



UNILA  
JOURNAL of  
ENGLISH  
TEACHING

ENGLISH EDUCATION STUDY PROGRAM

DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF LAMPUNG

**U-JET: Unila Journal of English Teaching** is a quarterly journal (March, June, September and December) published by the English Language Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung. It addresses a wide range of different fields in English teaching and education, linguistics, applied linguistics, arts, and literature.

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**Ujet: Unila Journal of English Teaching 11: 4 Desember, 2022) 190-276**

**E-ISSN: 2798-4532 | Univerity of Lampung**

**<http://jurnal.fkip.unila.ac.id/index.php/123>** DOI: <http://dx.doi.org/10.23960/UJET>

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# **The implementation of Mind mapping technique in teaching reading comprehension**

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## **ABSTRACT**

Reading is one of the important skills which should be mastered by students. At the same time, the students have difficulties learning a foreign language. Also, it is believed that every student has a different capacity for learning a foreign language. Therefore, this research aims to find out whether there is a significant difference in students' reading ability after the implementation of mind mapping in learning reading comprehension and to find out the difficulties of students in learning reading comprehension through mind mapping as the media. In collecting the data the researcher used a reading comprehension test and interview, and the data were analyzed using SPSS program. The result of this research showed that the students' scores have increased and the T-test revealed that the results are significant;  $t$  (two-sided  $p$ ) = 0.001 at a significance level of 0.05 ( $p=0.001$ ,  $p<0.05$ ). The data shows that the degree of freedom is 27, the  $t$ -value is 6.091 and the  $t$ -table is 2.051 with a significance level of 5%, which means the  $T$ -Value is higher. It can be concluded that there is a significance improvement between pre-test scores and post-test scores of students' reading comprehension ability after implementation of the mind mapping technique in teaching reading comprehension.

**Keywords:** *mind mapping, reading comprehension, foreign language, improvement*

## **1 INTRODUCTION**

Based on the student's problem with controlling reading, many students have difficulty understanding the meaning of a text, there are some problems with reading instruction namely methods, content, vocabulary, instructional materials, environment, ineffective instruction, lack of motivation, grammatical features, and language features. It is impossible to discuss all of the problems. Due to limited time, capability and funds, this study is only concerned with investigating the use of mind mapping in teaching reading. To have a good final product of this research, this research is trying to prove the implementation of the mind mapping technique in teaching reading comprehension that the mind mapping technique is able to improve students' reading comprehension capabilities, and then this research is expected to be a guide in teaching English, especially the teaching of reading through the mind mapping technique, based on the previous research that previous researchers have already done, they discussed and studied implementation in writing and reading while in this research aims to prove the implementation mind mapping technique in teaching reading comprehension

Dealing with these issues presented in the background, the research questions of this research are Does applying the mind mapping technique improve students' reading ability? and What difficulties do students have in learning reading through mind mapping as the media?

The objectives of the research are To find out whether there is a significant difference in students' reading ability after the implementation of mind mapping in learning reading comprehension. To find out the difficulties of students in learning reading comprehension through mind mapping as the media.

Certainly, this research focused on the influencer of the implementation mind mapping technique in teaching reading comprehension. The research focuses on teaching techniques in the English language of teaching reading comprehension by mind mapping, considering how the

students' ability capacity in reading comprehension and applying the mind mapping technique in teaching, which is expected to increase the students reading comprehension ability.

Reading comprehension is the desired result of reading and can be defined as the skill of combining background knowledge with reading texts. According to Kintsch (1998), van Dijk and Kintsch (1983), and pourhosein Gilakjani and Sabouri (2016), reading comprehension is the process of constructing meaning from text. The aim is to understand a text rather than to acquire meaning from individual words or sentences. Ahmadi , Hairul, and Pourhosein Gilakjani (2012) stressed that reading comprehension is one of the significance elements in language learning because it provides the foundation for a substantial amount of learning in EFL learners. However, reading skill, especially reading comprehension is a very important skill in English learning because, through reading, students can get information from a text or writing, but it does not preclude the possibility that still many students are having difficulty increasing their reading skills, students are having difficulty understanding the meaning and content of the reading so that students can not maximize their reading.

### **Reading Aspects**

#### **-Determining the main idea**

Determining the main idea is a skill to finding the main point of the passage by summarizing the passage. According to Gallagher (2004), Determining the main idea is a skill to grasp and find the main point of a passage by summarizing it and looking for repetition of ideas/words. So, The finding main idea means finding the important things or points from a passage or a paragraph.

#### **-Finding The Specific Information**

Finding the specific information means The readers find the specific sentences that are related to the text. So, The readers can be concerned with finding specific information in a text, because that is one of the important things in a reading activity the reader can know the goal of the text exactly and the reader can understand the purpose of the text easier because the readers only read the relevant parts.

#### **-Finding reference**

Reference is the intentional use of one thing to indicate something else in which one provides the information necessary to interpret the other. Finding reference means interpreting and determining one linguistic expression to another. It is a remark that has a correlation of information somewhere in the text.

#### **-Finding inference**

The inference is good to guess or a conclusion is drawn based on the logic of the passage understand and conclude it logically. The reader will be able to do this by making use of the context in which the word occurred, in order to give a rough idea of its meaning.

#### **-Understanding vocabulary**

Understanding Vocabulary is comprehending the words and to know what the meaning of the words. Mastery of Vocabulary is one of the important aspects of reading comprehension, when Vocabulary mastery improves, comprehension will be deeper. Since comprehension is the ultimate goal of reading, the reader cannot overestimate the importance of vocabulary development. As indicated by harmer (2004: 153), the ability to determine the meaning of vocabulary items from context is one of the most important aspects of successful reading. Concerning those statements, indeed vocabulary is a basic skill in reading for anyone who intends to produce utterances for reading.

## **Teaching Technique**

According to (Kuhn,1970), language teaching is a field where fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture. One reason for the frequent change that has been taking place until recently is the fact that very few language teachers have even the vaguest sense of history about their profession and are unclear concerning the historical bases of the many methodological options they currently have at their disposal. The field of second language teaching has undergone many fluctuations and dramatic shifts over the years.

### **Definition of Mind Mapping**

According to (Erdogan, 2008) that the mind mapping technique can be used by hand and paper or computer. Using paper mind maps seem to be time-consuming because students need to erase many times and rewrite them again and again. According to Setianingsih, Rosihan, and Pardani (2018), mind mapping is based on imitating learners' thinking process in which they are asked to move from one topic to another topic back and forth. The process of recording information through symbols, pictures, or colors is the same as the process of learners' brains. According to Buzan (1964) (2007: 19), it is a chosen instrument that may help a person to share one's memory.

### **The Advantages and Disadvantages of Using Mind Mapping Technique**

The advantages of the using mind mapping technique make teaching easier, enabling students to receive materials easily, and then the mind mapping technique also provides opportunities for the material they have been taught. The disadvantages of the mind mapping technique are that the types of links being made are limited to simple associations. The absence of clear links between ideas is a constraint. Mind maps have been said to be idiosyncratic in terms of their design. Often hard for others to read, representing only hierarchical relationships, inconsistent in terms of the level of detail, and often too complex and missing the "big picture". Mind mapping is also limited in dealing with more complex relationships. For example, mind mapping might be useful to brainstorm the things that are critical for students to recall in an exam, or presentation, as in the example provided (Eppler 2006; Zeilik nd). However, it is hard to see it being useful for a purpose that requires an understanding of how one concept is essential to understanding another.

Based on the theoretical assumption, the hypothesis formulated in this research was that there is an improvement between mind mapping technique toward reading comprehension ability and there is the percentage of influence between mind mapping technique in teaching reading comprehension.

## **2 METHODS**

The study is a quantitative study that has the purpose to enhance understanding of student's reading comprehension skills, this research is trying to prove the implementation of the mind mapping technique in teaching reading comprehension that the mind mapping technique is able to improve students' reading comprehension capabilities, and then this research is expected to be a guide in teaching English, especially the teaching of reading through the mind mapping technique, based on the previous research that previous researchers have already done, they discussed and studied implementation in writing and reading while in this research aims to prove the implementation mind mapping technique in teaching reading comprehension. Does the mind mapping technique can improve reading comprehension skills and Is the using mind

mapping technique effective enough in teaching reading comprehension. To investigate the effectiveness of the mind mapping technique in teaching reading comprehension. to prove whether the mind mapping technique can improve students' reading comprehension ability.

In collecting the data, a pretest will be initiated then there will be treated before finally the post test.

$T_1 \times T_2$

( Setiyadi 2006 )

$T_1$  Refers to the pre-test before the students are given treatment.

$T_2$  Refers to the post test after finally get the treatment.

This research used the design for both the research question. It is used to find out the effectiveness and how much significant improvement between mind mapping technique and reading comprehension while

## Population and Sample

The populations to be retrieved in this study are senior high school students at SMA N 1 Rajabasa Lampung Selatan, they will be populations in research activities to prove that the use of the mind mapping technique can increase the reading comprehension ability of students, and then the sample to be derived in this study is only one class of the from some class of 11th grade (XI IPA) 28 students in this study because it is expected can make the process of this study is easier, more comfortable and conducive.

The technique sampling that is used in this study is a random sampling technique in which samples will be taken randomly not based on class or gender no additional information on sample skeletons such as the geographic region, and others, besides a comprehensive list of survey elements with information to be studied. The formula used is relatively easy to apply to small populations.

## Instrument

The instrument that is used in this study is an instrument that can answer the research question in this study. The instruments to be used are pre-test, post-test, and interview. The pre-test means that the students will be given an activity that can reclaim or recall their background knowledge and previous knowledge without any teaching activity at the beginning. Then post-test is used after doing some learning activities, sure in learning activities are using mind mapping technique to answer research questions and investigate the effectiveness of mind mapping technique in teaching reading comprehension and prove the mind mapping technique can increase student's reading comprehension, after doing some learning activities the students are given a post-test that consist of several reading questions such as narrative text, descriptive text, recount text, and procedure text. The result of the post-test is done will be compared to the result of the pre-test, is there a difference between pre-test scores and post-test scores.

## Data Collecting Technique

The research data collecting process will be conducted by following the given steps, they are determining population and sample, pre-observation, determining the research instrument, administering the reading comprehension test, analyzing the data, making a report, and discussing the more explanation below :

1. Determining Population and Sample. The population of this research was the 11th-grade learners of senior high school 1 Rajabasa Lampung Selatan. The researcher used random sampling to choose one class for being the sample.



2. Pre-observation. Pre-observation in this research was done by an interview with an English teacher of Senior High School 1 Rajabasa. It is basically to know the situation of the students in the school who are the subjects of the research.
3. Determining The Research Instrument. The instrument of this research was pre-test and post-test.
4. Administering the reading comprehension test was administrated to measure the effectiveness of mind mapping technique in reading comprehension.
5. Administering The Reading Comprehension Test. The Researcher gave the reading comprehension test in the form of multiple choices consisting of the aspects of reading in one class.
6. Analyzing the data. The result of the reading comprehension test was used to find the effectiveness of the mind mapping technique in reading comprehension. The data of the research were statistically examined by using regression analysis linear in The Statistical Package for Social Science (SPSS).
7. Making a report and Discussion. Gaining all the data, the researcher made a report and discussion the on findings the effectiveness of the mind mapping technique in teaching reading comprehension.

### Data Analysis

In this research, there is one kind of data analysis technique, namely paired sample t-test. Paired sample t-tests indicate general tendencies in the data (mean, mode, median), the spread of scores (variance, deviation, range), or a comparison of how one score relates to others (Creswell, 2008). In this analysis, the interpretation was based on the mean and standard deviation. The data were computed by using the SPSS computer program. Inferential statistics were applied to analyze data from a sample to conclude an unknown population

### Hypothesis Testing

In order to prove the hypothesis, the data were analyzed by using a simple linear regression analysis. First, the data were processed by using simple linear regression analysis in the statistical package for social science (SPSS) version 23 to obtain the effective mind mapping technique in teaching reading comprehension by using the table data, this research also to prove whether there is a significant improvement or no if the teaching use mind mapping technique, especially in teaching reading comprehension. From the table, the researcher knew that both of the variables have significant improvement by seeing the scores. The hypothesis was drawn as follows:

$H_0$  : Mind mapping technique has no significant effect in teaching reading comprehension.

$H_1$  : Mind mapping technique has significant effect in teaching reading comprehension.

$H_0$  : There is zero prcentage influence between mind mapping technique and reading comprehension.

## 3 RESULTS AND DISCUSSIONS

### The Results of Pre-test and Post-test score after Implementing Mind Mapping

**The Differences of Students' achievment Reading Ability in Pre-Test and Post-Test**

No.	Students' Score	Pre-Test		Post-Test	
		Frequency	Percentage (%)	Frequency	Percentage (%)
1	81-100	-	-	6	21
2	61-80	-	-	10	36
3	41-60	9	32	5	18

<b>4</b>	21-40	17	61	6	21
<b>5</b>	0-20	2	7	1	4
<b>Total</b>		<b>28</b>	<b>100</b>	<b>28</b>	<b>100</b>

In the pre-test, none of the students reached the first interval score and the second interval score with range scores are 81-100 and 61-80, at the third interval score there are nine students who reached the third interval score with the range score 41-60, there are seventeen students got the fourth interval score with the range score 21-40 and there are two students who reached the fifth interval score with the range score 0-20. In the post-test, there are six students who reached the first interval score with a range score of 81-100, at the second interval score, there are ten students with a range score of 61-80, there are five students got the third interval score with the range score 41-60, at the fourth interval score there are six students, with the range score 21-40 and there is one student who reached the fifth interval score with the range score 0-20. In the post-test, there are six students who reached the first interval score with the range score 81-100.

Hereinafter, the table shows that there is a difference between students' pre-test scores and post-test scores in reading comprehension ability. There is an improvement in students' reading ability after being taught through mind mapping as the media in the learning process. It can be seen from the table frequency of pre-test scores and post-test scores. There is a decrease in the fifth interval score from two students to one student who scored between 0-20, at the fourth interval score there is a decrease from seventeen students to six students who scored between 21-40, and there is a decrease at the third interval score from nine students to five students who scored between 41-60, in the second and the first interval score there are improvements, there are teen students who reached the second interval score but in pre-test none students who reached the second interval score, there is an improvement at the first interval score from none students to six students who scored between 81-100.

#### The differences Students' Reading Ability

The Differences Students' Reading Ability									
Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-Test Score - Post-Test Score	-26,000	22,58810	4,26875	-34,75875	-17,24125	-6,091	27	.001

Compare the results of the pre-test and post-test scores. It is obvious that the student's scores have increased and the T-test revealed that the results are significant;  $t$  (two-sided  $p$ ) = .001 at a significance level of 0.05 ( $p = .001, p < 0.05$ ). The data shows that the degree of freedom is 27, the  $t$ -value is 6.091 and the  $t$ -table is 2.051 with a significant level of 5%, which means the  $T$ -Value is higher than the  $T$ -Table, and the hypothesis ( $H_1$ ) is accepted. It can be concluded that there is a sign between pre-test scores and post-test scores of students' reading comprehension ability after implementation of the mind mapping technique in teaching reading comprehension.

#### Discussion of The Findings

In general, most of the students experienced difficulties during reading learning through mind mapping, students find it difficult when they are first given reading questions, their difficulty is reading very long text, they don't like text that is too long so they don't read the text they feel bored when reading such long text if they read a long text they don't know the meaning so they are very difficult to find the answer. when researchers ask students about mind mapping most of

them do not know how to learn to use mind mapping, usually students learn only using the books given by the teacher, but some of them already know mind mapping techniques even though they already know mind mapping techniques but they have never applied it in learning reading.

#### 4 CONCLUSION AND SUGGESTION

Based on the data analysis, the students are doing the reading comprehension test for measured the capacity of students knowledge of foreign languages. There are 6 students who got an almost perfect score, 1 student got a lower score, and other students got average scores.

Based on the results of this research, the researcher found that teaching reading comprehension through the mind mapping technique as media in the learning process proves that there is a significant reading comprehension ability which can be seen from the results of pre-test scores and post-test scores, the mean score of pre-test was 35 and the mean score of post-test was 61, the mean score increased 27 points, we can see from t-value that the t-value is 6.091 which means the T-Value is higher and significance . Based on the interviews that have been done, there are many difficulties experienced by students during the learning process using mind mapping, students have difficulties in understanding the meaning of sentences from several texts in English, although some of them already know how to learn using mind mapping they do not know how to develop it when they make summaries they just write from the book their teacher gives them from school, although still have some problem students are able to apply mind mapping in learning reading, then help them understand the text.

By considering the result and discussions, some suggestions for English teachers, students, and the other researchers are presented in this sub-chapter. The researcher suggests English teachers should create a more interesting way of learning, then of course the teacher must also measure the ability of students so that learners achieve what is expected. Then for students, the researcher suggests that students can continue applying the mind mapping method using mind mapping in every lesson, especially in reading learning. The researcher suggests to other researchers that other researchers should examine other ways of learning reading so that more interesting ways can be found and can improve students' English skills.

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# **Improving students' achievement of pronouncing friction consonants through Drilling technique at the first year student of MTs Al Hikmah Bandar Lampung**

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## **ABSTRACT**

The objective of this research were to find out whether there was significant effect in students' friction consonants achievements after being taught by using drilling technique as media in teaching pronunciation and to investigate which friction consonants sounds do the students find it hard to pronounce. This research was conducted in junior high school students which consisted of 27 students chosen as the sample of this research. By using a quantitative research with pronunciation test and interview for data collection. The collected data for the quantitative were analyzed statistically through a Paired Sample T-test and descriptively through a descriptive analysis. The result indicate that there was significant effect in their friction consonants achievement after being taught by using drilling technique. It is also revealed that the difficulties faced by the students during the learning process.

**Keywords:** *Drilling, friction consonants, pronunciation, students, difficulties, students achievement.*

## **I. INTRODUCTION**

Students in Indonesia have learned English in school since they were in kindergarten as the basics, but right now many parents use English as their first language for their kids. Most people in the world use English as their second or first language to face global dealing, for example, language use for doing something, they use language everyday as daily conversation, for business, planning, vacation, debating politics, gossiping, etc from Herbert H, (1996). So, good communication without ambiguity to each other is very important.

One of the components skills that play important roles in mastery English is pronunciation. Pronunciation is one of the most important parts of speaking skills that students need to mastery. In learning English, pronunciation plays an important role. According to Bowen (1980) students who can speak and pronounce the sounds nearly like natives can be said they were success in mastering their second language. Gilakjani (2016) mentions that pronunciation should be viewed more than the correct production

of individuals or words sounds. Since there are differences between the symbol and their sounds.

Many Indonesian people, especially students who are not using English as their first language, sometimes have a misunderstanding about the meaning of the words. Also, there are some of them who don't know how to pronounce English words accurately. The teacher of MTs Al Hikmah Bandar Lampung said, It is based on students' behavior and the impact of the students who not ready using English as their L2. Beside that, based on the researcher found while doing pre research before, at MTs Al Hikmah Bandar Lampung, students do not really understand especially about the pronunciation of friction consonants. Friction consonants is one of the most important parts of speaking English. There are a lot of differences between the symbol and its sounds. Students at MTs Al Hikmah Bandar Lampung, cannot differentiate the sound of English friction consonants, that are similar. The example is like "proof" and "prove", the students will pronounce them with the same sound, this problem usually can we find when they read, speak or listen to English words.

Therefore, teachers have an important role also to build up students' pronunciation. In the first stage students of Junior high school in Indonesia especially in Mts Al Hikmah Bandar Lampung, many students still have challenges to learn about English especially about pronouncing friction consonant correctly, whereas they have already been taught since they were in kindergarten. There are a lot of techniques that teachers can use to give a bad or good impact on students' friction consonant, one of them is drilling technique. By using this technique teachers will be able to know what is students' difficulties when learning English. Based on the research before this technique is effective for helping students to improve their pronunciation also to memorize and conform the concept. Gerald (2000) say that drilling simply a teacher saying a word or structure, and getting the class to repeat it. According to Cross, D. (1995) Drilling is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner.

By repeating the words several times when the teacher said something, it gives students the opportunity to learn the concept of the words quickly and effectively to recall the words. This technique may help students to remember new things, also give chance to improve students' pronounce by the teacher. This technique can help students to have good speaking, proper, brave, and accurate pronunciation.

## **II. METHODS**

This research was used quantitative methods with one group pre – test post – test design. It is original research in which the researcher decides what to study, asks a specific, narrow question, collects credible data from participants. The population of

this research was the first grades students of MTs Al Hikmah Bandar Lampung which is 7D that consisted with 27 students. For this research the researcher used simple random sampling and the class selected randomly by using lottery method. The instruments for this study used pronunciation test and interview to collected the data. The pronunciation test was measured the variables of students' ability of speaking English meanwhile, the interview was used to measured which friction consonants sounds that students find it hard to pronounce.

The pronunciation test consisted of 18 pairs of words containing English friction consonants appearing in initial middle, and final position in words. It was a pretest. . For the posttest, the researcher did the same thing as in the pretest, and did it after implementing the treatment. The treatment will be given three times, by using the syllabus and lesson plan that have been provided by the researcher. The two tests were compared to find out the significant differences used to answer the research question. For answer the second research question the researcher conducted interview, the researcher asked several questions to get the specific answer. Then the data was analyzed by using Paired simple T-test for the pronunciation test.

### III. RESULTS AND DISCUSSIONS

#### Results

The purpose of this study is to determine the impact of using drilling technique on students' achievement of pronouncing friction consonants. This research was conducted at the junior high school students of MTs Al Hikmah Bandar Lampung. There were 27 students has been tested as a sample. This research was conducted face to face, a total of five meetings were held in this study. Pre-test was given as the first meeting before given the treatment. After that, further explanation of the material, how to pronounce friction consonants words and it sounds. 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**

	Mean	N	Minimum	Maximum	Std. Deviation	Std. Error Mean
PreTest	25.50	27	19.00	35.00	4,952	,953
PostTest	61.13	27	61.13	73.00	4,773	,919

Table 4.1 above shows, the majority of the students' test results improved between the pre- and post-test. It is evident in the pre- and post-test score range. The lowest and greatest scores on the pretest are 19.00 and 35,00 respectively. Additionally, the lowest and greatest scores on the post-test are 48.00 and 73.00 respectively. It demonstrates that from the pre-test to the post-test, all of the students' scores improved.

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<sub>0</sub> is accepted if the result of normality test is higher than 0.05 (sign > 0.05). The result of normality test is shown in the table 4.2:

**Table 4.2 Tests of Normality**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
Kelas		Statistic	df	Sig.	Statistic	Df	Sig.
Hasil	Pre-Test	.108	27	.200*	.943	27	.144
	Post-Test	.129	27	.200*	.941	27	.129

Those data have been proven to be considered distributed normally. According to the table above, it could be seen that the scores were normally distributed since the significant pre-test (0.144) and the post-test (0.129) were higher than (0.05). It could be conclude that H<sub>0</sub> is accepted, meaning that all the data are normally distributed.

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

**Table 4.3 Paired Samples Test**

Table 10: Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				Sig. (2- tailed)
		Mea n	Std. Deviat ion	Std. Error Mean	Lower	Upper	t	df	
Pai	PreTest -	-					-		
r 1	PostTest	35.6	4,902	,943	37,569	33,690	37,7	26	.000
		300					67		

Based on the result of the test analysis in the table Repeated Measure T-test, 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 higher number than t-table by having the result 3.7767 > 2.0640.

The results of students' friction consonants that were hard to pronounce by the students had already been seen by the researcher while implementing the drilling technique and also listened to by their final test recording. In the first test, which is the pre-test, the researcher found that students had poor pronunciation in friction consonants /v/, /ð/, /ʒ/, /ʃ/ in middle, and /h/ in the initial, middle, and final position. They had difficulties pronouncing a few friction consonant words such as hive, thank, treasure, high, and seashore. Most students pronounce the "hive" word as \hīf\ not \hīv\, "seashore" word became \sē-sòr\ or \sē-shūr\, not \sē-shòr\. After seeing the difficulties, the researcher did the treatments for every friction consonant sound. And in the posttest, the researcher found students still had poor pronunciation while pronouncing the /ð/ and /ʒ/ sounds.

The researcher did the interview with 13 students as the informan. To collect the data, the researcher used an audio recorder and analyzed it by using descriptive analysis. Based on this interview, the researcher 47 asked the students about which friction consonants sounds are hard to pronounce. Most of the students said, " Yang paling sulit menurut saya friction consonants simbol /ð/ dan /ʒ/ kak, soalnya agak sulit melafalkan kedua suara tersebut, di dalam satu kata." (I think the hardest symbols are /ð/ dan /ʒ/, it is kind of hard to pronounce the sounds in one word). From the result above, it can be determined friction consonants sounds did the students find it hard to pronounce was the /ð/ and /ʒ/ sounds. Furthermore, their mother tongue, not used to using English for daily communication, afraid, confused and shy is the factors it is hard for the students to pronounce the sounds.

## Discussion

Based on the results of this study, the researcher found that teaching pronunciation through drilling technique provides a significant effect to the students' pronunciation achievements. The results can be seen on students pretest and posttest had significant increased. This supports previous research findings by Novia (2018) showing that drilling technique was very helpful in teaching speaking. From the study showed that the pre test gained 55.62 and for the post test 73.54 and were substantially different at a level of 0.01 (0.05). Additionally, her study showed that all the student's post test scores were greater than their pretest levels.

Moreover, it supports research findings by Maharida (2014) she reported that the result of the students' test using pre-experimental method improved significantly, the students score on their pre test is 5.77 which was classified as fair classification and the mean score of students' post test was 7.32. In line with the findings of Rika's research (2020) the gain score of pre test and post test revealed a significant effect on students' pronunciation after they had been taught using drilling technique. This conditions aligns with Larsen-Freeman (2000) state that, the more something is repeated, the stronger the habit and the greater the learning. It can be concluded by using drilling technique is very useful in teaching students' pronunciation, it can improve and give accurate pronunciation also good effect on student's achievement

The interview shown the data results that in the pretest the researcher find that students had poor pronunciation in a few words of /v/, /ð/, /ʒ/, /ʃ/ in middle and /h/ in the initial, middle, and final position. After the treatment, the students showed better improvement while pronouncing those words. But, they still had poor pronunciation, after did the post-test, the researcher found that they still had poor pronunciation in /ð/ and /ʒ/ These



results was reinforced by the students while conducting the interview. The data pretest showed that students got difficult when they mention friction consonants /v/, in this case /v/ were middle position and most of students pronounce it became /p/ or /f/ with the example word “hive” they pronounce it became /hīf/ or /hip/. For the /ð/ sound in middle position, most students produce /d/ instead of /ð/ as in a word “they” became /dei/ they also had difficulties in a word “bathing” they pronounce it became /bāting/. Sound /ʒ/ in middle position they pronounce /s/ or /z/ instead of /ʒ/ with the word examples “measure” /mesur/ and “treasure” /trezer/. For the /ʃ/ sound in middle position, most of students produce /s/ sound, example like word “seashore” it became /sē-sòr/ or /sē-shûr/ also for the “shells” it was became /sels/ not /shells/. And the last for, the /h/ sound in final position, students had difficulties while pronouncing the word “high” students pronounced it became /hik/. After seeing their pretest recording, from students’ posttest, the researcher saw that students still had difficulties while pronouncing /ð/ and /ʒ/ sounds. From the statement above the researcher concluded that the /ð/ and /ʒ/ were the friction consonants sounds that hard to pronounce by the students. Those findings were supported by Merrita (2021) in her journal, the /ð/ and /ʒ/ sounds have not been appropriately applied for Indonesian students, the students always had the difficulties while producing the sounds. From the interviewed and observation this condition was caused by students’ mother tongue that were not used to using English as their first language.

In line with the findings in Handayani and Diah’s (2016) research, most of the students’ pronunciation were influenced by the mother tongue, which was Indonesian language. Most Indonesian consonants were voiceless and Indonesian consonants were pronounced the same as written. So, pronouncing the /ð/ and /ʒ/ sounds made students difficult because the differences on their first language, which was Indonesian language and it didn’t have friction consonants such as /ð/ and /ʒ/ sounds. This condition aligns with Bergmann (2016) who argued that many speakers have an accent and hindered by their first language and perceived as nonnative. According to Lanteigne (2006) state that, difficulties in learning English occur due to the fact some of English sounds did not exist in the mother tongue of the learners. So, for the rest of seven consonants which were the /f/, /v/, /θ/, /ʃ/, /s/, /z/, /h/ sounds were easier to pronounce by the students, because the sounds were similar on their mother tongue. Most students changed their production of the sounds same as their mother tongue’s sounds, even the students changed it and quite proper, the production of the sounds would be same as native speakers. Also, from the interviewed, the researcher found the students had difficulty speaking and mentioning friction consonants and other English words clearly. Because they were not used to using English for daily communication. They were confused, and also afraid to be wrong while speaking English. In line with Pirnawati (2020) in her thesis result 85% students feel very anxious when speak in front of people. Students’ anxious to be wrong was one of the influence while performing in English. But, besides that related to the answer of the students, it showed that learning English by using drilling technique was interested and made them enjoy. This technique also made students who were previously embarrassed to speak, more comfort and confident when speaking English.

## IV. CONCLUSIONS AND SUGGESTIONS

### CONCLUSIONS

The objective of this research was to investigate whether the use of drilling technique could improve students' achievement of friction consonants significantly and to know which friction consonants were hard to pronounce by the students. Based on the result and discussion, two conclusions could be stated as follows: From the result and discussion, there was significant differences in students' pronunciation ability after the implementation of drilling technique with students' achievement of friction consonants. The significant level was 0.00 ( $<0.05$ ) and with the improvements at 35,63 and could be concluded that drilling technique was effective in teaching pronunciation. For the research question number two, the friction consonants that students find hard to pronounce were / $\theta$ / and / $\delta$ /, it was based while the researcher did the implementation of drilling in the class. This result was also supported by interviews with students, after the implementation of the post-test

### 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 other media to the students while giving the lessons, it can avoid students feeling bored during the learning and teaching process. Not to avoid students feeling bored but, it works to attract the students' desire, confidence and motivation while speaking English. For further researcher can find more about the problem faced by the students in junior high school students in learning English, especially in mastering pronunciation. How their motivation, anxiety and opinions toward learning English could be explored more deeply with the appropriate approach.

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## **Improving students' vocabulary through Online edutainment learning media at SMP Negeri 1 Pringsewu**

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### **ABSTRACT**

The primary goal of this research is to determine whether there is an improvement in students' vocabulary through Online Edutainment Learning Media. This research was conducted in SMPN 1 Pringsewu. The subjects of the research were 32 students from class 7.2, and the approach of the research was quantitative. Vocabulary tests were used to collect the data and analysed using a Paired-Sample t-test.

The result of the vocabulary test showed that the students' vocabulary improved from the pre-test to the post-test mean score with a gain of 4.4. The increase in the student's vocabulary mastery is statistically significant,  $p = 0.00 < 0.05$  after the implementation of online edutainment media. This suggests that teaching vocabulary using Online Edutainment Learning Media facilitates the students to find the meaning of words.

**Keywords:** *improvement, online edutainment learning media, vocabulary mastery*

### **I. INTRODUCTION**

Language is a means of communication. Creating good communication means having the capability to enrich ourselves with many bits of language knowledge. English has become the main important language for communication in the global era as we all know that almost all aspects of life use English in terms of global communication. To support English learning, the students should learn vocabulary as essential communication.

Vocabulary is the essential language aspect that must be mastered before mastering English skills. According to Hatch and Brown (1995), vocabulary is a list or set of words for a particular language or a list or set of words that individual language speakers might use. Furthermore, Lehr, Osborn, and Hiebert (Kamil and Hiebert, 2005) define vocabulary as knowledge of words and meaning in both oral and written language and effective and receptive forms. It means that vocabulary is a set of words that can be used in all language skills. Without sufficient vocabulary, the students will get difficulty studying English. Rich vocabulary will ultimately help students master English. Mastering vocabulary means that students have comprehensive knowledge of the vocabularies, which includes the meanings, the spoken form, the written form, the grammatical behavior, the word derivation, the collocations of the words, the register of the word - spoken and written, the connotation or associations of the word, and word frequency (Thornbury, 2002). Therefore, students' interest in enriching vocabulary is also required to follow English subjects in school.

Most English students in school face several problems in vocabulary achievement. Issues that students in vocabulary learning face are various. Kinds of the difficulties faced by the students are (1) almost all of the students have difficulties in pronouncing the words, (2) how they write and spell, and (3) Students also could not speak English confidently because of their limited vocabulary.

The Coronavirus Disease (COVID-19) Pandemic has considerably impacted education. The spread of more than 180 countries has mandated temporary school closures, leaving ~1.6 billion children and youth out of school. 85% of children worldwide are affected (World Bank, 2020). It involved the operation of interactive learning between teachers and students.

The teaching and learning process is done online to avoid spreading the virus; the teacher should provide a solution to accommodate it by using online media. For this case, the media is called 'Online Edutainment Media.' The edutainment media might become a new thing and good value for developing the mind and student personality. Edutainment is a game used to teach specific knowledge (Muda, Z., & Basiron, I. S., 2005). Edutainment is a learning process designed as educational entertainment harmonically to create a fun learning ambiance (Anam, 2017).

## II. METHODS

This research is a quantitative study to determine the improvement of student's vocabulary. The test was. a pre-test and post-test design to conduct this researched in one class where the students' received tests before and after the treatments. To find out the improvement of students' vocabulary, the researcher used design as follows:

<b>T1 X T2</b>
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Where:

T1: Pre-test

X: Treatment

T2: Post-test

(Setiyadi, 2006)

The population of the research was the completely seventh grade of students' of SMP Negeri 1 Pringsewu, who have already been taught vocabulary but had not applied any specific technique related to Edutainment. There are several techniques in deciding the research sample. According to Arikunto (2006), sampling is a part of a representative of the population which has been researched. In this case, the researcher selected one class from the first grade of junior high school students as the research sample and one class as the try-out class. The samples are taken by using random cluster sampling.

In conducting this research, the researcher used vocabulary test as the instruments. In this research. The test is conducted in the first meeting and last meeting. Vocabulary test is used to measure the students' vocabulary.



The research instrument used to collect the data. Several tests was conducted in the first meeting and last meeting. The vocabulary test was administered to measure the students' vocabulary. The test assessment is to understand the vocabulary. It is also proposed on the syllabus. The total number of the test is 30 items; it includes three types of vocabulary, ten items about the noun, ten items about adjectives, and ten items about the verb.

The researcher made the steps after conducting the research using test; the researcher analyzed the data using the correlation in SPSS (Social Science Statistics Program). The test results are in the form of scores or interval data. After obtaining result, the researcher would analyse the their vocabulary improvement. The result of reliability of the test was 0,430. The reliability of the test was calculated statistically by using the formula of Pearson Product Moment that could be classified as a moderate reliability.

### III. RESULTS AND DISCUSSIONS

#### Results

The pre-test result was calculated manually through Microsoft Excel and statistically analysed using SPSS. The result of the pre-test mean is presented in the following table:

**Table 1. Table of Pre-test Mean Summary**

Statistics Pre-test		
N	Valid	32
	Missing	0
Mean		68.6
Median		70
Mode		70
Std. Deviation		11.356
Variance		128.955
Range		36.7
Minimum		50
Maximum		86.7
Sum		2197

The table presented above shows the summary of first grade junior high school students' pre-test mean. Statistically, the result showed that the total of the pre-test was 2197. Further, the mean of the pre-test was 68.6, with the median score equal to 70, and the mode was 70. In conclusion, based on the result of the pre-test mean, the students' vocabulary was still considered low.

The post-test was administered to determine students' improvement after the treatment was given using edutainment media. It consisted of 30 items that were rearranged from the pre-test items which is presented in the following:

**Table 2. Post-test Mean Summary Statistics**  
Post-test

N	Valid	32
	Missing	0
Mean		73.1
Median		73.3
Mode		83.3
Std. Deviation		9.799
Variance		96.019
Range		33.4
Minimum		53.3
Maximum		86.7
Sum		2339.9

The summary of the result is presented as follows:

**Table 3. Summary of Pre-test and Post-test Mean**

Test Types	Mean
Pre-test	68.6
Post-test	73.1
<b>Increase</b>	<b>4.4</b>

Based on Table 3, the pre-test mean result was 68.6, and the post-test was 73.1. By comparing both of the results, the increased score was obtained. The increase in the tests was 4.4. In conclusion, the proven calculation of the tests answered the question that there is a significant improvement in students' vocabulary after implementation of edutainment media.

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

HI. There is a an improvement in students' vocabulary after being taught using Online Edutainment Media..

The result of calculation for the hypothesis showed Paired Sample T-Test calculation. It can be seen that the result of sig 2-tailed was 0.000, this analysed Paired Sample T-Test data is to determined the Hypothesis is accepted. Then, it can be concluded that there is a statistical improvement in students' vocabulary.

## Discussions

After implementing online edutainment media, students' vocabulary improved, according to this study. Furthermore, the mean scores of the pre-test and post-test were compared to find the increased gain. It was supporting Dasawati (2013) that using edutainment media in teaching and learning is effective. The result of the findings

indicates that using edutainment media can make students' learning environment more meaningful. In other words, the students improved their vocabulary by learning individually, which was focused on creating student-centred learning and motivating students to study. However, during this pandemic era, neither nor all of the students pay attention to the teaching and learning process. Further, the findings supporting research of learning media of mathematics that also can applied to English education conducted by Ardani et al. (2018) in this study says math teachers have viewed the implementation of game-based edutainment media into mathematics education as a positive development; concluded the result of their findings that can support this research. Their study claimed that students' score positively increased with the implementation of edutainment media. It was preferably chosen by the students to have extraordinary learning media that can help them achieve learning goals rather than using common learning approaches.

The problems faced when conducting the research are students' confidence, lack of confidence because they have little knowledge, and lack of vocabulary. They were shy with their friends also when they do not understand something. The students panic when they got appointed to pronounce the word to spoke, but they get excited due to competition by using mini-games that provided to students. Furthermore, Edutainment Media is useful in this kind of pandemic situation that we need to conduct teaching-learning process using online platform, and increase students skill and confidence.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **Conclusions**

The objective of this research were to find whether the use of Online Edutainment Learning Media can improve students' vocabulary mastery.

The result data of research in the seventh grade of SMP Negeri 1 Pringsewu and after analysed the data above, it was determined that students' vocabulary improved significantly after the implementation of online edutainment media, with a gain of 4.4% between the pre-test and post-test. They get excited by the guessing words, and the hangman game provided by the researcher affects the improvement of the mean gain presented above.

Edutainment can be effective in vocabulary achievement due to creating an interactive and motivating context where students can easily share their information. Otherwise, students acquire new words by playing mini-games because they are willing to break the mystery in the game. They compete and cooperate in an enjoyable environment.

##### **Suggestions**

In reference with the conclusion, the researcher gives some suggestions. The first for English teachers should apply online edutainment media as an alternative approach to teaching vocabulary. It aims at the effectiveness of both the teacher and the students in achieving learning goals. This research focused on the implementation of edutainment media in teaching vocabulary. Still, the teacher can apply it in teaching and learning other skills, for example, reading comprehension, writing, and speaking. English teachers should focus on students' participation during the learning process. It is offered

for further researchers to research the focus of online edutainment media on the different levels of students. It can be highly recommended to be applied at the senior high school or university level. It is also suggested to make the students can express their ideas through words. However, the other parts of language can be evaluated when the students have finished their assignments. It aims to build students' confidence in expressing their ideas.

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# Improving students' writing achievement by using picture series at the eighth grade of SMPN 1 Abung Tinggi

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## ABSTRACT

The research was conducted to find out of the being taught through there is any significant improvement of students' writing achievement picture series technique. This research is quantitative research and use done group pretest-post test design. The sample of this research was 30 students at second grade of SMPN 1 Abung Tinggi in class VIII 3. Instruments used in this research were writing test. The data were collected through paired sample t-test. The results of the research show that , there is significant improvement of students' writing ability after being taught through picture series. The statistical result show that t-value (3.730) is higher than t-table (2.042). It can be concluded that picture series effective to teaching writing.

**Keywords:** *English writing, picture series, teaching writing, student writing ability*

## I. INTRODUCTION

English is the language, which is used to communicate by people. English is the important language, because it is as the second language in the world. So it is very important and is must be learnt. It is also called as the international language. In Indonesia, English has an important role for communication and technology.

The writer finds out an alternative way to create suitable and interesting techniques related to students' condition. Through series picture as media in learning English it is expected that it can be one of the positive ways to increase students enthusiasm in learning English and help students to build spirit to writing. Using series picture can be an effective media for any proficiencies level or language skill. The following is an example of how series picture can be used in improving the students' ability to writing.

As the explanation above, this study investigates how the use of series picture can improve the students' writing skill. It is to know the students' response toward the use of series picture. In details, this research entitled "The Use of Series Picture in Improving Students' Writing Skill".

Students have to master the four language skills: listening, speaking, reading, and writing. However, writing is the most difficult and complicated skill to be learned compared to other language skills. It is because that writing is not only mastering how to use language but also everything about what we are going to write and the way we arrange and write it. There are many problems in teaching English especially in writing. The problems can be from many factors, it can be learning process, the method or the way how the teacher conveys the material.

Harmer J. (2004) in teaching writing we can either focus on the product of that writing or on the writing process itself. When concreted on the product, we are only interested in the aim of a task and in the end product. As we shall see below, a consideration of written genre has a lot in common with a product approach to writing, an approach which values the contraction of the end- product as the main thing to be focused on (rather than the process of writing it self)

In improving writing skill, there are some factors that make the students get difficulties for teaching writing. The students not really enthusiastic in writing English and the students less motivate to study

in writing English too, it all happened because the teacher using old method. The example, teachers teach the students just using marker and white board, it can make the students lazy and bored to study. The teacher has the important role in teaching and learning process. However, the teacher should have an effective methods to teach writing to students. In brief, the teacher must have some method and media for teaching the student and train them well. Beside of that, teacher must be a smart and creative person who has much knowledge about the material and ready to catch the student for transfer the material. Environment and facilities also must support the students to apply the knowledge who had acquired in school.

## II. METHODS

The research is a quantitative research. The goal of this research was to find out about the students' ability in writing procedure texts using pictures series after the students had been taught by using picture series procedure text. To fulfill the goal of this research, the researcher used pretest-posttest design. The population in of this research is the eighth grade students of SMPN 1 Abung Tinggi in academic year 2021/2022 which has about 30 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was VIII-3 Which is chosen by using lottery technique. This design needed one class as an experimental class. By using one experimental class, it meant that this class received pretest before the treatment and after the students' get the treatment, they also received posttest. The result of pretest and posttest was compared to find out the difference.

## III. RESULTS AND DISCUSSIONS

### Results

After conducting the research, the researcher gathers the results of writing test.

**Table 1. result distribution of pre-test score and post-test score**

Score interval	Quality of score	Pretest	Posttest
		number of students	Number of students
100	5	-	-
80-90	4	-	4
60-79	3	11	26
40-59	3	18	-
20-39	1	1	-

The table above show the result distribution of students' scores for pre-test and posttest. In the pretest, from total 30 students' of VIII-3, there are only 11 students which got score 60-79, 19 students got score 40-59, than no one students got score 20-30. The highest score is 63 and the lowest scores is 39. Meanwhile, the distribution of students scores after getting the treatments, there were 4 students which got score 80-90, 25 students got score 60-79, It can be seen that there is no students which got perfect score and there also no one which got the lowest quality of score (40-59) and (20-39), which means it show there is good improvement in the class, since there are 18 students of the class got lowest score in interval 40-59 in the pretest. The highest score for this class is 82 the lowest score is 64.

Table 2. The hypothesis testing through SPSS23

**Paired Samples Test**

	Paired Differences					T	Df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair Pretest – 1Posttest	181.567	266.612	48.676	-281.121	-82.012	-3.730	29	.001

In addition, to see the whether there was significant improvement of students score from the pretest and posttest, paired sample test was used in this study. Referring to the table of paired sample test above, it was evident that the value of two tailed significant was 0.001. table above also shows that t value was 3730 there for T value was higher than t table ( $3730 > 3707$ ), it implies that there was a differences between score of pretest and posttest. Then from the output we could see that the significant value (2 tailed) showed that the sig. value of the pretest and the posttest was 0.01. It means that there is improvements of students' writing ability after the implementation of picture series in teaching writing since  $\text{Sig} < \alpha$  ( $0.00 < 0.05$ ). In other words,  $H_0$  was rejected and  $H_1$  was accepted.

Table 3. The result improvement of students aspect scores

WRITING ASPECTS	Pretest	posttest	Gain
Vocab	8.20	14.73	6.53
Mechanic	11.70	13.57	1.87
Grammar	13.40	15.03	1.63
Content	9.50	15.50	6.00
Organization	11.70	16.43	4.73

Table 3 shows the implementation of each writing aspect ranging from the highest to the lowest achievement. In the pretest aspect of vocabulary the mean is 8.20 and in the posttest the score is 14.73 the gain is 6.53. in mechanic aspect the mean is 11.70 and in the posttest is 13.57 the gain is 1.87. and then in grammar aspect the pretest mean is 13.40 and in the posttest is 15.03 the gain 1.63, the forth is content the mean is 9.50 in pretest and in the posttest is 15.50 for the gain is 6.00, and the last is organization the mean is 11.70 and in the posttest 16.43 the gain 4.73. Based on the data that had been conclude from the research is that aspect that improves better is vocabulary and the lowest aspect is grammar.



## Discussions

### 1. The Significant Improvement of students' writing skill after being taught with picture series.

The result of the study showed a statistically significant Improvement in the students' writing skill in the pretest and the posttest. It showed that the students who were taught through picture series have increased in their score. From the T-test result, it showed that the significance level was 0,01, which means it was lower than alpha level (0.05). It could be inferred that the researcher found that there was significant increase of students' writing achievement after being taught procedure text writing through picture series because the research hypothesis was accepted. It was also assumed that picture series gave significant contribution in improving students' writing skill.

This improvement occurred because learning by using picture series in the paper makes the students enjoy and encourage them in the learning activity. This series of pictures is used to stimulate students' thinking power in finding a main idea so that they can write it down into a complex procedure text (Sadiman, 2003). The improvement of the result can be seen from the means score in pretest and posttests which the score were having an increase from 328.53 for the pre-test to 510.10. That finding confirmed the results according Wright (1989:17) pictures are very appropriate for young students because they are interesting, easy to prepare, and easy to arrange. Therefore, pictures are often used to improve writing skills.

This can help teachers to give more opportunities to students to use English as a target language more in class activities. Picture series media contributes to the improvement of students' writing skills in the pretest and posttest through the active contribution of students' activities by using interesting pictures. By using vocabulary that students already know, it provides an opportunity to connect their prior knowledge with the material they are going to learn. This significant increase may occur because by using picture series as a medium, students get the same atmosphere as native speakers. In addition, by providing material about something that students know, it is easier for students to understand the material and know how to use words. Furthermore, the use of picture series media is used to encourage students to convey their ideas more by writing in the target language by providing more opportunities to write in English more in class activities. So that learners can have experience and examples in using language in real contexts. Thus, based on the explanation above, it can be concluded that the research results "Wright (1989:17) Pictures are very appropriate for young students because they are interesting, easy to prepare, and easy to arrange. Therefore, pictures are often used to improve writing skills". in the pretest and posttest after being taught through picture series.

### 2. Aspects of Writing Skills Most Improved with the Picture series.

The results of this study also showed that vocabulary had the highest increase among the others. After that, content was the second highest increase, because at the beginning of picture series learning students were asked to state the content (main idea) of learning procedure text using picture series based on the material provided. In the next process, students are asked to state the content (main idea) of the procedure text using picture series. Therefore, students are able to understand the correct content (main idea) used in the text by practicing writing and understanding to complete the task. To see the increase, the researcher provides the chart below which will be explained further as follows :

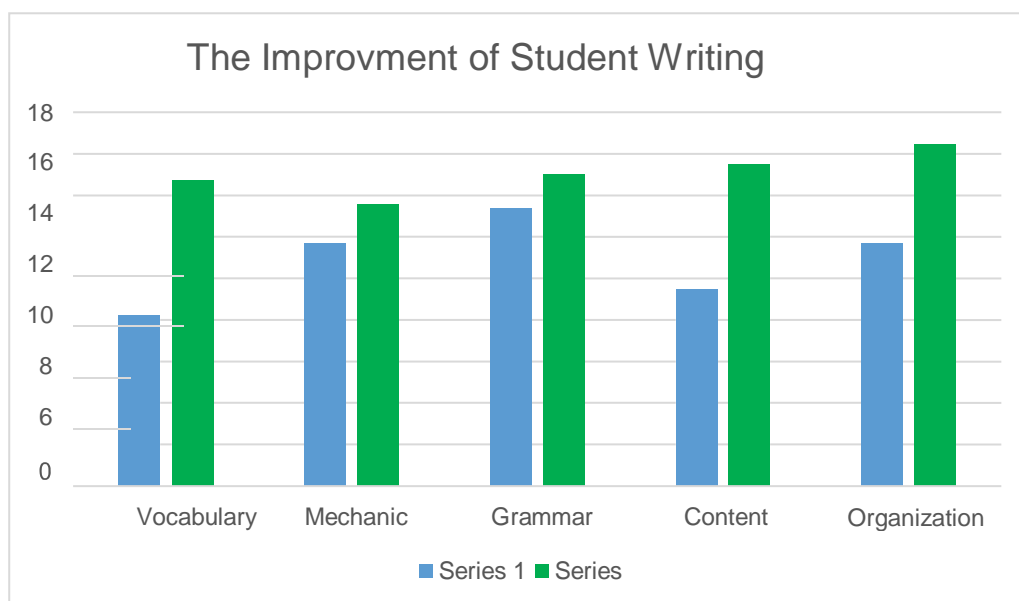


Chart.4.3. The Improvement of Students' Writing Aspects

The result of this research is vocabulary is the aspect that increases the most in writing skills and then in carrying out certain language functions, teachers need to provide certain words and language functions in order to be able to produce vocabulary production that is easy to understand well. The main capital to learn sentence structure and other skills in language. By mastering a lot of vocabulary will make it easier for someone to read, write, listen and speak English that must be learned by students.

## IV. CONCLUSIONS AND SUGGESTIONS

### Conclusions

After the research that had been conducted at second grade of SMPN 1 Abung Tinggi, researcher got the result from analyzing the data. After the data analysis, there are some conclusions that can be drawn from it as follows:

1. There was a significant improvement of students' writing achievement in procedure text writing after being taught by using "picture series" as the media. This is shown by the gain between posttest and pretest score which is 73. From this gain, the result of hypothesis testing by using Paired Samples T-Test shows that value of alpha is smaller than 0.05, which proves it has a significance effect of improvement. This significance improvement is likely happened because by using picture series on paper as media makes the students got the same atmosphere, with pictures series help students in compiling an essay because they are arranged sequentially from the beginning of the activity or event to the end. This image serves to help students understand and direct students' writing. The aspect that improve the most in this result of this study is showed that vocabulary had the highest increase among the others. After that, content was the second highest increase, because at the beginning of picture series learning students were asked to state the content (main idea) of learning procedure text using picture series based on the material provided. In the next process, students are asked to state the content (main idea) of the procedure text using picture series. Therefore, students are able to understand the correct content (main idea) used in the text by practicing writing and understanding to complete the task.

### Suggestions

Referred to the conclusions above, the researcher suggests some points for English teachers and for further research as follows:

### **The teachers**

Effective classroom management is the most important skill to have as a teacher, improving good classroom management by teachers in order to achieve the goal of teaching. To arising and increase students' interest in joining English subject, the teacher must be creative, not rely on a textbook, and uses the media.

### **The students**

By using the series of pictures as media. The students are suggested to be better to write in English and can learn more in writing better than before from their mistakes in the learning process

### **The further researcher**

The researcher who would like to investigate this aspect further is suggested to learn from the weakness of this paper and make better research and gives contribution or the excellence of this paper as a reference

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## The use of crossword puzzle game to improve students' vocabulary mastery

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### ABSTRACT

The objectives of this research were to find out whether teaching by using crossword puzzle could give improvement toward students' vocabulary mastery and to find out the students responses after teaching vocabulary by using crossword puzzle. It was conducted at the first grade of SMPN 3 Natar, in academic year 2021/2022. The 7B Class which consists of 30 students were chosen as sample of this research. The study was quantitative approach with the design of *one group pre-test and post-test design*. The instruments used in this research were vocabulary test that consisted pre-test and post-test and questionnaire. The data were analyzed by using SPSS 22.0. The result of this research showed that crossword puzzle could improve students' vocabulary mastery. It could be seen from the result of t-value (11.199) was higher than t-table (2.045) with the value of significant level  $0.00 < 0.05$  which indicates that  $H_1$  is accepted and  $H_0$  is rejected. Moreover, the mean score of pre-test was (75.51) and the mean score of post-test was (84.43) it means that the students improved about (8.91) with the N-gain was (0.38). In addition, the result of students' response showed that students gave positive response after the implementation of crossword puzzle game in teaching English. It could be seen from the result of the total score of the questionnaire of which the students mostly choose strongly agree and agree statements.

**Keyword:** *crossword puzzle, vocabulary, response.*

### I. INTRODUCTION

Language is very important for human life especially in learning English. It is used by people to communicate each other. Many experts say that there are three language components that we know and must be mastered by the students or learners they are grammar, pronunciation, and vocabulary. Vocabulary is one of the language components in learning English because it is important to make students speak English well. According to Anwar and Efransyah (2018), vocabulary is one of the important aspect in learning language because vocabularies carry meaning which are utilized in communication. Meanwhile, Freeman (2000:29) defines that "Vocabulary is the emphasized over grammar although work on all four skills (reading, writing, speaking, and listening) occurs from the start, oral communication is seen a basic".

From the statement above, it can be concluded that vocabulary is an essential part of language development since vocabularies hold meaning and are used in communication.

As an English teacher, it's sometimes difficult to teach vocabulary in the class. Students have problems in vocabulary mastery because of some problems. The problems are that many of them are still confused about the meaning or to memorize vocabulary and even they do not have enough vocabulary in making a sentence. There are a lot of teaching methodology and teaching techniques which can be used but not all of them are helpful for the students. One of the technique in teaching vocabulary is using crossword puzzle game. According to Webster (1990:310), crossword puzzle is a puzzle on which words are filled into a pattern of numbered squares to answer correspondingly numbered clues and in such away that the words read across and down. This problem also occurred in SMPN 3 Natar. Based on the researcher observation and interview with the English teacher in SMPN 3 Natar. One of the problem in English is the

students' ability of vocabulary mastery. Especially students' ability to memorize vocabulary, It is caused by the lack of students' vocabulary mastery. Besides that, the researcher found that the ability of students to comprehend the meaning of vocabulary is low. And also, the students have difficulties to use vocabulary in sentences. It makes the students feel lazy to learn English well. In this case, the researcher has an idea to improve their ability vocabulary mastery by using crossword puzzle as the instructional teaching media. According to Sadiyah, Septiani, Kareviati, (2019), crossword puzzle game is effective ways to improve students' vocabulary mastery. The following specific research questions guided the study:

1. Is there any significant improvement in students' vocabulary mastery after using crossword puzzle game in teaching?
2. What are students' responses in learning vocabulary through crossword puzzle game?

## II. METHOD

The objectives of this research were to find out the improvement in students' vocabulary mastery after practicing using crossword puzzle. The researcher used the one-group pretest-posttest design in which there was one group as the sample. The pre-test was provided to measure the students' mastery before the treatment, and the post-test was given to measure how far the students' performance was after they completed the treatment. The design for the first research question as illustrated follows

TI X T2

Where:

TI : Pre-test

T2 : Post-test

X : The treatment (The implementation of crossword puzzle game)

The second research question will investigate the students' response the implementation of crossword puzzle game which will be analyzed through the questionnaire. It will use a quantitative approach and the design was *One-Shot Case Study*. The research design is illustrated as follows:

X T

Where:

X: belongs to the implementation of Crossword Puzzle game

T: belongs to questionnaire

(Setiyadi, 2018)

### Participant

The participants of this study were 30 students of SMPN 3 Natar.

### Instrument

The instrument of this research were vocabulary test and questionnaire.

### Data Analysis

In order to get the complete result, the researcher analyzed the data through some steps as follows:

1. Scoring pretest and posttest.
2. To find out the mean score.
3. To see the significant difference in the students' vocabulary mastery, the researcher used the Paired Sample T-Test in SPSS.

4. analyzing the result of the questionnaire and grading the items.
5. The researcher was analyzed the result of the students' pretest, posttest, and response.

### III. RESULTS AND DISCUSSION

#### Results

The pre-test and post-test were administered in the experimental class to find out whether there is an improvement in students' vocabulary mastery after teaching crossword puzzle game. Both pre-test and post-test was given in the form of multiple choice with time allocation was 80 minutes. The pretest was conducted in order to measure students' vocabulary mastery before the treatment was given. Meanwhile, the post-test was conducted in order to find out the students' improvement after being taught crossword puzzle game. The data of pretest and post-test can be known from the enhancement of average by looking at standard N-gain. Furthermore, to know the gain of students' pre-test and post-test scores, it can be seen in the following table:

**Table 1. Improvement from the Pre-Test and Post-test Score**

	Pretest	Post-test	Gain	N-Gain	Categories
<b>Total</b>	2238	2499	261	0,38	Moderate
<b>Mean</b>	75,583	84,29	8,70333		

From the table above, there was an improvement from the students' pre-test score to post-test score and the categories of improvement was moderate. It implied that crossword puzzle game could improve the students' vocabulary mastery.

To know the result of hypothesis, the researcher used Paired-Sample T-Test and the result can be seen as follows:

**Table 3. The Result of Hypothesis Testing**

Paired Samples Test									
Paired Differences									
95% Confidence Interval of the Difference									
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	Sig. (2-tailed)
Pair 1	Pretest – Posttest	8.917	4.361	.796	7.288	10.545	11.199	29	.000

Based on the table 4.6 above, the value of 2-tailed significant was 0.000 which is lower than 0.05. from the value showed above, it can be explained that  $H_1$  was accepted and  $H_0$  was rejected which means there is significant improvement instudents' vocabulary mastery from pretest and posttest result after giving the treatment. Moreover, the t-value of the data was 11.199 compared with t-table which is 2.0452, it can be said that t-value > t-table which means there was an increase of students' vocabulary mastery.

In this research, the researcher also used a questionnaire to answer how students' response is after using of crossword puzzle game technique. In order to answer the research question the researcher administered questionnaire which consist of 15 items.

The researcher employed translated questionnaire in Bahasa Indonesia to avoid misunderstanding. This research used close-ended questionnaire. There are four components of response to bring up students' responses such as: The students' feel after the implementation of the technique, The effectiveness of the technique, The benefits of the technique related to the vocabulary aspect, The improvement of students' vocabulary mastery. Furthermore, the data of students' response is showed in the table below:

**Table 4. Students' Responses Toward Crossword Puzzle Game**

No.	Questionnaire Statements	Distribution Score			
		Strongly Disagree ( 1 )	Disagree ( 2 )	Agree ( 3 )	Strongly Agree ( 4 )
Total Score		1	71	215	160

Based on the table of the result questionnaire above, it was showed that most of students gave positive responses toward the learning activity. It could be seen from the total score of where students mostly agree with the applying of Crossword Puzzle game.

There was only one of the students choose strongly disagree, while 71 score who chose disagree, 215 score who chose agree, and 160 students who chose strongly agree.

## Discussions

The results of the research showed that the students' vocabulary mastery improved after being taught by crossword puzzle game at the first grade of SMPN 3 Natar. From the results presented before, it can be seen that the score of the students' post-test was higher than the score of pre-test. This research was used only one class randomly as a sample. The researcher gave the students pretest and post-test to know whether crossword puzzle game could increase students' vocabulary mastery, the research was started by conducting pre-test. The result can be seen from the students mean score of pre-test was 75.51 and the mean score of post-test was 84.43, so the mean score improved 8.91 points. It means that crossword puzzle game had positive effects on students' vocabulary mastery. The result of this research is in line with Fachrozi, *et al.* (2021) who has conducted a research to see the use of crossword puzzle technique in teaching vocabulary. They states that crossword puzzle is an effective ways to improve students' vocabulary mastery. In addition, according to Melansari, *et al.* (2019), there was an effective to improve students' vocabulary mastery by using crossword puzzle game. It can be seen from the result means score of experimental and the control class.

Based on the result of the data analysis of the questionnaire, it was found that there was 18 students out of 30 students who agree that they were enthusiasm in learning vocabulary by using crossword puzzle; 25 students out of 30 students who agree that by using crossword puzzle could made them motivated in learning vocabulary and 18 students out of 30 students who strongly agree that they were excited in learning vocabulary by using crossword puzzle technique. It was summed up that the implementation of the crossword puzzle in teaching vocabularies was very good for them. Linked to the answer of the students, it showed that the crossword puzzle gave some advantages for them. First, the crossword puzzle is interesting. Second, the learning atmosphere became more active and enthusiastic. Third, a crossword puzzle can motivate them to learn vocabulary in English. The last, the crossword puzzle



facilitates them to be brave in exploring their ability in English. This was supported the statement of Ainiyah (2019) and Meliyani & Kareviati (2021), there was improvement in students' motivation by using crossword puzzle made the students became more active, enjoyable, and enthusiastic in learning vocabulary. In the final analysis, the researcher concluded that the crossword puzzle game could improve the students' vocabulary achievement, it means that crossword puzzle technique is good to be used in teaching vocabulary and crossword puzzle game also gave positive response after the use of crossword puzzle in teaching learning vocabulary.

#### **IV. CONCLUSION AND SUGGESTION**

##### **Conclusion**

The objectives of this research were to find out whether the use of crossword puzzle game can improve students' vocabulary mastery and to know students' response of crossword puzzle. The conclusion can be shown as follows:

Based on the result of implementation of crossword puzzle game, there was a significant improvement in the students' vocabulary mastery after being taught using crossword puzzle. Furthermore, the use of crossword puzzle is effective to be used in learning activities. It is proved by statistical result in the previous chapter which shows that t-value ( 11.199) is higher than t-table ( 2.045 ) and significant value ( 0.00 ) which is lower than 0.05.

In addition, The students' response after the implementation of the crossword puzzle in teaching vocabularies is positive. It can be seen from the result of the questionnaire after the treatment process and the data analysis. Based on the result of the questionnaire, the students were enthusiasm in learning process by using crossword puzzle game.

##### **Suggestions**

From the conclusion above, the researcher proposes some suggestions for English teachers and other researchers as follows.

##### **First suggestion for English teacher,**

1. The researcher suggests to implement crossword puzzle for writing and reading section.
2. When a teacher notices that their students are getting bored in class, they may use crossword game as an alternative method of teaching English.

##### **Second suggestion for further researcher,**

1. This research was conducted in junior high school level. Besides, the researcher suggests other researcher to apply crossword puzzle in different level of school or different skill.
2. This research was aimed to find out the students' improvement in vocabulary achievement. Thus, further researcher can try to find out the different language abilities or components ( writing and reading).

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## **The use of Wattpad media to increase students' reading narrative text comprehension at SMK Miftahul Huda Cilegon**

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### **ABSTRACT**

This research aims to find out i) the significant difference in students' reading comprehension of narrative text after being taught by using Wattpad media ii) the students' response in relation to the use of Wattpad. The subjects of the research were 21 students of SMK Miftahul Huda in the first-grade level as a sample by employing quantitative research with reading tests and questionnaires for the data collection. After analyzing the data, the results showed that the pre-test mean score reached 54.45 and the post-test mean score reached 73.27 with the gain is 18.82. In which, the data were analyzed both statistically through a Paired Samples T-test and also descriptively through a descriptive analysis. Based on the statistical analysis, it indicates that the increase is significant because the t-value is 8.883 and the t-table score is 2.069, t-value is higher than t-table. In summary, the result of study found that Wattpad is significant to improve reading particularly in identifying reference. Furthermore, the students showed positive response after doing the treatments. The improvement was shown in all aspects of reading, especially aspect of identifying reference. From the results, it can be concluded that reading through Wattpad can improve reading narrative text comprehension among the students in the first grade of Vocational High School.

**Keywords:** *reading, Wattpad media, narrative text*

### **I. INTRODUCTION**

Today, the number of people who make use of technology in education is increasing and it becomes something that cannot be separated in learning activities. Reading is one of the four language skills that students should master in early stages. By mastering reading, students can get many kinds of information from the various resources. As stated by Blachowicz and Ogle (2008), reading is important, it is the process by which people increase information and ideas from books, newspapers, manuals, letters, contracts, advertisements and a host of other material. Nowadays, the technology is growing up, people also need to grow up their knowledge, and one of the ways is by reading. Pang (2003) defines that reading is about understanding written texts. It is a complex activity that involves both perception and thought. While comprehension refers to the comprehending what is being said or read. As stated by Onwuegbuzie et al. (2004), reading comprehension as the ability to integrate preliminary information of a student with the text that has been read.

However, many but not at all, some students still encounter difficulties in learning to read in foreign language because it brings new challenges and requires different insights. As stated by Rahman (2018) in practice, many Indonesian students experience challenges with reading literary works written in English. In addition, narrative text similar with text-based so students are dealing with hypertexts might feel bored. Since, it has been acknowledged, individuals lack of reading interests as well as students. Consequently, it might detain their learning process and understanding of the material, particularly in lessons that involve reading. The students did not show the interest in the learning process to read and comprehend narrative text.

Since technology has become a tool used in almost all aspects of our live, the use of media is one of various ways in teaching English.

Reading comprehension plays an important role in understanding the text. Based on Curriculum of 2013 for vocational high school there are several kinds of reading texts such as narrative text, recount text, descriptive text, report text, explanation text, hortatory text, procedure text, etc. One of the reading texts that should be learned and taught in the first grade of vocational high school was a narrative text. Meanwhile, teaching media is one of interesting way for teaching and learning in the classroom. Moreover, teaching reading of narrative text by using media is seen helpful because narrative texts is usually written in a long text that should be comprehended by the students.

Wattpad was founded by Allen Lau and Ivan Yuen (2006). It is an application developed for online reading and writing (Reid, 2016). Generally, Wattpad is a media as blogging site and application that provides facilities to read stories, novels, poems, etc. Wattpad offers free digital environment with many new possibilities for enriching reading resources, especially narrative text in stories with various kinds of genre. In addition, Wattpad is one of media that has contribution to increase reading promotion based on using smart-phone in learning where smart-phone has owned by most of students. Moreover, through Wattpad, it can create students gaining more their insights and perceptions by reading kind of stories.

One of media that appropriate is through Wattpad media. By the times in this era, the relationship between education and technology has been well established. One of technology that can be used for increase reading promotion is Wattpad. Rahman & Iwan (2019) explored more Wattpad platform and English prose course as blended learning models in undergraduate students. The finding of this research showed that the use of Wattpad could maximize the time and place in the class while learning prose so that, it could be able to maximize the quality of students in understanding the learning course. Another research conducted by Bal (2018) also investigated Wattpad in reading and writing experiences of middle school students in the digital age. The finding of this research showed that Wattpad considered as a venue where participants can express themselves comfortably. As a result, the participants shared positive experiences characterized by willingness, diversity, meaningfulness, and entertainment. With this mind, the results show the positive perceptions of participants toward the use of Wattpad.

Based on the background above, the researcher is interested in conducting research of the use Wattpad Media to increase students' reading narrative text. This research will focus on the significant improvement in students' reading narrative text and the students' respond after using Wattpad as a learning media.

## **II. METHODS**

This research was in quantitative study using One Group Pre-test Post-test Design to find out the effect of using Wattpad media on students' reading comprehension. The design used one class as the experimental class that received the treatment of using Wattpad media. This research was conducted through the procedure of pre-test (T1) that will be given before the researcher teaches using Wattpad media to measure the students' reading comprehension before they were given by the treatment. Then, treatment would be given in three times by using Wattpad media to see the significant effect on students' reading comprehension. Hence, post-test (T2) would be given after the researcher teaches the students by using Wattpad media to find out the increasing of students' reading comprehension achievement after they received the

treatment. In the last meeting, the researcher supported the data by giving questionnaire for students' responses after the pre-test and post-test.

The population of the research was in SMK Miftahul Huda. The sample was the students who were in the first grade of vocational high school. The researcher took one class which consists of 22 students as the sample of the research. Furthermore, the researcher applied simple random sampling by using a lottery in determining the sample. The data was collected by using a reading test (pre-test and post-test) and a questionnaire. It was collected from oral tests analyzed using the Statistical Package for the Social Sciences (SPSS).

### III. RESULTS AND DISCUSSIONS

#### RESULTS

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

*Table 1. The Differences between Mean Score of Pre-Test and Post-Test*

Pre-test				Post-test			
Interval Score	N	Percentage	Mean	Interval Score	N	Percentage	Mean
25-35	3	13.6%	54.50	37-47	2	9%	73.27
36-46	4	18.1%		48-58	1	4.5%	
47-57	3	13.6%		59-69	6	27.3%	
58-68	8	36.2%		70-80	5	22.7%	
69-79	4	18.1%		81-91	8	36.3%	

As indicated in table 1 above, the mean score of the pre-test was 54.50, with the greatest score being 79 and the lowest score being 25. It may be argued that the majority of students still received a poor speaking achievement score. Meanwhile, the mean score of the post-test was 73.27, with the highest post-test score being 91 and the lowest score being 37. The fifth interval had the highest frequency range with 8 students, representing 36.3 percent of all students, with a score ranging from 81 to 91. The lowest frequency range was the first interval score, with a total of 2 students receiving scores ranging from 37 to 47. It indicates that after being taught by Wattpad media, the students' mean pre-test and post-test scores improved from 54.50 to 73.27, with the lowest pre-test score being 25 and the lowest post-test score being 37.

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* (SPSS 25.0 for Windows) to assess the hypothesis, with significance indicated by significance ( $=0.05$ ). The formula of criteria of acceptance is as follows:

- a.  $H_0$  is accepted if significance  $> \alpha$
- b.  $H_1$  is accepted if significance  $< \alpha$

Table 2. The Hypothesis of Paired Samples T-test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	N Pre-test - N Post Test	-18.818	9.936	2.118	-23.224	-14.413	-8.883	21	.000

Table 2 shows that H1 is accepted while H0 is rejected. Based on this finding, it can be concluded that the treatments administered by the researcher had a positive respond on the students' intention to read. The level of significance indicates that the score was  $0.000 < 0.05$ . It means there is a significant difference between the students' pre-test and post-test. Then, the T-value score was 8.883 and the t-table score was 2.069, indicating that T-value was higher than T-table.

Furthermore, to determine which aspects of speaking improve the most, the researcher compares the mean score of the pre-test and post-test in each component of speaking.

Table 3. The Differences between Mean Score of Each Aspect of Reading

No	Aspect of Speaking	Mean Score of Pre-test	Mean Score of Post-test	Improvement Score
1.	Identifying Main Idea	43.3	50.5	7.2
2.	Finding Specific Information	46.0	56.0	10
3.	Identifying Reference	24.5	42.5	18
4.	Determining Inference	56.0	61.0	5
5.	Understanding Vocabulary	41.8	57.5	15.7

As indicated in table 3, there was an improvement in each aspect of reading after the three meetings of being taught using Wattpad as a media. Based on the data, we can observe the progression of each aspect of reading; the highest score was in identifying reference and lowest scores was in determining inference.

Table 4. Students' Response to The Use of Wattpad Media

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
1- Wattpad encourages me to comprehend the whole story.	-	-	-	-	18	81%	4	18%
2- Wattpad helps me to identify main	-	-	-	-	1	86	3	13%

idea of the text by reading the story attractively.					9	%			
3- Wattpad motivates me to read the story intensively.	-	-	2	9%	1	72%	4	18%	
4- Wattpad helps me to find specific information of the story by giving a mark or post-reaction to the sentence.	-	-	2	9%	1	68%	5	22%	
5- Wattpad encourages me to identify reference in the form of pronoun of the text.	-	-	3	13%	1	86%	-	-	
6- I can recognize the reference in the form of pronoun of the text by giving a mark to the sentence.	1	4%	3	13%	1	68%	3	13%	
7- Wattpad helps me to determine the inference of the story.	-	-	1	4%	1	77%	4	18%	
8- I can draw the inference of the story by reading the text and the comments from my friends.	-	-	2	9%	1	63%	6	27%	
9- Wattpad encourages me to learn new vocabulary from reading the whole story.	-	-	1	4%	1	59%	8	36%	
10- I get a new insight from many kinds genre of the story provided on Wattpad.	-	-	1	4%	1	72%	5	22%	

Table 4 reveals the students' response towards the use of Wattpad for improving students' reading. The analysis of the students' response which shows the highest was in identifying main idea (Statement 1 and 2). The highest response was agreed (86%) on statement 2 with a total response of 19 students. It was said that Wattpad help the students to identify main idea of the story. In another related to students' experience in terms of identifying reference (Statement 5 and 6), it appeared that the highest percentage on the fifth statement (86%) pointing out that 19 students who agreed that reading through Wattpad could find the reference in the form of pronoun of the text. The results also had the same amount with the second statement related to identify main idea in previous.

Then, the lowest result in terms of determining inference (Statement 7 and 8) showed that (77%) of students could determine the inference of the story as stated in the seventh statement. It can be supported by the percentage on the eighth statement that (63%) of students who agreed they can draw the inference of the story by reading the text and the comments from their friends. Followed by (13%) of students who disagreed.

## DISCUSSIONS



Admittedly, the use of Wattpad media increased the students' reading comprehension in narrative text. It can be proved by the comparison between the student's pre and post-test. According to the mean score of pre-test, it was 54.50 while the post-test was 73.27. Then, it was found out that the significance level of students' improvement was 0,000. As similarly important, the students' reading comprehension is steadily increased in all elements of reading; those are identifying main idea, finding specific information, identifying reference, determining inference, and understanding vocabulary. The finding of this research is supported with the prior study by Sulistyo (2021). It was found out that Wattpad application was successful in improving students' reading comprehension in senior high school level.

In the process of applying the treatments to students, they were excited yet still have lack of confidence to answer the question delivered by the teacher. Since learning narrative reading is not easy for some students. The students have to deal with long texts. Related to the obstacles that students have found, in identifying reference which is the aspect improved the most. The students still get confused in using pronouns; they are expected to understand for what the pronouns in the sentences are used, it might be the pronouns that used to show people of the story. In this case, the students are considered to give a mark in previous or next sentence in the text which Wattpad has facilitated it.

The use of media would be a tool to attract students' attention as it is called as technology integration as stated by Gilakjani (2017) & Handayani, et al. (2020) allow teachers to be more creative and more effective in their teaching and motivates learners to be engaged in classroom activities. The finding of this research supported by the study of Al Falaq et al. (2021) stated that Wattpad as the one platform which combines accessibility and a good quality of stories can increase the enjoyment that the people need to read more.

In addition, the result from the set of questionnaires also have been investigated by the researcher in this study. It was found out most of the students had positive responses on the implementation of using Wattpad for improving students' reading comprehension. As well as the five aspects that the researcher mentioned in previous, both of identifying main idea and reference in the form of pronoun of the text have the highest positive response, the results reflected from the fifth statement which stated that Wattpad encourage the students to identify reference in the form of pronoun of the text. Moreover, followed from the second statement that Wattpad helps the students to identify main idea of the text by reading the story attractively.

All in all, the students convey that Wattpad encourage them to read the text and comes with the discussion session with their friends. Consequently, they get a new insight from many kinds genre of the story provided on Wattpad. As same as stated by Al Falaq et. al (2021) said that most of the students agree that Wattpad has already given insight about the issues happening in the world or the issues around them.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### **CONCLUSIONS**

The use of Wattpad as a media for reading can improve students' comprehension. In all aspects of reading, it was shown the improvement increased significantly in particular aspect of identifying reference. With this mind, Wattpad facilitates students to learn to read and read to learn in attractive way. Therefore, teachers may adopt Wattpad in order as an alternative media for reading practice especially in narrative text.

Furthermore, the majority of students had positive responses after using Wattpad, particularly in identifying reference, identifying main idea, and the variety genre(s) of the story provided on Wattpad. The average of students agreed that reading towards Wattpad increase their reading intentions. As a result, it leads them to comprehend the text in several aspects of reading comprehension.

## SUGGESTIONS

Referring to the conclusion, the researcher puts some suggestions. First is for the English teachers; they can consider applying Wattpad as an alternative media in teaching reading. Thus, the teacher also needs to prepare the content according to the level and as the essential is making sure the internet connection well before starting the class. Exposure more stories to students as for to be the example and practice in analyzing the passage instead of only explaining the materials. This process aimed to achieve the comprehension following the reading aspects. Second is for the other researcher; they can use Wattpad as a media to teach reading in different levels of senior high school and university level must be an option. Since this study was conducted in vocational school. Moreover, integrate a study on the use of Wattpad to the other language skills since this study only focused on the reading skill. Wattpad also gives facilities in writing skills too that student can write their own story.

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# Improving students' writing achievement in descriptive text through FRESH technique at the first grade of SMPN 32 Bekasi

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## ABSTRACT

The objectives of this research were to find out whether there is a significant improvement in students' writing achievement of descriptive text because of using FRESH (Fact, Reason, Elaboration, and Shift) and to determine which aspect of writing improves the most. The population of this research was the first-grade students of SMPN 32 Bekasi in the academic year 2021/2022. The sample of this research was class VII I which consisted of 29 students. This research was quantitative research by using One Group Pre-test and Post-test Design. The writing test was used as the instrument for pre-test and post-test. The data were taken from the test and they were analyzed by using *Paired Sample T-test*. The result of this research showed there is a significant improvement of students' writing achievement of descriptive text after the implementation of FRESH since the value of the significant level was 0.00 that lower than 0.05. On the other hand, all aspects of writing improved regarding the results, but the organization was improved the most. Briefly, it could be concluded that FRESH enabled to improve the students' writing achievement.

**Keywords:** *writing, descriptive text, FRESH technique*

## I. INTRODUCTION

Richards & Renandya (2002) state that writing is the most difficult skill to be mastered for EFL learners since the difficulties starting from organize the ideas and deliver them into readable text. When the teacher asked students to write texts, they still seem to be confused about what should be written and how to organize the writing (Suyanto, 2015). They may have to write a lot of things, but they cannot express their ideas well in writing. The main problem student face is that they are confused about what is first, next, and on to write a text, in other words, they did not have any concepts to write something. Moreover, some learners were very insecure and reluctant to write for several factors, namely grammar, vocabulary, and punctuation. Poor grammar mastery will make the writing process more difficult and lack of vocabulary will limit the ideas to be developed (Sartika, 2017).

Among several types of texts commonly used in learning English in high school such as narrative, recount, report, descriptive, procedure, and argumentative text, there is one type of text that is often known and related to everyday life, namely descriptive text. Descriptive text is used in daily life to describe everything they see, feel, and hear in detail to inform other people about things to make it easier to understand. This is why the researcher chooses descriptive text. The term "descriptive text" refers to a type of text that is used to describe a real object (person, place, and things). According to Wardiman, Jahur, and Djusma (2008), Descriptive text is a text with purpose to give information about description the features of someone, something, or a certain place. It will help the reader to understand clearly about the real object. It is important that the writer must be able to provide details of the object being described in composing descriptive text so that a mental picture of people, places, or objects can be created by the reader (Wyrick, 2000). The descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. The description is a process of how to describe the object. The use of adjectives is needed to help the reader to create a mental picture of the object described.

In writing descriptive text, the students should get the object to be described and generate the idea. Also, they have to develop the idea into one or more paragraphs. However, while the teacher inquired them to write a descriptive text, some students often found some difficulties. The students feel difficult to build their imagination and organize their ideas. Besides that, they find difficulties in grammar and lack of vocabulary so that some students are confused which appropriate words to use in their writing (Husna, Zainil, & Rozimela, 2013). Those difficulties are related to the aspects of writing which consist of content, organization, grammar, vocabulary, and mechanics.

Based on students' difficulties in writing a descriptive text, the researcher wants to try to solve the problem by using the technique in the learning process. The researcher tries to do a research on improving students' writing skills in descriptive Text through FRESH Technique. FRESH stands for fact, reason, elaboration, and shift. According to Faisal and Suwandita (2013) FRESH is a technique that can help students in writing descriptive texts, especially in generating and organizing their ideas through each letter of the acronym and the meaning of FRESH. F stands for "Fact" in this research means the general description of the subject or it can be called the identification of the object. It usually includes information like as name of the object, kind or type, etc. R stands for "Reason". It means a supporting idea that can strengthen the fact. E stands for "Elaboration". Elaboration means the explanation of the reason. The writer should elaborate it in detail, so the reader can get a clear description of the object. SH stands for "Shift". It means the conclusion of the information that the writer has written.

By using every letter of FRESH, it can help the students in making a good descriptive text and in improving students' writing skills because it can guide the students to get ideas from the topic they choose so that they can arrange and make a coherent text. FRESH as a technique is also easy to be understood, so the students can follow the lesson properly.

There are also some previous research results dealing with FRESH conducted by other researchers. The first was conducted by Achmad, Fitriani, Rusli, and Yulia (2019) showed that the findings of this study indicated that the highest improvement came from organization and content aspect. Vocabulary, grammar and mechanics were improve, but not as much as two aspects above. The second was conducted by Ria and Novtapianti (2019) showed that the researcher did experimental method by using quasi-experimental design to the two groups of students, they are experimental group and control group. The use of FRESH proved to be an effective technique to help the students in improving writing achievement. The third was conducted by Faisal and Suwandita (2013) showed that the method of this study was quasi experimental method. After data analyses, the students in the experimental class had better achievement than those in the control class. it can be concluded that FRESH technique is effective for teaching descriptive paragraph at the tenth grade students of one of the state Madrasah Aliyah in Purwokerto.

Referring to those explanations above, FRESH can be an alternative to improve students' writing skills in Descriptive Text. The researcher is interested to analyze and focus on the effectiveness of FRESH used in descriptive text to see how this technique is improved including in the aspects of writing, such as content, organization, grammar, vocabulary, and mechanics. Therefore, researchers are interested in conducting research with the title "Improving Students' Writing Achievement in Descriptive Text through FRESH Technique".

## **II. METHODS**

This research was quantitative research by using One-Group Pretest-Posttest design. The research was intended to find out whether there is any significant improvement in students' writing achievement of descriptive text because of using FRESH and to know which aspect of writing improves the most because of using FRESH. The population of the research was the first grade students of SMP Negeri 32 Kota

Bekasi with the sample of this research was VII I which consists of 29 students. The sample was chosen by using simple random sampling. To figure out whether the objectives of the research has been achieved or not, the researcher used writing test as the research instrument. The test were measured by using scoring rubric. The data were analyzed by using *Paired Sample T-test*.

### III. RESULTS AND DISCUSSIONS

#### Result

The researcher conducted the pre-test and the post-test in order to find out whether there is any significant improvement in students' writing achievement of descriptive text because of using FRESH and to determine which aspect of writing improves the most because of using FRESH.

**Table 1. Distribution of Students' Writing Achievement in Pre-Test**

Mean	60.0345
Median	60.0000
Minimum	45.00
Maximum	71.50
Sum	1741.00

The table shows the students' score ranged from 45.00 until 71.50 and it showed the means of students' pre-test was 60.03. Furthermore, the table showed the lowest score of pre-test was 45.00 and the highest was 71.50 with the median was 60.00.

**Table 2. Distribution of Students' Writing Achievement in Post-Test**

Mean	78.1379
Median	78.0000
Minimum	66.00
Maximum	87.00
Sum	2266.00

Concerning with the table, it indicated the mean score of post-test was 78.13. The range of students' score was from 66.00 until 87.00. The table noted the minimum score of pre-test was 65.00 and the maximum score was 87.00 with the median was 78.00. It can be concluded that the students' post-test scores improved because of the implementation of FRESH.

**Table 3. The Improvement of The Students' Achievement in Each Aspect of Writing**

No	Aspect	Pre-test	Post-test	Gain	Sig.
1	Content	16.60	22.72	0.456	.000
2	Organization	14.63	19.90	0.508	.000
3	Vocabulary	13.10	15.95	0.413	.000
4	Grammar	13.24	16.09	0.421	.000
5	Mechanic	2.46	3.46	0.393	.000

The table shows that there is an increase in every writing including content, organization, vocabulary, grammar, and mechanic. The aspect with the highest improvement was organization with the gain was 0.508. The second was content with the gain was 0.456, then grammar with the gain was 0.421, vocabulary with the gain was 0.413, and the lowest improvement was mechanic with the gain was 0.393.

**Table 4. Paired Sample T-Test**

Paired Samples Test										
Paired Differences										
95% Confidence Interval of the Difference										
		Mean	Std. Deviation	Std. Error	Mean	Lower	Upper	t	Df	Sig. (2-tailed)
Pair 1	Pretest - Posttest	-18.1034	5.34586	.99270	-20.13690	-16.06999	-18.23	28	.000	
		5					7			

The table shows that the result of the computation that the value of two tailed significant is 0.000. It indicates that H1 is accepted because the significant value (0.00) is lower than 0.05. In addition, the gain score shows the improvement of students' writing achievement from the pre-test to the post-test which is 18.10. Therefore, it can be justified that there is a significant improvement of students' writing achievement of descriptive text after the implementation of FRESH. For the second research question, the data is analyzed one by one by seeing the score of all the aspects of writing and then it can be known the aspect improved the most was organization.

## Discussion

### Discussion on Finding 1

The result of this research showed that there was a significant improvement of the students' writing achievement because of using FRESH. The improvement of the students' writing could be seen from the comparison of mean score of the students' pretest and posttest. A good and an effective technique used in the class gave the contribution in the improvement of the students' score. In line with the research result conducted by Kurniawati, Syafar, and Hastini (2016) which stated that the FRESH is effective technique to improve writing skill of the seventh grade EFL-Learners especially in the some aspects of writing, there are organization, grammar and mechanics. They said that the students were interested, active, and enthusiastic in the process of teaching learning. It can be seen when in the learning process, the learners could be active when the learners getting and organizing idea from the topic. Also, they gave their participation to do the task and asked the researcher about related vocabulary and the things that they did not know.

Another research conducted by Faisal and Wulandari (2013) at one of the junior high school in Banyumas found that there was an improvement of students' writing score after applying FRESH in the learning process. Most of students could provide enough information about what they described. They could more understand in choose appropriate words that suitable with the sentences and understand the use of simple present tense. Furthermore, the students understand and apply the rule of writing descriptive text well. Because of "FRESH" arrangement, students can make their descriptive text fluent and easy to understand.

The guiding steps provided in the acronym form FRESH can help students create their meaningful sensory descriptive paragraph. As supported by Somsai and Buttapeng (2022), the written descriptive paragraph would be fluent, easy to understand, and clear enough for readers to picture the object



described. Such success might lead to positive attitudes towards learning English in the study. The technique was genuinely help the students in developing an effective paragraph with good content, organization, grammar, vocabulary, and even mechanics so they could produce a better text as well. The result showed that the students' descriptive paragraph writing competence improved after practicing FRESH.

From those explanations, it can be concluded that FRESH is effective to improve students' writing achievement in descriptive text. Accordingly, based on the findings of this research, it can be concluded that there is significant improvement of students' writing achievement of descriptive text after the implementation of FRESH.

## **Discussion on Finding 2**

The research findings finally revealed that there was improvement in each aspect of writing. It can be seen in the organization. The researcher explained to students about the generic structure of the descriptive text that was in line with the FRESH structure, this could help them to organize their ideas step by step according to the generic structure of descriptive text to produce a complete and clear text. It was in line with the previous research finding conducted by Kurniawati, Syafar, and Hastini (2016) who said that the use of the FRESH was effective to improve the students' writing skill especially in organization. This is because by applying FRESH in the teaching and learning writing process, the learners could be active when the learners getting and organizing idea from the topic, the technique was guided the learners to organize their idea in the written form.

In content, the students could develop their topic and add more information related to topic. By arranging ideas and sentences, it will produce quality content as well. Through FRESH, the students could write much more than before by showing that he had ideas about what to write, and could develop those ideas. It was supported by Faisal and Suwandita (2013) that said the implementation of FRESH technique gives positive impact for the students' writing skill in writing a descriptive text, especially in content. Through the element of FRESH, students will be able to give more complete information as the content of their descriptive text.

Next is grammar, the students also had difficulties using a correct grammatical form. In addition, the students were less motivated and scared if they made mistakes in grammar whenever they started writing in English. Without a doubt, not only improve students in their developing their writing but also through FRESH, the students had a lot chances to practice their grammar. This was in line with Achmad, Fitriani, Rusli, and Yulia (2019) who said the use of FRESH help the students in improving students writing skill in grammar aspect even though only improve slightly. Although few grammatical inaccuracies were found, the students understood that the grammar especially simple present tense was required in writing descriptive text.

In vocabulary aspect, the students were limited in English vocabularies. They seemed hard at choosing words such as adjectives, nouns, conjunctions, and verbs. Several times the researcher found out some that some students made mistakes on their tasks such as on the use of adjectives and conjunctions. This finding of this research supported by the study of Achmad, Fitriani, Rusli, and Yulia (2019) stated the use of FRESH help the students in improving students writing skill in vocabulary aspect even though only improve slightly. This is because the students have the insufficient vocabulary. Sometimes, some of the students put words which were unsuitable contextually.

Next is mechanic. The students had better writing in the posttest even only several minor errors of mechanics were made by the students. By paying attention to the problems that occur in mechanics, students still need to pay more attention to punctuation errors, spelling, and use of capital letters. To support this finding, Somsai and Buttapeng (2022) implied that the students provided occasional spelling,



punctuation, and capitalization errors. However, it was better than those found in the pretest. This is because when in the teaching process, the researchers emphasized spelling, punctuation, and capitalization when writing. The researchers also kept checking errors while they were writing, which might lead to a few mistakes in the posttest.

#### IV. CONCLUSIONS AND SUGGESTIONS

##### Conclusions

Based on the result of the research, there is significant improvement on students' writing achievement of descriptive text after the implementation of FRESH. It is because of the teaching learning activity. During the learning activity, the students were interested, active and also enthusiastic. The researcher found that FRESH helped students in generating and organizing ideas through each letter of the acronym of the FRESH. The technique could make the students become creative in obtaining ideas. Thus, it can be claimed that the treatments using FRESH as teaching writing technique successfully can improve the students' writing achievement, especially in descriptive text. The organization has the highest score than other aspect. It is because it is easy for students to do writing since they can organize and arrange ideas step by step from the topic, they choose by using every letter of FRESH as a guidance to get a complete clear text according to its general structure. The lowest score is Mechanic. This happens because the students sometimes did not pay attention in the using of mechanic.

Based on the conclusion above, the researchers would like to propose some suggestions as follow: English teachers are suggested to use FRESH as a technique in teaching writing, since by using FRESH, the researcher found that the students are able to generate and organize ideas related to the topic to the coherent paragraph. Also, the activities in the classroom will be more fun and the students become more enthusiastic in learning writing. Media, such as: videos, posters, pictures, and songs, could be the alternative in teaching while using FRESH. It is because the students are more encouraged when the teacher uses media in teaching learning activity. Also, the situation in the classroom becomes not boring.

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# **Integrating Content-Language Integrated Learning (CLIL) in teaching speaking for young learners**

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## **ABSTRACT**

The objective of this research is to find out whether there was any significant improvement in A1 students' speaking skills after integrating the Content and Language Integrated Learning (CLIL) method in their speaking class. This study also aims to know the students' perceptions of the implementation of CLIL. The subjects of the research were taken from two A1 classes in an English Course by employing simple random sampling. Using both quantitative and qualitative designs, this study used a speaking test and a set of questionnaires to gather the data. Besides, the researcher also conducted an interview session during the implementation of CLIL in the class. After analyzing the data using Repeated Measure T-test, the result shows that there was an improvement in the students' speaking after they were being taught through CLIL. The students' mean score increased from 53.56 on the Pre-test to 64.44 on the Post-test. Moreover, based on the result of the questionnaire and the interview, the students gave positive responses regarding the utilization of CLIL in learning speaking. They stated that they were interested to study using CLIL as it could motivate them to be active in the class and it also could help them to understand the lesson more. Hence, it can be concluded that the use of CLIL in the A1 class can give a positive impact on the students' speaking skill.

**Keywords:** *Content and Language Integrated Learning (CLIL), A1 speaking class, teaching speaking, students' speaking skill, CEFR*

## **I. INTRODUCTION**

English is widely utilized in a variety of areas of life, including politics, economics, society, entertainment, and education. English is taught as a foreign language and is a required subject in Indonesia. Additionally, it is widely known that learning a foreign language requires students to acquire four fundamental skills. One of the four language skills (listening, reading, and writing) is speaking. Some functions of speaking are that a speaker can express his or her opinions and feelings, ask for something, share knowledge or information directly and so on so forth. In line with it, Brown and Yule (2002) underline that speaking is one of the basic skills as a measurement of language learners whether someone is successful in learning a language or not. As Richards (2006) suggests that learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency; therefore, a student needs to practice it frequently in order to improve their English proficiency. Besides, it helps the students to get used to speak fluently. Also, it trains the students to speak confidently.

Moreover, Pathan and Ali (2017) say that motivation can be considered as the important thing in learning something, especially in learning a Foreign Language (FL). In learning a FL, demotivated learners may lose their interest to study which is avoided by the teacher. Thus, understanding the factors of demotivation from students can help the teachers to solve this problem. Dörnyei and Ushioda (2011) explained that demotivation comes from an external case, it is related to what Ali and Pathan (2017) have investigated that the factors of demotivation are-negative experiences with teachers, poor school facilities and materials, low self-confidence, bad opinions on the L2 or the L2 culture, negative attitudes of other group members.

By knowing the factors above the writers assumed that CLIL can solve this demotivation problem as it provides learners' passion (science, history, or arts), connection between learners' real life and learning process. The Common European Framework of Reference for Languages (CEFR) was published in 2001 (Council of Europe, 2001). The CEFR is a common framework for learning, teaching and assessing a given foreign language. It features six levels (A1, A2, B1, B2, C1, and C2) on the vertical axis and skill areas (reception, interaction, production and mediation) on the horizontal axis. Commonly, these skill areas consist of listening, reading, spoken interaction, spoken production and writing. The framework has a third dimension, which involves other aspects of communicative competence, such as sociolinguistics, pragmatic, and strategic competences. As most English teaching-learning processes in Indonesia use the standard curriculum from the government, the researcher will try to implement the standard of CEFR in the English teaching-learning process at the A1 level. Not even using the standard curriculum from the government, the learners in Indonesia also have low motivation in the process of learning English as a foreign language. It can be concluded that when using CLIL both language and content are simultaneously given attention and both of them are also conducted in the learning process. Language is used as a vehicle to learn the contents of a subject, and those contents are used as a meaningful medium for learning and using the language in a meaningful and communicative way.

## **II. METHODS**

This study used a quantitative method that focused on measuring the amount of data (Kothari, 1990). In order to collect the data, the researcher employed both pre-test and post-test designs to evaluate the technique and its results. The Repeated Measure T-test was employed to assess the quantitative data. In addition, the triangulation technique was used to collect the qualitative data. This is consistent with the study's goal of using an observational strategy or data collection to understand the dynamics of the impact of the CLIL approach on the students' speaking performance in the class.

The instruments used in the research were a speaking test and a questionnaire which were adapted and adopted from Puspaningtyas (2015). It was given after conducting the observation and speaking test. The researcher took all the students in the class to do the tests in order to investigate the students' improvement after the implementation of CLIL. Additionally, the data were taken by distributing a set of questionnaires and conducting an interview session. The questionnaire that was used was close-ended questions. Besides, the observation towards the integration of CLIL method in speaking class was also done to give deeper analysis.

## **III. RESULT AND DISCUSSION**

### **Result**

#### **Result of The Pre-test and Post-test**

In the experimental class, a pre-test and post-test were given to see if the students' speaking proficiency improved. Before beginning the treatment, the pre-test was provided to determine the students' proficiency in speaking. The post-test was administered in the meanwhile to see if the students' speaking abilities improved as a result of being taught through CLIL. Both the tests were in the form of monologue test where the students had to choose a topic and present it in front of the class. When the students presented their monologues in front of the class, the researcher used a voice recorder to help him give the scores more accurately. The scores of the students and the frequency results of the pre-test and post-test are listed as follows

**Table 1. The Difference of Students' Speaking Score in the Pre-Test and Post- Test**

Students' code	D pretest	Pretest (R1 and R2)	D posttest	Posttest (R1 and R2)
S1	4	54.00	4	68.00
S2	4	54.00	4	66.00
S3	4	60.00	0	68.00
S4	4	60.00	4	64.00
S5	0	52.00	4	60.00
S6	8	60.00	4	74.00
S7	6	54.00	0	60.00
S8	12	64.00	8	78.00
S9	6	54.00	4	64.00
S10	4	54.00	4	70.00
S11	4	58.00	0	60.00
S12	0	48.00	4	54.00
S13	8	46.00	4	64.00
S14	4	50.00	4	60.00
S15	4	50.00	0	60.00
S16	4	52.00	0	60.00
S17	4	50.00	8	64.00
S18	0	60.00	0	66.00

The table above shows that all of the students' scores improved from the pre-test to the post-test that they got higher scores after getting the treatment. However, none of the students could get a score above 70 on the pre-test and only a few students could achieve it on the post-test

**Table 2. The mean score of students' pre-test and post-test**

	Pre-test	Post-test	Gain
Mean Score	53.56	64.44	9.88

The table above presents the mean score of the students' pre-test and post-test. It can be said that the students' mean score on the post-test was higher than the score on the pre-test. It means that the students performed better during the post-test.

### The Result of Hypothesis Testing

The function of hypotheses testing was to prove whether the hypotheses proposed by the researcher were accepted or not. The researcher used Paired Sample T-test to analyse the data. The hypothesis used in Paired Sample T-test was as follows:

H<sub>0</sub> : There is a significant improvement in the students' speaking skills after being taught using CLIL in the class

**Table 3. Paired Samples Test**

Table 8. Paired Samples Test									
Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest - pretest	10.8889	4.45750	1.05064	8.67223	13.10555	10.364	17	.000

The table shows that the results of the computation of the value of two tailed significance is 0.000. It means that H<sub>1</sub> is accepted because  $0.00 < 0.05$ . It proves that there was an improvement in the students' speaking achievement from the pre-test to the post-test after being taught using CLIL. Then, if the t-value (10.364) compared with t- table (2.0639), it can be seen that the students' speaking improved since t-value > t- table. It can be concluded that there was an improvement in the students' speaking achievement in the A1 and A1+ class of Youngsters English Class. It also is concluded that the research hypothesis is accepted; there is a significant improvement in the students' speaking achievement after being taught through CLIL.

Based on the tables opinions (X<sub>2</sub>) above, most of the students answered either "Yes" or "Always" in almost all the questions in the questionnaire. As we can see in the table X<sub>2</sub>, it is shown that more than 50% of the students agreed if CLIL is applied for further classes. They also agreed that CLIL encouraged them to learn more about English. Besides, there are still 50% students stated that they were not sure whether there were any differences when they were taught with or without CLIL. But moreover, there are 40% students who stated that they achieved better scores when they were taught using CLIL.

### The Result of Questionnaire and Interview

The data of the students' improvement and interest was gained from the close-ended questionnaire. To administer the questionnaire, the researcher took all the students from the class to be the respondents and they were asked about their opinion after the implementation of CLIL. To make sure they would give consistent answers, the researcher also conducted an interview with respect to the questionnaire. There were two categories in the questionnaire: frequencies and opinions. Each point in the category is symbolized with X<sub>1</sub> (frequencies) and X<sub>2</sub> (opinions) in the result for coding purposes.

For the frequencies (X<sub>1</sub>) category, it can be seen that CLIL pulled the interests of the students to learn English. We can see that no less than 50% of the students always answered "Always" in the questionnaire. As we can see from the answers of the questionnaire, most of the students always came on time, always paid attention when the researcher applied CLIL in the class, actively answered the questions from the teacher during the lesson, and it is also stated that CLIL helped them to understand English well. Nevertheless, there were still half of the students who were shy to ask questions. It was because the gaps between the students and the difficulty of the materials given by the teacher during the lesson were too far and the students were not encouraged enough to ask something they still did not know during the lesson.

Besides, the researcher also recorded and conducted a mini-interview with the students to ensure the consistency of the data taken from the questionnaire. The researcher found that most of the students' answers in the questionnaire were valid and consistent. It can be seen from one of the students' answer of the interview below:

*“yeah..it is fun.. I understand the..the...the..lesson!”*

The answer shows that the student, as the interviewee, was excited about the lesson that applied CLIL. It was also found that she agreed if CLIL is applied in their further study in the class as we can see in the part of the answer below:

*“ye..yess.. I..I will like it.. of course!”*

Even so, there was a student who felt that studying using CLIL was difficult as shows in his statement below:

*“umm..umm..sometimes yes.. I just can't understand some..some..of it”*

Nonetheless, it can be concluded that most of the students' answers in the questionnaire were consistent since there were so many similarities between their answer in the questionnaire compared to when they were being interviewed.

## **Discussion**

The results of the research show that the students' speaking achievement improved after they were taught by CLIL at the A1 and A1+ classes in Youngsters English Class. From the results presented before, it can be seen that the scores of the students' post-test was higher than the scores of the pre-test. This can be seen from the mean score of the pre-test, 53.56, which improved to 64.44 in the post-test.

The obtained result from the data analysis shows that almost all the respondents were interested in having CLIL applied in the class. It is shown in the students' answers that they agreed if CLIL is applied in the further research, and they also agreed that CLIL encouraged them to learn English both during the lesson in the class and their homes. The students' answers also show that they were interested to learn using CLIL since they always came on time to the class, actively answered the teacher's questions during the lesson, and stated that CLIL helped them to understand English well; even though there were some students who were still shy to ask questions if they felt like they could not understand the materials during the lesson.

According to the findings of the previous researchers and this research, CLIL approach can be applied in the curriculum since CLIL provides students with some approaches that can attract the students' interest to learn English. It is in line with Khoiriyah (2021) who states that CLIL effectively provides proper teaching materials for the targeted learners in different education levels. The availability of teaching resources in situations where the materials will be used is one of the most important contextual factors. Hence, research and development projects in education are highly recommended to validate the effectiveness of designed teaching materials.

However, There are differences between this research and the previous studies. The most different part is the researcher did an observation during the implementation of the CLIL approach to know its effectiveness in improving students' speaking achievement. The second is the researcher focused on how CLIL gained interest from the students in a small class consisting of only eighteen students since CEFR is not an official curriculum in Indonesia and is only applied in some English courses.

Nevertheless, the results of the questionnaire in this research mostly show positive feedback from the students. It can be seen from the frequencies and the scores of each item answered by the students. It is in



line with Kang, et al (2010) who state that several learning approaches, including the CLIL method, have influenced the way students learn by doing. In connection with changes in learning styles in the era of the industrial revolution 4.0, language learning is not only focused on teaching language intrinsically but also has attempted to provide an overview of interactions in various contexts. As added by Simbolon (2020) that students like the learning environment in the implementation of CLIL since it allows them to acquire a new language and improves their contextual understanding. In this case, the CLIL method offers a new perspective to improve understanding of the world through culture, language acquisition, and specific contexts. It is in line with the statement from Campillo et. Al (2019) that CLIL can motivate students and foster their oral skills and intercultural awareness. It can be concluded that CLIL does not only affect the improvement in the students' achievement during the lesson but it also attracts the students' interest to learn English with various methods that are applied.

#### IV. CONCLUSION AND SUGGESTION

The outcomes of the students' learning are impacted by this method, according to the statistical data. It is indicated by the t-test findings which show a statistically significant difference between the pre-test and post-test scores. These findings indicate that the application of CLIL enhanced the students' speaking abilities. It can be seen from the mean score, 53.56, in the pre-test increased by 9.88 points to 64.44 in the post-test. Besides, CLIL attracted the students' interest in learning English. It can be seen from the students' answers to the questionnaire. Most of the students agreed if CLIL is applied for their further studies. They also stated that they were helped during the lesson when the teacher used CLIL as the teaching approach in the class.

In light of the benefits of CLIL, the researcher advises English teachers in the class to use CLIL as an alternate method of teaching English, particularly in speaking ability. To ensure that the learning process is successful, the teachers should establish an effective time estimation and learn more about how to implement CLIL in the classroom since it is not embedded in Indonesian curriculum for domestic schools. Besides, further researchers may try to find out the effect of using CLIL in different levels of courses or schools with domestic curriculum: junior high school, senior high school and university level, or even in a school that applies a different approach of learning English. Moreover, considering the benefits of CLIL, there should be more techniques developed by applying CLIL in the class. So, further researchers can do research regarding to the implementation of CLIL compared to another learning approach.

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# Pragmatic issues and implications of Trump's calling 'Chinese and Wuhan Virus'

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## ABSTRACT

Donald Trump is known as a controversial and divisive figure through his sharp utterances. With the advancement of technology, linguistic phenomena travel faster than ever, and this could have serious consequences for the lives of people across the border. In early 2020, while the world has been trying to put all the endeavors to combat the coronavirus and not putting too much attention to the pandemic origin, Trump repeatedly mentioned "Chinese virus" and 'Wuhan virus'. Being aware that such a short statement could bring a disproportionately huge impact on society, particularly Asian-Americans and/or Asians, this qualitative research aims to discuss pragmatic issues that appear in Donald Trump's public statements and the implications for society. The analysis shows that Trump's racist statements encompass 4 linguistic features which include speech acts, reference, strategic maneuvering, and implicatures. His statements flouted two of four basic facets in respect of the nature of any conversation, namely the facets of quality and manner. Concerning the social implications, the use of racist terms is not only corrosive for the global audience, but it specifically scores racial slurs and physical abuse towards Asian Americans.

**Keywords:** *pragmatics, Donald Trump, racism, Wuhan viruses*

## I. INTRODUCTION

A presidential speech easily captures people's attention for its controversy and uniqueness in delivery. A superpower that a president of a nation holds takes control of a number of parties and, according to Liu (2012), has a strong political tendency with rigid logic and arousing force. The impacts of a presidential speech vary depending on many factors, such as how one uses language in communication. However, in the worst case, it may have a big consequence of war or separation between people who agree and disagree with his/her notions.

The advancement of technology accelerates the implications of presidential speeches both nationally and worldwide. Nowadays, everyone across borders can be the audience and witness a presidential speech of any country and give responses to it through social media in no time. The consequence becomes more inevitably massive. The United States specifically occupies the forefront of international attention because of the massive influence of American culture on the world's creative industry, including media, cuisine, popular culture, business practices, technology, and political techniques, as well as other countries' economic dependency on it (Munawar, 2018).

As the 45th President of the United States, Donald Trump is widely perceived as anybody's business in world affairs. His profession with the highest political position in the country makes any speech of him collectively heard and variously interpreted. Realizing that the United States is a dominantly influential country, the logical expectation is that the president fully recognizes and continues the efforts to lessen tension or conflicts among countries (Wilson, 2015). The presence of a president, in the end, is hoped to help set both its people and the universe at peace.

However, human beings are uniquely distinct from one another. Factors that are under the categorization of the internal/external of a human most likely influence one's linguistic behavior (Mirhadizadeh, 2016). The feelings of fear and confidence, and genetic influences are examples of internal factors, whereas

social interactions are external factors that come from outside the individual. Those can be different for each individual, but their common attribute is that they are based solely on circumstances outside of the control and influence of the learner. Those factors play roles in the formation of a person's communicative ways whether one could be a divisive figure through sharp utterances on social media, direct speech, and live press conferences.

In early year of 2020, the ongoing novel coronavirus, which was first detected in Wuhan, China in December 2019, has become a worldwide and highly infectious pandemic. While the world has been trying to put all the endeavors to combat the virus and not putting too much attention to the pandemic origin, Trump deliberately called the novel virus with a name that has been globally criticized. During the press conference held at the White House on March 20<sup>th</sup> 2020, Trump repeatedly mentioned “Chinese virus” which referred to as a novel coronavirus in his note, the word “Corona” had been crossed out and replaced with “Chinese” (Chiu, 2020). Although the World Health Organization officially has dubbed the illness COVID-19 or coronavirus, Trump throughout his presidency insisted to rename the pandemic. The US State Department urged the Group of Seven members, which also includes the United Kingdom, France, Germany, Italy, Japan, and Canada, to include the phrase “Wuhan virus” in a joint statement. As reported by Marquardt and Hansler (2020), in the proposed draft statement, the United States also blamed China for the pandemic spread. This short word choice could lead to serious conflict, discrimination, stigmatization, and racism towards Asian Americans who reside in the U.S. and Asians generally.

In the time period between March 13 and September 15, 2020, Trump contextualized the use of similar terms: China flu, China plague, Chinese plague, Chinese flu, Chinese virus, and Kung flu. Those terms were mentioned in as many as 38 speeches from his presidential election campaign, 28 talks at presidential events or meetings, 47 public interviews, 37 press conferences, 35 tweets, and seven re-tweets (Kurilla, 2021). During that time, the terms denoting a rather fuzzy concept increased social polarization.

Utterances can contain either implicit or explicit meanings for many different purposes. In the nature of human language, according to Leech (2016), individuals will never really understand a language if they do not understand how language is used in communication. The meanings of utterances can be learned with attention to the context in which the utterances are made which is known as pragmatics (Allan & Salmani Nodoushan, 2015; Yule & Widdowson, 1996). In light of this, pragmatics is the basis of knowledge to dig out the motives or reasons for one saying a thing and to discover one's intended meanings, assumptions, purposes, or goals, and the sorts of actions through the conversation contexts.

Interaction could build contexts. To generate specific meaning, human interactions, for example, an interaction between a speaker and hearer are needed. Moreover, distinctive characteristics and backgrounds of every individual, such as gender, religion, ethnicity, occupation, and education, are likely to be the trigger for someone to produce different opinions and interpretations from one another. The aforementioned cultural, social, and interpersonal contexts are important to pragmatically analyze the meanings behind sentences. Andersen and Aijmer (2011) also assert that the role of pragmatics in a language is essential to critically examine how language functions in society work to perceive its various uses and manifestations (2001, p. 320) both for positive and negative purposes.

Therefore, it is hoped that through pragmatics people can recognize and become more aware of interactional meanings and certain states of affairs, such as social injustice, discrimination, and rudeness expressed in utterance among others. As Yule claimed that pragmatics refers to a study of meaning as communicated by a speaker or a writer and interpreted by a listener or reader (1996, p. 3), it implies that Pragmatics can also be considered to be a study of contextual meaning as it covers the interpretation of people's utterances in a particular context and on how the context influences what one has said.

Considering the recent controversial matter, this present paper mainly discusses the news reports and analyzes them from a pragmatic point of view. Moreover, Trump's racist statements disproportionately affect society, particularly Chinese Americans and Asians. In particular, it extends the discussions of the following problems:

- What are pragmatics issues that appear in Donald Trump's public statements?
- What are the implications of Donald Trump's public statements?

## II. METHODS

This research used a qualitative approach as it is not limited to investigating what, where, and when, but also critically why and how an issue can happen. This research aims to address questions concerned with developing an understanding of pragmatics and experience dimensions of a human's speech and social worlds. The source of the data is Donald Trump's utterances taken from Youtube when he was the president of the United States.

Good qualitative research is whether the research participants or authors' subjective meanings, actions, and social contexts, as understood by them, are illuminated. Therefore, the analysis is heavily based on the researcher's interpretation and perspectives through the theoretical lens used. The research elucidates the topic and pragmatic theoretical framework to find out the pragmatic issues and implications behind Donald Trump's utterance.

## III. RESULTS AND DISCUSSIONS

The discussion is based on Donald Trump's utterances during his public speech where they can be analyzed through the lens of linguistic pragmatics. The first section answers the first RQ and explains the pragmatic issues brought on by Trump's controversial statements through the lens of Al-Hindawi and Mohammed's theories of pragmatics. The second RQ, which is about the linguistic implications, is analyzed in the second subsection.

### 1.1 Pragmatics Issues

Al-Hindawi and Mohammed assert pragmatics issues as specific strategies to understand pragmatic features and to perceive how issues are conveyed through language (2018, p. 166). Pragmatics encompasses 4 language features which include speech acts (SAs), reference, strategic maneuvering (SM), and implicature. In this paper, the writer elaborates on all four pragmatics issues since they are corresponding with controversial news reports of Donald Trump who referred to the novel coronavirus as the 'Wuhan virus' and 'Chinese virus'. Those pragmatic issues are speech acts (SAs), reference, and strategic *maneuvering*.

#### 2.1.1 Speech Acts

Engagement in any communicative encounter entails the use of speech acts/SAs (Al-Hindawi & Mohammed, 2018). Moreover, Searle (1969) mentions that racist or sexist speech is a form of offensive speech that constitutes an intended action, such as persuading, scaring, ordering, warning, or promising (p. 54). However, if the hearers get offended or hurt, the SAs then can be claimed as a perlocutionary act. Searle introduces five macro-categories of SAs. The five categories according to Searle (1976, p. 17- 20) are: "commissives (the speaker is committed to doing something as in promising), declarations (the speaker's utterance causes an external change like declaring war), directives (the speaker gets people to do something such as requesting), expressives (the speaker expresses his feelings and attitudes like criticizing) and representatives or assertives (the speaker informs others about the truth as in affirming)".

Van Dijk adds that directive acts as command and orders are usually used by the powerful to tell others to do or not do something (1993, p. 100).

Looking into what Trump had done in the press conference at the White House on March 20<sup>th</sup> 2020, Speech Act is one of the obvious pragmatic issues that emerged here. His repeated replacing diction of the coronavirus with the “Chinese virus” is a form of offensive speech as it alludes to a certain race in a shabby connotation. As his Speech Acts may hurt and offend a particular group of people, especially Chinese Americans and Asians, he could be claimed to be doing a perlocutionary act.

Furthermore, responding to the news report of the US State Department, through a draft statement, urged the Group of Seven to include the phrase “Wuhan virus” in their joint statement, three of five macro-categories of SAs come under. Those are (1) declaration, in which the draft statement proposed by the US State Department caused an extensively external change and response like implicitly declaring conflict among nations and races; (2) directives, in which the US draft statement requested the Group of Seven members to use “Wuhan virus” as the replacement of the term coronavirus in a joint statement and used its political power in the international coalition to penning the G7 draft; and (3) expressives, in which the draft also expressed a vexation feeling and blamed China for the pandemic’s spread.

### **2.1.2 Reference**

According to Crystal (2003), reference is a broad research topic with a vague border where the meaning is relative to a specific situation (p. 231). This pragmatics issue occurs when a speaker notifies a piece of information about a particular object and requires definite descriptions, demonstratives, pronouns, and deixis or indexicality (Korta and Perry, 2011). Deixis is a study of deictic expression in language and deals with the semantic area, for instance, personal (you, me), spatial (this, that), temporal (present, past), social (Mr., My Majesty), and many more. Those specific denotations are employed when the status of the interlocutor (e.g. power, age, and position) is recognized. Someone, for example, may say ‘that person’ in referring to a person who is standing very closely with him only to indicate a power gap or the feeling of disrespect. In revealing racism through language, Van Dijk claims that referencing has a notable role (2004, p. 44). Calling someone by a specific attribute is showing how someone’s ideology or point of view actually works.

The fact that Trump sturdily named ‘Chinese virus’ has proved that referencing is playing its part. It specifically occurs amid the outbreak to escalate attacks on China over the pandemic’s spread in the United States. Nevertheless, World Health Organization officials warned against calling coronavirus or COVID-19 the ‘Chinese virus’ as Trump has done, that the virus knows no borders and ethnicity and fatally it could unintentionally lead to racial profiling. Trump’s venture to alter the information about this particular virus (the pronoun and deixis) may also take effects on how people respond to both Donald Trump as a president and Chinese people. Moreover, the stigmatized specific attribute is also showing a disharmonious connection between these two nations which is most likely caused by a certain political factor.

### **2.1.3 Strategic Maneuvering**

To maneuver is to manipulate a particular event to capture an intended goal in a skillful or cunning way ([www.collindictionary.com](http://www.collindictionary.com)). Strategic maneuvering is a combination of reasonableness and effectiveness. Eemeren (2010) conveys reasonableness as “using reason in a way that is appropriate in view of the situation concerned” (p. 29). While, effectiveness has something to do with rhetoric (e.g. metaphor, hyperbole, pun, presupposition) as well as persuasive technique (p. 29) to strengthen argumentations. A racist, for example, may maneuver a situation like how location or ethnicity is attached to a disease to make stigmatization.



### Excerpt 1

*“Trump: It’s not racist at all. It comes from China, that’s why.”*

Source: <https://www.youtube.com/watch?v=E2CYqiJl2pE>

In the real case, Trump’s racism against a particular group of people, in this case, Chinese manifests itself via his statement. Besides, he has made use of reasonableness in order to drape his intention over the repeatedly racist statement about the term “Chinese virus”. Moreover, there is a sense of accusing Chinese or Asian of being infectious though he defended that it is not racist at all as China was where the virus first came from. The statement above is a strategic pun making it clearer that his racism is also shown by utilizing strategic maneuver.

### **2.1.4 Implicature**

Implicature is an additionally conveyed meaning (Yule, 1996, p. 35) by which the original version of an utterance is decorated with or even violating particular aspects in regard to language. Conversational implicatures are occurred due to the violation of fundamental maxims. Grice’s Cooperative Principle (1975) mentions four basic facets in respect of the nature of any conversation where the speaker has to comply with quantity, quality, relevance, and manner maxims in his or her talk.

The maxim of a quantity refers to when one tries to be as informative as possible and gives as much information as is needed. The maxim of quality addresses one who tries to be truthful and does not give false information that is not supported by evidence. The maxim of relation is when one tries to be relevant and says things that are pertinent to the discussion. The maxim of manner goes to one who tries to be as clear, as brief, and as orderly as possible in his or her talk, and where one avoids obscurity and ambiguity. Furthermore, figurative uses of language such as metaphors and hyperboles are the results of flouting maxims. According to Grice (1989, p. 34), a metaphor is an instance of violating the maxim of quality, while hyperbole is the result of flouting the quantity maxim.

In case of Trump’s statements calling coronavirus with ‘Chinese or Wuhan virus’ are also considered to be conversational implicatures. His statements have been flouting at least two fundamental maxims as proposed by Grice (1975), namely the maxim of quality and manner. Little do people care about the origin of the virus and know exactly whether Trump’s statements are valid and truthful. One major thing to notice is that Trump has never equipped himself with any supporting evidence that coronavirus originated from Wuhan China as he repeatedly mentioned on several occasions or at least he has not made a public statement or a clarification over this controversial issue. Thus, the writer claim that his statements flout the maxim of quality as Trump intentionally gives information without evidence that is cannot be accounted for.

In relation to the first maxim, Trump’s statements also violate the maxim of manner as he leaves obscurity and ambiguity amidst the society due to the unclear supporting statements and zero evidence over his frequent practice of calling ‘Chinese or Wuhan virus’. Therefore, it proves that there is a time when both the maxims of quality and manner are broken by the same factors.

## **1.2 The Social Implications**

Conflict is a ubiquitous matter in everyone’s life. Thus, it is important to be able to examine how language functions in social work and to perceive its various uses and manifestation (Mey, 2001, p. 320). Language has a role in shaping conflicts to unfold and resolve (Taylor, 2014), however, the presence of pragmatics offers help to recognize discrimination, rudeness, sarcasm, or injustice within words.



As a president of a superpower nation, Trump is expected to be fully aware of how to establish good communication in order to minimize or even annul harm in the middle of a health crisis situation. The only way is that filtering and consciously considering the word choice or dictions of what is going to be conveyed in front of people and media. However, what Trump and US State Department have done – calling the novel coronavirus with ‘Chinese virus’ and ‘Wuhan virus’, is worsening the situation instead. The use of those phrases can be claimed as racist as ‘Chinese’ and ‘Wuhan’ are basically related to a specific race. According to Fredrickson (2002), racism is used “loosely and unreflectively to describe all the negative hostile feelings of one group toward another and the actions emerging from such attitudes”.

Furthermore, Fredrickson also refers to racism as human differences or negative perspectives of one group against another (2002, p. 6). Therefore, Donald Trump’s proposed phrases will most likely increase discrimination, xenophobia, and racism towards Asian Americans particularly Asians, and put them in a marginalized group amid this disorderly panic condition. As a consequence, the anti-Chinese sentiment among Americans is being intense these days.

This controversial statement leads to various reactions from different societies. As social media users, there were around 500,000 hashtags with #covid19 showed anti –Asian hate, yet the anti-Asian bias occurred in half of more than 775,000 hashtags with #chinesevirus (Kutzman, 2021). One study also found out there were nearly 700,000 tweets containing 1.3 million hashtags in the week before and after the president’s reference to the “Chinese virus”. The contrary statements were also uttered by public health experts concerning this may spread anti-Asian worldwide. They mentioned avoiding using locations or ethnicity for the disease (Rogers, 2020).

Verbal and physical attacks linked to coronavirus fears are emerged in the United States (Chiu, 2020) and Asian Americans are the endangered ones. Meanwhile, Trump’s frequent practice of calling the ‘Chinese virus’ or ‘Wuhan virus’ will ratchet up tensions and hostility between the United States and China. Furthermore, the chosen term is also fueling hatred and prejudice of the global audience who are non-Chinese if the number of racial slurs and physical abuse incidents is increasing.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

According to the discussion above, the writer can draw a conclusion that pragmatics is the study of invisible meaning which means the intended meaning is not necessarily written or spoken. In order to dig out the substantive intentions, one must be able to understand the pragmatic features to perceive how issues are conveyed through language. Moreover, one needs to rely on the use of pragmatics to consider a wide variety of shared assumptions, presuppositions, and expectations when they are communicating with the interlocutor or listening to a speaker.

Pragmatic phenomena can be discussed in the pragmatics issues which include speech acts (SAs), reference, strategic maneuvering (SM), and implicature (Al-Hindawi and Mohammed, 2018). In this paper, the writer elaborates on all four pragmatic issues corresponding to the controversial issue of the US State Department and Donald Trump’s increasingly frequent practices of calling the coronavirus the ‘Chinese Virus’ and ‘Wuhan virus’. The use of these two terms is not only corrosive for the global audience, but it specifically scores racial slurs and physical abuse towards Asian Americans in the United States. One important thing to note is that the virus does not consider any border nor care about race, ethnicity, skin color, and how much money we have. It can attack anyone regardless of someone’s identity anytime and anywhere.

Therefore, it is important to be careful in language use and diction as they lead to the profiling of individuals associated with the virus. All in all, it is hoped that through pragmatics people can recognize

and become more aware of interactional meanings and certain states of affairs, such as social injustice, discrimination, and rudeness expressed in utterance among others. Most importantly, people will also know how to minimize or even annul the negative consequences of intentional language production.

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## **The correlation between students' perception of driving suggestopedia principles and students' vocabulary mastery**

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### **ABSTRACT**

The objective of this research was to investigate whether there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery. The population of this research was the first- and second-year students of SMP N 7 Metro in the academic year of 2021/2022. There are 60 students who were selected as research samples by using purposive sampling technique. The research instrument was a questionnaire and vocabulary mastery test. This research applied the correlation study of ex facto design in which the results were analyzed by using SPSS. The result showed that there is any significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery since the coefficient correlation is 0.618 at the significant level of 0.01 and the coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ). It means that the null hypothesis was rejected and the research hypothesis was accepted. It could be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, make students enjoy and relax in teaching based on suggestopedia principles.

**Keywords:** *Suggestopedia, Perception, Vocabulary*

### **I. INTRODUCTION**

People need to master English because English is an international language. English is used widely as a *lingua franca* (language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect) for purposes of commerce and science, because English has virtually achieved the status of a world language (Blake, 1996). It is important for us to learn the English language to face this era, where technology and science take an important role in our life. Therefore, students need to learn and master the English language.

Students need to master vocabulary because those skills need a wide vocabulary acquisition. Vocabulary is an essential component of language ability and it lays most of the foundation for students' speaking, listening, and writing skills (Richards & Renandya, 2002). According to Stahl and Nagy (2006), our vocabulary knowledge includes all the words we know and is used in listening and speaking, as well as reading and writing (Nowbakht, 2015). Edge (1993) says that it is important to master many words in foreign language (Istiqomah, 2020). As cited in (Thornbury, 2002) David Wilkins assumes that without grammar, little can be said, without vocabulary nothing can be said. So, the acquisition of vocabulary is an important part of learning language and it is the main aspect of mastery English language.

There are a lot of methods that can be used in teaching vocabulary. Suggestopedia is one of the alternatives that may be applied. Brown said that "suggestopedia was a method that was derived from Bulgarian psychologist Georgi Lazanov's (1979) contention that the human brain could process great

quantities of material if given the right conditions for learning, which are state of relaxation and giving over of control to the teacher” (Brown, 2007). By using the suggestopedia method in teaching makes students conditioned to more relax and focus, so it leads them in good condition and ready to receive new materials. As cited in Richards and Rodges (2001) Lozanov claims that when the students learning by using suggestopedia their memorization will be 25 times faster than when using the conventional method (Setiyadi, 2006).

From the explanation above the researcher concludes that in improving students’ vocabulary mastery and get students’ interest in learning vocabulary, teacher needs a method with the principles of learning that can improve students’ vocabulary mastery and get students interest in learning vocabulary. The aim of teaching based on suggestopedia principles is to speed up the learning process (Rustipa, 2011). Setiyadi (2006) explains three principles of Suggestopedia. One of the principles of suggestopedia that can be implemented in teaching vocabulary is people learn either consciously or unconsciously or both, either rationally or irrationally or both. Furthermore, using classroom management, decoration of the classroom, soft music, games, listening to the teacher’s story is helpful for students to create their imagination, relaxation and make a learning process cheerful so it helps students to improve their vocabulary mastery and get their interest in learning English.

This research was needed to find out whether there is any significant correlation between students’ perception toward suggestopedia principles and students’ vocabulary mastery. The result of this research was expected to prove that there is a correlation between the students’ perception of suggestopedia principles in learning English and students’ vocabulary.

## **II. METHODS**

This research applied descriptive research using Ex facto design to find out students’ perception toward suggestopedia principles and students’ vocabulary mastery. The research took two classes through a purposive sampling technique as the sample of this research. The classes were 30 students of seventh-grade and 30 students of eighth-grade. The instrument of this research was a questionnaire and vocabulary mastery test. 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***

To find out students’ perception of suggestopedia principles, the data collected by administering the questionnaire. There are 19 items of questionnaire with four alternatives option (strongly agree, agree, disagree, and strongly agree). The questionnaire given to the students had been translated into Indonesian in order to facilitate the students in understanding the questionnaire. The descriptive statistics of the students’ perception of suggestopedia principle as follows:

**Table 1. Descriptive Statistics of Students' Perception of Suggestopedia Principles**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Suggestopedia	60	42.11	93.42	71.4248	13.34203
Valid N (listwise)	60				

In addition, the vocabulary mastery test which was tested to the sample classes comprised of 40 items. This test required 45 minutes to be answered. The questions were about classification word classes or part of speech such as noun, verb, adjective and adverb. The vocabulary test was according to their grade and what they have in learning English. The descriptive statistics of the students' vocabulary mastery test as follows:

**Table 2. Descriptive Statistics of Students' Vocabulary Mastery**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Vocabulary	60	32.50	87.50	61.2083	15.26941
Valid N (listwise)	60				

**Table 3. Score of Each Part of Speech of Vocabulary Mastery Test**

No	Vocabulary Aspect	Score
1	Noun	58
2	Verb	68
3	Adjective	55
4	Adverb	64

Based on Table 3, it can be seen that the score of noun is 58, the score of verb is 68, the score of adjective is 55, and the score of adverb is 64. It can be said that verb got the higher score and adjective got the lowest score. On the other words, the result of the test could reflect the accurate and consistent vocabulary of the subject.

Furthermore, in order to find out whether there is a significant correlation between the students' perception of suggestopedia principles and students' vocabulary mastery, the correlation was analyzed by using Pearson Product Moment Correlation on SPSS version 22.0. From the result of calculation, it

was found out that the coefficient correlation between students' perception of suggestopedia principles and their vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ).

**Table 4. The Value between Students' Suggestopedia Principles and Vocabulary Mastery**

		Correlations	
		Suggestopedia	Vocabulary
Suggestopedia	Pearson Correlation	1	.618**
	Sig. (2-tailed)		.001
	N	60	60
Vocabulary	Pearson Correlation	.618**	1
	Sig. (2-tailed)	.001	
	N	60	60

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

The result of this research shows that there was positive correlation between students' perception of suggestopedia principles and their vocabulary mastery with coefficient correlation 0.618.

### ***Discussions***

This research aimed to find out whether there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery which was conducted at SMPN 7 Metro. There are 60 students of seventh and eighth-grade who participated in filling out the questionnaire and the vocabulary mastery test. The researcher made the questionnaire and the vocabulary test in the form of a Google Form.

In conducting this research, the researcher computed and analyzed the databy using SPSS 22.0 to find out the correlation. From the result of calculation, it was found out that the coefficient correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ), it means that the null hypothesis was rejected and the research hypothesis was accepted. In addition, most of the students gave positive responses to the suggestopedia principles' questionnaire. It can be said that there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery.

Based on the explanation above, it can be concluded that there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery. The results get positive perception because the principles of suggestopedia in teaching vocabulary also can



accelerate students' memorization ability. Suggestopedia can make the students memorize a lot of vocabulary unconsciously, it is because the students enjoy and relax in learning vocabulary. Also, the principles of suggestopedia bring a good effect for students' behavior because the principles of suggestopedia help teacher to create a good atmosphere to the teaching and learning process.

Furthermore, positive perceptions can affect student achievement because achievement can be achieved by building learning habits. To build student learning habits, appropriate learning strategies are needed to make students feel comfortable and enjoy in the learning process. Learning using the proper strategies by applying certain learning methods or principles, it can build students' perceptions that the strategy can help them improve their achievement. In this study, the researcher was able to correlate students' perceptions of the suggestopedia principle with students' vocabulary skills.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### ***Conclusions***

Based on the discussion of the research findings, the researcher comes to the following conclusions: there is a significant correlation between the students' perception of driving suggestopedia principles and students' vocabulary mastery at the first and second-year students in the academic year of 2021/2022 of SMPN 7 Metro. It can be seen from the coefficient correlation between students' perception of driving suggestopedia principles and their vocabulary mastery was 0.618 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ( $0.618 > 0.325$ ), it means that the null hypothesis was rejected and the research hypothesis was accepted. It can be concluded that the principles of suggestopedia in teaching vocabulary can accelerate students' memorization ability, make students enjoy and relax in teaching based on suggestopedia principles. Suggestopedia can make the students memorize a lot of vocabulary unconsciously and can make the students learn willingly because the learning ambiance when they taught by using the principles of suggestopedia affect their feeling and help them to decrease their filter or mental block. When the students enjoy and relax in learning process, the students feel more confident so they can follow the learning process actively and it makes the learning process optimally.

Furthermore, positive perceptions can affect student achievement because achievement can be achieved by building learning habits. To build student learning habits, appropriate learning strategies are needed to make students feel comfortable and enjoy in the learning process. Learning using the proper strategies by applying certain learning methods or principles, it can build students' perceptions that the strategy can help them improve their achievement. In this study, the researcher was able to correlate students' perceptions of the suggestopedia principle with students' vocabulary skills.

##### ***Suggestions***

Referring to the conclusion above, the researcher would like to recommend some suggestions to the English teacher and further researcher. First, it is suggested to the further researcher to include another proper method of data collection such as interview to make the result of the data more

informative. Second, to get a complete finding, further researcher can interview teacher or lecturer instead of focusing on students only. Third, it is suggested to increase the population, the new research paper should include a variety of schools or faculties in higher education institutes. Fourth, it is suggested to the teacher using suggestopedia principles in learning activities to enhance students' vocabulary mastery. Fifth, in this study, the researcher did not discuss further about learning strategies. Therefore, it is suggested to the next researcher to do further research on learning strategies.

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## **Correlation between students' motivation and students' vocabulary mastery**

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### **ABSTRACT**

The purpose of this study was to find out whether or not there was a positive correlation between vocabulary mastery and students' motivation. It was quantitative research. The researcher employed 30 students of SMPN 22 Bandar Lampung as the sample. The instruments of this research were motivation questionnaire and vocabulary test. The collected data were analysed by using Pearson Product Moment Correlation in SPSS 24.0. The result showed that there is correlation between students' motivation and students' vocabulary mastery, with the score of the  $r$  table .640 this referring to medium correlation.

**Keywords:** *correlation, motivation, vocabulary mastery*

### **I. INTRODUCTION**

Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richards & Renandya, 2002). Vocabulary is one of the language components and it is the most important component of language as a communication tool and also important because it is a basic part to understand the meaning of what people said and write. It is a primary component that should be mastered by the learners before they acquire language skills, such as listening, speaking, reading, and writing. Learning a language can start by learning its vocabulary first.

Gu and Johnson (1996) state that the importance of vocabulary learning strategies on foreign language learning. It has been suggested, that one way to accelerate the learning of a second or a foreign language is to teach learners how to learn more efficiently and effectively. This means that motivation is very important to stimulate learners to learn vocabulary learning strategies eagerly and plays an important role in supporting learners' learning.

According to Dornyei (1994), motivation is one of the main determinants of students of second or foreign language (L2) learning achievement. Motivation is an important factor in the learning process. In learning English, the students should have a high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. It can drive learners in reaching learning goals. Therefore, motivation is the key to success in the learning-teaching process. Without motivation, the goal of learning is difficult to be reached.

By having motivation, students will be enthusiastic in the teaching-learning process so they will be pushed to study English well. Motivation is the extent to make choices about the goals to pursue and the effort will devote to that pursuit (Brown, 2001). In junior high school, students study vocabulary and grammar. In fact, they still find difficulties in enriching their vocabulary. They have very limited vocabulary so that they have difficulties communicating and practising using English.

Thus, it is important to find out the ways that will be useful to help the students improve their vocabulary mastery. Students with high motivation to learn English will be better prepared themselves to engage in the process of teaching and learning in the classroom. Teachers, parents, or observers will be easy to recognize students with high motivation and students with low motivation. Students with high motivation will prefer to read more books, ask many questions to teachers, do the exercises, expose themselves to the English language using, try to use their English skills to communicate with others, or happily engage in the process of teaching and learning English.

Meanwhile, students with low motivation usually have no strong will to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. Students will have to be forced by teachers or parents to read the book, do the exercises, and or do the tasks from the teacher. Students with low motivation usually assume English subject as a difficult or even the most difficult subject to be learned.

Based on explanation above, it can be concluded that when the students have high motivation, they can increase their vocabulary and when the students have the low motivation, they can't increase their vocabulary. Besides, this research aimed to find the correlation between students' motivation and students' vocabulary mastery.

## II. METHODS

This research applied quantitative method to analyze the result of the research. This method was used to find out the correlation between the students' motivation and students' vocabulary. The research took two classes as the experimental class through purposive sampling. The population of the research were the students of SMPN 22 Bandar Lampung in academic year 2020/2021. The total number of students for the third grade are 300 students. The instruments of this research were questionnaire of motivation and vocabulary test. In the questionnaire, there are four alternatives' answers (a, b, c, d). The researcher gave score 4 for choosing (A), 3 for choosing (B), 2 for choosing (C), and 1 for choosing (D).

## III. RESULT AND DISCUSSION

### *Results*

To find out students' motivation, the data was collected by administering the questionnaire. The questionnaire (see Appendix 17) was about motivation and the questionnaire used Indonesian language. There are 30 items of questionnaire with four alternatives answers (a, b, c, d). The researcher gave score 4 for choosing (A), 3 for choosing (B), 2 for choosing (C), and 1 for choosing (D). The questionnaire given to the students had been translated into Indonesian in order to facilitate the students in understanding the questionnaire.

**Table 1. Result of Students' Motivation Questionnaire**

Level of category	Range of score	Total of the students
High	61-100	18 Students
Low	10 – 60	12 Students

From table 1, it can be seen that the student's response in answering questionnaire about the motivation that 18 students had high motivation and 12 students had low motivation for the maximal score is 92.5, the minimal score is 42.5, and the mean is 68.69. It can be said that more than 60% of the students had high of motivation. The findings showed that the students mostly had motivation in learning English.

In addition, the vocabulary test which was tested in the sample classes comprised of 30 items. This test required 40 minutes to be answered. There are 30 items of vocabulary test. The questions were about classification word classes or part of speech. In this research, the researcher used word class of vocabularies such as noun, verb, adjective and adverb. The vocabulary test was according to their grade and what they have in learning English.

**Table 2. Result of Vocabulary Test**

Level of category	Range of score	Total of the students
High	70-100	15 Students
Low	10 – 69	15 Students

Table 2 showed that the high score means the students were good at the test. The next is low its means students were weak on the test. In accordance with the analysis, it was revealed that half of the students had reached the required mastered of vocabulary. The result showed that the highest score was 90, the lowest score was 53.3, and the average was 69.3. It can be said that more than 50% of the students had high of vocabulary test.

Furthermore, in order to investigate whether there is any correlation between students' motivation and their vocabulary, both variables were analyzed by using Pearson Product Moment Correlation on SPSS version 24.

**Table 3. The Value between Students' Motivation and their Vocabulary**

Correlations			
		Motivation	Vocabulary
Motivation	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	30	30
Vocabulary	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From the result of calculation above, it was found that the coefficient correlation between students' motivation and their vocabulary was 0.640 at the significant level of 0.01. The coefficient correlation was higher than the critical value of r table ( $0.640 > 0.449$ ). Therefore, the null hypothesis was rejected and the research hypothesis was accepted.

The result of the data analysis above showed a positive correlation between students' motivation and their vocabulary. The positive correlation between motivation and their vocabulary mean that motivation can give the influence to vocabulary in order to be improved and strengthened.

Moreover, the correlation between students' motivation and vocabulary classifications showed that two of four factors of vocabulary did not have any positive correlation with the result of motivation. The result shows r value of Adverb is lower than r table  $0.444 < 0.449$ . Thus, there is no correlation between adverb with the result of motivation. Then, three other factors are positively correlated to students' motivation. The result shows r value more than higher than r table  $0.515 > 0.449$  for Noun,  $0.516 > 0.449$  for verb and for the adjective is  $0.640 > 0.449$ . The table results as follows:

**Table 4. The Value between Noun and Students' Motivation**

Correlations		Motivation	Noun
Motivation	Pearson Correlation	1	.515**
	Sig. (2-tailed)		.019
	N	30	30
Noun	Pearson Correlation	.515**	1
	Sig. (2-tailed)	.019	
	N	30	30

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

**Table 5. The Value between Verb and Students' Motivation**

Correlations		Motivation	Verb
Motivation	Pearson Correlation	1	.516**
	Sig. (2-tailed)		.003
	N	30	30
Verb	Pearson Correlation	.516**	1
	Sig. (2-tailed)	.003	
	N	30	30

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

**Table 4.6. The Value between Adjective and Students' Motivation**

Correlations		Motivation	Adjective
Motivation	Pearson Correlation	1	.640**
	Sig. (2-tailed)		.000
	N	30	30

Adjective	Pearson Correlation	.640**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The last three factors were positively correlated to students' motivation. It had 0.515, 0.516 and 0.640 r values for noun, verb and adjective factors respectively.

**Table 7. The Value between Adverb and Students' Motivation**

Correlations			
		Motivation	Adverb
Motivation	Pearson Correlation	1	.444*
	Sig. (2-tailed)		.014
	N	30	30
Adverb	Pearson Correlation	.444*	1
	Sig. (2-tailed)	.014	
	N	30	30

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

### **Discussions**

Noun, verb and adjective were positively correlated to students' motivation, but not adverb. In line with result of the research conducted by (Goldfield, 2000 and De Bleser & Kauschke, 2003), nouns, verb and adjective tend to be acquired earlier than Adverb and accessed more easily. Thus, it can be said that most of the students had high grades because of their background knowledge.

Based on the whole of the result it was found that there was a positive correlation between students' motivation and their vocabulary. 18 students have a high score and 12 students who have a low score on motivation questionnaire. Besides, in the vocabulary test, 15 students get high score and 15 students get low score. In relation to the result above, it was clear that motivation correlated significantly with students' vocabulary. By looking at the result, the researcher concluded that motivation influenced the students' vocabulary, students who high motivation tended to have good vocabulary test. This is in line with the research conducted by Sadhegi (2013) who states that "The higher the students' level of motivation, the higher level of vocabulary knowledge". He also says most of the Iranian students who participated in the study had very high motivation towards learning English vocabulary.

Therefore, motivation is an important factor in the teaching-learning process. In learning English, the students should have high motivation to make the learning process easier. The success of learning depends on the level of students' motivation. According to Maulea & Ana & Jose (2011), motivation should be seen as a very important factor in the learning process. The motivated student has the inner strength to learn, to discover and capitalize on capabilities, to improve academic performance and to



adapt demands of the school context. With high motivation, the students were enthusiast in the teaching-learning process so they will be pushed to study English well.

However, some students have very low motivation. Students with low motivation usually have no strong to engage in the process of teaching and learning English. They rarely ask questions even though they do not understand the subject. Gokce (2013) states that students with low motivation hesitated to get involved in the class. When the teacher asks a question, they were not much eager to answer. Hence, students with low motivation have complicated in learning process.

Since the correlation between the students' motivation and their vocabulary was proved positively correlated, English teachers should be able to motivate learners so that they are eager to learn English. Teaching a class full of motivated students is enjoyable for teachers and students as well because students with high motivation can have self-esteem and effort to develop their ability in teaching-learning process. Some students are self-motivated, with a natural love of learning but students do not have this natural drive, a great teacher should make learning fun and inspire them to reach their full attention. Also, teachers should help their learners create motivation in the areas where they do not expect it and find their own motivational process so that they can take advantage of it.

The results of the current study can also assist language teachers to improve their teaching methods. From the explanation above, the researcher concluded that motivation is a key factor for explaining the success in teaching and learning vocabulary.

#### **IV. CONCLUSIONS AND SUGGESTIONS**

##### ***Conclusions***

Based on the result of data analysis and discussions which have been elaborated to answer the research question, the researcher draws conclusion that there is a medium Correlation between the students' motivation and their vocabulary. It can be seen from the coefficient correlation which was higher than the critical value of t-table ( $0.640 > 0.449$ ). It can be concluded that motivation is one of the factors that can influence students' vocabulary, so that the students who have motivation will have good vocabulary.

##### ***Suggestions***

Based on her experience, the researcher proposes some suggestions. First, the researcher suggests to the English teachers to explore more information and knowledge about the importance of motivation, to make more an effective learning experience and enjoyment among the students. Because learning English nowadays turns to be easier. So, teacher should have new creative ways to make students more interested in English, especially in learning new vocabulary, for example: scrabble or word pairs to make the students more active in teaching learning activities. Second, this research focused on the students' vocabulary mastery in learning English. Therefore, it is suggested for further research to focus on the students' motivation in vocabulary. So, the researcher will know the students' motivation in learning vocabulary deeply.

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## Flashcards for improving students' vocabulary mastery

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### ABSTRACT

The purpose of this paper was to investigate how the existing literature discusses the influence of importance the improving of teaching vocabulary by flashcards for students. This research was a library research method. The library research method is known as the data collection method. Based on the findings and discussion of the research, it can be simply said that the used of flashcard can significantly improve students' vocabulary mastery. This can be proven from the results obtained by several researchers in previous studies. Using flashcard are very helpful for improving vocabulary mastery. In summary, that teaching English vocabulary by using flashcards as media does improve the students' vocabulary mastery. In shortly, the of implies that English teachers need to choose the appropriate media in teaching vocabulary one of them is flashcards.

**Keywords:** *Flashcards, Students Ability, Vocabulary Mastery*

### I. INTRODUCTION

Many countries, including Indonesia, speak English as a second language. In today's Indonesian curriculum, English is also referred to as the target language that must be taught in schools. Language could be a tool to communicate with alternatives. English is a foreign language for students in Indonesia. There are 4 skills that should be mastered by the students, namely speaking, writing, listening, and reading. To master English, students got to study vocabulary then they will perceive English what they read or they write. Based on (Nurdiani, 2016) vocabulary is extremely large and also varied. Nobody ever learns all of the words in any language, but they can enlarge the number of words they have. It is hard to master a foreign language without mastering a certain vocabulary. Without understanding the vocabulary, the students can get trouble listening, reading, speaking, and writing. Vocabulary is a crucial aspect of teaching English among four English skills reading, writing, speaking, and listening.

According to Hatch and Brown, as cited by (Nugroho, 2012), they say that "Vocabulary is the foundation to develop languages, which has a role as a basis in communication". Necessary to understand vocabulary because vocabulary is a basic competency that must be achieved by students to master other competencies in English such as reading, writing, speaking, and listening. The researchers found several problems with mastery of student vocabularies such as difficulty in understanding the meaning of words, difficulty in pronouncing words correctly, student's unable to spell words correctly, and student's unable to use and understand references properly. The students also has less motivated in participating in the teaching-learning activities. These problems are that some students are busy talking with their friends when the learning activities take place, some students are busy doing other tasks, students are less effective in the teaching and learning activities, they are more passive, and some students ignore the teacher's instructions. Besides the student problems, the researchers found that the problem also came from the teacher. The teacher only teaches students by giving assignments to students, therefore the students did not have sufficient knowledge in learning vocabulary. This makes students less motivated and interested in learning English.

The researchers argue that the teacher must have a creative idea in choosing the media to be used in teaching vocabulary. One of the media that can be used in teaching vocabulary is a

picture. According to Apsari (2017), classifies pictures into three types they are composite picture, picture series and individual picture. Based on these problems, researchers decided to apply flashcards as learning media.

Based on these problems, researchers decided to apply flashcards as learning media. According to Cross (1991), flashcards is a simple pictures on the piece of card or paper, and usually, this media always used as an education tools. The wider the context in which students can make connections, the more meaningful content will apply to them. So, most of the teacher's work is to provide context. The more students can connect their academic lessons to this context, the more meaning they will gain from the lesson. To find meaning in knowledge and skills that leads to the authorization of knowledge and skills.

According to Haycraft as cited by Widiastuti (2014), flashcards are cards that contain words and or pictures are printed and drawn. They must be clearly seen by every student in the class. He further said that flashcards can be used to consolidate vocabulary, practice structure, word commands, or various games. Based on the explanation above, the researchers are interested in conducting research entitled "Flashcards for Improving Student's Vocabulary Mastery".

Some experts have given a variety of vocabulary meanings. Before considering vocabulary mastery, it is critical to understand what vocabulary is. Vocabulary is the most important aspect of language proficiency since it determines how well pupils talk, listen, read, and write Johnson (2017). The flesh is vocabulary, which means both are equally vital and autonomous.

Susanto (2017) distinguishes between two types of vocabulary: receptive and productive.

- Receptive vocabulary is made up of words that learners recognize and understand in context but are unable to produce correctly. Learners identify vocabulary when they see it in a reading context but do not utilize it in speaking or writing. Because the learner only absorbs thoughts from others, receptive vocabulary is also known as a passive process.

- Learners' productive vocabulary consists of words that they comprehend, can pronounce correctly, and can employ in speech and writing. It includes receptive vocabulary as well as the ability to talk or write at the appropriate time.

The students must memorize them thoroughly and employ them in real-life situations while minimizing their use in the classroom. A flashcard is a small piece of paper with information written on it. The size of a business card, with a new word in a language you're learning on one side and a term in your mother tongue on the other (Chen & Chan, 2019; Lisa, 2019; Samad, 2021). A flashcard is a set of cards with words and/or pictures printed or drawn on them. To be viewed from the back of the room, the flashcard must always be brief, large, tidy, and clear. Because capital letters are easier to read at a distance, they should be utilized (Chen & Chan, 2019; Yüksel et al., 2020).

Based on the explanation above, the researchers are interested in conducting research entitled "FLASHCARDS FOR IMPROVING STUDENTS' VOCABULARY MASTERY"

## **II. METHODS**

This research was a library research method. A library research method is known as a method of collecting the data from some articles, journals, or even books to develop a certain study. Library research refers to a method that combines some data from articles, journals, and books as a data source that is used as a reference. Library research is used as a method to make the researcher easier in collect the data without directly going to the fields. Then the data were used as references to support the recent study, which is about the use of flashcard media in improving students' vocabulary mastery. In collecting the data, there are several steps that the researcher should be done. Those steps are finding the related sources, reading the source, classifying the supporting point, and analyzing the data based on the purpose of the research descriptively. After looking at some journals, the writer decided to analyze each journal and find the differences or to find out whether flashcards can affect students' vocabulary mastery.

Researchers took journals published in the last 10 years.

### III. RESULTS AND DISCUSSIONS

It can be stated that pupils' vocabulary achievement improved when they used flashcards. In previous research, the researchers also found that students had more vocabulary from the aspect of word use motivation of students after taking lessons using flash cards also increases. By using flashcards in teaching English, the students looked so happy when the teacher entered the class. They were very curious about the flashcards that the teacher brought. They also enjoyed the lesson, they became so active, enthusiastic, and full of participation when the teacher asked them to guess and answer the question. Based on the information, we can sum up that the implementation of flashcards in teaching vocabulary can improve the students' motivation. It can be shown by increasing the score of the students on the individual test. Furthermore, the outcomes of this study were who found that flashcards are effective in enhancing students' vocabulary achievement. As a result, the use of Flashcards enhanced the pupils' vocabulary achievement dramatically.

The implementation of using flashcards as the media helped the students in improving their vocabulary. The researchers found several problems with mastery of student vocabularies such as difficulty in understanding the meaning of words, difficulty in pronouncing words correctly, student's unable to spell words correctly, and student's unable to use and understand references properly. The students also has less motivated in participating in the teaching-learning activities. It can be solved by employing flashcards because this method can make pupils more active and based on their individual needs. Flashcards can be used to teach vocabulary and reading skills (Li & Tong, 2019).

### IV. CONCLUSIONS AND SUGGESTIONS

In conclusion using flashcards to improve student's vocabulary mastery as teaching is They can see, read, and touch the object. The increasing attention, motivation, and existence of flashcards improve the student's achievement in mastering vocabulary. It can be said that the existence of flashcards makes the students familiar with certain words. Through the use of flashcards in each activity, there was an improvement in the student's motivations for learning.

Based on the research findings, the researcher proposes some suggestions for the students and for the English teacher. 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. For the English teacher, they should enhance their ability in teaching English especially teaching vocabulary. The teacher should have suitable technique to teach vocabulary. English teacher can also use media to teach vocabulary. One of the media that can be used to teach vocabulary is flash cards. Second, the researcher suggests for the students. For the students should be more creative to look for the way to learn English easier and have a good motivation in learning. For the students should be more serious and never be afraid to make a mistake in learning English.

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## The analysis of Onomatopoeia in French children's songs

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### ABSTRACT

The purpose of this research is to learn the various forms of French onomatopoeia and the structure of onomatopoeia in French children's songs and its implications in French language lessons. The source of this study was obtained from 11 French children's songs on YouTube. This study uses the referential matching method. In addition, the technique used in this study is sort the determining element (Pilah Unsur Penentu/PUP) then the next technique is the technique of equalizing comparison (Hubung Banding Menyamakan/HBM). Based on the data of this study, there are 12 data of animal sounds (*bruits des animaux*), 6 data of the sounds of manufactured produced by objects (*bruits produits par des objetures*), 4 data of the sounds of human body (*bruits du corps humain*), and 2 data of the sounds of nature (*bruit de la nature*). Then the results for structure of onomatopoeia 15 structure of monosyllabic onomatopoeias, 6 disyllabic and 6 multisyllabic. The results of this study can be implemented for learning French in high school especially for senior high school in the junior class (class X) in KD 3.8 in the study of exemplify French songs lyrics (*parole d'une chanson*) or for french lessons in public.

**Keywords:** French, children's songs, onomatopoeia, semantics

### I. INTRODUCTION

According to Chaer (2009:44) the sound imitation is one of the 9 sound names. In Indonesian, there are some words that are formed based on the result of sound imitation. The words that are formed based on sound imitation called onomatopoeia. Onomatopoeia comes from Greek, *onoma* which means "name" and *poieō* means "to make". In French, onomatopoeia is called *onomatopée*, which means mot de créations or creation of words. Onomatopoeia is used to express a certain sound or voices. Living things and even objects can make sounds and those sound can form a word. The form of sound imitation is the sound of falling objects, birds singing, dog barking, crying, etc. Onomatopoeia can be delivered orally or in writing. Onomatopoeia is also usually found in literary works such as novels and comics. In onomatopoeia, each word written is usually short but has a different meaning.

Enckell and Rézeau classify onomatopoeia (*classement thématique des onomatopées*) as follows: voices or sounds from humans (*bruits du corps humain*), sounds from animals (*bruits des animaux*), sounds from nature (*bruits de la nature*), voices from objects (*bruits produits par des objets manufacturés*), voices from daily life (*bruits de la vie quotidienne*), voices from social life and hobbies (*bruits de la vie sociales, loisirs*), abnormalities sound (*nature du bruit*), sound abstraction (*bruits et abstraction*). Each country has its own characteristics, this can be happen even to the same object or animal, for example, in Indonesia the sound of a duck is pronounced as *kwek kwek kwek*, while the French pronounce it as *coin, coin, coin*.

So far, we often use onomatopoeia in everyday life, not only that, we can usually find onomatopoeia in literary works such as comics and novels. However, onomatopoeia can not only be found in literary works but can be found in songs, especially in children's songs. Learning French using children's songs will become easier and more fun because children's songs tend to have more upbeat tone and the vocabulary is much easier to understand.

Onomatopoeia is not only used to complement or strengthen readings or songs but is also useful for conveying meaning to readers and listeners. As we know, there is quite a lot of research on the analysis of onomatopoeia studies in novels or comics, but this research will provide a discussion of the forms and structures of onomatopoeias in French children's songs.



According to the previous explanation, this research is focused on the forms and structures of onomatopoeias in French children's songs. This research is very important and aims to help French learners to understand onomatopoeia in French language.

## II. METHODS

This research used descriptive analytical method with qualitative approach. The analytical descriptive method is a method that has functions to provide a description or description of the object under study through data or samples that have been collected as they are without conducting analysis and making general conclusions (Sugiyono, 2010: 29).

The analytical descriptive method in this research was used to analyze the form and structure of the onomatopoeia in children's songs. The data obtained from this study is qualitative data, namely in the form of onomatopoeia forms and structures.

The data collection technique is an observation and documentation technique. The first thing to do is observe French children's songs that contained onomatopoeias, after that the next step is using documentation techniques such as the text or lyrics of the children's songs as a reference for gathering information.

According to Sugiyono (2010: 365), in qualitative research, the data can be declared valid if there is no difference between what the researcher reports and what actually happened to the object under study. The definition of reliability in qualitative research is not the same as quantitative. In qualitative research, a reality can be multiple or double, dynamic or changing, so that nothing is as consistent and repetitive as before.

In the research, there is a validity test and reliability test. This research is using semantic validity test. Krippendorff (2004: 323) says that "Semantics validity is the degree to which categories of texts correspond to the meanings these texts have for particular readers or the roles the play within a chosen text".

The reliability test used by researchers is intrarater reliability or repeated observations. Researchers listen to songs and read song lyrics repeatedly in order to obtain consistent data and researchers also conduct discussions and guidance with supervisors.

## III. RESULTS AND DISCUSSIONS

### Results

In this research, the researcher analyzed the form and structure of the French onomatopoeia obtained from French children's songs. The results of this research are in the form of a description of the form and structure of the French onomatopoeia.

The data for this research were obtained from French children's songs which have onomatopoeia elements and the source of these songs are from YouTube social media accounts. Researchers collected 11 children's songs in French which contain onomatopoeia elements. From the 11 songs, the researcher obtained 25 French onomatopoeia data.

Table 3.1

No	The Forms of Onomatopoeia	Data	Percentage
1	Human voices ( <i>bruits du corps humain</i> )	4	16%
2	Animal sounds ( <i>bruits d'animaux</i> )	13	52%
3	Natural sounds ( <i>bruits de la nature</i> )	2	8%

4	Sounds produced by objects ( <i>bruits produits par des objets manufacturés</i> )	6	24%
<b>Total</b>		<b>25</b>	<b>100%</b>

Based on Table 3.1 there are 25 onomatopoeia data, there are 13 data onomatopoeia forms of animal sounds, 6 data on sounds produced by objects, 4 data on human voices and 2 data on natural sounds.

Table 3.2

No	The Structures	Data	Percentage
1	Monosyllabic	12	48%
2	Disyllabic	6	24%
3	Multisyllabic	7	28%
<b>Total</b>		<b>25</b>	<b>100%</b>

Based on Table 3.2, for the structure, there are 15 structure of monosyllabic onomatopoeias, 6 disyllabic and 6 multisyllabic.

### Discussions

The discussion of the results in this research is the result of an analysis of the form and structure of onomatopoeia in French children's songs. The following is a discussion of the form and structure of onomatopoeia.

#### 1. The Forms of Onomatopoeia

##### a. The sounds or the voices from the human (*bruits du corps humain*)

Grevisse (1980:133) states that human voices or sounds from the human (*bruits du corps humain*) is one of the forms of onomatopoeia. Among the 25 data, there are 4 data on human voice onomatopoeia, which are found in the songs *Les Roues de L'autobus*, *Un Nouveau Béb  dans La Famille*, and *Flic Flac Floc*.

In the song *Les Roues de L'autobus* at the time duration of 01:09 there are the following lyrics:

*“Le b b  du bus fait ouin, ouin, ouin”*

In the lyrics there is an onomatopoeia “*Ouin ouin ouin*” which comes from the sound of a baby crying. In the lyrics, the word *ouin ouin ouin* indicates that a baby was crying on the bus. Based on this, it can be concluded that the onomatopoeia *ouin ouin ouin* is a form of onomatopoeia for the human voice (*bruits du corps humain*).

##### b. The sounds from the animals (*bruits d'animaux*)

The onomatopoeia of animal sounds is an imitation of the sounds produced by animals in their activities and the sounds they produce. In this study, researchers found 13 data on the onomatopoeic forms of animal sounds.

In the Cocorico song at 0:24 the time duration is in the picture and song lyrics below:

*“Je t'ach terai un petit coq ma fille*

*Un petit coq qui fait cocorico”*



In the lyrics of the song there is an onomatopoeia “cocorico” which defines the sound of a rooster. This shows that cocorico is one of the onomatopoeic forms of animal sounds (*bruits d'animaux*).

c. The sounds of nature (*bruits de la nature*)

The sounds of nature is an imitation of sound produced by sounds originating from nature, some examples of natural sound onomatopoeia include the sound of rain, wind, and etc. In this study, there are 2 natural sound onomatopoeias.

In the song *Flic Flac Floc* at the time duration of 0:23 there are song lyrics as shown below:

*“Flic flac floc Flic flac floc*

*C'est la chanson de la pluie*

*Prends vite ton parapluie”*

In this song there is the onomatopoeia *Flic flac floc* which means the sound of the rain. In the song, it shows that rain is falling and we should immediately prepare an umbrella. Based on the



picture, the onomatope *Flic flac floc* is included in the onomatopoeia form of natural sounds.

d. The sounds obtained from objects (*bruits produits par des objets manufacturés*)

The onomatopoeia of sound produced by objects is the onomatopoeia that is obtained from objects, for example: the sound of a table being pulled, the sound of shoes, the sound of shoes, and so on. In this study, 6 data on the onomatopoeia form of sound produced by objects were found.

In the song *Ma Maison* at the time duration of 0:05 there are song lyrics as follows:

*“Ding dong fait la sonnette*

*Comme une chansonnette*

*Ding dong, entrez donc*

*Voilà ma maison”*

In the lyrics of the song above, there is an onomatopoeia ding dong which means the sound of a bell ringing when someone pressed it. The song shows that when you want to enter the house, someone will usually ring the doorbell first. Based on the analysis, it can be concluded that the onomatopoeia ding dong is a sound that obtained from the objects.

## 2. The Structures of Onomatopoeia

### a. Monosyllabic

An onomatopoeia will be called monosyllabic if there is only one syllable in the onomatopoeia. In the research data there are 12 monosyllabic onomatopoeic structure data.

In the song *Dans la ferme de Marthurin*, duration 0:42, there are song lyrics as follows:

*“Dans la ferme de Mathurin, hiya hiya ho*

*Y'a des centaines de moutons, hiya hiya ho*

*Y'a des "bê" par-ci, y'a des "bê" par-là”*

In the lyrics there is an onomatopoeia *bê* which indicates the sound of sheep, onomatopoeia *bê* has a monosyllable onomatopoeic structure and has a row of consonant-vowel (CV) phonemes

### B. Disyllabic

An onomatopoeia is called a disyllabic if it has two syllables in it. In the data that has been collected there are 6 onomatopoeic data with disyllabic structures.

In the song *Clic clac*, at the time duration of 0:45 there is a fragment of the song lyrics as follows:

*“Clic clac clic clic clic clac*

*C'est un petit photographe”*

In the lyrics of the song there is the onomatopoeia *“clic clac”* which means the sound of pressing a button on the camera, this onomatopoeia has a disyllabic structure with consonant-consonant-vowel-consonant (CCVK) and consonant-consonant-vowel-consonant (CCVK) phonemes.

### c. Multisyllabic

The multisyllabic structures is found in onomatopoeias that have three or more syllables. In the data analyzed there are 6 multisyllabic onomatopoeic data structures.

In the song *Les Roues de l'Autobus* at the time duration of 0:31 there are song lyrics as follows:

*“Les passagers du bus badaboum font*

*Badaboom, badaboom”*

In the lyrics, there is *“Badaboum”* which has three syllables so that it belongs to the multisyllabic onomatopoeic structure group and the phoneme sequences are consonant-vowel-consonant-vowel-consonant-vowel-consonant (CVCVCVVC).

#### IV. CONCLUSIONS AND SUGGESTIONS

##### *Conclusions*

Based on the results of the analysis on onomatopoeia research in French children's songs, it can be concluded that:

1. There are four forms of onomatopoeia found, namely: animal sounds, human voices, natural sounds, and sounds produced by objects. The onomatopoeic form of animal sounds has the most data, namely 13 data, while the onomatopoeic form of natural sounds is the form of onomatopoeic with at least 2 data.
2. There are three onomatopoeic structures, namely: monosyllabic, disyllabic, and multisyllabic. Monosyllabic structures have 15 data while disyllabic and multisyllabic structures both have 5 data.
3. This research can be implicated for high school students in class X in KD 3.8, namely exemplifying French song lyrics (*parole d'une chanson*).

##### *Suggestions*

Based on the results of the research and analysis that the writer has done on onomatopoeia in French children's songs, the writer has the following suggestions:

##### 1. For French Language Students

The author's suggestion for students and students learning French is to better understand and learn more about the forms and structures of French onomatopoeia, whether in songs, daily conversations or other literary works.

##### 2. For French Language Teachers

Teachers can use the results of this study as a reference regarding French onomatopoeia, but the number is still very limited so teachers can add other relevant data sources.

##### 3. For Other Researchers

Suggestions that can be given to other researchers are for future research to be explored more deeply regarding onomatopoeia by using theories from different experts and also equipped with more references so that research related to French onomatopoeia is more extensive and more widespread.

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