.71%. Further analysis, of the first meeting also shows that the percentage category of Teacher talk was 37.29%; Student talk, 58.60%; Silence or confusion, 4.09%. In the second meeting the percentage category of Teacher talk was 35.96%; Student talk, 59.68%; and Silence or confusion was 4.34%. The data above also shows that the percentage of students talk in the second meeting is more than the percentage of students talk from the first meeting. It means that students are more active when did the Discussion Task in the second meeting.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the data results from observation, it could be concluded that the teacher and the students used ten categories of the classroom interaction proposed by Flanders. The dominant category applied by the teacher was Ask question and the dominant category applied by the students was Student Talk Initiation. Additionally, the proportion of student talk in the second meeting using discussion task was higher than the first meeting by using information gap task. It means, students were more active in the second meeting by using discussion task.

Based on the conclusion above, the researcher would like to propose some suggestions which are mentioned as follows; first, the researcher suggest for the teacher to create interactive and effective teaching strategies. Teachers should not only spend teaching and learning process by explaining the content, but also provide the task for students to discussion and include more warming up activities during the classroom, so that the students can explore their thinking and enjoy the learning process. Second, the researcher suggests for further researcher to carry out a research in the other level i.e. junior high school and university level

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Crossword puzzle game to improve students' vocabulary mastery

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ABSTRACT

This research is a literature review about teaching vocabulary by using a game called crossword puzzle game. The purpose of this research was to describe the process of teaching vocabulary using crossword puzzle game, and to describe teacher problems and student problems in the teaching and learning process. In this research, the researcher used descriptive qualitative research. In several literature reviews, researchers found several cases such as, problems that are often encountered by a teacher, namely; The teacher has difficulty in handling the class because the students make it too crowded by themselves, the teaching method is wrong, and requires students to share some vocabulary words in the meeting but students can only master some of them, and also some obstacles that are often encountered by a student in learning vocabulary, that is; Students find the teacher's explanation boring, and they perceive vocabulary learning as knowing the main meaning of new words obtained only from textbooks or from the teacher, so it is difficult for them to use words based on the appropriate context. Therefore, teaching English vocabulary applies crossword puzzle games is effective in increasing students' vocabulary.

Keywords: *Crossword Puzzle Game, Vocabulary Mastery, Students Ability*

I. INTRODUCTION

Based on the curriculum that has been implemented in various schools in Indonesia, the results of teaching and learning English are expected to be able to communicate to the global world using English. As stated by the Ministry of Education and Culture in the Standards of Content for School-Based Curriculum, Kemendikbud (2013) foreign languages, especially English, are international languages that have a very important role in global communication. So, the foreign language material meant here is to develop the ability to communicate with citizens of the world.

Students can say something even though they only read text or vocabulary in a dictionary, as stated by Astriyanti and Anwar (2016) "Vocabulary is needed to improve four English skills; listening, speaking, reading and writing". This means that one important element in learning English is vocabulary. Students will find it difficult to express their ideas when they do not have enough vocabulary to support them to understand and speak English.

Teachers have an important role to increase students' interest in learning and teachers also need to apply an interesting method to improve their foreign language learning abilities. The teacher must know the student's situation and use appropriate techniques so that students enjoy learning and easily acquire new vocabulary. In addition, games can also increase students' vocabulary. According to Nurhayati (2015) "Games are one method that can make students feel that certain words are important and necessary".

There are many games that can be used in the teaching and learning process. One type of game is crossword puzzles. With crossword puzzles, students can acquire new vocabulary and can enrich the vocabulary they have. In line with Widyasari (2010) "there are several activities that will help to build vocabulary by applying words in conversation and crossword puzzles".

Crossword puzzles can sharpen students' brains to remember new words. In addition, students will practice solving crossword puzzles by sharing with their friends. Sabiqoh (2016) states that crossword puzzles are an effective teaching tool of terminology, definitions, spelling, and pair key concepts with related names, resulting in greater retention and memorization of facts.

On the other hand, Rizki, et al (2013) suggested that using picture games in the classroom would make the students fun that they would learn better and faster. Jaramillo (2012) also states that the crossword puzzle activity may prove to be a meaningful learning experience for building, understanding, and improving the retention of terms associated with a particular knowledge area.

II. METHODS

This research uses library research, where the data collected is in the form of library-based data. This research is about teaching English vocabulary through crossword puzzle games whose main objective is to find out whether crossword puzzle games are effective in increasing students' vocabulary or not.

As stated by Malunui (2014), crossword puzzles are a kind of game that is done by filling out blank forms presented with word-forming letters as answers to the questions given. Synonyms or word definitions are given with the number corresponding to the number in the box. Letters/words are put into a numbered grid pattern in response to the clues.

III. RESULTS AND DISCUSSIONS

The results in this research can be described from several expert opinions, one of which is:

According to Widyasari (2012) there are some kinds of crossword puzzles that can be performed in the process of teaching and learning vocabulary in the classroom using crossword puzzle game, those are:

1. Oral Puzzle. It is a puzzle that is giving oral by teachers, and students are given only an empty crossword puzzles without a clue. Give instructions orally can train hearing students. Tell students to fill out what they could and then repeat the instructions again until they understand.
2. Picture Puzzle. It is a puzzle using the picture as a clue. And only give the students the puzzle without the clues. For each clue, replaced with pictures. It works very well with a unit which embroiled many new vocabularies.
3. Object Puzzle. It is the crossword where inside the object is written a clue. give a blank puzzle without a hint to the student. The goods placed around the room, each given a labelled with the prompts number. Then the students are asked to go around at different stations; allow them to pick up the objects as they complete the puzzle.

According to Plaister in Rimbayanti (2016:17) in teaching vocabulary there are some advantages of crossword puzzle that can be taken, namely:

1. Learning vocabulary by doing, because doing action would be more meaningful and motivating students.
2. By doing puzzle, students are trained to involve in the problem solving.
3. It is interesting and challenging for students. It can avoid students' boredom of monotonous learning. In this case, puzzle tries to increase students' attention, their lesson materials and this procedure better learning.
4. The puzzle in group or classroom discussion students is trained to be more critical thinking.
5. The puzzle in group will make the students feel fun, enjoy in their learning English. This is meaningful and helpful for students' in learning English. It can encourage students' to participate in their learning English.

Based Elson (2012), THE PUZZLE GAME focuses on the personal development of the individual student. The goals of THE PUZZLE GAME include, but are not limited to, the following:

1. Encourage students to read actively their textbook, with all of its supplementary features, in preparation for class.
2. Teach students the importance of self-discipline and self-reliance in developing good study habits to achieve success.
3. Show students how the rules of THE PUZZLE GAME are similar to situations in life where success depends upon the extent of one's preparedness, knowledge and luck.
4. Require students to exercise good ethics and honesty as Ethics Monitors when grading the puzzles.
5. Demonstrate the importance of honest record keeping.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the analysis and discussion above, the writer concludes that using puzzle games is a good way to increase students' vocabulary, because using crossword puzzles has several benefits to improve students' vocabulary mastery and also their active participation.

Suggestions

For the Teacher

1. The teacher should prepare the material well before teaching by using this strategy such as lesson plan and teaching media.
2. The teacher should manage the class and the time well in order that the implementation of technique can run well and successfully
3. The teacher should be more creative for creating class atmosphere.

For the students

1. The students should be more creative to look for the way to learn English easier at school and have a good motivation in learning and try to practice day by day with friends at school and out of the school.
2. The students should be more serious and never be afraid to make a mistake in learning English.

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The implementation of Climbing grammar mountain game to improve students' noun phrase achievement in descriptive text of the first grade students at SMA

Negeri 15 Bandar Lampung

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ABSTRACT

This present study aimed to find out 1) whether there is a significant difference in students' noun phrase achievement in their descriptive writing, 2) what aspect of noun phrases improves the most. The population and sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. The data were analyzed using SPSS 16.0. The results showed there was a statistically significant difference of students' noun phrase achievement between the pretest and posttest of writing descriptive tests with the significant level on both tests is below 0.005. That is inferred, the climbing grammar mountain could aid students' noun phrase achievement. The t-value is 19.706 (higher than t-table 2.048). Furthermore, climbing grammar mountain had a statistically significant effect on every single aspect of noun phrase. In addition, pre-determiner is noun phrase aspect improves the most and followed by post modifier, central determiner, post determiner, pre modifier, head. The implementation of climbing grammar mountain provides students with descriptive writing as media where students can absorb and relate the materials being learnt with their real life

Keywords: *Noun Phrase, Climbing Grammar Mountain, Descriptive Text*

I. INTRODUCTION

A noun phrase can be found in all kinds of texts, especially in descriptive text. The language features of the descriptive text focus on specific participants, use of simple present tense, use of adjectives to the noun, and action. Identifying noun phrase in particular text is not easy for some students. They tend to find difficulties in placing and choosing the correct determiner or modifier to the noun. They are also confused in distinguishing between nouns and noun phrases.

Based on those problems above, the most significant reason is the way how the teacher teaches grammar and motivates students in learning English. Since the objective of teaching English in structure is to make the students be able to master the skills and the components of language, the teaching process should be interesting for the students and engage them to participate actively. Teachers have to find out an interesting and suitable approach to teaching structure so that the students will take much participate and be more enthusiastic during the learning process.

One of the fun interesting alternative media that can be used to teach structure is games. It is also supported by Wright (1983:1) Grammar is difficult to understand and boring, but can be solved by a game. It helps and encourages many learners to maintain their interest and work. Games are advantageous in the process of learning and teaching. A game can motivate students. It can make the students pay attention to both slow and fast

learners and suits any age of the individual and the levels of language skills (McCallum:2011).

Besides, it is very advantageous in reducing anxiety, building up the atmosphere, and improving self-confidence because learners will no longer be afraid of criticism while practicing the target language freely. It is also supported by Crookal (1990) that play and competition in games can increase the students' motivation and confidence; reduce their stress and anxiety about mistakes. There are many kinds of games that can be found in books or on the internet. Through the game, the learning structure was more interested for learners. One of a kind is Climbing Grammar Mountain.

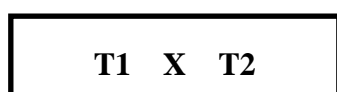
Therefore, this present study aimed to conduct a study that focuses on the implementing Climbing Grammar Mountain Game to increase the students' noun phrase achievement in writing descriptive text.

II. METHODS

This research used a quantitative study which is intended to see how the implementation of Climbing Grammar Mountain Game can influence the students' noun phrase achievement based on The Linguistic Category Taxonomy in their descriptive text and to find out whether there were any improvements in student's writing achievement after the implementation of that technique in quantitative research.

A pretest used to find out the students' ability before conducting the treatment while a posttest used to see the difference in the students' ability after the treatment is conducted. Then, to answer these questions, the result of the grammatical aspects scores was compared (from the pretest and the posttest) to see the significant differences.

The one group pretest-posttest design is represented as follows:



The formula can be further explained as follows:

T1 = refers to pretest

X = is concerned with Treatments by the researcher

T2 = refers to posttest

(Setiyadi, 2006:131)

Participants

The sample of this research is the first year of SMAN 15 Bandar Lampung in the academic year of 2021/2022. A class is taken as the experimental class sample of this research. In determining the experimental class, the researcher used a simple probability sampling by using a lottery.

Instruments

A task is an instrument in collecting the data as well as this research. In executing this research, the researcher used writing tasks and guided interviews as the instruments of the research to get the accurate data of the students in using noun phrases. Writing task is

administrated to see the students' writing achievement towards the implementation of the Climbing Grammar Mountain Game. The researcher chooses descriptive text as the writing task since then it has the purpose of describing a particular person or thing in detail.

Data analysis

In analyzing the data gained, the data are collected and analyzed in accordance with the research question in order to objectively answer the research questions. In order to answer the research question, the researcher analyzes the data from writing test, which are pretest and posttest. First, the data is analyzed for their normality. The tool used to analyze the data is descriptive analysis from SPSS. Furthermore, if the data is spread normally, it was analyzed using parametric analysis. The tool used to examine the data is repeated measure T-test, to find the differences between the pretest and the posttest. Otherwise if it is not normally spread, the data was treated using non-parametric analyzing. The tool used to examine the data is Wilcoxon signed rank-test. Both of the tools are applied in SPSS.

III. RESULTS²⁾ AND DISCUSSIONS

The treatment was Climbing Grammar Mountain in which the materials used were descriptive exposition with 3 different topics. During the treatments administered, the students were asked to have a discussion on one topic in each of the treatments.

No.	The students Score	Pre-test	Post-test
		Freq.	Freq.
1.	5 – 14	4	0
2.	15 – 24	13	0
3.	25 – 34	14	0
4.	35 – 44	4	2
6.	45 – 54	0	7
7	55 – 64	0	22
8	65 – 75	0	4
Mean		22	58
Total		35	35

The table shows the difference of the students' achievement in composing noun phrase in descriptive text. It could be seen that during the pretest, we can see that the mean of the score was just only 22. Interestingly, after the implementation of climbing grammar mountain, there was improvement of the students' achievement in composing noun phrase in descriptive text where the students could obtain 58 for the mean score of posttests. Given by the information of table 3 about the students' achievement in using noun phrase in their writing descriptive, it could be concluded that there were improvements of the students' achievement in using noun phrase in their writing descriptive. Yet, the improvements of the students' achievement in using noun phrase in their writing descriptive were not experienced constantly by all the students which meant that some the students increased and some not.

A repeated measure t-test was applied to examine the difference between each test and class. Based on the analysis from SPSS, the result is as follows .000. In addition, there was an improvement in the students' noun phrase achievement as shown that the t-level is higher than the t-table. It shows that the -t-level is 19,706. The t-levels are higher than the t-table (2.045) which means there is the improvement of the students' noun phrase achievement.

Table 5. 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	PreNP - PostNP	-33.914	10.182	1.721	-37.412	-30.417	-19.706	.000

Having given the pre-test and the treatment to the students, the writer finally gave the post-test to the students to measure their progress after getting some treatments. Based on the result of the post-test, it was easy for the students to identify and reconstruct the noun phrase but some of them still slightly made the mistake in constructing the noun. Having the problem with the functions of the noun phrase in sentence construction faced by the students, the writer relates the recent study to the previous studies that have been mentioned. Climbing Grammar Mountain Game helps the students to learn from others through such activities as teamwork. By using this technique, the students had to learn, review, and analyze the grammar structures in the group for all the members of the group can understand and comprehend the role. it means that Climbing Grammar Mountain Game can be used as a reinforcing technique.

It could be seen by the work that some the students share their thought in analyzing as well as reconstructing the noun phrases given by the teacher. It is also claimed by Callum (2005) that where Climbing Grammar Mountain Game can help the students to provide the grammatical usage and sentence construction by reviewing, and analyzing the grammar structures in the group interestingly and engagingly, so all of the students in the group are able to understand.

In addition, there are some aspects of a noun phrase that were examined in this present research: head, pre-determined, central determiner, post-determiner, post-modifier, and pre-modifier. This part describes the difference between the pre-test and post-test mean among the noun phrase.

No	Noun Phrase Aspects	Pre-Test			Post Test			Improvement
		Incorrect	Done	%	Incorrect	Done	%	
1	Head	118	146	81%	125	246	51%	30%
2	Pre-Determiners	97	124	78%	110	285	39%	40%
3	Central Determiners	88	129	68%	102	272	38%	31%
4	Post Determiners	88	129	68%	102	272	38%	31%
5	Post-modifier	96	124	77%	110	272	40%	37%
6	Pre-modifier	96	124	77%	119	265	45%	32%

We can see from the pretest, most of the noun phrase aspects possess more than 50% errors with the most mistakes is found when they were tried to composed noun phrase using central determiner. In addition, head is the only noun phrase aspect that experience the least error. Interestingly, head also becomes one of noun phrase aspect which is categorized as one of noun phrase aspect that possess the least error. As well as central determiner also still the noun phrase aspect that the students find it difficult to understand because there are more than 50% errors are committed during composing the central determiners.

The mean gained is analyzed through an independent sample t-test using SPSS. Table 9 shows the difference between each noun phrase aspects from the control class. It can be seen that all of the noun phrase aspects have a significant difference between the pretest and the posttest.

After the implementation of Climbing Grammar Mountain, it could be inferred that noun phrase improves the most is pre determiner followed by post modifier. It could be inferred that the students could describe the object better than before. Dealing with the media used, descriptive text, where the students were required to give more explanation dealing with the object described.

In addition, it also applies to post modifier wherethe students were asked to use preposition, and also relative clauses and gerund or participle as adjectives to explain and described the object. This could be identified when the students tried to explained the location of the site. Example; It is situated in central Java. In addition, the students also tried to explain the object using relative clauses in which they use using similar pattern (i.e. which + to be) example, Pusat Konservasi Gajah (PKG), which is expected to become a center for elephant conservation in taming; There are also so some plants which are mostly found.

Same thing is also happened in central determiner and post determiner. Regarding the central determiner. It is difficult for the students to decide the use of a, an, as the article during describing the object. Sometimes, they write:

Way Kambas National Park is the national park for elephant sanctuary located in Lampung precisely in the Labuhan Ratu sub district, East Lampung, Indonesia. the National Park, established in 1985.

It could be examined that the students accidentally wrote “the” although the sentence explain general information or it has not explained the specific information about the object.

Another problem also found when the students use “that, those, this, these.” It is hard for the students to decide which to use dealing with the mother tongue inference in which there is no differences to use “ini” or “itu” regarding to the object discussed. Take a look at the example, “The last few years, there were two islands located in this site. This islands name was changed into Elephant Conservation Center / Pusat Konservasi Gajah (PKG). The students wrote “this” instead of “these”. This situation

influences the score of central determiners. Therefore, central determiner, pre determiner, as well as post modifier improve. Yet, these things do not improve so high as pre determiner and post modifier.

IV. CONCLUSIONS AND SUGGESTIONS

There is a significant improvement in the students' achievement in using noun phrases in writing descriptive text. Pre-Determiner appears to be the noun phrase aspect that improves the most. This could be inferred since the students were asked to use preposition, and also relative clauses and gerund or participle as adjectives to explain and described the object. This could be identified when the students tried to explained the location of the site.

In addition, the noun phrase aspect improves the least is Head. This could be inferred that during writing the descriptive text and also the implementation of climbing grammar mountain, the students are able to distinguish the use of noun and pronoun. The thing that makes difference between pretest and posttest is the way they applied pronoun and the way they use noun phrase as a subject or an object.

Suggestions for Teachers

The procedures must employ the activities that put the students as the center of learning by considering their interest, level of understanding, and another affective variable. In further, the teacher is also suggested to be able to organize some meaningful activities and some communicative tasks. The tasks provided by the teacher must invite the students to have more practice and build the students' critical thinking. Therefore, the teacher may organize the teaching methodology as proper as possible.

Suggestions for Language Learners

The subject of this current research is the students at the high school level. To the limitation of this current study, the researcher would like to suggest the students whom willing to learn grammar and writing through these current techniques to firstly prepare themselves by some basic requirement, such as: comprehending several words and the structure. They are very helpful for the students to follow the learning process if the students had already exposed first with some meaningful vocabularies and structure around them.

Suggestions for Further Researcher

To the limitation of this present study, the researcher would like to suggest another researcher to have a further study to record the whole research activity. Therefore, it may help the research and analyze the whole activity.

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The tenth-gradestudents' perception and motivation on English e-learning during the Covid-19 pandemic at SMAN 4 Bandar Lampung in the academic year of 2021/2022

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ABSTRACT

The Covid-19 pandemic has resulted in the shifting of teaching-learning process replaced with E-learning. This study focused on knowing the students' perception and motivation towards English E-Learning during the Covid-19 pandemic at SMA Negeri 4 Bandar Lampung. The objectives of this research were to find out the students' perception and motivation toward English E-learning during the covid-19 pandemic. There were 80 students of tenth graders at SMA Negeri 4 Bandar Lampung who participated in this research. The instrument of this research was a questionnaire. This research applied descriptive research using quantitative method. The detections from data analysis, students show a positive perception toward English E-learning, because with E-learning, the process of learning English has become much easier and E-learning can foster students' interest and motivated in learning English. Even though students found problems in implementing English E-learning, students also found learning English through E-Learning is quite effective.

Keywords: *Perception, Motivation, E-learning*

1. INTRODUCTION

In Indonesia, English is a foreign language as well as a global language that must be mastered to support various aspects of life, one of which is learning in education. According to Schunk (2012), learning is a process of behavior change that is able to last long enough or to behave in a certain way in a capacity, which results from practice or other forms of experience. Learning can acquire and modify knowledge, skills, strategies, beliefs, attitudes, and behaviors through the process. Many people want to learn cognitive, linguistic, motor, and social skills, and this can be produced through a variety of different forms. In Indonesia, there are still many teaching and learning activities that prioritize face-to-face meetings in class. However, with the Covid-19 pandemic widespread in Indonesia, all activities must be carried out from home. Directorate General of Disease Prevention and Control (2020) stated that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020.

E-learning is the best choice for education in the midst of the Covid-19 outbreak. According to Suartama (2014), through E-learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. Furthermore, Ghiardini (2011) stated that E-learning can offer one effective teaching method,

such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent study, and using simulations and games.

Based on the preliminary observation in SMAN 4 Bandar Lampung, it was found that the students were most interested in used online teaching as a media of teaching learning process. Some students were more active while following the class and doing teachers' assignments but for the other also becomes a burden in their study, it was not irrespectively from the student motivation toward following online teaching learning method. The online learning processes was carried out with various E-learning applications that can support the distance learning process such as Google Meet, and Google Classroom. According to information from the teacher, there were still many students who feel uncomfortable with the English E-learning conducted during the pandemic and there were some students who have problems with the internet network and access to technology. Those problems faced in online teaching learning method made the researcher more interested in analyzing how the students' perception and motivation toward E-learning as a media in Online teaching English Class in Pandemic situation. However, the differences between this research with the previous researcher were about the aim of the research. This research was aimed to find out about the students' perception and motivation in using E-learning method during the Covid pandemic but the previous research aimed to know the perception between students and lecturers and to find out the correlation between students' attitude and motivation during learning using E-learning method.

Based on the explanation above, the researcher was interested in exploring students' perceptions and motivation after experiencing the learning process through E-learning. According toWalgito (2010), perception is a process that is preceded by the sensing process, which is the process of receiving stimulus by individuals through the sensory devices or also called sensory processes. But the process does not just stop, but the stimulus is continued and the next process is the process of perception. While motivation is a psychological phenomenon in theform of an impulse that arises in a person consciously to take action with a specific purpose(Prihartanta, 2015). By knowing students' perception, the teacher can understand students better.

II. METHODS

This research applied descriptive research using quantitative method to find out students' perception and motivation toward English E-learning. The research took three classes through a purposive sampling technique as the sample of this research. The class was Class X Science 1,2,3 consisting of 80 students. The instrument of this research was a questionnaire. This research used four-point Likert scale questionnaire; 1 for strongly disagree, 2 for disagree, 3 for agree and 4 for strongly agree.

III. RESULTS AND DISCUSSION

Results

The first research problem is about perception, where there are 10 questions in the questionnaire to get the data. The data was classified into four scales that is strongly agree, agree, disagree, and strongly disagree. The following table shows the results of data about students' perceptions.

Table 1. Questionnaire Data of Students' Perceptions

No	Statements	Scale	Frequency	Percentage
1	I feel comfort with English E-learning.	4	42	52.5%
		3	24	30%
		2	11	13.75%
		1	3	3.75%
2	I do prefer learn English online rather than offline.	4	14	17.5%
		3	27	33.75%
		2	34	42.5%
		1	5	6.25%
3	I feel not confident with English E-learning.	4	31	38.75%
		3	35	43.75%
		2	8	10%
		1	6	7.5%
4	I am satisfied with the materials that the teachers provide.	4	54	67.5%
		3	20	25%
		2	6	7.5%
		1	0	0%
5	Learn English online is quite effective for me.	4	22	27.50%
		3	29	36.25%
		2	24	30%
		1	5	6.25%
6	Learn English online is more flexible in choosing a place and time even though while in a trip.	4	31	38.75%
		3	23	28.75%
		2	23	28.75%
		1	3	3.75%
7	Learning English online can save transportation costs.	4	32	40%
		3	32	40%
		2	16	20%
		1	0	0%
8	I feel uncomfortable when learn English online because of the internet access is inadequate.	4	30	37.50%
		3	29	36.25%
		2	17	21.25%
		1	4	5%
9	It is hard to learn English online because of the technology access is inadequate.	4	31	38.75%
		3	35	43.75%
		2	12	15%
		1	2	2.5%
10	Lack of interaction with the teachers and friends.	4	41	51.25%
		3	22	25%
		2	14	17.5%
		1	3	3.75%

The second research problem is about motivation where there are 5 statements in the questionnaire to get the data. The students were asked to response to five items related to

their motivation while learning English e-learning during COVID-19 pandemic. This questionnaire required the students to give responses in four levels of agreements; 1 for strongly disagree, 2 for disagree, 3 agree and 4 for strongly agree. The table below presents the finding data through online questionnaire.

Table 2. Questionnaire Data of Students' Motivations

No	Statements	Scale	Frequency	Percentage
1	I feel motivated to learn English with E-learning.	4	25	31.25%
		3	36	45%
		2	18	22.5%
		1	1	1.25%
2	I always study English at home even though the learning process conducted online.	4	30	37.50%
		3	41	51.25%
		2	9	11.25%
		1	0	0%
3	I always try to do my homework even though the learning courses are conducted online.	4	61	76.25%
		3	17	21.25%
		2	2	2.5%
		1	0	0%
4	I get motivation from my family to always learn English with E-learning.	4	25	31.25%
		3	42	52.50%
		2	13	16.25%
		1	0	0%
5	I always try to study at home even though there is no homework given by the teacher.	4	31	38.75%
		3	39	48.75%
		2	10	12.5%
		1	0	0%

Discussions

This research aimed to find out students' perception and motivation on English e-learning during COVID-19 Pandemic which was conducted at SMAN 4 Bandar Lampung. There are 80 students of tenth grade who participated in filling out the questionnaire. The researcher made the questionnaire in the form of a Google Form and the link was distributed through WhatsApp group.

In this research, the first questionnaire was related to students' perception toward English e-learning. According to the research findings, most of the students gave positive responses to the perception questionnaire because with e-learning they can enjoy the process of learning wherever they want, saves effort, time and money and also easy to use. Besides, e-Learning is useful for students in providing various tools to learn languages in the form of videos, audios, textbooks, or animations. With E-Learning students can study anywhere and independently outside of class hours. E-Learning helps students in the process of working on assignments and collecting assignments. However, each student has a different perception of E-Learning as an additional school that is beneficial for them. It is in line with the previous research, Nopa (2019) who claim that e-learning was appeared to be useful. This utility includes individuals having the ability to check from any place within the world while not essentially relocating. This statement is also in

line with Tjokro in Indrakusuma and Putri (2016), E-learning can provide the organization of its implementation, proficiency in facility provision, and actual facility cost effectiveness, and there are options to learn like cost productivity of consumption, particularly transportation costs and needs.

Some of students of SMAN 4 Bandar Lampung class X Science 1,2,3 agreed that the used of application in online learning was efficient for learning during the Covid-19 pandemic, it is in line with the statement from Goyal (2012) who said that online learning can be defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Thus, in using online learning some alternative media or applications can be used to support the learning process. It means that E-learning system can be used as an alternative way to conduct teaching learning process during this Covid-19 Pandemic.

All those results above showed that the students' experience in learning interprets their own perceptions about what they gained. In other words, the teacher played a key role in the learning process, how good they gave role models the better students' perception will be the teacher's side. The teacher must also always improve their ability and competence in teaching so will build up a good atmosphere in the teaching-learning process.

The second category of the questionnaire in this research is about students' motivation. Most of the students agree with the statements of the motivation questionnaire. The students feel they were motivated to learning English toward E-learning at home during Covid-19 pandemic. According to Li & Pan (2009), Motivation is very important factor which determine the success or failure in second language learning because motivation can directly influence the frequency of using learning strategies, power of learning, goal setting and achievement in learning. Motivation is an internal process that makes a person move toward a goal and it will be an important thing that makes students fall or success in their learning.

The used of E-learning made the students motivated to improve their ability in English. Students who are more active, including activeness in doing assignments can be indicated that there also presents a big motivation (Saptono, 2016). It can be said that online learning and students' motivation have a correlation each other in which online learning could push the students to do more great educative initiations such as search for more explanations or materials, find more exercises, and read more e- book which relevant with their subject. It is n line with Prihartanta (2015), motivation is a psychological phenomenon in the form of an impulse that arises in a person consciously to take action for a particular purpose, by using E-learning system made the students more courage to be active in online class and also be more motivated in following class.

Based on the explanation above, it can be concluded that most of the students' perceptions and motivations about English e-learning are positive. In this study, the researcher found that students agreed that learning English with e-learning during the COVID-19 pandemic was quite effective for them and could be done anywhere, even though they were traveling long distances. The students also get positive perception because it is flexible and effective. Meanwhile, its

flexibility makes some students motivated but for the others make them lazier in doing it and chooses to procrastinate in doing the assignments. In addition, the weaknesses of this research are the lack of respondents and the researcher did not do interview with the students because of the limit of time research.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the discussion of the research findings, the researcher comes to the following conclusions: 1) From the results of these expressions, the researchers found that in the answers to closed statements in the questionnaire, most students had a positive perception of English e-learning during the COVID-19 pandemic. Most students feel confident when learning English with e-learning and are satisfied with the material provided by the teacher during online learning. The students also agreed that learning English online during the COVID-19 pandemic was more flexible because it could be done anywhere. However, students feel that conducting online learning from home makes them feel less interacting with teachers and other students. 2) Based on the results of the motivation questionnaire, students are motivated to learn English through e-learning and most of them always study and do homework, even though learning is done online from home. They also get motivation from their parents to always learn English online. Even though there are no assignments given by the teacher, some students still study from home to increase their knowledge.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions to the English teacher and further researcher. First, English teachers are recommended to do more interaction with students so that students will be more enthusiastic in learning English online and do not feel bored. In this case, teachers are also advised to use more supporting media to make online learning more effective, such as using Google classroom, Schoology, and others. Second, the researcher suggests the further researcher to include another proper method of data collection like interview to make the result of the data more informative. To get a complete finding, further researcher can interview teacher or lecture instead of focusing on students only. It is suggested to do stratified random sampling and increase the population, the new research paper should include a variety of schools or faculties in higher education institutes.

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The comparison between field-dependent and field-independent students in reading comprehension achievement at the first grade of SMAN 3 Kotabumi

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ABSTRACT

This research was intended to compare the reading comprehension achievement between field-dependent and field-independent students. The objective of this research was to find out the difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi in 2020/2021 academic year. In order to achieve the research objective, 33 samples of first grade students were chosen. This research applied quantitative method for data collection and analysis. Questionnaire was used to categorize the students into field-dependent and field-independent group. Further, reading comprehension test was conducted for testing the students' reading comprehension achievement. The result of this research showed that there was difference between field-dependent and field-independent students. It was confirmed by the difference of reading comprehension test mean score between two groups. The researcher found that the mean score of field-dependent students was 45.67, while the mean score of field-independent students was 82.85. Since the gap of mean score of reading comprehension test was quite a lot, it can be indicated that field-independent students was better than field-dependent students in reading comprehension achievement.

Keywords: *Cognitive style, field-dependent, field-independent, reading comprehension achievement*

I. INTRODUCTION

As one of language skills, reading becomes an important skill which must be learned by the students in order to succeed in learning English. By reading, the students can access a lot of information and learn many things about language. According to Harmer (2007: 99), reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read, the better they get at it. It means that the students' success of the study depends on their ability to read. If their reading skill is poor they are likely to fail in their study. On the other hand, if they have a good reading ability they have a better progress on their study.

The purpose of reading can not be separated from comprehension. Comprehending a text is important because it is a process by which a person derives meaning from print. Comprehension is determined not only to know what the letters stand for but also to fully understand the whole text. Suparman (2012) stated that there are some aspects of reading, they are determining main idea, finding specific information, reference, inference, and vocabulary. Reading a text has no benefit if the reader does not comprehend what is being read.

Reading without comprehension does not have a main goal because comprehension is an important process of reading. In reading, basically there is a process of interaction between the author with his language media and the reader with his language knowledge and knowledge of world (Sutarsyah, 2013: 10). Furthermore, there is no benefit of reading if the reader does not comprehend what is being read. If the readers can read the words but they do not understand what they read, they are not completely reading.

The purpose of teaching English in the curriculum 2013 of senior high school is in line with the teacher perception of the importance of English. The teacher has to advance the awareness of the importance of English as a foreign language. It can be developed as a tool of learning. Based on the curriculum 2013, the competences of English that should be mastered by the first grade students are understanding various meanings in a variety of written texts especially in the forms of announcement, descriptive, recount, narrative, and explanation.

The students' language achievement may be affected by different characteristics of each individual. It can be said that there are many characteristics of the students which are different from one to another. The characteristics contribute to the students' success of second language learning. The students have their own style that influence their ability to solve the problem. According to the previous study done by Benham and Fathi (2009), individuals with different cognitive style may approach a problem in different ways. It shows the result of language test is indicated by the different style of participants in solving the problems.

There are some styles of the students when they learn second language. Such as, some students tend to be individual when they want to read a passage; some students like to have a discussion with friends when they have to read a text; some students have quick response to the teaching process while others do not; some students are slow in understanding teaching materials; some students are interested in general things when they read while others are interested in specific things. It can be summarized that how the students learn something in general or specific way and how they create the solution for solving the problems, it relates to the link between their personality and cognition. The link is called cognitive style.

Cognitive style is defined nowadays as one's preferred way to think, perceive and recall, in short, to recognize. It reveals itself, for instance, in problem solving (Soto-Andrade, 2007: 3). Moreover, Suparman (2010: 103) states that cognitive styles are usually defined as an individual's preferred and habitual modes of perceiving, remembering, organizing, processing, and representing information. The individual's preferred and habitual modes of the students will be needed to solve the problems. Both of individual's preferred and habitual modes have an important role in students' response especially in teaching learning process. The students have some ways to response in teaching learning process. It can be said that there are two types of student. First, students who like to socialize with their environments and some others who do not. In addition, within the cognitive style, there are students who prefer to work in group, namely field-dependent and the other tend to work individually, namely field-independent.

It is important for the teacher to know the cognitive style of the students. It can help the teacher easily in finding the appropriate teaching materials, teaching technique and teaching method for the students. When the teacher know the characteristics of the students, the teacher will find the suitable approach to teach the students and the teaching learning process will be more effective. By knowing the characteristic of field-dependent and field-independent, the teachers are expected that they can help the students to improve their reading comprehension achievement.

Related to the explanation stated before, the researcher formulated the research question as "is there any difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi?" The researcher tended to conduct the research of comparing the students' cognitive styles in reading comprehension achievement. The researcher focused the type of cognitive styles as field-dependent and field-independent. The objective of the research is to find out whether there is difference between field-dependent and field-independent students in reading comprehension achievement at SMAN 3 Kotabumi.

Theoretically, the result of this research could be used to support or dis-support the theories about the difference between field-dependent and field-independent students in reading comprehension achievement. Additionally, this research was expected to give information to the teacher that students reading comprehension achievement might be affected by their cognitive styles. Practically, the result of this research could be used by the English teacher as reference to improve the students reading comprehension achievement through the appropriate teaching technique with regard to field-dependent and field-independent theories.

II. METHOD

This research was quantitative research. The researcher focused on comparing the students reading comprehension achievement between field-dependent and field-independent students. In conducting this research, the researcher used criterion group design that two groups of students will be compared on one measure. This research was conducted in two days at SMAN 3 Kotabumi. First day on May 4th 2021, the researcher accomplished this research to try out class. Next the last day on May 10th 2021, the researcher accomplished this research to experiment class.

Population and Sample

The population of this research was all the first grade students at SMAN 3 Kotabumi in the academic year of 2020/2021. There were ten classes and the researcher took one class as the sample of try out class and one class as the sample of experimental class. The try out class was X MIA 1, consist of 38 students with 10 males and 28 females. The experimental class was X MIA 3, consist of 33 students with 7 males and 26 females. The sample of the research is randomly determined by the teacher.

Instruments

The instruments of this research were questionnaire and reading comprehension test. The researcher gave reading comprehension test to the students to find out the difference between field-dependent and field-independent students in reading comprehension achievement. The tests consisted of 40 questions. The researcher uses multiple choice to assess the students' reading comprehension. There were five aspects in the reading comprehension test, such as determining main idea, finding specific information, reference, inference, and vocabulary. The specification of reading comprehension test will be illustrated below.

Table 1. Specification of Reading Comprehension Test

Reading aspects	Items	Total	Percentage
Determining main idea	1, 4, 10, 12, 18, 25, 28, 34	8	20%
Specific information	6, 7, 13, 17, 22, 26, 30, 33	8	20%
Inference	2, 8, 15, 20, 21, 27, 32, 35	8	20%
Reference	5, 9, 14, 19, 24, 29, 36, 40	8	20%
Vocabulary	3, 11, 16, 23, 31, 37, 38, 39	8	20%
Total		40	100%

The questionnaire consisted of 16 close-ended items in accordance with the theories of field-dependent and field-independent. The questionnaire based on Likert scale with the score range represented the students' level of agreement from 1 to 4 by categorizing 1 is strongly disagree, 2 is disagree, 3 is agree and 4 is strongly agree.

Research Procedures

The researcher administered the try out of the instrument to the sample class of try out in order to find out the quality of the instrument. The quality itself is related to validity, reliability, discriminating power, and level of difficulty. Then the research continued by administering the reading comprehension test to experiment class in order to gain the data of students' reading comprehension achievement. This test consisted of 40 questions and the time allocation was 70 minutes.

Questionnaire was administered to the experiment class in order to categorize the students into two groups of cognitive styles, they were field-dependent and field-independent group. The questionnaire consisted of 16 close-ended items that related to the theories of field-dependent and field-independent. The time allocation of questionnaire was 15 minutes. The result of questionnaire and reading comprehension test were used to find whether there is a difference between field-dependent and field-independent students in reading comprehension achievement.

Data Analysis

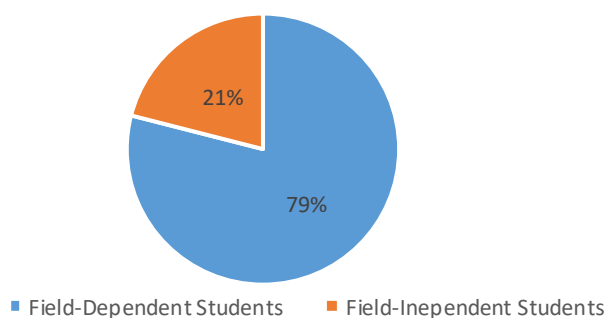
The researcher analyzed the result in order to identify the difference between field-dependent and field-independent students in reading comprehension achievement. After administering the try out test, the researcher dropped the invalid items and administered the valid items to the experiment class. The next analysis was scoring, collecting and tabulating the data of questionnaire and reading comprehension test. Then the researcher examined the result of the research by using Statistical Package for Social Sciences 16 (SPSS 16).

III. RESULTS AND DISCUSSIONS

Results

After collecting the data, the researcher analyzed the result. It supported the discussion which can be used to draw the conclusion and answer the research question.

Result of Questionnaire



Picture 1. Result of Questionnaire

The diagram showed that the number of field-dependent students are higher than field-independent students. There were 26 students (79%) of 33 students belong to field-dependent group and 7 students (21%) belong to field-independent group.

Result of Reading Comprehension Test

Table 2. Statistics of Reading Comprehension Test

N	Valid	33
	Missing	0
Mean		53.5606
Std. Error of Mean		3.11937
Median		50.0000
Mode		40.00
Std. Deviation		1.79194E
		1
Variance		321.106
Range		65.00
Minimum		22.50
Maximum		87.50
Sum		1767.50

The table showed the valid total data (33) could be processed. Then, the missing data was 0 referred to the data that could not be processed. It showed that all the data could be processed. Mean score of the table was 53.56 with the maximum score was 87.50 and the minimum score was 22.50.. Median score of the table showed 50 and the mode score of the table was 40.

Table 3. Statistics of Reading Comprehension Test of Field-Dependent and Field-Independent

	Field-Dependent	Field-Independent
Mean	45.67	82.85
Median	43.75	82.50
Mode	40.00	82.50
Minimum	22.50	80.00
Maximum	67.50	87.50
Sum	1187.50	580.00

The table showed that the maximum score of field-dependent students was 67.50 and the maximum score of field-independent students was 87.50. The minimum score of field-dependent students was 22.50 and the minimum score of field-independent students was 80. The difference of students' reading comprehension test can be seen by comparing the mean score of field-dependent and field-independent students. The mean score of field-dependent students was

45.67 and the mean score of field-independent students was 82.85. The difference of mean score showed that the field-independent students tend to get higher score of reading comprehension test than field-dependent students. It can be assumed that field-independent students were more successful in reading comprehension achievement.

Discussions

The result of this research is in accordance to previous study by numerous experts. Firstly, as in line with the findings by Maghsudi (2007) that the data analysis indicates that there is a significant difference between dependent and independent students in their English Achievement scores. In the other words, independent subjects score higher than dependent ones in English Achievement Test. Similarly result was stated by Motahari and Norouzi (2015) that FI and FD English translation students performed differently in rendering a prose literary text and FI students outperformed FD ones. In addition, Guisande, Páramo, Tinajero and Almeida (2007) concluded that analysis of their data for several attention tasks shows that field-independent children typically show better performance than both field-dependent children and intermediate-FDI children. Furthermore, as revealed in the study by Naraghipour and Baghestani (2018) that field-independent learners were significantly better at using learning strategies collectively than field-dependent learners.

Regarding to the objective of the research, there is difference between field-dependent and field-independent students in reading comprehension achievement. It is confirmed by the difference in mean score. In line with the theories mentioned before that cognitive style is important because it describes how the individual acquires knowledge and process it. In the other words the students' cognitive style might affect their reading comprehension achievement. The result also showed that the mean score of reading comprehension test of field-independent students is higher than field-independent students.

According to the findings of the previous study, it can be noted there were some aspects causes the difference between field-dependent and field-independent students due to the fact that their psychological and their potentials' were different. The field-independent students were better at memory, have a good analytic skill, recognize implicit clues as well, competitive and prefer individual study. Although, the field-dependent students were better at social aspect, non-selective in the information uptake, recognize only explicit clues in learning or problem solving, and less able to view things separate from the overall. Particularly, field-independent students have advantage in reading comprehension achievement over field-dependent students because their higher cognitive skills in area such recognize clues, memory or knowledge recall, focus their attention on task, and less affected by surroundings.

IV. CONCLUSION

Conclusions

According to the findings and data analysis, the research question of this research was solved that there was difference between field-dependent and field-independent students in reading comprehension achievement. It was confirmed by the difference in the mean score of field-dependent and field-independent students.

It is worth pointing out that the research question is solved. Nevertheless, the result of the questionnaire showed that the number of students of each field was not equal. Field-dependent consist of 26 students while field-independent consist of 7 students. The data is not balance because the difference of the number of each group is quite a lot. The researcher assumed that the limited number of research sample might affect the inequality of the data. So therefore, it can be anticipated by increasing the amount of sample of the research.

Suggestions

Since the research concludes that there is difference between field-dependent and field-independent students in reading comprehension achievement, the researcher suggest to the English teacher be able to adapt with the difference of students' characteristics or cognitive styles. The English teacher may present some learning activities related to the theories of cognitive style, field-dependent, and field-independent.

Considering that this research was focused on reading comprehension achievement, the researcher suggests to the other researchers to explore the language skills. The other researchers may do research on listening, speaking or writing achievement. Moreover, in order to gain the equal number of the result, the researcher suggests to the further researcher who will conduct the same topic to this research to increase the number of the sample.

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A correlative study between students' listening habit with English songs and their vocabulary mastery at SMAN 16 Bandar Lampung

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ABSTRACT

This research was intended to find out whether there is any significant correlation between students' listening habit with English songs and their vocabulary mastery. This research was quantitative, and the design was ex-post facto design; so, there was no treatment in this research. The population of this research was the second-grade students of SMAN 16 Bandar Lampung. 30 students of XI Science 1 were taken as samples through the use of cluster random sampling. A listening habit with an English song questionnaire and a vocabulary test were used to obtain the data. Moreover, the data were analyzed by using Pearson Product Moment Correlation in SPSS 20.0. The result of the analysis showed that there was a positive and significant correlation between students' listening habits to English songs and their vocabulary mastery since the r-value (0.770) was higher than the r-table (0.361). It means that H_1 is accepted and H_0 is rejected. This indicates that the more students listen to English songs, the higher their vocabulary score. Moreover, for those who are used to listening to English songs, it is likely to be easier for them to comprehend what they hear. In conclusion, the habit of listening to English songs helps the development of vocabulary mastery.

Keywords: *correlation, listening habit, vocabulary mastery.*

I. INTRODUCTION

One of the most essential language aspects that need to be mastered by language learners is vocabulary. According to Richards and Renandya (2002), vocabulary is a core component of language proficiency and provides much of the basis for how learners speak, listen, read, and write. Moreover, Stahl (2005) defines vocabulary as knowledge; the knowledge of a word not only implies a definition but also implies how that word fits into the world. A language learner will speak fluently and accurately, write easily, or understand what he or she reads or hears if he or she has enough vocabulary and the capability of using it accurately. Without a large vocabulary, it is impossible to use the English language precisely and vividly.

According to Andriani and Sriwahyuningsih (2019), Indonesian students struggle to identify the content of words such as nouns, verbs, adjectives, and adverbs. Accordingly, Frank (1972) stated that a noun is a word that refers to a thing, person, animal, place, or idea. The verb deals with describing an action. Then, adjectives describe qualities or states of nouns, while an adverb is a word that is used to describe a verb, adjective, or another adverb. Thus, to master vocabulary is to master the content of words.

Learning a new vocabulary does not only mean memorizing the form of the word but also understanding its meaning. Thornburry (2007) stated that learners need to be highly

concentrated on memorizing and understanding vocabulary. In addition, Gushendra (2017) stated that learner needs a way of teaching that is practical and fun so that they can integrate themselves into English. It is suggested that listening to English songs promotes vocabulary mastery.

In listening activities, people have to decode the meaning of language before they can produce the language. The speech they listened to will help them build an understanding of the language that they will use in the future. Therefore, Limbong (2012) stated that songs have a personal quality that makes the listener react to the songs. By listening to songs, students collect new vocabulary and know how to pronounce them well. Typically, they will discover new words in the song and immediately look up the meaning and spelling. Muqrobin (2012) stated that someone who has a good habit, especially in listening, will be a good listener. Then, if they become a good listener, they will listen closely to get the information that is useful and important to them. Students will be able to enhance their vocabulary by listening to English songs on a regular basis because when they hear a new word, their brain will instantly memorize it, and if they do not understand the meaning, they will have a reason to look it up in a dictionary. As a result, listening to English songs as a daily routine would help students improve their vocabulary.

There are several researchers who have conducted research about listening habits. Meutia (2014) reported that there was a positive correlation between students' listening habits to English songs and their vocabulary mastery. Other studies by Wardiansyah, Barnabas, and Elfrida (2019) found that the better students' habits in listening to songs, the better their vocabulary. In conclusion, listening habits to English songs play an important role in students' vocabulary mastery. The explanations above and those previous researchers' have motivated the researcher to investigate the correlation between listening habits to English songs and their vocabulary mastery.

II. METHODS

This research was quantitative. In this research, the researcher used a co-relation study. According to Setiyadi (2018), a co-relation study is a kind of ex-post facto design. The word "co-relation study" refers to a study in which the researcher uses one group and gathers data at one time without administering any treatment. The population of this research was the second-grade students of SMAN 16 Bandar Lampung. Cluster random sampling is used to determine the sample. The researcher used a lottery to choose the sample. In the end, 30 students from XI Science 1 class were chosen for the sample of this research.

The researcher collected the data regarding the students' listening habits to English songs by giving a listening habit questionnaire which was adapted from Muqrobin (2012). Then the questionnaire was distributed directly to the students. There were 25 questions about students' listening habits to English songs, and they consisted of several aspects such as: the reason for listening, time to spend on listening, and source of listening material. Then a vocabulary test was administered to find out students' vocabulary mastery.

In order to ensure the validity and reliability of the instruments, the researcher tried out both instruments in the try-out class, which was the XI Science 6 class. Furthermore, the score of

vocabulary mastery was computed in Pearson product-moment correlation analysis along with the score of listening habit to get the value of the coefficient correlation.

III. RESULTS AND DISCUSSIONS

Result

After distributing a listening habit questionnaire, the researcher calculated the score of each student. Below is the result of the listening habit questionnaire:

Table 1. Descriptive Statistics of Listening Habit

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Listening Habit	30	58	75	66,47	4,462
Valid N (listwise)	30				

Table 2. The Quality of Students' Listening Habit

CATEGORY	Score	Number of Students	PERCENTAGE
Good	70-80	8	27%
Fair	60-<70	21	70%
Poor	<60	1	3%
Total		30	100%

The Table 2 shows that the number of students who have good listening habits is 8 (27%), the number of students who have fair listening habits is 21 (70%), and there is 1 student with a poor listening habit (3%). The Table 1 shows that the highest score for students' listening habits is 75 and the lowest is 58. The mean score is 66.47. Based on the mean score on the Tables, it can be seen that the students' listening habits are fair.

Table 3. Descriptive Statistics of Vocabulary Mastery

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary Mastery	30	38	70	56,80	9,182
Valid N (listwise)	30				

Table 4. The Quality of Students' Vocabulary Mastery

CATEGORY	Score	Number of Students	PERCENTAGE
High	60-80	14	47%
Fair	40-<60	15	50%
Low	<40	1	3%
Total		30	100%

From Table 3, it can be seen that the highest score on the students' vocabulary test was 70, the lowest score on the test was 38, and the mean score was 57. It can be seen from Table 4 that 14 students (47%) out of 30 students reached above the average, or they had high vocabulary mastery. Meanwhile, 15 (50%) students achieved fair vocabulary mastery, and only 1 student (3%) had low vocabulary mastery. Based on the mean score on the table, it can be seen that the students' vocabulary mastery is fair.

In order to find out whether there is a correlation between students' listening habits to English songs and their vocabulary mastery of the second-grade students of SMAN 16 Bandar Lampung, the researcher used the coefficient correlation between both variables which were analyzed by using Pearson Product Moment correlation in SPSS 20.0. The following table shows the computation result of the two variables:

Correlations			
		Listening Habit	Vocabulary Mastery
Listening Habit	Pearson Correlation	1	,770**
	Sig. (2-tailed)		,000
	N	30	30
Vocabulary Mastery	Pearson Correlation	,770**	1
	Sig. (2-tailed)	,000	
	N	30	30

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

From the table above, the researcher found that the coefficient correlation between students' listening habits to English songs and their vocabulary mastery was 0.770 at a significant level of 0.01. The result showed that there was a positive correlation between the dependent variable (students' listening habits to English songs) and the independent variable (students' vocabulary mastery). The data analysis revealed that the coefficient correlation was positive, indicating that the students' listening habits to English songs was positively correlated with their vocabulary mastery. It also indicates that the higher students' listening habits, the higher their vocabulary mastery, and vice versa.

Discussion

Based on the result of the correlation coefficient between listening habits to English songs and vocabulary mastery showed the correlation value was 0.770. The value of r_{table} for $N = 30$ was 0.361, with a significant level at 0.05. In other words, r_{value} was higher than r_{table} ($0.770 > 0.361$). So, based on the result, the correlation between the students' listening habit with English songs and their vocabulary mastery was positive and significant.

The possible reason for the correlation is that songs are part of the music. Music helps us focus and be on guard. It gives an emotional dimension to learning new words and integrates the power of the left and right brains. Plato said, "Music is an educational instrument which is stronger than other instruments." Music also increases recall capacity, which makes the words

being remembered easier—as a result, words in a song are easier to remember. Furthermore, Murphey (1992) also said that listening to English songs offers two main advantages, it is highly memorable and highly motivating, especially for young learners. Because students are used to listening to English songs, they will find it easier to comprehend what they hear. As a conclusion, the habit of listening to English songs helps vocabulary development. Certainly, there is a positive correlation between listening to English songs habit and vocabulary mastery. It also means that the increase of habit in listening to English songs will be followed by the improvement of students' vocabulary.

Since the research findings revealed that listening habits to English songs have a positive and significant correlation with vocabulary mastery, it seemed to be in line with Wardiansyah, Barnabas, and Elfrida (2019), who discovered that there is a positive and significant correlation between listening habit with English song and vocabulary mastery. This was caused by the English teacher of the school who implemented English songs in teaching English; it was also caused by the entertaining aspect of the songs, which made the students relax and enjoy. As a result, the vocabulary became easier to catch and remember.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the findings of this research and previous research, the researcher concluded that there is a significant positive correlation between students' listening habits to English songs and their vocabulary mastery, which was shown by the result of $r_{\text{value}} (0.770) > r_{\text{table}} (0.361)$. From that result, the research hypothesis (H_1) is accepted. Through listening to English songs, students learn a set of vocabulary and how to pronounce or read it correctly, so they can use them to communicate with others. It was also caused by the entertaining aspect of the song, which made the students relax and enjoy. As a result, the vocabulary became easier to remember and catch. Furthermore, if students were used to listening to English songs, they would find it easier to comprehend what they heard. As a conclusion, the habit of listening to English songs helps develop vocabulary mastery.

Suggestions

In reference to the conclusion above, the researcher proposes some suggestions as follows: First, the researcher suggests that English teachers should encourage students to listen to English songs and improve their vocabulary mastery. Teachers are suggested to use songs in the classroom to teach listening skills in order to enhance students' habit of listening to English songs. Second, it is advised that teachers not only make effective use of their textbooks but also deliberately seek out additional material for enhancing their students' vocabulary. For instance, they should find effective forms from other reading texts, such as from online sources, and figure out how to increase the number of basic phrases in their students' vocabulary. Third, it is suggested for further research to administer more than one method or instrument to find out students' listening habits. Fourth, future researchers are suggested to do more research on the use of English songs to increase students' vocabulary as an alternative teaching method.

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The use of English songs to improve students pronunciation at Mardhotillah orphanage, Bandar Lampung

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ABSTRACT

This study looked at whether students' pronunciation had significantly improved before and after utilizing English songs to teach them. The researcher aimed to discuss pronunciation differences among students by using a quantitative technique. Using purposive sampling, the researcher selected Senior High School students at the Mardhotillah Orphanage in Bandar Lampung as a sample, with a total of 10 students. In this study, the mean test scores were compared using a one-group pre- and post-test methodology. The result showed that the mean of the post-test, which is 79.49 is higher than the mean of the pre-test at 64.03. In addition, the significance of the test is 0.000 lower than 0.05. It can be also supported by the evidence that verifies the statement was the t-value which showed a higher number than the t-table by having the result $19.407 > 2.0281$.

Keywords: *Improving, English Songs, Pronunciation*

I. INTRODUCTION

Language is a very important means of communication in daily human life. Everyone in this world uses language, both in written and spoken forms, to express their idea. The Indonesian government has chosen English as the first foreign language to be taught in schools. The importance of English as the key to international communication and commerce makes it a compulsory subject for students from Junior High Schools to Senior High Schools.

Basically, in English, there are four essential constituents of linguistics that all students have to master to be able to communicate with others. They are reading, writing, listening, and speaking. Speaking is a crucial skill that has to be mastered by everyone who wants to study English. Siaahan (2008:95) states that speaking is a productive language skill. In speaking, there are some aspects that must be fulfilled by scholars, like fluency, comprehension, grammar, vocabulary, and pronunciation. Those are often used as a measurement of whether the speech is good or not.

Before learning the speaking skills, the learners are recommended to learn pronunciation because it is the element basic for both teachers and students who want to master speaking in the English language. Pronunciation is one of the foremost aspects of speaking skills and one of the foremost important parts of English for speaking with others. In learning a foreign language, pronunciation plays an important role. According to O'Connor (1980:1), pronunciation is an organized sound; obviously, it is very different from written language. Bowen (1980:8) states that a student who pronounces and speaks nearly native-like can be said as a successful student

in mastering a second language. As stated by Harmer (2000:183), being made aware of pronunciation issues will be of immense benefit not only to their products but also to their understanding of spoken English. To communicate with others, we should have a good vocabulary and good pronunciation as well in order to be understandable. Therefore, it is important to teach pronunciation.

Most learners have problems when they learn oral skills, Riswanto & Haryanto (2012:82) state that when people communicate with others, they mistake pronouncing the word. Sometimes, language learners pronounce differently from the writing, and their speech will not be understandable to the listeners. This might have happened because teachers fail to listen when the students speak English. For example, in the word “love,” people pronounce /lɒ:p/, but the correct pronounce /lʌv/, “sheep” /ʃi:p/, but the people pronounce /si:p/, etc. The main problems for the students in learning pronunciation are the lack of real practice, and practicing pronunciation without engaging in media tends to be boring.

The students of Mardotillah orphanage also met similar problems. When the researcher went there to teach, some learners were worried about making mistakes and felt nervous about speaking English. Their fluency and confidence were also low. Also, the lack of supporting media in learned English made it difficult for them to pronounce English words correctly. Due to their limited access to smartphones and the internet, it is difficult for them to explore English further.

II. METHODS

By applying a quantitative approach, the researcher intended to discuss the difference in students' pronunciation after they were taught through English songs. Using purposive sampling, the researcher selected Senior High School students from the Mardhotillah orphanage in Bandar Lampung. As stated by Bernard, H. R. (2002), the purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. This method is non-random and does not require underlying theories or a predetermined number of participants. The researcher determines what information is required and then searches for sources willing and able to provide their expertise or experience. The researcher used a sample of Senior High School students from the Mardhotillah Orphanage, which included 10 students.

In this study, there were two different categories of variables: independent and dependent. The dependent variable was the opposite of the independent variable in that it was dependent on another variable. The study's independent variable was the use of English songs as a medium. The dependent variable was pronunciation skill, which could be improved using English songs.

Three meetings have been conducted in this study. Pronunciation tests were used to obtain information about the students' pronunciation skills before and after the implementation of English songs in the teaching-learning process. The test will be conducted at the beginning of the first meeting, referred to as a pre-test, and at the end of the meeting, referred to as a post-test. The researcher asks the pupils to pronounce 40 English words taken from the song's lyrics before beginning the treatment. The researcher asks the students to pronounce 40 English words taken from the song's lyrics before beginning the treatment. The researcher recorded the scores

that students produce on this first test. After that, the students were given treatment by using English songs for one meeting. The last stage of this research was to conduct a post-test. For the post-test, the researcher did the same thing as in the pre-test, but it was done after the treatment. Their pronunciation was captured on tape.

This study employed a one-group pre-test and post-test design by comparing the mean score of the pre-test and post-test, then utilizing a Repeated Measure T-Test to analyze the data using SPSS (Statistical Program for Social Sciences). The consistency of this pronunciation test can be seen from the use of inter-rater reliability. It means that there were two raters, the researcher and also the teacher, who examine the students' pronunciation test. The results of the two raters were compared to determine reliability. Therefore, the researcher used Rank Spearman Correlation to identify the correlation between the two raters. The students' pronunciation results were examined with a scoring rubric by Djiwandono (2008) which consists of Intelligibility, Fluency, Accuracy, Intonation, and Stress. The two tests were compared to find out the significant differences used to answer the research question.

III. RESULTS AND DISCUSSIONS

Results

The purpose of this study is to determine the impact of using English songs to teach pronunciation on students' pronunciation at the senior high school level. At the Mardhotillah Orphanage in Bandar Lampung, the teaching and learning process was conducted face-to-face for a week of meetings from March 28 to April 6. There were about 10 students of Senior High School students with 4 male students and 6 female students as a sample. A total of three meetings were held in this study. a pre-test was given at the first meeting. After that, a further explanation of the pronunciation material and also an introduction to students on the use of English songs in pronunciation was carried out in the second. Finally, students were asked to do a post-test at their last meeting.

Table 4.1 The Mean of Students' Pre-test and Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest	10	37.5	72.5	48.500	10.0830
PostTest	10	55.0	90.0	72.500	10.4748
Valid N (listwise)	10				

According to tables 4.1 above, the majority of the students' test results improved between the pre- and post-test. It is evident in the pre- and post-test score ranges. The lowest and greatest scores on the pretest are 37,5 and 72,5, respectively. Additionally, the lowest and greatest scores on the post-test are 55 and 90, respectively. It demonstrates that from the pre-test to the post-test, all of the students' scores improved.

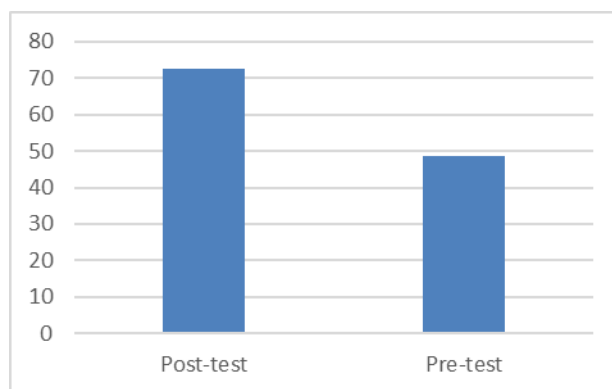


Figure 4.1 Comparison of Students' Pronunciation Test

It is necessary to conduct hypothesis testing to determine whether the researcher's hypothesis was accepted. The test results were analyzed using the Paired Sample T-test in this study. A value of 0.05 is used to measure the level of significance. H_0 is accepted if the result of a normality test is higher than 0.05 ($\text{sign} > 0.05$). The result of the normality test is shown in Table 4.2:

Table 4.2 Tests of Normality

		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	df	Sig.
Hasil	Pre-Test	.160	10	.200*	.868	10	.094
	Post-Test	.117	10	.200*	.985	10	.985

Those data have been proven to be considered distributed normally. As can be seen that the pre-test result is 0.094 while the value of the normality of the post-test is 0.985. So, H_0 is accepted as the data from both tests are higher than 0.05 which indicates that the test has a normal distribution.

Table 4.3. Gain Score

Mean score of pre-tests	Mean score of post-tests	Gain
48.5	72.5	24

Based on table 4.3 above, it can be seen that the gain of the students' scores after the implementation of English songs improved to 24. It shows that students have better scores in the post-test.

Paired Sample of the Statistical Package for Social Science was used to answer the hypothesis in this research. The hypothesis was proved if $\text{sign} < p$ in which $p = 0.05$.

Table 4.4 Paired Samples Test

Paired Differences	t	df	Sig. (2-
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		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				tailed)
					Lower	Upper			
Pair 1	PreTest -	-							
	PostTest	24.000	5.0277	1.5899	-27.5966	20.4034	15.095	9	.000

Based on the result of the test analysis in the table Repeated Measure T-test, the hypothesis is accepted because the t-test is $0.000 < 0.05$. It can be also supported by the evidence that verifies those statements is the t-value which shows a higher number than the t-table by having the result $15.095 > 2.2622$.

Discussion

Learning is something that must be considered in the process in order to get the goals of the learner itself. In line with Abidin in Dewi and Sobari (2018), learning is a creative process that requires students to do a number of activities so that students can build knowledge independently and develop their creativity. Therefore, one of the solutions that can be done in overcoming problems in student difficulties is English songs. Moreover, according to Pimwan (2012, p.5), songs are authentic materials that can motivate students to learn English. Songs can inspire great motivation during a lesson because songs stimulate a positive emotional attitude towards language learning. In this study, an English song is shown using a YouTube video which is different in every meeting.

The use of English songs is applied to improve students' pronunciation. By taking a sample of Senior High School students of Mardhotillah Orphanage Bandar Lampung that consisted of 10 students, the researcher conducted a pre-test, three meetings with treatment, and a post-test. First, the researcher administered a pronunciation test using 40 English words that were taken from the lyrics. Before anything else was offered to them, this initial test was administered to measure their ability. After that, students were given treatment using English songs three times. At the end of the meeting, students were asked to take their tests to measure their abilities after being given treatment. All assessments were recorded at each meeting for a total of three times to see the progress that was in each of their pronunciation results.

The data on student scores cannot be separated from the pronunciation aspect. In the two tests, they should be able to pronounce in a proper composition with the aspects proposed by Djwandono (2008) which consist of Intelligibility, Fluency, Accuracy, Intonation, and Stress. Furthermore, the researcher used a substantial degree of pre-test and post-test to see if there was a significant difference in students' pronunciation skills after implementing English songs. Table 4.4 reveals that the significant degree of improvement across students is 0.00, less than 0.05. As a result, H1 accepts a considerable difference in students' abilities to pronounce English songs once they are implemented. It has been proven that student can considerably improve their pronunciation skills by listening to an English song.

In the implementation of English songs, the researcher found that teaching pronunciation through English songs made students more interested and excited. The environment was also enjoyable. Those assertions are backed up by Farhati (2011), who expressed a similar viewpoint when she noted that English songs could help students enjoy the learning process and feel more comfortable. They seemed enthusiastic about participating in the meetings. Following the discussion above, it can be concluded that there is a considerable difference in students' pronunciation after being introduced to English songs. Using English songs to improve pronunciation is very useful. In the end, the students made improvements on the vocabulary words given.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

The goal of this study was to see if using English songs may help students enhance their pronunciation skills considerably. Based on the result and discussion, after implementing English songs, there is a significant difference in students' pronunciation skills with a significance level of 0.00 (0.05). It can conclude that English songs are an efficient medium for teaching pronunciation to high school students at Mardhotillah Orphanage because students' ability to pronounce English words improves significantly.

Suggestions

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties. Teachers are suggested to provide material that is for teaching reference to teach foreign languages, specifically English, also to use media that are appropriate for students' needs and should be contextual so that the students become interested in the learning process and do not get bored. Assuredly, the teachers could consider audio aids such as songs.

Secondly, future researchers who are willing to conduct the same research could use the same variable as in this study, but in different subject circumstances than usual. In this case, the researcher conducted the research in an orphanage.

Lastly, pronunciation plays an important role in learning a foreign language, because in this study, the researcher only examined pronunciation in general, so that further research can find out other English consonants specifically such as plosives, affricates, fricatives, etc.

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The use of Instagram as media to improve student's writing achievement in Descriptive texts

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ABSTRACT

This research aimed to find out whether or not there is any significant improvement in students' writing descriptive text after using Instagram and which aspect of writing improves the most after they are taught by using Instagram. The sample of the research were 26 students, and the population is class VIII at SMPN. This research was quantitative. One group of pre-test and post-test designs was used in this research. The instruments used in this research were writing test. The collected data were analyzed statistically through a Paired Samples T-test. The result of the research showed that the mean score of pre-tests is 55.77 and the post-test is 70.12. The results of t-value (15.179) is higher than t-table (2.0595) and the value of two-tailed significance is $0.000 < 0.05$. It showed that the hypothesis is accepted that is, there is a significant improvement of students' writing achievement after the use of Instagram. The result also shows that the most improving aspect of writing is language use with the mean score of pre-tests is 10.90 and the mean score of post-tests is 16.42. The improvement of the language use is 5.52 with the percentage is 38%. On the other hand, the lowest improvement aspect of writing is mechanics. It showed that the mean score of pre-tests is 2.12 and the mean score of post-tests is 3.02. The gain is 0.90 with the percentage is 6 %. The results indicate that 1.) There was a significant improvement in their writing achievement after being taught by using Instagram. 2.) Language use has a significant increase because this aspect has a higher score of 38% compared to other aspects.. Based on the result, it is concluded that there was a significant improvement in their writing achievement after being taught by using Instagram.

Keywords : Instagram, writing, descriptive text, junior high school, students.

I. INTRODUCTION

There are several definitions of writing according to experts. According to White (1986:10), writing is the process of expressing the ideas, information, knowledge, or experience and understanding the writing acquires the knowledge or some information to share and learn. Furthermore, Tarigan (1994:3), stated that writing is activity to produce or draw graphic symbols which represent a language that is understood by people, so that other people can read the graphic symbols presented. People will understand the graphic itself. Ramelan (1992:14), also stated that, writing is representation or symbol of language.

From the definitions above, it can be inferred that writing is an activity to express ideas, events, feelings or thoughts in writing which can be a communication tool and skills needed in all aspects of life. Today, writing is a complex skill, and students need to be able to understand more than grammar, thinking, mechanics, vocabulary, etc.

Text is divided into several types, however, in this study the researcher uses descriptive text. According to Anderson and Anderson (2003:26), descriptive text describes a particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. Sepyanda (2013) points out that descriptive text is difficult to be mastered by the students. It might be caused by the text construction that requires the students to be able to describe a specific thing, person, or place. Even though it looks simple to write a text that describes something, students still need more guidelines to write this kind of text”.

In fact, students have some problems with writing. They cannot express their ideas in writing. This may be caused by several factors that occur such as their lack of motivation, motivation given from teacher is not enough for them to write, or they do not have sufficient language knowledge and their language knowledge is not up to date and the other factors. Based on observations made by researchers during field, practice it was found that there were some children who were unsure about how to compose English sentences in writing, they have difficulty expressing and organizing their thoughts in written form, there are also students who already have ideas but confused about how to organize them into effective paragraphs.

In relation to the problem mentioned above, the researcher uses media to assist students in resolving their writing problems, particularly in descriptive texts, by using Personal Instagram photos. The purpose of using Instagram is to make students come up with creative ideas and attract them through the image feature because Instagram is one of the media that is widely used and teachers can use social media in the learning. The purpose of teaching descriptive text by using social media Instagram can help students come up with their creative ideas easily. According to Spencer (2012), there are different activities that teachers can use to implement Instagram in their classes; utilizing digital storytelling, practicing grammar on photo captions, doing photojournalism, creating photo prompts for themselves, finding metaphors within chosen photos, creating photo blogs, finding and documenting context within photos, doing an ethnographic study, sharing art, and exercising creative and artistic expression through taking their own pictures. Students can use the social media Instagram to arrange the photographs first, then write sentences related to the photos one by one. After writing one word at a time, students can connect sentences from their images to form a paragraph. The teacher acts as a facilitator in the teaching and learning process, assisting students in developing language abilities. Thus, teachers must be able to use appropriate techniques or media. In this study, Instagram social media was chosen as a medium for learning to write in daily activities. In this study, researchers are interested in Instagram as a medium in teaching English writing. It is hoped that this media can help students in mastering English. The application of "Instagram" social media in learning to write English will be more fun, interesting, and motivating for students.

II. METHODS

The quantitative design is based on one group pre-test – post-test design modified from the idea by Setiyadi (2006). In this research, the researcher uses the one-group Pretest-Posttest design. This design is used in this research because the researcher only uses one class as an experimental class that receives treatment of teaching writing using instagram. Hence, to measure both of the points above the researcher applied three treatments with pre-test and post-test. The data was analyzed by the t-test formula.

The participants in this study were class VIII students of SMPN, while the sample is a small group selected from the population as a representative. The researcher took 1 class as the sample of this research. The class is chosen randomly. The data were collected by using pre-test and post-test. It was collected from written tests analyzed through quantitative.

III. RESULTS AND DISCUSSION RESULTS

After giving the treatment and collecting the data the results shows on the table below.

Table 1. Frequency Distribution Of Students Writing Score In Pretest and Posttest

No.	Score		Fi- Pretest	Percentage	Fi- Posttest	Percentage
1	50	55	13	50%	0	0%
2	56	60	9	35%	0	0%
3	61	65	4	15%	1	4%
4	66	70	0	0%	11	42%
5	71	75	0	0%	13	50%
6	76	80	0	0%	1	4%
TOTAL			26	100%	26	100%

Table 4.1 presents the distribution of students' scores in both writing tests. However, there are several differences in the score's frequency. First, it is clearly seen that there are thirteen students who got a score ranging in 50-55 (50%) in the pretest while in the posttest, none of the students got 50-55 (0%). A similar case happened to the second range of score, there were nine students who got 56-60 (35%) in the pretest which comes as the highest percentage of score in the pretest. In contrast, none of the students who got the score in this range of (0%) in the posttest, After that, there are four students who got the score of 61-65 (15%) and one students' of 61-65 (1%) in the posttest. Moreover, none of the students who got the score around 66-70 (0%) after taking the pretest, which then increased to eleven students who got 66-70 (42%) in the posttest. Then, no one of student who got 71-75 in the pretest, thirteen students who got the score in this range (50%). Last, there are no students who got a score below 75 in the pretest while in the posttest, there is no one of student who got 76-80 (4%). Furthermore, it can be concluded that the lowest score in the pretest is 50-55 and 61-65 in the posttest. On the other hand, the highest score in the pretest is 61-65, while in the posttest it is 76-80.

Furthermore, hypothesis testing was utilized by the researcher to determine whether or not the test could be accepted. The researcher then used *Paired Sample T-test*. Moreover, the result of the calculation is showed in the following table:

Table 2. Paired Sample T-test

Paired Samples Test								
Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Sig. (2-tailed)
					Lower	Upper		
Pair 1	Pretest – Posttest	-14.30769	4.80641	.94261	-16.24904	-12.36634	-15.179	.000

Table 4.3 provides evidence that the result shows that H1 is accepted if the t-value > t-table with the level of significance at < 0.05 which means that under that situation, the H0 is rejected. Then, the table above shows that the result of the computation of the two-tailed significance value is 0.00. Hence, it can be said that H1 proposed by the researcher is accepted since 0.00 is lower than 0.05. It can be concluded that students got significant improvement on their writing after the implementation of Instagram media.

Moreover, the N-gain score of each aspect was also compared by the researcher to know the improvement of students' score. Below is the complete result of the statistical analysis of students' results in each aspect of writing.

Table 3. Students' Writing Improvement in Each Aspect of Writing

Aspect of Writing	Mean Score Pre	Mean Score Post	Gain Score	Maximum Score	Percentage
Content	15.81	17.25	1.44	30	10%
Organization	14.44	16.73	2.29	20	16%
Vocabulary	12.5	16.69	4.19	20	29%
Language Use	10.9	16.42	5.52	25	38%
Mechanics	2.12	3.02	0.90	5	6%
Sum of gain score =			14.35		

As shown in table 3, there was an improvement in each writing component after being taught using Instagram. In the pre-test, students still received low marks in every aspect of writing, with Mechanics receiving the lowest average score of 2.12. One of the reasons for the low score is that the researcher found that many students were confused about what they wanted to write and how to put ideas into writing well and correctly. Because this is their first time using the media for learning, they are confused about how to write properly. In addition, the

researcher found some grammatical problems. Students are still unable to compose accurate sentences and are confused about the use of appropriate sentences. From this data, we can observe the progress of each writing component; There are high and low scores.

DISCUSSIONS

In this part, the discussion deals with the interpretation of findings associated with the implementation of the use of Instagram for improving students' writing. The research has been conducted in three meetings. The research has been conducted in three meetings. The first meeting was used to give the pretest in order to know students' initial achievement in writing descriptive text. After that, at the second meeting, students took classes by giving treatment. Students were taught about descriptive text using Instagram media. The researcher shows examples of photos/pictures of famous figures, then the teacher asks the students to identify the information in each picture. Finally, the posttest was given to find out the improvement of students after getting treatment using the Instagram media. Moreover, the result showed that students' writing enhanced as the mean of the posttest (70.12) was higher than the mean of pretest (55.77) with the increase of 0.32. Besides, the hypothesis was accepted since the two-tailed significance of the Paired Sample T-test was lower than 0.05. Together with that, the students' writing improvement highly increased in all aspects of writing improvement; those were content, organization, vocabulary, language use, and mechanics. Those evidence above provokes the conclusion that Instagram media improve students' writing achievement in descriptive text. It is because the use of Instagram media can gain students' motivation and interest, especially to write a text.

This finding is in line with the argument a number of studies have also shown that Instagram aids students in improving their English skills, listening, speaking, reading, writing, and vocabulary along with their arguing and clarifying ability, especially in their task related activity (Al-ali, 2014). The students are eager to actively respond to the instructions from the teacher. Then, added by Apsari (2017) that the students have new media and new concepts on learning. They are more interested in learning writing because the materials given are in the form of visual aid which is interesting and meaningful. After writing by using Instagram media regularly, the students were motivated to write better. As a result, it has a positive effect on their writing achievement. Additionally, the students are able to develop their ideas clearly by using Instagram in constructing writing. The finding of this research supported by the study of Kelly (2015) stated that using Instagram in teaching writing can be an effective way for developing students' grammatical or language use.

Furthermore, regarding the utilization of Instagram, it was found that students were excited to learn writing in Instagram. They got a lot of opportunities to share their ideas and opinions without being intimidated by other people which is very good that influences the students to share the information that they got. As supported by Wanda and America (2019) said that using Instagram as a learning medium is an easy way to help students in writing achievement.

Likewise, the researcher also analyzed the students' scores in each aspect of writing. Then, it was revealed that all the writing aspects were improved after the implementation of Instagram. After comparing the mean of pretest and posttest, the gain score of each aspect was calculated, coming with the result of content (1.44), organization (2.29), vocabulary (4.19), language use (5.52), and mechanic (0.90). By seeing the increase, it is clearly seen

that the most improved aspect is Language use. This happened because in the pretest the students did not know how to compose the correct sentence. They tended to write sentences based on the information that appeared in their mind, which was quite confusing. Hence, their description of the object is difficult to be understood and becomes a little bit choppy. However, students performed better in the posttest after learning descriptive text using Instagram media.

IV. CONCLUSIONS AND SUGGESTIONS

CONCLUSIONS

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions: Firstly, the implementation of using Instagram has improved students' achievement in writing descriptive texts. It could be proved by the increase of students' writing score in the post-test was higher than in the pre-test. The mean of the pretest was increased from 55.77 in the first test to 70.12 in the second test. Moreover, the gain of the test was quite high by having the number of 0.32. Secondly, the majority of students had positive perception after the implementation of Instagram, especially in the aspects of language use. The mean for this aspect was increased from 10.9 (pretest) to 16.42 (posttest) with the score of the gain was 5.52. The reason behind this finding is that the students were able to arrange the information in their descriptive texts by using Instagram. As a result, they could determine their language use clearly to be a good paragraph. They could also serve the information that they got from the picture in using Instagram media.

SUGGESTIONS

In reference to the conclusion above, some points of recommendations are put forward as follows: First, Suggestions for English Teacher considering the positive result of the implementation of Instagram, English teachers are suggested to apply Instagram as an alternative medium in teaching writing, especially descriptive text. Second, Suggestions for Further Researchers In this study, the sample was junior high school students. Hence, it is suggested that other researchers can try to discover the effect of Instagram in different levels of school. It is also possible to apply this media to teach other skills. The treatment should be applied in more than two meetings in order to get a more accurate result of data. A longer frequency of treatment is needed to get better results. Since the teaching and learning processes in this research were done through Instagram application, other researchers can utilize another platform such as WhatsApp, Twitter, or Facebook to conduct similar study.

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The correlation between students frequency of listening English songs and students vocabulary mastery

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ABSTRACT

This research was aimed to know: "The Correlation Between Students Frequency of Listening English Songs and Students Vocabulary Mastery". SMAN 10 Bandar Lampung in academic year 2020/2021. The research method of this research was quantitative. The population of the research was the eleven grade students of SMAN 10 Bandar Lampung in the academic year 2020/2021, the number of students was 35 students. The researcher gave a questionnaire to know students' frequency of listening to English songs and a test to know the students' vocabulary mastery. The data that has been gathered was analyzed by Pearson Product Moment Correlation. Data Analysis shows that there is a significant correlation between the two variables with $p < 0.05$ ($p = 0.342$). It happens because most of the students use their time to listening English songs and it can enrich their vocabulary.

Keywords: *Frequency of Listening English Songs, Vocabulary Mastery*

I. INTRODUCTION

English in Indonesia is generally taught as a foreign language. The term foreign language in the field of language teaching is different from a second language. A foreign language is a language that is not used as a means of communication in certain countries where the language is taught. It can be seen from the existence of English education beginning from elementary school to university. In English there are four skills in learning a language, they are listening, speaking, reading, and writing. Listening receives a focus (Alan Lauder : 2008).

In Indonesia, one of the most difficult and important aspects of learning a foreign language is the retention of vocabulary. Vocabulary can not be separated from a language because vocabulary is a part of the language. Vocabulary is important for learning a language because of several reasons. First, the ability to understand the target language greatly depends on one's knowledge of vocabulary. Second, vocabulary acquisition is an important aspect to master all language skills; listening, speaking, reading, and writing (Edge, 1993).

Hasyuni (2006:8) also say that listening skill is listening with comprehension, attention, and appreciation. Then, the listening activity needs to integrate skills of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading.

According to the pre-observation which has been done by the researcher, students often find difficulties in using a foreign language because they lack vocabulary and they often forget easily new vocabulary after they get the meaning from the dictionary. Sometimes in speaking class, students cannot speak fluently because they lack vocabulary. They say only a few sentences

because they cannot find the appropriate vocabulary to be used in expressing their ideas. The same problem is found in writing classes that students cannot write essays easily because they lack vocabulary. Even though they have already learned the strategies or techniques for writing essays, still they will find difficulties in constructing sentences. They will find difficulties in choosing and using the appropriate vocabulary.

Song is one of the audio tools that contain music and lyrics so that students can hear directly. Griffie (1992: 4) says that “songs have a personal quality that makes listener react to the songs”. Listening to music also can provide enjoyment and stimulate cultural interest. It means when students listen to their favorite English songs, students are motivated personally to find out what the songs are about, understand the meaning of a word, and they can also get more vocabulary from the song lyrics. Thus, the student’s interest in listening to English songs is expected to improve the student’s vocabulary mastery.

II. METHODS

This research used quantitative method which used ex-post facto design. The researcher investigated whether there was a correlation between students’ frequency of listening to English songs and students’ vocabulary mastery. The instruments of this research were vocabulary tests and questionnaires. The researcher took one class through the purposive sampling of this research. The population of this research was the third-year students of SMAN 10 Bandar Lampung and the sample was XI consisting of 35 students. The researcher conducted the vocabulary test to measure the students’ vocabulary mastery. After giving the test, the researcher gave the questionnaire to measure the students’ frequency of listening to English songs. then, the researcher finds the results of the correlation by using *Pearson Product Moment*.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of the vocabulary test and questionnaire.

Table 1. The Result of Students Vocabulary Test

HIGH	76-100	7 RESPONDENTS
MODERATE	60-75	24 RESPONDENTS
LOW	45-59	4 RESPONDENTS

Table 1 shows that 31 of the students have reached the required size of the vocabulary. It was proved that 20% of the students achieved scores in the high category (76-100). Yet, it showed that 69% of third-grade students at SMAN 10 Bandar Lampung had an average size of vocabulary, and 11% of students had a minimum vocabulary size.

Table 2. Result of Students Questionnaire

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
frequency	35	8	17	2.618	2.161
repetition	35	8	14	2.582	1.827
behaviour	35	8	13	2.283	1.521
Valid N (listwise)	35				

The table shows that students frequency got the highest mean score (2.618). On the other hand, students' behaviour of listening to English songs got the lowest mean score (2.283) among the two factors. It shows that students' frequency of listening to English songs has the biggest effect on students' vocabulary mastery

Table 3. The Correlation Between Students Frequency of Watching English Movie and Students Vocabulary Knowledge

Correlation Pearson Product Moment			
			Vocabulary test
questionnaire	Pearson Correlation	1	.342*
	Sig. (2-tailed)		.045
	N	35	35
Vocabulary test	Pearson Correlation	.342*	1
	Sig. (2-tailed)	.045	
	N	35	35
*. Correlation is significant at the 0.05 level (2-tailed).			

From the result of the calculation, it was found that the coefficient correlation between students' frequency of listening to English songs and students' vocabulary mastery was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening to English songs and their vocabulary mastery.

Discussions

1. Students Vocabulary Mastery

Based on the result of the students' vocabulary test, the students' mean score was 70,02 which is considered as a good score. With the mean score above, it shows that students' vocabulary knowledge in the third grade at SMAN 10 Bandar Lampung qualified in the medium level. With the score above, it also can be assumed that the students are able to comprehend 80% text coverage.

There are several factors that make students' mean score was in the medium level. Students' background knowledge can be the factor that affects students' vocabulary mastery. If the student had known some vocabulary at first, it is possible that the students are able to understand and answer the test easily. On the other hand, if the students had no background knowledge of English, they will find it difficult to comprehend and answer the vocabulary test.

Next, the students' motivation toward English also become one of the factors that affect students' vocabulary mastery. The higher the level of students' motivation towards learning English, it will have a positive effect on their ability to understand English words.

2. Students Questionnaire

Based on the result of the questionnaires, it can be concluded that students' frequency of listening to English songs is the most aspect that makes the correlation significant. Students nowadays spend their time to listening English songs and they have their own time to listen to the songs, get a new vocabulary, and gather more information about grammar that is mostly used in English songs. Sometimes, they also find new difficult words from a native speaker. Indirectly, students will learn about English vocabulary by listening to English songs.

3. Correlation Between Students Frequency of Listening to English Songs and Students Vocabulary Mastery

From the data analysis above, it can be inferred that there was a significant correlation between students' frequency of listening to English songs and students' vocabulary mastery. The result showed that the frequency of listening to English songs was correlated with their vocabulary mastery.

There is a significant correlation because students' habit of listening to English songs is a possible way to enrich their vocabulary. Interest in listening to English songs can lead students to learn vocabulary more often and more repetition in activity might form a habit. Students who like listening to English songs usually will learn to those songs again and again. By doing so, the habit of listening to English songs will form in students' minds. It can give opportunities to the students to study the vocabulary of the language. It means that quite effective and very fun, especially for the students who have a hobby of listening to English songs.

There are many ways to know how to learn English effectively, one of them listening to music as learning media. Language learning related to sound can use audio media. (Daryanto, 2013) argues that audio comes from the word audible, which means the sound that can be heard naturally by the human ear.

The previous research that used songs was from Nurkholis Solehudin (2018) with the title "The Correlation Between Students Listening English Songs Habit and Their Listening Skill at The Second Semester of The Eleventh Grade of MA AL-ISLAM BUNUT PESAWARAN IN THE ACADEMIC YEAR OF 2016/2017" stated that listening English songs has significant correlation toward their listening skill. It proves that habit of listening to English songs has a significant positive correlation and contribution to listening skills. Hence, the findings are expected to be beneficial for teachers to help students become aware of those two important factors that affect their listening skills.

Another previous research by Niki Brilian (2016) with the title "The Relationship Between Listening Frequency to English songs and Students Listening Achievement" stated that there is a tendency that when listening to English songs is higher, the students listening achievement can be higher. It can be said too that the listening frequency to English songs helps improve students listening achievement.

The differences between this research and the previous research it was found that the frequency of listening to English songs has the biggest effect among the three aspects—the repetitions and behaviour. As we see from the questionnaire, the students spent more than 2 hours listening to English songs. This activity is what they routinely do in a week. while previous studies have shown behaviour to be the highest aspect that affects the high correlation that occurs more than the other aspects. Even so, it is still concluded that the frequency of listening to English songs is one of the activities outside of learning that has a big influence on improving one's vocabulary skills.

From those research, it can be concluded that using English songs to increase students' vocabulary mastery is an effective way. Besides students can enjoy it, they also can get much information from the songs. The researcher found a positive correlation between students' frequency of listening to English songs and vocabulary mastery and the result can be recommended to the teacher as a media for teaching vocabulary.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

There is a significant correlation between students' frequency of listening to English songs and students' vocabulary mastery, it was found that the coefficient correlation between students' frequency of listening to English songs and students' vocabulary mastery was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of listening English songs and their vocabulary mastery. In accordance with the analysis, it was revealed that 31 of the students have reached the required size of the vocabulary. It was proved that 20% of the students achieved scores in the high category (76-100). Yet, based on the table 1, it can be seen that 69% third-grade students at SMAN 10 Bandar Lampung had an average size of vocabulary, and 11% of the students had a minimum vocabulary size. Students' frequency got the highest mean score (2.618). On the other hand, students' behavior of listening to English songs got the lowest mean score (2.283) among the two factors. It shows that student frequency of listening to English songs has the biggest effect on student vocabulary mastery.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, The teacher should use habits and appropriate media to teach English because students still believe that learning the English language is difficult. The habits and appropriate media are expected to motivate the students in learning English. The result of this research shows that English song teaching media is better than without English song media in teaching listening skills. They should be careful in selecting the appropriate English songs to teach listening.

Secondly, It is suggested for other researchers to complete this research by conducting other research using English songs. Based on the explanation, the writer would like to suggest other researchers that this research will be useful as an additional reference. The writer hopes that schools can add more facilities such as audio-visual media so that the teachers and students will feel the enjoyment and it also maximizes the learning process.

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The implementation of pictures as media to improve students' descriptive writing ability at SMP 1 Pringsewu

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ABSTRACT

The objective of this research is to find out whether there is any significant improvement in students' descriptive writing ability after the implementation of pictures as media. This research is a quantitative research, which use a one-group pre-test and post-test design. The population of this research is the seventh grade students of Junior High School 1 Pringsewu. The sample for this research is class 7.1 which consisted of 30 students. The writing test is administered as the instrument of the research. The data is analyzed by using the Paired Sample T-test. It is used to prove the hypothesis in this research. The result of the T-test in this research shows that the value of the significant level is lower than the alpha level ($0.00 < 0.05$). It means that H1 is accepted that there is a difference in students' writing ability after the implementation of pictures as media. The difference indicates that there is an improvement after the implementation of pictures. Thus, it can be concluded that pictures can be applied to improve students' descriptive writing ability. Based on the result of the research, it is suggested to the teachers to practice the use of pictures as teaching media in writing descriptive text since it develops students' writing skills.

Keywords: *pictures, writing, descriptive text*

I. INTRODUCTION

According to Crystal (2003), English is fast acquiring the position of a world language, and no other language has spread as widely over the globe. Its acquisition can guarantee the availability of opportunities to employment, traveling, higher education, and even better life (Crystal, 2017). Therefore, mastering English is a must since it is expected to be able to make people aware about the future.

Based on Government Regulation (PP, Number 28,1990), states that English is important and categorized as a compulsory subject in Junior High School level. In curriculum 2013, students are expected to use English in both spoken and written form, it can be seen from basic competence to be achieved by students as the goal of language teaching-learning process in Junior High School. In order to master it, the students must be proficient in four areas such as listening, speaking, reading, and writing.

Comparing to those three other language skills, writing is the most complicated skill to be learnt. As stated by Westwood (2008, p. 56), writing is certainly the most complex of all skill to master because it requires the proper coordination of many various cognitive, linguistic, and psychomotor processes.

Furthermore, Raimes (1983) states that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. Writing is also used by students to fulfill any academic requirements at length such as writing

observation report, book, and thesis (Supriyadi, 2015). Moreover, students in Junior High School are required to compose several kinds of text, one of which is descriptive text (Depdiknas, 2006).

In the teaching learning process, it can still be found that students still have problems in writing. As claimed by Campbell (2002) that the most difficult part of writing for students is putting their ideas and facts into papers because they are scared that their ideas will not be written appropriately. This situation demonstrates that many students still struggle to express thoughts and develop their ideas into written forms, particularly in paragraph writing. In writing, students focus not only on how to write good sentences or paragraphs, but also on how to write good content. However, there are some aspects of writing that must be addressed before they begin writing. As stated by Jacobs et al (1981), that there are five aspects of writing that students need to consider in order to make a good writing, they are: content, organization, vocabulary, language use, and mechanic.

In fact, based on the pre-observation at Junior High School 1 Pringsewu by interviewing the English teacher, it is discovered that most of the students become confused when the teacher asks them to write. For example, when students are given a task to write descriptive text by the teacher, they have difficulties in exploring and expressing their ideas into words. Therefore, students quit writing and get worried as a result.

Based on the problems above, the researcher uses pictures as media to help students in resolving their writing difficulties, particularly in descriptive text. The picture is a two-dimensional visual representation of people and things (Brown et al, 1994). According to Wright (1989), picture has two advantages. First, since pictures can represent places, objects, and people, it is used to help students retell experiences or understand something. Second, picture helps students to understand general contexts. By seeing it, students are able to write sentences related to the picture they have seen, then students can compose the whole paragraph by combining the sentences.

Related to the previous research about pictures as media in teaching writing Kurotun (2015), states in his research with the title *Improving Students' Ability In Writing Descriptive Text by Using Picture at the seventh grade students of SMP Plus Azzahro Pegadon in the academic year of 2014/2015* that pictures can be applied as one of the techniques to improve students' writing ability since the result of the study shows that there is improvement of the test and observation from the first cycle to third cycle.

Another similar previous research was done by Rambe (2019). The objective of the study is to describe whether pictures can improve the students' descriptive text writing. The result of the research can be concluded that pictures are significantly effective to be applied toward students' writing descriptive skill. By using pictures, it helps students to improve their writing skill in writing descriptive text in terms of content, organization, vocabulary, grammar and mechanics.

In line with the research above, a research entitled using pictures as teaching media in writing descriptive text at SMPN 3 Garut by Vanes & Setiawati (2021) states that the implementation of pictures is an appropriate media to develop students' ability in writing descriptive text because it helps the students to express their ideas and the teacher will be more easily to explain in order to create a descriptive text.

Furthermore, since previous studies show that the pictures is an effective media in improving students' writing skills, the researcher aims to conduct further research with the title "The Implementation Of Pictures as a Media To Improve Students' Descriptive Writing Ability."

Since the objective of the study is to find out whether there is any improvement of the students' descriptive writing ability after the implementation of pictures as media, therefore the researcher formulated a research question as the main problem:

Is there any improvement of students' descriptive writing ability after the implementation of pictures as media?

II. METHOD

This research was quantitative research. The researcher used one group pre-test post-test, it was to compare the students' scores in pre-test and post-test after the treatment (Hatch and Farhady, 1982). The population of this research was the seventh grade students at Junior High School 1 Pringsewu. The researcher used one class as the experimental class by using random sampling. It was used to make sure that all the classes get the same chance to be selected.

Since the aim of this research was to find out whether there was an improvement of students' descriptive writing ability by seeing the difference between pre-test (before the treatment) and post-test (after the treatment), the instrument of this research was writing test, it was writing descriptive text. The researcher administered writing test twice at pre-test and post-test to find out the difference of students' writing descriptive text ability after the implementation of pictures. The students made descriptive text for their favourite idol. The students are given a chance to make writing composition for about 60 minutes in each pre-test and post-test.

In analyzing the data gained from pre-test and post-test, the researcher analyzed the data by using following steps adopted by (Hatch and Farhady, 2006).

1. Scoring the pre-test and post-test. After scoring pre-test and post-test from all students, then the average scores between two raters is taken to be the final score.
2. Tabulating the result of the test and calculate the mean.
3. Drawing conclusion by comparing the means of pre-test and post-test.

Before analyzing the data, the normality of the data should be analyzed in order to know whether the data are normally distributed or not. The data is tested by *One-sample Kolmogorov-Smirnov*. The significant level of 0.05 is used to determine the normality of the data. Then, to prove the hypothesis proposed in this research, the data was analyzed by using Paired Sample T-test.

III. RESULTS AND DISCUSSIONS

Result

In order to see whether the objectives of the research can be achieved or not, the researcher analyzed the test result of the pre-test and the post-test which is displayed in table 4.1 and 4.2 below:

Table 4.1 The Difference of Students' Writing Score in the Pre-Test and Post-Test

	Pre-test	Post-test	Gain
Mean Score	61,06	70,7	9,64

Table 4.2 The Distribution of Students' Pre-test and Post-test Scores

Students' interval score	Pre-test		Post-test	
	Freq.	Percentage	Freq.	Percentage
51-55	3	10%	0	0%
56-60	9	30%	0	0%
61-65	14	47%	0	0%
66-70	3	10%	11	37%
71-75	1	3%	16	53%
76-80	0	0%	3	10%
Total	30	100%	30	100%

Table 4.2 shows the distribution of students' scores in both writing tests. However, there are several differences in the score's frequency. There are 3 students who are in the first interval score (51-50) in the pretest. While in the posttest, none of the students at the first interval score (51-50). It means that the students at the lowest interval of pre-test improved their writing. A similar case happens to the second interval score, there are 9 students who get 56-60 in the pretest, while none of the students who get 56-60 in post-test. After that, there are 14 students who get the score of 61-65 which is the highest percentage of score in the pretest. But, there is no student at this interval score in the post-test.

Moreover, there are 3 students who get the score around 66-70 in the pretest, in which increased to be 11 students who get 66-70 in the posttest. Then, there are only one student who get 71-75 in pretest, while in posttest, this interval of score is the highest percentage by having 16 students. For the last one, there is no students who get the score up to 75 in the pretest, while in the posttest there are 3 students who get 76-80.

From the explanation above, it can be concluded that the lowest score in the pretest is 51-55 and 66-70 in the posttest. While the highest score in the pretest is 71-75 while in the posttest is 76-80.

In order to prove the hypothesis in this research, the researcher uses Paired Sample T-test which is displayed in table 4.3 below:

Table 4.3 Paired Samples Test

Paired Differences	T	Df	Sig. (2-tailed)
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					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	PRE-TEST – POST-TEST	-10.167	4.893	.893	-11.994	-8.340	-11.382	29	.000

The table above shows that H1 is accepted and H0 is rejected, since the t-value > t-table with the level of significance at < 0.05. Based on the table above the significant level is 0.000 and it is lower than alpha level (0.00 < 0.05). Then, after comparing the t-value and t-table it can be seen that t-value (11,382) is higher than t-table (2,045). Thus, it can be conclude that there is the difference of students' descriptive writing ability after the implementation of pictures as media. The difference indicates that there is improvement of students' descriptive writing ability after the implementation of pictures as media in teaching writing.

Discussion

The findings of the study shows that students' writing ability improve significantly after implementing the pictures as media. It comes from hypothesis testing. The paired sample t-test result shows that the significant level is 0.00, which is lower than the alpha level (0.00 < 0.05). This means that H1 is accepted but H0 is rejected. Besides, the pre-test mean score is 61,06 and the post-test is 70,7 with the increase 9,64. By comparing the students' pre-test and post-test scores, it shows that the students' descriptive writing ability improve after implementing pictures as media.

It is in line with the result of the research by Kurotun (2015), who says that pictures can be applied as the effective media to improve students' writing ability. It is very hepful in teaching learning activities because when the students see a picture, it makes easier for them to write a descriptive text since it allows them to produce content through their thoughts, concepts, and knowledge of the pictures.

In addition, Rambe (2019) states that the aim of pictures in teaching writing is to help students express their ideas. For example, if students are asked to write about an artist or an interesting place, they will be confused if some of them have never visited there before. They have no idea what it's like. Without any pictures, students will have difficulties writing sentences or paragraphs since they may take a long time to express their ideas that are relevant to the topic. That is why pictures help students in getting the ideas easily only by looking at the pictures.

Moreover, it is also supported by Vanes and Setiawati (2021) that the students will be able to catch the idea of what has to be written by looking at the pictures. The activity of describing pictures enhances students' confidence in expressing ideas through words.

Similar to some of the studies above, Nurfainul (2019), Kartika,A., Nurkamto,J., & Pudjobroto,H (2013) also have a similar statement that the pictures is an effective media to apply in the class because the students can further develop their ideas to produce a simple writing depending their imagination what they feel and think. And by implementing the pictures in teaching writing almost all the students give more attention and more response to the teacher's explanation. Therefore, it can be concluded that the use of pictures as teaching media is effective to develop students' ability in writing descriptive text.

However, in this research there are several differences from the previous studies. First, most of the previous studies are designed as a classroom action research which there are several cycles to obtain the data. Secondly, the participant of the previous studies are the students in eight grade of Junior High School. While in this research, the researcher uses one class of seventh grade in Junior High School 1 Pringsewu as an experimental class which received treatment of teaching writing using pictures. Furthermore, after the researcher implementing the pictures as a media in teaching writing descriptive text, it can be concluded that the use of pictures can improve students' descriptive text writing ability.

Briefly, those are the explanation of the result of the research that is conducted by the researcher. It is also provided discussion of the findings related to the implementation of pictures as media to improve students' descriptive text writing ability.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

The researcher concludes that there is improvement of students' descriptive writing ability after the implementation of pictures as media. To see whether there is improvement or not, it can be seen from the difference score between pre-test and post-test, because the comparison of pre-test and post-test score is an indicator that there is an improvement. In this research, the mean of pre-test is 61,06 and post-test is 70,70 with the increase 9,64. Moreover, the hypothesis proposed in this research is proven by statically result of Paired Sample T-test that significant value is lower than alpha ($0.00 < 0.05$).

Suggestions

In reference with the conclusions above, the writer gives some suggestions as follow:

1. Suggestions for English Teachers

There are some limitations of this research such as the lack of property to support the teaching learning activity in the class, the teacher should make sure that there is a projector to show the pictures to the students. So that the English teacher can apply pictures as media to improve students' descriptive writing ability easily and effectively since it will help the students to produce concept through their thoughts by seeing the pictures.

2. Suggestion for further researchers

Because of the students' condition is different each other, the researcher must be smart to control the class in order to make the students to pay attention for every researcher's explanation. Not only that, before conducting the research, the researcher should improve their English skills.

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The influence of Problem Based Learning towards students analytical exposition text writing achievement in senior high school of 14 Bandar Lampung

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ABSTRACT

Writing has been one of the four skills in language learning that is very important to master. Analytical exposition text is one of the texts that should be mastered by the senior high school students. This research aims to find out whether there is a significant difference in students' writing achievement before and after being taught with problem-based learning and to investigate which aspect improves the most after the students being taught with PBL. Adapting a quantitative approach, this research was conducted through one group pretest and post-test design. The subjects of the research were thirty-six students at Senior High School of 14 Bandar Lampung. The data were elicited through pretest and post-test in the form of analytical exposition text. The mean of both tests was analyzed using Paired Sample T-test with the significant level of 0.05. The result showed a significant difference in students' writing performance after they were taught with problem-based learning concerning the gain of their score from the first to the second test. It could be seen from the computation that the significant values of the test were lower than alpha ($0.00 < 0.05$) while the t-value (7.595) was higher than t-table (2.0301). It was also revealed that organization was the most improved aspect among the others by having the gain of 0.375. Finally, it can be said that the problem based learning method can have a positive effect on the students' analytical exposition text writing achievement.

Keywords: *Problem Based Learning, arguments, students' writing achievement.*

I. INTRODUCTION

Language has an important role in human life. We use language to communicate with each other. Communication is one of the life skills that must be acquired by humans as a social creature. Acquiring the English language as a global language is necessary nowadays. English is one of the foreign languages taught in Indonesia, among other foreign languages. English has been introduced to the students in Indonesia from elementary school until university level. Most high schools offer one to two classes a week every semester throughout the two levels of high schools, junior high school and senior high school which take three years for each. Even though they have been taught English for more than six years, students in Indonesia have not shown satisfactory results after graduation (Bahri Ys, Kirana, & Mustafa, 2017). As a language, students are expected to achieve four skills in English: listening, speaking, reading, and writing.

High schoolers students are usually instructed to write both in their learning process at school and in real-life situations outside the school. In applying language, delivering ideas can be done orally by speaking and written by text. The writing must be factual and valid when it comes to expressing ideas through the text. It means that in the writing process, a writer needs preparation, prior knowledge, or an authentic experience before conveying the ideas or information into the paper sheet. Writing is an important skill that will be very useful for people to communicate with others and express their feelings or ideas in a written form.

Writing is one of the language skills that are important for students to master, even more for the students at the middle school level. According to Ashraf et al. (2016), writing is one of productive English skills that should be masterly skilled by English as Foreign Language (EFL) students in Indonesia for written communication and academic writing purposes, such as letters, essays, papers, articles, journals, project reports, theses, etc. It asserted that writing has a vital role in language production used for global mediation of knowledge. Students should learn various types of writing in Indonesia, including expository, narrative, descriptive, recount and argumentative. The intermediate-level students are expected to have already equipped at least to have basic level writing skills (Spratt et al., 2005). Thus, learning to write in English well is very important for students.

As stated in Hairuddin (2018) regarding analytical exposition text writing, it has been found in the early study that the students have not been aware of the patterns in writing that they have studied in the class. The discussion points that can be elaborated from the main ideas are rarely delivered in their writing, and there are some long explanations that fail to support the main ideas. Finally, students failed to conclude their writing concisely at the last paragraph. Moreover, they found it hard to replicate the content with the appropriate expressions. With that in mind, this type of text needed to be taught with a method that can provide stages for discovery. Besides, critical thinking is the most important aspect of the argumentative text and plays an essential role in the PBL implementation. Fahim et al. (2014) reported in their study that critical thinking is regarded as the most influential factor in argumentative writing. They also concluded that having essential thinking skills in higher education is crucial and plays a significant role in understanding the learning process. Moreover, according to Reyes et al. (2008), critical thinking should enable students to read the words in a textbook and the world, such as closely examining the existing power structures and their roles within them. In addition, Murtadho (2021) stated that to read the world, students should be familiar with the practice of critical thinking and share their thoughts with others through argumentative writing.

Without disregarding the three other skills, writing may always be the most difficult for EFL learners, as Fitriati et al. (2017) stated. Many studies show that writing is a difficult skill for English Foreign Language learners (Suhartoyo et al., 2014). Regarding the difficulties, writing is the most challenging skill because it requires much concentration, conscious effort, and practice in all its steps, i.e., composing, developing, and finalizing. However, writing skills are very important in human life (Arief, 2017). As Putri (2018) reported, the challenge in argumentative text students' writing process is caused by untrained critical thinking skills. This is in line with Masduqi (2011). Indonesian students tend to be ineffective in sharing ideas in writing because of their limited use of critical thinking skills and meaningful activities. Toba et al. (2019) revealed in their research that the reasons students experience problems in writing are not only limited knowledge of writing aspects and comparison and

contrast essay itself, but also, they had own personal reasons; lack of writing practice, writing dislike, writing anxiety, negative writing perception, low writing motivation, insufficient time given in writing test, and inadequate teaching writing process taught by their lecturers.

Referring to Ariyanti (2016), for many teachers in Indonesia, teaching writing skills has been considered a challenging task because of the complexity of the writing process. Consequently, the teaching-learning writing activity in the classroom must be systematic yet interesting for the students. The teacher needs to apply an appropriate teaching method so that students can achieve objectivity in the lesson plan. Moreover, to make students able to produce a good piece of writing. An exciting class leads to high excitement among students, which can keep them interested and active in the class learning activities. A systematic yet fun atmosphere in a typical classroom makes students learn in fun ways.

Regarding the learning method that could be implemented in EFL writing classes, some learning models are joyful and attractive; one is Problem Based Learning (PBL). Compared to other traditional lecture-based learning, PBL provides real-world problem-solving stages which encourage and motivate how to learn and learn like the real world. We can get some advantages from using a method called PBL to make students interested in learning writing systematically but still drilling their critical thinking skills. Problem-based learning provides a platform for authentic English as a second language instruction for the English language learners (ELLs), that as a result can foster English language use while promoting skills such as critical thinking, interactive communication, and self-reflection also along with language arts skills such as reading, writing, listening, and speaking as cultural constructs (Hearn & Hopper, 2008). Ali (2019) states that PBL is both a teaching method and an approach to the curriculum. It can develop critical thinking, problem-solving, communication, and lifelong learning skills. The more curious students get, the more motivated they are to be involved in the classroom activity, leading them to get more experience in critical thinking drills. It means that the teacher must emphasize the uses of problem-based learning to keep students interested in their writing productivity, which might increase their writing skills in expressing their ideas significantly in real life. By using this method, it is expected that the students can learn more manageable, and for teachers, it can be an alternative to monitoring and observing the writing process. Accordingly, teachers work hard to help students develop their writing abilities by implementing strategy and product approaches within active and cooperative learning, including Task-Based Learning, Project-Based Learning, and Problem-Based Learning.

Problem-based learning is well known as a student-centred educational method aiming to develop problem-solving skills through self-directed learning as a lifelong habit and teamwork skills. PBL not only focuses on problem-solving but also is responsible for the development of other skills and attributes. PBL is defined by Hung (2013:31) as “an instructional method aimed at preparing students for real-world settings by requiring them to solve problems as the main format of instruction, practice higher order thinking skills, and self-direct as well as reflect on their learning”. There has been much previous research about teaching English as a foreign language. However, problem-based learning still got very little recognition to be implemented as one of the methods of teaching language. PBL has been implemented primarily in science rather than language teaching. Also, based on the essential stages of problem-based learning, presentation, problem analysis, research, and reporting enable the maximum development of students’ problem-solving skills (Hmelo-Silver, 2004).

A teaching and learning approach that emphasizes developing problem-solving skills through student-centred, inquiry and collaborative learning is needed (Jumariati & Sulisty, 2017).

The researchers Ermawati & Ghufon (2018) revealed in their case study that the strengths of PBL are: problem-solving skills, self-directed learning skills, reducing students' nervousness, raising students' self-confidence and motivation, raising students' responsibility in learning, easily sharing and exchanging ideas among students, making the students more active in learning, making the students explore many learning sources to solve the problems, and making the students have a positive attitude to learning. Theoretically, PBL is based on the idea of a small group collaborative learning with students actively responsible for their own learning process and for the meaningful construction of knowledge by linking it to existing knowledge (Maurer & Neuhold, 2012). Learning in such an environment increases motivation and the probability of learning by deep understanding in contrast to passive knowledge transfer. With that in mind, students in the classroom implementing the PBL method will work collaboratively with their peers to construct knowledge on the issue and problem-solving. PBL provides structured stages for discovery that will be helpful for students to internalize learning and lead to greater comprehension. Nisa et al. (2017) found in their research that PBL and the writing process combination affected the students' writing achievement after getting treatment for four days. Besides, students' perception of the implementation of Problem-Based Learning showed that more than 80% of students agreed with the statement describing that PBL helped the students generate their ideas to start their writing.

Finally, considering the features of PBL, the importance of developing the skills in argumentation, and students' difficulties in English writing learning, on the other hand, motivate the researcher to choose this method to teach writing and to find out the answers to the research questions about the improvement of students' writing skills and in which aspect would possibly be most affected.

II. METHODS

The population of this research was the eleventh-grade students at Senior High School of 14 Bandar Lampung. A class was taken as the sample with random sampling methods in this research for the experimental class. The XII IPA 2 was the sample of this research with 36 students aged 15-17. The class was determined by the researcher with simple probability using a lottery.

Furthermore, the researcher used a design for this research called *the pretest post-test design* proposed by Setiyadi (2018). A repeated Measure T-test was used to analyze the data of the first research question. Meanwhile, to answer the second research question, the researcher compared the score of each writing aspect to know which one has the most significant improvement.

There are two variables in this research. According to (Setiyadi, 2006). Variable is a noun that stands for variation within a class of objects. Such as gender, Achievement, Motivation, Behaviour, or environments. The independent variable is the problem-based learning model, and the dependent variable is the students' writing achievement in analytical exposition text.

Five meetings have been conducted in this study. The first meeting was to administer the pretest, and the next three sessions were for the treatment implementation of the PBL method. The material was based on the senior high school syllabus which was derived from the K-13 curriculum for the second grader students in SMAN 14 Bandar Lampung. In this research, the material was focused on making a short analytical exposition text. The last meeting was for administering the post-test by giving instructions to students to create a piece of writing.

This research applied one-group *pretest post-test design* and all the tests were assessed based on the writing aspects from Jacobs (1981). Then, the scores were compared to see students' progress from the first test to the second test utilizing SPSS 22.0 for windows. However, two raters examined all the students' writing from two tests. The first rater was the author herself and the second one was an English teacher. Furthermore, the results of the writing aspect were also investigated to know the improvement of each of them. The students' writing was examined with aspects of writing proposed by Jacobs (1981), which consist of content, organization, vocabulary, language use and mechanics.

III. RESULTS AND DISCUSSION

Result

This study focuses on the implementation of problem-based learning model to know the improvement of students' writing achievement in analytical exposition text. The writing tests and treatments were held directly with total 5 meetings from 4th to 27th of April 2022. The participants of this research were the 36 students of XII IPA 2, which was chosen by random sampling technique as the sample of the population of eleventh-grade students in SMAN 14 Bandar Lampung.

The first meeting was held to conduct a pretest to know students' prior ability before getting the treatment. After that, the three meetings of treatment for the teaching-learning process were conducted by implementing the problem-based learning model. the material was about analytical exposition text, which is based on the school syllabus and K-13 curriculum. Finally, the students were instructed to do a post-test at the last meeting.

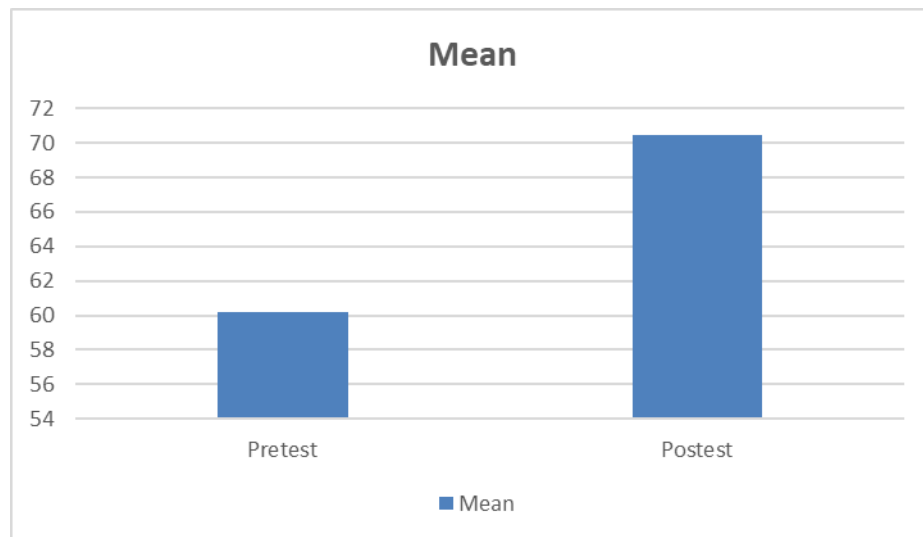
Table 4.5 Gain of Students' Writing Pretest and Posttest

	Mean	Min	Max	Gain	T-value	Sig.
Pretest	60.22	41	78			
Post-test	70.44	57	90	0.2569	7.595	.000

Based on Table 4.5 the mean of students' writing test rises from pretest to post-test. The mean scores of their writing before getting the treatment is 60.22 which is lower than the mean of students' post-test results with 70.44. By having this information, the researcher calculated the gain of the test, which came with the outcome of 0.2569. It can be assumed that students' writing was enhanced from the first to the second test. Moreover, the following graph represents the clearer increase in the test.

In addition, the comparison of students' writing tests between pretest and post-test can be seen graph 4.1:

Graph 4.1 Comparison between the Mean of Pretest and Posttest



The researcher used a hypotheses test by Shapiro-Wilk Formula to know whether the data were normally distributed or not. A level of 0.05 is used to measure the level of significance. H_0 is accepted if the normality test results are higher than 0.05 (sign > 0.05). Moreover, the results of the normality test are shown in the table below:

Table 3.3 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.091	36	.200*	.956	36	.164
Posttest	.122	36	.193	.940	36	.049

The data shown in Table 3.3 proves that both tests are distributed normally. The value of the normality test in the pretest is 0.164, while the value of the normality test in the posttest is 0.049. It can be assumed that H_0 is accepted as the data from both tests are higher than 0.05, which indicates that the tests have a normal distribution.

Table 4.6 Repeated Measure T-test

	Mean	Std. Deviation	n	Lower	Upper	t	df	Sig.
Posttest - Pretest	10.222	8.075	7.490	12.954	7.595	35	.000	

Table 4.6 depicts the results of the computation of the value two tailed. The test's significance is 0.000, which means H1 is accepted since $0.000 < 0.05$. It proves that students' writing skills improved from pretest to posttest after being taught the PBL method. Another piece of evidence that verifies the statement is the t-value which shows a higher number than the t-table by having the results $7.595 > 2.0301$. Hence, it can be concluded that there is an improvement in students' writing after implementing PBL.

Table 4.7 Mean and Gain of Students' Writing Aspects

Writing Aspects	Mean of Pretest	mean of Post-Test	Gain	T-Value	Sig.
Content	15.36	20.69	0.364	9.466	.000
Organization	14.00	16.25	0.375	4.488	.000
Vocabulary	12.50	13.67	0.156	2.411	.038
Language Use	14.78	16.31	0.149	2.920	.006
Mechanics	3.89	4.00	0.099	1.435	.160

The gain of the writing aspects of students' results which has the most prominent value, is organization. Based on these data, the organization aspect has a moderate value comparison compared to other aspects, which is around 0.375. This is because with the implementation of problem-based learning students will understand more about what ideas they will develop from the topic. Meanwhile, the mechanic aspect, which is not too focused in this research, has the lowest gain among other aspects.

Discussion

This study focused on implementing PBL as the method to teach writing skills. By taking XI IPA 2 class at Senior High School 14 Bandar Lampung as the subject, the researcher conducts treatments by delivering analytical exposition text material with the PBL method, which were delivered in three meetings. Previously, the students were required to take a

pretest to know their initial writing ability. They were also given a posttest after the teacher finished giving the lesson with PBL. The instruction for both tests was to create a minimal three-paragraph of analytical exposition text based on the topics presented by the teacher. Additionally, the test results were analyzed to know the upgrade of their writing score.

From the statistical calculation on SPSS, it was found that students' writing improved after joining the teaching-learning process with the PBL method. The mean for post-test (70.44) was higher than the mean of the pretest (60.22) by having a gain score 0.2569. The results were supported by the fact that during the pretest students lacked knowledge about analytical exposition text. It was assumed that they did not check the material from their English teacher. As a result, they did not know how to construct an excellent analytical exposition text, especially about the organization aspect. Consequently, most of the students could not manage their ideas about the topic in delivering their opinion. They were most likely describing the topic than telling their thoughts or arguments about it. So, it made their writing to be irrelevant to the types of the text and its goal. That is why the researcher analyzed the implementation of PBL method to find out its effect on the students. As stated by (Azman, 2012), PBL is suitable for language teaching and learning and applies to all types of English courses. Furthermore, the facilitation of PBL can be modified to cover many kinds of learning activities.

Nevertheless, during the treatment, the researcher gave one sample of an analytical exposition text to demonstrate how the writer could write a well-supported opinion by analyzing the problems related to the topic. In PBL, the problem comes first, and an essential element of PBL is that content is introduced in the context of complex problems that imitate real life (Boud and Feletti, 1997). To make sure that the students understood the lesson, the researcher gave several questions to be answered by the students. By having this activity, students were motivated to be engaged with the learning process. Kam and Chi (2007) observed students' extra-curricular activities via PBL and noted that PBL is motivated by learning outcomes such as acquiring knowledge and skills.

Besides, the results also indicated the improvement of the aspects of writing. The analysis showed that organization was the aspect which improved the most among the others. The mean for organization was statistically increased from 14.00 on pretest to 16.25 on posttest. The gain for this aspect was 0.37500, higher than the other aspects.

Several reasons became the evidence. First, in line with Hairuddin (2018) regarding the analytical exposition text writing, it has been found in the preliminary study that the students have not been aware of the patterns in writing that they have studied in the class. Hence, after learning with PBL, the methods which provided the students with the discovery stages in a problem-based method could develop the organization effectively by elaborating the main ideas of their arguments. In other words, the students can be more focused on their attempt to solve the problem related to the topic after experiencing the problem analyzing or discovery stages with the PBL method. In the posttest the students concluded their writings and tried to give a reiteration consisting of a conclusion or persuasion which is the character of this typical text. The students could also improve their creativity since the method focuses on how they analyze the topic with their experience in learning with a problem-based learning method.

Secondly, students were allowed to construct their writing freely. By using PBL, the limitation of the answer was erased. It is in line with Hmelo-Silver (2004) in PBL, student learning centres on a complex problem that does not have a single correct answer. They were encouraged to develop their content as good as possible because they can give their perspective. As stated by Ekinici (2018), PBL helps students to use different kinds of media tools while learning a new subject and gives learners the chance to learn and share wherever and whenever they want as it creates dynamism in learning. Hence, it allowed the students to get more chances to elaborate the outline. They could take much time in considering the ideas and information to be put on their writing. As a result, they thought of several possibilities of answers or arguments and chose the best one to be developed more on their writing.

In conclusion, the teaching-learning with PBL could improve students' writing competence. Five out of five aspects of writing were enhanced with organization as the most upgraded aspect among the others. The students were encouraged to manage their organization clearly as they had experienced the scenario in a classroom with PBL implementation. Besides, students were interested to learn writing on PBL because there is no single correct answer to the problem in discussion of their writing. The learning activities could also be more flexible by using the benefits of PBL method. Nevertheless, mechanics was the only aspect which got the lowest gain score. Only several minor errors of mechanics were made by the students. It caused the results of mechanics on both tests to be only little improved.

Briefly, this chapter has explained several points related to the results of the research. Those are the implementation of learning with PBL, results of writing pretest, results of writing post-test, the gain of writing test score between pretest and post-test and discussion of findings.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

It was believed to be the most improved aspect among the others. Having the gain of 0.375, the mean jumped from 14 on pretest to 16.25 on the posttest. The use of problem-based learning had the students to be more structured in arranging the ideas by considering the relevance of the arguments.

The implementation of problem-based learning can create a fun yet a students centered learning atmosphere because the students can experience a discovery scenario in the teaching-learning process. It also gives a positive impact to the students' achievement of writing, particularly organization aspect. According to the data which have been analyzed above, the use of problem-based learning as the method for teaching writing can improve students' writing competence especially in constructing an analytical exposition text. The students got higher scores after getting the treatment in which the mean of posttest (70.44) was higher than the mean of pretest (60.22). The score of the t-value of the result analysis was above the t-table ($7.595 > 2.0301$). The increase happened because the implementation of problem-based learning could provide situations as stimulation for students to think critically, which is beneficial in developing their ideas. As a result, the students were able to construct their writing flexibly. Likewise, the discovery stages in problem-based learning can be flexible and adjusted in any kind of writing type.

Suggestion

The teacher should be able to modify the learning activities to focus on the language skills that will be assessed. In conducting writing skills research, the teacher should set the writing practices more than the other skills in language learning to minimize the interference of other skills being investigated in the research. Besides, the advantages provided in problem-based learning methods, such as critical thinking skills, should be utilized optimally by the teacher, especially in teaching writing. Some students might find it hard to link their hypotheses or arguments to the class discussion, and they tend to be reluctant to participate in the learning activities in the classroom. Hence, it is suggested that teachers give motivation and reinforcement to the students during the learning process. Finally, the researcher can investigate the use of problem-based learning to teach other skills such as listening, reading, and speaking.

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Improving students' writing achievement of recount text through weekly journal

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ABSTRACT

This research aimed to investigate whether there is an improvement in students' writing achievement of recount text because of the implementation of a weekly journal. This research was quantitative research with pre-test and post-test design. The population of this research was tenth-grade students of SMK SWADHIPA 2 NATAR in the academic year 2021/2022 with 33 students of X TKJ 1 as the sample. The instrument used in this research was written test used pre-test and post-test to collect the data. The data were analyzed by using Paired sample t-test showed the significant value of .000 and the standard of hypothesis testing is $\alpha \leq 0.05$. The data analysis confirmed that there is an improvement in students' writing achievement because of the implementation of the weekly journal since $\alpha \leq 0.05$ ($\alpha = 0.05$).

Keywords: *Writing achievement, weekly journal, recount text.*

I. INTRODUCTION

Writing is one of the important skills in English that need to be mastered besides reading, speaking, and listening. This skill gives the chances to the students in elaborating their ideas and writing down what they want to write with their own style of language. According to Marpaung, Regina, and Wardah (2015:2) writing is an instrument to express thought, feelings, opinions, and ideas about certain experiences. However, there are still struggle that comes from teacher and students. Sometimes students already have the main idea about what they want to write, but they are still confused about how to pour that idea in their writing, even they are still confused about how to start writing. Because of that, some common errors still happen in writing such as grammar error, usage/contextual error, spelling, and punctuation error. Therefore, it is hard for the teacher to teach writing because students have some of the students think that writing is a difficult skill in English. In line with that, Mettaningrum, Dantes, and Sauranjaya (2013) stated that college students felt it difficult to find ideas and they cannot develop their idea into a good coherent paragraph and the problem in grammar also worsens their writing produce. This can also be the reason why writing still becomes one of the difficult skills in English. That problem also effects their writing achievement.

Troyka (1987:3) stated that writing is a way of communication to express writers' feeling or convey their messages to readers. However, not all the EFL students have comprehended the technique, or they have not even heard about that yet. To anticipate that, students need to be given more knowledge about writing and its aspects so that they will realize their mistake in writing, and it will help them to step by step improve their writing achievement. However, the use of appropriate technique also needed to teach the students. The appropriate technique is useful to make them more active and motivated in learning.

Marpaung, Regina and Wardah (2015) conducted research entitled "*Teaching Writing Recount Text through Personal Journal Writing*". The result of the study shows that personal Journal writing can be a good alternative in teaching writing recount text on the tenth-grade students of SMAN 3 Pontianak and in other schools which have similar characteristics to SMA Negeri 3 Pontianak. Yurekli and Afacan (2020) in their research "*Journal Writing and Diary Journal Writing Effects on Students' Writing Proficiency and Student and Teacher Attitudes*" found that Journal Writing and Diary Journal Writing help students to practice and develop their writing skills by engaging in authentic writing within a more flexible environment and help the teacher more realizes what is happening under the surface of a class.

Journal writing assignments can benefit students by enhancing reflection, facilitating critical thought, expressing feelings, and writing focused arguments, Walker (2006). Based on those benefits, journal writing will enhance students' reflection in writing, building their critical thinking, and give the space for them to show their personal feeling. Kamberi (2012) stated that one issue that teachers keep asking themselves is about how to provide feedback on student's writing and how effective each type of feedback is. Journal writing, basically, can facilitate the teacher a media to give the feedback to the students. The research conducted by Prastya (2018) about students' reaction of teacher's feedback on weekly journal also strength the benefits of this technique. One of the findings found that feedback in the weekly journal activity gave the students satisfaction on learning.

However, the result conducted by Cahyono (1997) about *Effectiveness of Journal Writing in Supporting Skills in Writing English Essay* showed that journal writing did not support students' skills in writing English essay. That was proven by the result of the statistical analysis. Considering that there are some different results from the different previous studies, the writer will conduct research entitled "*Improving Students' Writing Achievement of Recount Text through Weekly Journal*" to know further whether there is an improvement in students' writing achievement because of the implementation of weekly journal.

II. METHODS

This research was quantitative method with pre-test and post-test design. The research aimed to find out whether there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. The population of this research was the tenth-grade students of SMK SWADIPHA 2 NATAR with the sample 33 students of X TKJ 1. The sample was chosen by using cluster random sampling. This research used writing test as the instrument to measure the students' writing achievement of recount text. The tests were measured by using scoring rubric. Then, the data were analyzed by using Paired Sample T-test.

III. RESULTS AND DISCUSSIONS

Result

The researcher conducted the pre-test and post-test in the form of writing test to find out whether there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal. The frequency distribution of the pre-test and the post-test can be seen in the table below:

Table 1. Frequency Distribution of Students' Writing Achievement in Pre-test

		NUMBER			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	58.00	1	3.0	3.0	3.0
	58.50	1	3.0	3.0	6.1

	60.00	1	3.0	3.0	9.1
	61.00	1	3.0	3.0	12.1
	61.50	1	3.0	3.0	15.2
	62.50	1	3.0	3.0	18.2
	63.50	1	3.0	3.0	21.2
	64.00	1	3.0	3.0	24.2
	65.00	1	3.0	3.0	27.3
	65.50	1	3.0	3.0	30.3
	66.00	2	6.1	6.1	36.4
	66.50	1	3.0	3.0	39.4
	67.00	3	9.1	9.1	48.5
	67.50	3	9.1	9.1	57.6
	68.00	3	9.1	9.1	66.7
	68.50	1	3.0	3.0	69.7
	69.00	4	12.1	12.1	81.8
	72.00	1	3.0	3.0	84.8
	72.50	2	6.1	6.1	90.9
	74.00	1	3.0	3.0	93.9
	74.50	1	3.0	3.0	97.0
	75.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Mean	66.98				
Median	67.50				
Minimum	58.00				
Maximum	75.00				

The distribution of the data shows the students' score range from 58.00 until 75.00 and it shows the minimum score is 58.00 and the maximum score is 75.00. The table also shows the mean scores which is 66.98 with the median 67.50.

Table 2. Frequency Distribution of Students' Writing Achievement in Post-test

			SCORE		
Frequency			Percent	Valid Percent	Cumulative Percent
Valid	70.50	1	3.0	3.0	3.0
	71.00	1	3.0	3.0	6.1
	72.00	1	3.0	3.0	9.1
	73.00	1	3.0	3.0	12.1
	74.00	1	3.0	3.0	15.2
	74.50	2	6.1	6.1	21.2
	75.50	3	9.1	9.1	30.3
	76.00	2	6.1	6.1	36.4
	76.50	1	3.0	3.0	39.4

	77.00	2	6.1	6.1	45.5
	77.50	2	6.1	6.1	51.5
	78.50	1	3.0	3.0	54.5
	79.00	1	3.0	3.0	57.6
	79.50	1	3.0	3.0	60.6
	80.00	1	3.0	3.0	63.6
	80.50	2	6.1	6.1	69.7
	81.00	1	3.0	3.0	72.7
	81.50	1	3.0	3.0	75.8
	82.00	1	3.0	3.0	78.8
	82.50	2	6.1	6.1	84.8
	83.00	2	6.1	6.1	90.9
	84.50	1	3.0	3.0	93.9
	85.50	1	3.0	3.0	97.0
	86.00	1	3.0	3.0	100.0
	Total	33	100.0	100.0	
Mean	78.27				
Median	77.50				
Minimum	70.50				
Maximum	86.00				

The table shows the minimum score of the students is 70.50 while the maximum is 86.00. Meanwhile, the mean score is 78.27 with the median 77.50. As a conclusion, it can be justified that the students' mean scores improved because of the implementation of weekly journal.

To test the hypotheses, the researcher used Paired sample t-test and the result can be seen as follows:

Table 3. Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	66.9848	33	4.31293	.75078
	POST-TEST	78.2727	33	4.13085	.71909

Table 4. Paired Sample T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair	PRE-TEST-POST-TEST	-			-	-	-		
		11.28788	5.59440	.97386	13.27157	9.30419	11.591	32	.000

The table shows the mean score of both pre-test and post-test after counted by using SPSS 25 version. The mean score of pre-tests is 66.98 while the mean score of post-tests is 78.27. It also shows the significance (2-tailed) is .000 and it can be concluded that H_1 is accepted because the significant value is less than 0.05 ($\alpha < 0.05$). The mean shows the gain score from the pre-test and post-test which is -11.29. In addition, the test statistic for the paired sample t-test is -11.591. From the significant value and gain score, it can be justified that there is significant improvement in students' writing achievement of recount text because of the implementation of weekly journal.

Discussion

The finding of this research showed that the mean score of post-tests is higher than pre-test where the mean score of pre-tests was 66.98 meanwhile the post-test was 78.27. According to the finding, it can be concluded that weekly journal can be a good alternative to improve students' writing achievement of recount text because almost all the students' scores and writing aspects in post-test have improved higher than in pre-test. Moreover, the computation of the data by using Paired Sample T-test also shows the similar result. It was supported by Tuan (2010). The research also required students to write journal weekly and it gave the satisfying result since it showed that journal writing could improve students' writing skill in terms of fluency and accuracy. Suprianti, Tantra, and Padmadewi (2013) also supported that students who were taught using journal writing performed better than students in writing workshop technique. The feedback of the researcher in students' journal also gave the contribution in the improvement of their scores. Yurekli and Afacan (2020) stated that the function of the teacher is important such as delivering feedback to the students. The researcher tried to give positive and motivated feedback in students' journal. From those explanations, it can be concluded that that

there is an improvement in students' writing achievement of recount text because of the implementation of weekly journal in grade X TKJ 1 SMA SWADHIPA 2 NATAR.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the analysis and the interpretation in the previous chapter, it can be concluded that the implementation of weekly journal could improve students' writing achievement of recount text. Teaching writing by using weekly journal could make students easier in generating and organizing the ideas when they write. Weekly journal which the benefits are freedom of expression and value of reflection makes students feel free to express experiences and perceptions they would readily write about in their native language. Therefore, the researcher claimed that weekly journal is a good alternative in teaching writing especially for teaching writing recount text.

Suggestions

The English teacher could use weekly journal as a technique of teaching writing since the result of the research has given the evidence that weekly journal can be effective to improve students' writing achievement of recount text. Weekly journal is very useful for students. The researcher suggests the students to keep writing journal even though there is no task from the teacher to enhance their critical thinking and reflection. Future researchers are recommended to continue and improve the implementation of weekly journal by giving the students more time to write their weekly journal to make their writing better.

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Improving students' reading comprehension of descriptive text through the think-pair-share technique at SMPN 5 Bandar Lampung

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ABSTRACT

This research aimed to investigate whether there was an improvement in students' reading comprehension after implementing the Think-Pair-Share technique and to reveal the aspect of reading that improved the most after being taught through Think-Pair-Share. The sample of this research was VII G in Junior High School. This research applied a quantitative approach which used reading test. The research's first result showed a significant effect on students' reading scores in a descriptive text since $t\text{-ratio} > t\text{-table}$ ($11.468 > 1.984$). The average posttest score (70.56) was higher than the pretest score (59.43). It gained 11.13. In addition, reference was the most increased aspect of reading skills since the percentage was 65% (higher than other aspects). It could be concluded that the Think-Pair-Share technique improved the students' achievements in comprehending descriptive text and positively impacted students toward the use of the technique in the teaching process.

Keywords: *think-pair-share, reading comprehension, descriptive text*

I. INTRODUCTION

Reading plays a significant role in learning the English process. According to Mickulecky & Linda (2004), reading is essential since it can enhance students' general language skills in English. By reading, they can get information and improve their knowledge which is needed to continue their personal growth and adapt to the change in the world. Reading comprehension is the goal of reading since all reading is to comprehend the meaning of a text. Students have to master their reading skill to understand what is said in a book to help them comprehend a text. Reading will contribute much to transferring the information if it is done with good comprehension.

Think-Pair-Share is one of the techniques expected to be the answer for the teachers to improve the student's reading comprehension, especially in a descriptive text. Think Pair Share is one of the most essential and beneficial activities (Nicholas, 2011). Various research has shown that, especially at the primary, secondary and university levels, that Think-Pair-Share technique is effective in the learning process of theoretical courses, in the development of the critical thinking process of the students, not only in their ability to express themselves but also in their communication skill (Ahmed, 2006).

The researcher did some pre-research before conducting this research to find out the problem which might happen related to this study. She found out that students of the first grade of SMPN 5 Bandar Lampung lacked motivation in learning English, especially in reading comprehension. They found that the reading was difficult due to the grammar. Based on the explanation above, those were why the researcher is interested in conducting research in improving students' reading comprehension through Think Pair Share in the first grade of SMPN 5 Bandar Lampung.

II. METHOD

To conduct this research, the researcher applied a quantitative experimental design which was using One-Group Pretest-Posttest to answer the first and second research questions. The research design was a pre-experimental study. Think-Pair-Share was the independent variable (X), while reading comprehension was the dependent variable (Y).

The treatment was conducted in three activities meetings, and each session took 2 x 40 minutes. The population of the study was the first-grade students of SMPN 5 Bandar Lampung in the academic year of 2021/2022, which consisted of 7 classes of 32-35 students. The researcher took one class as the try-out class, VII F and one class as the experimental class, VII G. Both classes were chosen randomly to take the intended samples.

The data were collected through pretest and posttest. A pretest was administered to find out the students' reading achievements before the treatments, and posttest was administered to discover the increase of the treatments toward the students' reading achievements after they were given the treatments. Pretest and posttest were used to get the data to analyze the hypothesis.

III. RESULTS AND DISCUSSIONS

This research primarily aimed to answer the first research question of whether there was an improvement in students' reading comprehension after implementing the Think-Pair-Share technique and to reveal the aspect of reading that improved the most after being taught through Think-Pair-Share. Several research procedures were done to find the answer, which consisted of establishing the research instruments for pretest, treatments, and posttest. The data were taken from every procedure computed and analyzed to draw the answer.

The results showed a significant improvement in students' reading comprehension scores in experimental classes after they were given the treatments. It could be seen from the mean of the pretest and the posttest ($59.43 < 70.56$). The result found that the significant value was 11.13 and 000 lower than 0,05 based on the hypothesis testing. It indicated that H1 was accepted. It meant that there was a substantial effect on students' reading achievements. This was in line with Muryani (2017), who also found a more remarkable significant improvement after the treatment of the Think-Pair-Share technique. Besides that, it also found that references got the highest score among other aspects (24,34%). In contrast, the understanding main idea got the lowest achievement (14,92%). Overall, five aspects of reading skills had increased from the pretest to the posttest.

Table 1. Improvement of Each Aspect in Reading Comprehension

No.	Aspect of Reading Comprehension	Mean Score of Pre-Test	Mean Score of Post-Test	Gain	Percentage
1.	Main Idea	9,29	10,81	1,52	16,36%
2.	Supporting Detail	10,61	12,14	1,53	14,42%
3.	Inference	13,79	16,15	2,36	17,11%
4.	Reference	14,95	18,15	3,2	21,4%
5.	Vocabulary	10,61	13,31	2,7	20,53%

This study found that teaching reading through Think-Pair-Share (TPS) technique was effective in improving students reading comprehension. It was proved by the post-test score that the students achieved after getting the treatments. It is based on the previous research conducted by Kaddoura (2013). The flexibility of the Think-Pair-Share (TPS) technique as learning allows individual students to focus more on their learning progress. Therefore, students learning success can be

recorded in the TPS learning strategy.

Students improved significantly after implementing Think Pair Share (TPS) techniques in reading classes. Based on the research process, they could determine key ideas, analyze specific information, identify references, identify conclusions, and understand vocabulary. It was supported by Ageasta (2018), who stated students were able to explore their knowledge and answer questions on the topic. This was evidenced by the increase in the student's post-test scores. In conclusion, the Think Pair Share (TPS) technique has improved not only the reading comprehension of students but also the reading comprehension aspect, especially when determining key ideas. In short, it can be confirmed that Think Pair Share (TPS) technology was effective for reading comprehension instruction for first graders of SMP Negeri 5 Bandar Lampung.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussions, it can be concluded that after conducting research, the researcher suggests the English teacher implement the Think-Pair-Share (TPS) technique in teaching reading. There must be good preparation and time allocation because the materials must be explained and delivered to the students. The teachers also must make clear regulations to control the class and ensure that the students can follow the instruction and focus on the material. There is an aspect of reading that the students have difficulty understanding, such as determining the main idea. Therefore, the teacher should pay more attention to that aspect while teaching reading.

Regarding several conclusions above, the researcher would like to propose some constructive suggestions for further researchers can conduct this technique on different levels of students with other skills or different types of text. For those who want to conduct the same research, it is highly recommended to balance the number of table specifications to get accurate data. Use an observation sheet to monitor students' activity in the class. Make sure that the try-out test item is already good in order not to drop too many items for pre-test and post-test.

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