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The effectiveness of using *Duolingo* to improve students' vocabulary mastery at the seventh grade of SMPN 8 Bandar Lampung

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ABSTRACT
The objectives of this research are to find out whether there is any significant improvement in students' vocabulary mastery after being taught through Duolingo and to investigate the students' perception of it. The subject of the research was thirty students of SMP N 8 Bandar Lampung who were in seventh grade when the research was conducted. The research was conducted by using one group pretest and posttest design. The data were analyzed by using Repeated Measure T-Test in which the significance was determined by $p<0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS). The students' perception toward the implementation of Duolingo was also investigated through a close-ended questionnaire. The result of the research showed that the mean score improves from the pretest was 62,1333 and the posttest was 76,3333 in which the gain was 14,2000. The result of the t-value was 12.836 and the sig.2-tailed 0.000. It means that the hypothesis was accepted, there is a significant improvement of the students' vocabulary mastery after being taught through Duolingo. Furthermore, it was found out that students have a positive perception of the treatment. They also stated their reasons regarding their answer to the statements in the questionnaire.

Keywords: *Duolingo, Vocabulary Mastery, Perception.*

I. INTRODUCTION

In learning English, vocabulary is the most important component to master English. Vocabulary is the basic serves as useful for communication and acquiring knowledge. According to Wallance (1989) vocabulary is a set of words known to a person or other entity or a part of the particular language. It means that vocabulary is one of the English components or sub-skill that must be taught to the learners because vocabulary has the primary role for all languages. Furthermore, as Nation (2001) states vocabulary is an important sub-field or language learning, with which learners can use four language skills: listening, speaking, reading, and writing. It means that vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their ideas.

However, the teaching of English vocabulary has a very essential role in enabling Indonesian students to master English as their foreign language. From the previous research conducted by Fauzi (2018), English vocabulary mastery has become a big problem for most Indonesian students, because many students have limited mastery of vocabulary. The students find difficulties communicating in English. Hammer (1991) states that the problem of improving vocabulary that researchers can find many students is difficult to improve vocabulary mastery because the medium of teaching is not interesting and makes students feel bored. It indicates that there are two reasons

why students lack vocabulary. The students don't have good media and the students' have a negative perception that learning English is boring. As Shuell (2011) writes, it is the students' perceptions, prior knowledge, and beliefs that determine what and if they learn something approximating the instructional goals of the teacher.

Looking at the problem above, this study applies to one of the media to make students have an interest when learning English. Media can be used to improve students' vocabulary by using practical English language learning applications and attract students' attention because they are arranged in the form of games (Muddin,2018). Furthermore, games can make the students enjoy the class. There are many games that the teacher can use to teach students. One of them is very interesting and can motivate students to learn English, it is called Duolingo. Duolingo is a simple, educational application based on interactive games but has several levels. Jaskova (2014:15) says that Duolingo is a good application in language learning for vocabulary. It can make the students easier to understand and memorize the words, make them interested, enjoy, and happy in learning because it provides struggle in the learning process. Duolingo is an application designed to help the student learn the language easily and fun so that they do not feel like learning instead of having fun with the application. Duolingo has good potential for use in a course of studies as one more tool in the instructor's arsenal. Duolingo has an excellent learning strategy because it has a very motivating learning system. It uses a strategy of game mechanics to create the incentive to keep students learning. However, Duolingo has some weaknesses. It requires internet access and Duolingo doesn't offer any explanations whatsoever on grammatical use.

Based on the previous research of Wijaya (2016), who has done the research conducted with the use of Duolingo in learning vocabulary can give improvement results for the students' in the teaching-learning process. The researcher suggests teachers use Duolingo as the media to teach vocabulary. In learning an essential skill, Musa & Mohamad (2017) states that Duolingo is a useful application that can provide learners with practical and systematic steps to learn a new language and has a friendly sleek design. The learner also has more time to practice to learn English. In the same year of 2017, there was a man from a university in Colombia (Diaz et al 2017) he said that Duolingo can be good media to improve students' language skills. It happened because the students can be interested and motivated in learning vocabulary.In this research, students' perception toward the implementation of Duolingo was also investigated. Perception is a process by which individuals organize and interpret their sensory impressions to give meaning to their environment (Langton and Robbins 2005) . Besides, the other research about students' perceptions was conducted by Pramesti and Susanti (2020). It was found out that students who process a positive perception towards Duolingo in learning processes also get a better score in their achievements.

As the statement above, the researcher will investigate whether there is any significant improvement of students' vocabulary mastery after being taught through Duolingo and students' perceptions toward English after being taught by Duolingo to students' vocabulary mastery. The researcher hopes that Duolingo can improve the ability of the students' vocabulary mastery.The following specific research questions guided the study:

1. Is there any significant improvement in students' vocabulary mastery after being taught through Duolingo?
2. What is the students' perception toward the implementation of Duolingo?

II. METHOD

This research is quantitative research to find out the improvement of students' vocabulary mastery through Duolingo and to find out students' perception toward Duolingo. The population of this research was whole seventh grade of SMPN 8 Bandar Lampung which consisted 30 students in VII-C. The data were collected by pre-test and post-test to see the students' improvement of vocabulary mastery. Then, to get the data of students' perception toward Duolingo, the research used questionnaire. The data of the test were analyzed using Paired Sample T-Test and descriptive statistic for questionnaire.

III. RESULT AND DISCUSSION

Result

This section presents the result of data analysis. Below are the improvement of the students' vocabulary mastery and result of the students' perception toward Duolingo.

Table. 1 Students' Score of Pretest and Posttest

	Pretest	Posttest
Mean	62.1333	76.3333
Median	63.0000	77.0000
Modus	63.00	77.00
Range	50.00	30.00
Lowest	37.00	67.00
Highest	87.00	97.00

The table shows that the highest score of the pretest was 87.00 and the highest score of the posttest was 97.00. The gain score was 14,20. The lowest score of the pretest was 37.00 and the lowest score of the posttest was 67.00. The gain score was 30. Comparing the result of the pretest and the posttest from this research in which the mean score of the pretest was 62.13 and the mean score on the posttest 76.33, it could be seen that the mean of the students' scores on the pretest and posttest were a significant improvement, it increased from 62.13 to 76.33. There was a difference of about 14.20 points after being given the treatments.

Table 2. Improvement of students
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	62.1333	30	10.27462	1.87588
	Posttest	76.3333	30	7.23179	1.32034

The table shows that the mean score of the pretest and posttest. It can be seen that the mean score of the pretest is 62.13 with a standard deviation is 10.27, and the mean score of the posttest is 76.33 with a standard deviation is 7.23. Therefore, there is a significant improvement for about 14.20 after being taught Duolingo.

In order to prove whether the hypothesis was accepted or rejected, the researcher used a t-test to analyze the data. The result of the hypothesis of this study can be shown from the table below:

Table 3. The result of the Paired Samples Test
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean			Lower	Upper			
Pair 1	Pretest – Posttest	-14.20000	6.05948	1.10630	-16.46265	-11.93735	-12.836	29	.000

The table above shows that the result of the computation showed that the t-value was 0.000. It means that H_1 was accepted and H_o was rejected since $0.000 < 0.05$. It can be said that Duolingo could make a significant improvement in students' vocabulary mastery. In other words, the hypothesis was accepted.

Besides improvement, this research is also conducted to examine the students' perception toward Duolingo.

Chart 1. Students' perception of Duolingo

Students' Perception of Duolingo
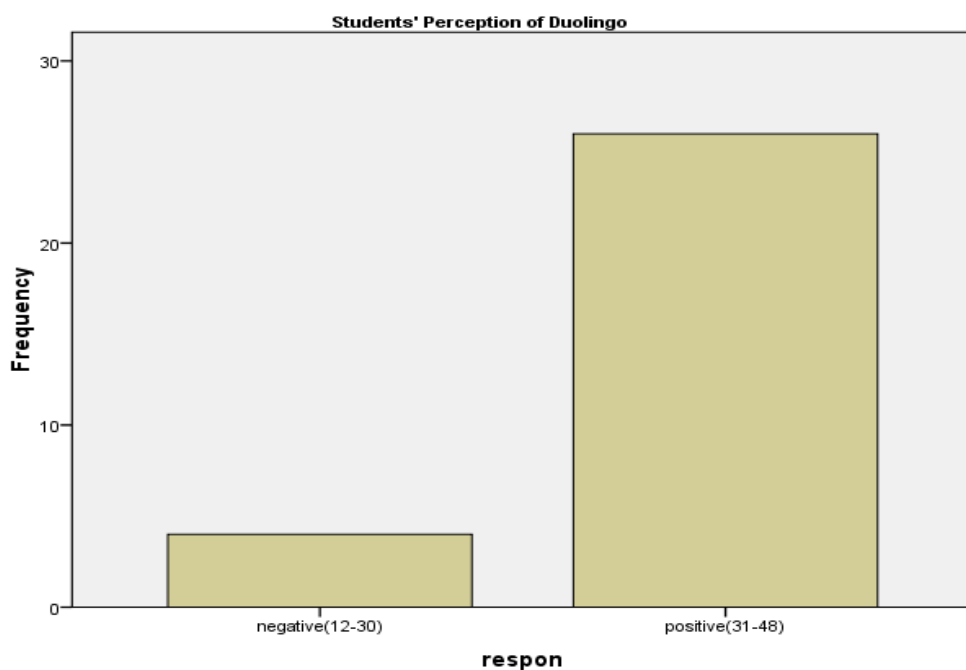
It can be seen from the chart above that 4 students (13,3%) of VII C have a negative perception and 26 students (86,7%) have a positive perception out of 30 students. The number of students who have a positive perception of Duolingo is more than they have a negative perception. It can be concluded that Duolingo is good media to enrich the students' vocabulary mastery.

Disscussion

There are two points discussed in this selection, covering the significant improvement of students' vocabulary mastery after being taught through Duolingo and students' perception toward the implementation of Duolingo in Teaching English.

1. The Improvement of Students' Vocabulary Mastery after being taught through Duolingo

After calculating the data, the researcher found the answer to this research question. The researcher found that teaching vocabulary through Duolingo was able to give a significant improvement to the students' vocabulary mastery. The first result comes from the gain on pretest and posttest scores. Based on the data, the student's mean score of the pretest was 62.1333 and the mean score of the posttest was 76., so the mean score increased 14.2000 points. The significant improvement can be seen by the mean score between the pretest and posttest. It can be concluded that there was a significant improvement in the students' vocabulary mastery after being taught through Duolingo. It indicated that the hypothesis was accepted.

In this study, there was only one class used as the sample of the research. In this research, the tests were conducted to collect the data by using pretest and posttest. The students were given three treatments. After conducting the posttest, the result was analyzed by using SPSS. This study found that teaching vocabulary by using Duolingo.

In order, to know the vocabulary mastery of the students, the pretest was administered in the first meeting of the research. The highest score of the pretest was 87 and the lowest score was 37. As a result, the students' scores of pretest and posttest were compared to know the significant improvement of the students. The highest score of the students' posttest was 97 and the lowest score was 67. There was an improvement of VII C students' vocabulary mastery since t-value was higher than t-table. It indicated that the hypothesis was accepted. Furthermore, it implies that Duolingo had a positive effect on students' vocabulary mastery.This supports the previous research finding conducted by Ajisosko (2020). He tried to investigate whether there is any significant improvement of using Duolingo to improve students' vocabulary mastery. In his research, he found that Duolingo is one of the effective media and interesting for learning. It can eliminate boredom in the learning process. Diaz et al (2017) on his research, by using Duolingo, there were some advantages of using Duolingo such as enhancing learning and also creating their motivation. From the explanation above, the researcher concluded that Duolingo is an effective media that has some advantages for the students and it could improve students' vocabulary mastery. Nevertheless, Duolingo also has disadvantages in the learning process in this application is limited by the structure of translation, low grammar guide, and minimal language skill integration.

Viewed on the mean of pretest and posttest of the students, the researcher found that the students' vocabulary mastery is still low. There were still lack of aspects of vocabulary which were mean, use, spelling, and pronunciation. Therefore, the researcher conducted treatments and gave the students material and tests which were relevant to the students. In this case, the researcher conducted Duolingo as the treatment and vocabulary test in the form of the multiple-choice question as the test to be measured. During the treatment, the students were excited to playing Duolingo with the following activities lesson such as 1) Write the vocabulary words after seeing the picture that represents them, 2) Translate sentences into native language, when words are first presented, the user can hover over the word to see the meaning, 3) Translate sentences into the language being studied, 4) Dictation: write the sentence they hear, 5) Say the sentence= pronunciation, 6) Match pairs of words, 7) Put a series of random words. The students were really excited to study since they played the game at the same time they unconsciously learned the new vocabulary. The students felt interested and enjoyed learning vocabulary by using Duolingo.

The previous study was conducted by Fatah (2019) the object of the research was to find out the improvement of the students' vocabulary mastery after the implementation of Duolingo. The result of the research proves that Duolingo is effective and improves the students' vocabulary mastery after the implementation of Duolingo. Based on the data, it can be seen the result of the research which is vocabulary test and observation shows that there was an improvement in students' vocabulary mastery. From the result of the research, the research has given the interpretation that Duolingo is a good media and effective to improve students' vocabulary, and then, it could make the students active and motivated during the teaching and learning process. It is supported by Ambara (2020) who states that Duolingo is more effective using the conventional method in teaching vocabulary. In the same way, Wijaya (2016) explains how the researchers recommend

English teachers to use Duolingo as the media in teaching English vocabulary because it can make students interested in the teaching and learning activity.

To wrap it all, the students of VIIC enjoyed the learning process through Duolingo. Besides, the students' scores in the posttest were higher than the students' scores in the pretest. It means that Duolingo could help and motivate the students in learning vocabulary mastery. In conclusion, it could be fairly approved that Duolingo is effective for teaching vocabulary to the seventh-grade students of SMPN 8 Bandar Lampung.

2. The Students' Perception after Implementation of Duolingo in Teaching English

After calculating the data, the result of the students' questionnaire shows that most of the students in VIIC had a positive perception toward the implementation of Duolingo in learning English. Most of the students strongly agree and agree with the implementation of Duolingo. In other words, the students perceive that Duolingo helps them in learning English. According to the students' response, most students said that Duolingo was interesting. It was the first time they used duolingo in learning English. They assumed that during the treatment, they didn't feel like learning but playing the game. They said that doing the assignment through duolingo is more fun than the conventional way.

The finding in line with Pramesti & Ani (2020) states Duolingo has a positive perception, useful and motivated the students' learning process. It implies that Duolingo could enrich their vocabulary mastery and get a good score in the learning process. The students' also felt enjoy and comfortable learning vocabulary mastery toward Duolingo.Based on the result of the data analysis, it was found that out of 30 students. Related to the answer of the students, it shows 26 students (86,7%) had positive perceptions and 4 students (13,3%) had negative perceptions toward the implementation of Duolingo. It means that the implementation of Duolingo in learning vocabulary mastery was very good for the student. The use of Duolingo helped the students to know the aspect of vocabulary which is meaning, use, spelling, and pronunciation. Then it also made the students become active in class and taught them to work in groups and communicate with each other.

In conclusion, based on the explanation above, the result of the questionnaire was in line with the result of posttest. The students gained a better score after using Duolingo, and they considered Duolingo as a good media based on their answer in the questionnaire. From the data in the questionnaire, it could be seen most of the students agreed that Duolingo could improve students' vocabulary mastery.

IV.   CONCLUSION AND SUGGESTION

Conclusion

The objectives of this researcher were to investigate whether there is any significant improvement in students' vocabulary mastery after being taught through Duolingo and finding out students' perceptions toward the implementation of Duolingo in teaching English. Based on the research, it is concluded that there was a significant improvement in students' vocabulary mastery as seventh-

grade students of SMP Negeri 8 Bandar Lampung after being taught through Duolingo. It could be seen from the computation of the value of two tailed significances is 0.00. It means that Ha is accepted because 0.05<0.00. It proves that there is improvement of students' vocabulary mastery from pre-test and post-test after the implementation of Duolingo. Then, the improved from 62.13 in pre-test to 76.33 the post-test. It can be concluded the treatment by using Duolingo is successfully media in learning English especially in Vocabulary. Second, all the students had a different perception after the implementation of Duolingo. It can be seen from all responses of the students. The students' perception about the implementation of Duolingo in-class activity is positive, the students feel interested and enjoy while learning. Out of the 30 students, 26 students have positive perceptions of the percentage 86,7 %. It can be concluded that Duolingo is a good media for the students in learning English then traditional way.

Suggestion

After doing this study, the researcher would like to recommend some suggestion for English teacher who want to implement the Duolingo in teaching and learning process. First, this study has shown to apply Duolingo as one of the alternative media to increase the students' vocabulary mastery. Duolingo can help students who still have a problem in learning English vocabulary. Second, before the learning process, the English teacher should provide the students with their smartphone or laptop and find the classroom that has a good signal because Duolingo needs the internet connection to start to play. Additionally, the researcher found some things that need to be considered for furtherresearcher. This research was conducted by Duolingo in the seventh grade of students of junior high school. Thus, the next researcher can be conducting Duolingo in different levels of students, such as in elementary school or senior high school in a different grade. Second, in this research was choosing vocabulary in langue skill. Thus, the next researcher can be conducting Duolingo in another language skill, such as in speaking, reading, pronunciation, translation. Furthermore, in this research, the researcher used students' perceptions after implementation by Duolingo in the class. Further researchers should try to find out the responses, motivation, and attitudes of the students.

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The implementation of Herringbone technique to improve reading comprehension

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ABSTRACT

The objectives of this research were to find out whether there was a significant difference of the students' reading comprehension after the implementation of Herringbone technique and to investigate which aspect of reading that improves the most and improves the least after the implementation of the technique. The population of this research was the first grade of SMA Tri Sukses Natar in the academic year 2019/2020. The sample of this research was X science 2 which consisted of 30 students. The data were taken from the tests and they were analyzed by using *paired sample t-test*. The result showed that there was a significant difference in the students' reading comprehension of pre-test (61.40) to post-test (72.30) in which t-value>t-table (11.882>2.452) or sig $p < 0.05$ (0.000<0.05). In addition, main idea was the aspect of reading that improved the most after the implementation of the technique and the aspect which improved the least was vocabulary. Based on the result, it can be concluded that Herringbone technique is effective to improve students' reading comprehension.

Keywords: Herringbone technique, Reading comprehension, Narrative text

I. INTRODUCTION

Reading comprehension is the process of making meaning from text. Reading gives big impact in learning process. Without good reading comprehension, students cannot understand the material that they are going to learn. According to Afida (2008), reading comprehension is the students' ability in understanding the message from the written materials they read. In other words, the students are not only hoped to know the word but also its meaning. It means that, in comprehending text, students need to understand the message of the written text.

Furthermore, the process of reading includes two process; those are receiving messages and information from the writer and interacting with the texts by trying to understand the next. A good achievement in reading is important to students. Considering the importance of reading skill in language learning as discussed above, the Education Ministry of Indonesia include reading as the one of important skills in Curriculum 2013. Based on this curriculum, the basic competence of reading at senior high school is a skill to comprehend and understand the meaning of the text. At senior high school, there are twelve genres of texts that are learned by the students: procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion and review. In this research, the researcher only focused on narrative text. Narrative text is a text that tells a series of events caused by several logical and chronological factors. It is in line with Rebecca (2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore,

states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.

Based on the pre-research at SMA Tri Sukses Natar, it was found that many students have difficulties in learning reading; firstly, the students got difficulty to comprehend the text. The problems might come from students' background knowledge, language abilities, thinking abilities, and reading purpose. Secondly, the students could not grasp the information of the text they had read. Since they could not absorb the information of the text, they were not able to get the main idea of each paragraph they read. Thirdly, they were not able to read a long paragraph. They did not know about meaning of words in the text. They thought that they wasted their time to read the whole texts and they felt bored while they were reading the text. Because of that, they were not interested in a reading activity.

Therefore, the students' scores of reading comprehension were relatively low. In the teaching learning activity, narrative text in reading comprehension should be attractive for the students. In fact, the majority of students felt not enthusiastic with the lesson. To solve those problems, the teachers realized that they needed to use appropriate teaching media to improve their reading comprehension scores so that the students could increase their reading skill, particularly in comprehending. In reading comprehension there are five aspects that the students should improve.

According to Nuttal (1982), the five aspects of reading which the students should understand to comprehend text well, including determining the main idea, making inference, identifying reference, finding detail information, and the last is understands vocabulary. Concerning those statements, a suitable technique is really needed to keep the students' motivation to read the text so that they can get the necessary information. There are some applicable techniques to improve students' reading comprehension ability. One of the techniques that can be used and appropriate in teaching narrative text is Herringbone technique.

As Tierney (1980) suggested that Herringbone technique is an effective technique used on reading comprehension. They said that the Herringbone technique is a structured outlining procedure to get the important information in a text by using six basic comprehension questions (who, what, when, where, how, and why). Moreover, this technique facilitates the students with an interesting pattern which looks like a fish-bone where the students can put the information that have been got in which are suitable for the questions. The fish-bone pattern guides the students to make a statement which represents a topic sentence of the text. Besides, this method can build the students' ability to understand the text. It focused on reading strategy by make the mapping. In this strategy, the researcher will explain to the students the specific goals of the learning by using Herringbone technique. The researcher hopes that this method can be relevant method to give solution to the problem and the students will be more interested and enjoy in reading lesson.

Based on the explanations above, the Herringbone technique can help the students to improve the students' reading comprehension of narrative text. Therefore, the researcher was interested to use

this technique which was aimed at finding out a significant difference before and after the implementation of Herringbone technique and to investigate which aspect of reading comprehension that improves the most and improves the least after the implementation of this strategy.

II. METHODS

This research used quantitative approach byusingonegrouppre-testpost-testdesign, in which there is one group as the sample (Setiyadi, 2018). The population for this research is the students at the first grade of SMA Tri Sukses Natar. For the sample, the researcher chooses 30 students from X Science 2 by using purposive sampling. The data are collected by using tests (pre-test and post-test). Then, the improvement of students' test results are analyzed by using paired sample t-test in SPSS (20.00) to find out whether any significant difference of students' reading skill after the implementation of Herringbone technique.

III. RESULTS AND DISCUSSION

Results
After conducting the research, the researcher gathers the result of the pre-test and post-test as follows:

Table 1 The Difference of Students' Reading Score in the Pre-test and Post-test

Mean Score of Pre-Test	Mean Score of Post-Test	Gain
61.40	72.30	10.90

Based on the table 1, it can be concluded that there is an increase on students' reading comprehension from pre-test to post-test scores after the implementation of Herringbone technique. The mean score of pre-test is 61.40, the mean score of post- test is 72.30 and the gain is 10.90.

Furthermore, In order to prove whether the hypothesis proposed by the researcher is accepted or not, the Paired Sample T-test is used to test the hypothesis. Based on the data, the T- Test stated the result was significant ($\alpha = 0.00$). Thus, the results of the test were presented as follows:

Table 3 Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post-test - Pre- test	11.66000	5.37495	.98133	9.65296	13.66704	11.882	29	.000

As seen in the table above, the t-value is 11.882 bigger than t-table (2.0452). H0 is rejected while the sig-2 tailed was 000, it means that H1 is accepted since 000<0.05. In brief, it proved that there is a significant difference of the students' reading comprehension after being taught through Herringbone technique at SMA Tri SuksesNatar.

In order to answer the second research question, that is which aspect of reading comprehension that improves the most and the least after the implementation of Herringbone technique. The researcher compared each aspect of the students' reading comprehension pre-test and post-test score based on the reading aspect. The increase in each aspect is presented in the following table:

Table 2 Improvement of Each Aspect in Reading Comprehension

Aspects of Reading	Pre-test	Post-test	Gain	Percentage
Main Idea	59.44	81.11	21.67	36.80%
Supporting Detail	66.11	73.33	7.22	12.26%
Reference	57.77	67.22	9.45	16.04%
Inference	62.22	76.11	13.89	23.58%
Vocabulary	69.44	76.11	6.67	11.32%
Total	**314.98**	**373.88**	**58.90**	**100%**

From the table above, it can be seen that there is an increase in each aspect of reading comprehension after the implementation of Herringbone technique. Table 2 showed that the gain of main idea is 21.67, the gain of supporting detail is 7.22, the gain of reference is 9.45, the gain inference is 13.89, and the gain of vocabulary is 6.67. It can be assumed that main idea improved the most than the other aspect and vocabulary improved the least than the other aspect. In short, Herringbone technique could improve the students' reading comprehension in all aspects ofreading.

Discussions

In this research, the researcher applied Herringbone technique in teaching reading comprehension especially about narrative text. The result showed that the students' reading achievement was improved. It was known that there is a significant difference of the students' reading comprehension after the implementation of Herringbone technique, since the t-value > t-table (11.882 > 2.0452). The finding approves the first objective of this research that there is a significant difference of the students' reading achievement after being taught by using Herringbone technique at SMA Tri SuksesNatar.

Based on the result of the pre-test and the post-test in each aspect of reading comprehension, the aspect of reading that improved the most after implementing Herringbone technique is main idea. The increase can be seen from the gain of the total score in pre-test to post-test, the improvement is 21.67 (36.80%). And the aspect of reading that improved the least after being taught by using Herringbone technique is vocabulary, the improvement of this aspect is only 6.67 with the percentage 11.32%. This finding proved the second objective of this study that the main idea is the aspect of reading comprehension which improved the most and vocabulary aspect is the aspect of reading comprehension which improved the least after the implementation of Herringbone technique in teaching reading comprehension at SMA Tri SuksesNatar.

In this research, there was only one class used as the experimental class. The research was begun by conducting the pre-test and was finished by conducting the post-test. The students were given three times of treatment. The pre-test was given in order to find out how far the students' skill in comprehend the text especially in narrative text. In the pre-test, the researcher found out many students felt hard to comprehend the text, it can be seen from the students' score which most students got low score. The researcher also found that most students were hard to find the information from the text. In addition, the students who did not know some vocabularies in English would end up in thedictionary.

After conducting the treatments through Herringbone technique, the researcher found the difference of the students' reading comprehension. In learning process, there is a difference of the students' ability in answering the questions because of the procedures of Herringbone technique which leads the students to answer the 5W + 1H questions well. It is also supported by Bouchard (2005), Herringbone Technique is a graphic organizer that is used to help students identify the main idea as of a lesson, text or concept. It contains six questions that help students organize the details of the text. The visual patterns of the Herringbone creates a framework for students to sort the information so that, the students can be visually organized in relation to the main idea. This is also in line with Ramadhani and Harputra (2016) define that Herringbone Technique is a structured outline procedure designed to help students to organize and remember important part of text by using a Herringbone format. It can facilitate the students to obtain the important information by asking six very basic comprehension questions: Who, What, When, Where, How, andWhy.

Moreover, the aspect of reading which improved the most is main idea and the lowest improvement is vocabulary. The improvement of students' score in main idea is caused by all the process of applying Herringbone technique. It leads the students to organize important information in a text that they have read. This is line with Steele (2002) the Herringbone pattern is used for synthesizing information after pre-reading or skimming, a chapter. Pre-reading is an important tool for understanding what each reading is going to be about, what the main ideas are going to be, and for getting a general idea of what will be discussed in each reading. When students take the time to pre-read they are better prepared to read and understand the information presented in a text. After the students have been sufficiently prepared for learning the information within the chapter and after they understand the structure of the form, they are ready to begin the reading and recording process.

On the other way, the lowest improvement is vocabulary. According to Machado (2012) a child's vocabulary is strongly related to his comprehension and ease of learning to read. Knowing the meaning of the words on the page is essential for reading comprehension. Contradictory, in the learning process, the students always open dictionary when they did not know about the word on the text and lazy to remember the new word that they have found. Therefore, this might be the reason why vocabulary aspect became the lowestimprovement.

Finally, it can be inferred that Herringbone technique not only improved the students' reading comprehension but also all of the aspects of reading, such as main idea, specific information, inference, reference, and vocabulary. Thus, it can be approved that Herringbone technique was an effective technique for teaching reading at SMA Tri Sukses Natar

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions
Based on the data analysis and discussion of the research findings, the researcher comes to the following conclusions: (1) There was a significant difference of students' reading comprehension after the implementation of Herringbone technique. It can be seen from the value of two tailed significance which is lower than 0.05 (0.000 < 0.05). It is also supported by the students' score of pre-test and post-test which improve from 61.40 to 72.30. it can be concluded that Herringbone technique is effective to improve students' readingcomprehension. (2) Herringbone technique gave an improvement to all aspects of reading. After analyzing the data, the result showed that the aspect of reading that improved the most is main idea. It can be seen from the gain score of main idea is 21.67. Then, the aspect that improved the least was vocabulary. It can be seen from the gain score of vocabulary is 6.67. It can be concluded that the aspect improved the most after the implementation of Herringbone technique is main idea since it helps the students to understand the information in a text well. Then, the aspectimproved the least after the implementation of Herringbone technique is vocabulary since the students lazy to remember a new word that they havefound.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows: English teachers are recommended to apply Herringbone technique in teaching reading. It is because Herringbone technique makes the students be more active and interested in teaching learningactivity. The teachers need to pay attention to students' vocabulary. In other words, the teacher should give the explanation about uncommon vocabulary in order to make them comprehend the textwell. The teachers need to check students understanding or brainstorming before and after starting the lesson, in order to make sure that the students are comprehend the material clearly. In addition, for furtherresearchers are suggested: this study applied Herringbone technique to improve students' reading comprehension in reading narrative text. Therefore, the researcher suggests other researchers to find out the effect of Herringbone technique in another text. For example: procedure text, descriptive text, and reporttext. Future researchers are able to find out the effect of Herringbone technique inother English skills. For example: listening, writing, andspeaking. And future researchers are able to take more than three treatments in order to make students understand the material and steps of the techniqueclearly.

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The implementation of Mind Mapping technique in teaching writing at the second grade of Junior High School 3 Trimurjo

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ABSTRACT

The objectives of this research are to find out: 1) Whether there is any significant improvement of students' writing ability of descriptive text after being taught through mind mapping technique, 2) Which aspect of writing improved the most after being taught by using mind mapping technique and 3) What is the students' perception towards the implementation of mind mapping technique in descriptive text writing. This research was a quantitative research used a one group pretest-posttest design. The subjects were 23 students of class VIIIA at SMP N 3 Trimurjo in 2019/2020 academic year. Writing tests and questionnaires were administered as the instrument of the research. The data were analyzed by using Paired Sample T-test in which the significance level was determined by $p<0.05$.The result of the research showed that the value of significant level was $0.00<0.05$. It means that there was an improvement in students' writing ability of descriptive text after the implementation of mind mapping technique and the aspect of writing that improved the most after the implementation of mind mapping technique was content. Furthermore, the result of questionnaires showed that most students (75.86%) gave positive towards the implementation of mind mapping technique in descriptive text writing. Most of the students agree that mind mapping technique can help them in composing writing, make them enjoyed and relaxed in composing writing, make them more interested and motivated in writing. But, almost of them disagree that by using mind mapping technique, they do not have any difficulties to make writing anymore. It means that even they have positive perception towards the implementation of mind mapping technique in descriptive text writing, they still have another difficulty in composing it.

Keywords: mind mapping technique, writing ability, students' perception

I. INTRODUCTION

In Indonesia, English is the first foreign language of the country which was first taught to Indonesians in 1914 when junior high schools were established (Lauder, 2008). Based on Government Regulation (*Peraturan Pemerintah*), Number 28, 1990, stated that English is one of subjects should be taught in basic education. In the Curriculum 2013, the goal of the English teaching-learning process in junior high school is to make students active in the language class both in oral and written. According to Raimes (1983), writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraph using eyes, brain, and hand. It is enough by writing something on paper then people can communicate each other. Moreover, there are several kinds of text, one of them is descriptive text. Descriptive text is important to learn since it is included in the Curriculum 2013.

Although English has been learnt from elementary school, in fact, it can still be found that students still cannot understand and use English well either in written or oral forms. As stated

by Sturm & Rankin-Erickson (2002) that writing demands much effort and practice in composing, organizing, and analyzing ideas. Students writing in a foreign language will naturally face with cognitive problems related to language learning such as generating ideas in good fluency because of lack knowledge the writer has about the topic. Richards and Renandya (2002) state that writing is the most difficult skill for second language and foreign language learners. Writing is not merely about putting something into words then finish, but more than that which should have more than two step in order to making good writing. It becomes a problem when learners cannot process their ideas into a text, even sometimes they do not know what to do in the beginning of writing.

In addition, based on the researcher pre-observation in Junior High School 3 Trimurjo by interviewing the English teacher, it was found that a lot of students still have difficulties in achieving English especially writing. The English teacher said that most of the students got confused when the teacher asked them to write. They even did not know what should they put on their writing, even the teacher gave them the topic, and they still got confused about how to develop it to be a good writing. Khoiriyah (2014) states that many students still had difficulties in writing English in term of generating and developing their ideas, expanding their vocabularies and tense mastery. When the students were asked to write, they often got difficulties to begin their writing, and they were confused what they should write. González (2015) found in his research that most of students did not know how to start a text. The same problem were investigated by Manalu (2019). She found in her research that the students still got difficulties in producing ideas before they did writing.

Based on the problems above, the students need a technique to help them in facing their problem in writing. Many researchers have conducted research on various writing techniques to improve students' writing skill. One of them is mind mapping technique, which is popularized by Buzan. Buzan&Buzan (1993) says that mind mapping is used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. A central focus or graphic representation of the main topic is placed in the center of a page; ideas are allowed to flow freely without judgment; key words are used to represent ideas. Buzan (2006) also states that a mind map mind mapping is a process where the students transfer some information from what they acquired into a visual design that consists of one main topic which has some branches that leads into some details related to the major idea. This technique is good for students in their writing, because this technique will open the students mind to collect information related to the topic of their writing.

In addition to the teaching techniques used by the teacher in teaching writing, another important factor in ensuring the effectiveness of a learning process in the classroom is students' perceptions. According to Robbins & Judge (2013), perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Lahey (1998) states that perception is an active process that changes sensory information. It is the process of acquiring information through sensory receptors that is transformed into a perception of what we think, see, hear, smell, taste, or touch. Human can interpret information in different way even they get same information with others. It can be occurred due to level of difficulty, stress, confidence, interest, and motivation (Robinson, 2001)

Therefore, the identification of students' perception becomes an important part to evaluate the technique that teacher used. It can be a good evaluation of the use of mind mapping as a technique for teaching writing, especially descriptive text. Thus, the researcher is interested to know about the student's perception towards mind-mapping technique in descriptive text writing and to find out aspect of writing mostly improved after being taught by using mind-mapping technique with the title "The Implementation of Mind Mapping Technique in Teaching Writing at The Second Grade of Junior High School 3 Trimurjo".

II. METHODS

This research is a quantitative research with one group pre-test post-test design. The population for this research is the students at the second grade of Junior High School 3 Trimurjo in academic year 2020/2021.For the sample, the researcher chooses 23 students from VIII A by using random sampling. Then, the result of students' pre-test and post-test is analyzed by using Paired Sample T-test in SPSS 16.0 to find out whether any significant improvement of students' writing ability of descriptive text. To know the aspect of writing improved the most, the researcher calculates the percentage increase in each aspect manually. Meanwhile, to know the students' perception after the implementation of mind mapping technique the researcher computes the data and calculates index % manually.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the result of the pre-test and post-test after the implementation of mind mapping technique. Table 1 shows the improvement of students' writing ability from pre-test to post-test.

Table 1 The Difference of Students' Writing Score in the Pre-Test and Post-Test

	Pre-test	Post-test	Gain
Mind Mapping Technique	56.50	81.20	24.7

Table 1 above, it can be seen that the gain of the students' scores after the implementation of mind mapping technique improved at 24.7. It means that students have better scores in the post-test

Table 2 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	-2.46739E1	6.30225	1.31411	-27.39921	-21.94861	-18.776	22	.000

Table 2 provides evidence that the mean difference of students' writing score in post-test and pre-test issignificant since thesignificant (2-tailed) is lower than 0.05. It indicates that after the implementation ofmind mapping, students' writing ability significantly improved.

Table 3. The Improvement in Aspect of Writing

Test	Aspects of Writing				
	C	O	L	V	M
Pre-test	17.54	10.95	13.65	11.45	2.95
Post-test	26.15	16.08	19.52	15.67	3.76
Gain	8.61 (49.08%)	5.13 (46.84%)	5.87 (43%)	4.22 (36.85%)	0.81 (27.45%)

Notes:
C   : Content
O   : Organization
L   : Language Use
V   : Verb
M   : Mechanic

Table 3 shows that mind mapping improved all aspects of students' writing descriptive text. The aspect of content increases from 17.54 to 26.15 in which gain is 49.08%. In organization increases from 10.95 to 16.08 in which gain is 46.84%. In language feature increases from 13.65 to 19.52 in which gain is43%. Then, vocabulary increases from 11.45 to 15.67 in which gain is 36.85%. And mechanics also increases from 2.95 to 3.76 in which gain is 27.45%. From the table above, the researcher compares the pretest and posttest scores to know the students' score improvement and what the most improved aspect after the students were taught through mind mapping technique, and for the result, it can be seen that the highest improvement is content aspect, in which the posttest score improved to 17.54 from 26.15 in the pretest (49.08%).

Table 4The Result of Students' Perception

Students' Perception	Strongly disagree (Sangattidaksetuju) 1	Disagree (Tidaksetuju) 2	Agree (Setuju) 3	Strongly agree (Sangatsetuju) 4
Total Response	0	36	261	48
Percentage	0%	10.43 %	75.65 %	13.91 %

The table 4 shows the result of the student's perception towards the implementation of mind mapping technique in writing descriptive text. The total response shows that "strongly disagree" has 0 point (0%), "disagree" has 36 point (10.43%), "agree" has 261 point (75.56%), and "strongly agree" has 48 point (13.91%) for the total of the response is 345 point (100%).

Furthermore, to measure and know whether the students have positive or negative perception towards the implementation of mind mapping technique in writing class, the calculation is provided as follows:

Total score:

Strongly agree   : 4 x 48   = 192
Agree   : 3 x 261 =783
Disagree   : 2x 36   = 192
Strongly disagree   : 1 x 0   = 0 +
Total   :   **1047**

Interval : 100/4 = 25

Criteria for interpretation the percentage
0 % - 24.99 %   = strongly disagree
25 % - 49.99 % = disagree
50 % - 74.99 % = agree
75 % - 100 %   = strongly agree
Index %:

$\frac{1047}{345}$ x 100% = **75.86%**

The result of calculation was 75.86 % (strongly agree). It shows that the students have positive perception towards the implementation of mind mapping technique in writing class.

Discussions

The result of this research showed that there was a significant improvement of the students' writing ability after being taught using mind mapping technique. It was taken from hypothesis testing. The result of paired sample t-test showed that significant level was 0.00 and it was lower than alpha level (0.00 < 0.05). It means that the H1 was accepted and H0 was rejected. The improvement of the students' writing ability can be seen from the comparison between the students' pretest score and posttest score. The result of the mean score of the pretest was 56.50 and the posttest was 81.20. The increase of the means score was about 24.70. It means that there was significant improvement of the students' writing ability of descriptive text after being taught using mind mapping technique. It was in line with the finding of Manalu (2019) who said that mind mapping technique can significantly improve students' writing skill.

Another research conducted by Cahyo (2013), found that mind mapping technique can significantly improve the students' writing ability. He said that the use of mind mapping

technique proved to be a powerful way for improving students' ability to generate, visualize, and organize idea. It made the topic more structured. Mind mapping raised the good and average student performance on the performance of the lowest-performing learners as well. Learners were using of the mind mapping technique became faster and more efficient in generating and organizing ideas for the paragraphs and were able to generate more detailed ideas than learners who did not use the mind mapping technique.

Finding of the present study were consistent with finding of other research conducted on the use of mind mapping in different kinds of text by Waloyo (2017), Dewi (2017), and Mukhlisah (2017). Waloyo (2017) conducted a research to investigate the implementation of mind mapping in teaching writing narrative text. The research finding of this study shows that mind mapping has good influences to the students writing skill. Dewi (2017) found in her research that mind-mapping technique gave positive improvement for the students' writing recount text. Mukhlisah (2017) states that mind mapping technique is effective to use in writing narrative text. There is significant different between experimental class and control class.

In addition, it was also found that mind mapping technique did not only increase the students' descriptive text, but it also increased aspects of writing. They were content, organization, vocabulary, language use, and mechanic. From five aspects of writing, the highest score was content. The increase is 49.08%. It was because on the prewriting, the students had already had the ideas about the topic they were going to write by making the mind map. According to Buzan&Buzan (1993), mind mapping is a used for stimulating thought that shows ideas which are generated around a central theme and how they are interlinked. It was easier for the students to make the content of their writing because on the drafting session they just needed to elaborate their ideas became sentences and arranged the sentences into paragraphs.

In line with the finding, Dawson (2005) states that mind mapping is a type of prewriting method as the first stage of the writing process and as the point to discover and explore our initial ideas about a subject. Prewriting helps us to get our ideas on paper, though not usually in an organized form, and brainstorm thoughts that might eventually make their way into our writing.

The finding above was also supported by Novalinda (2015), Aprilia et al (2017), Hermansyah (2019), and Manalu (2019) who found that there was improvement on all aspects of writing after they had been taught by using mind mapping technique and the aspect which improved the most was content.

Through mind mapping technique, the students have a guideline to help the students to compose their writing. Before getting the treatments, the students had difficulties in conveying their ideas by writing. It made their writing poorly written. However, after getting the treatments, their writing became better and smoother. It means that it was good for the students because mind mapping helps the students to organize and create the ideas as many as they can before they move on writing. That makes the students can be easily to write because they only need to elaborate the ideas. So, mind mapping was useful for the students to do writing and the students in this research were helped in writing descriptive text through mind mapping technique.

From the explanation above, it can be concluded that mind mapping technique can significantly improve the students writing ability of descriptive text and can improve all aspects of writing. In which, the aspects of writing which improved the most was content.

Furthermore, the result of the questionnaire about the students' perception shows that the students have positive perceptions towards the implementation of mind mapping technique in writing class. The discussion of the result of the questionnaire about the students' perception toward the implementation of mind mapping technique in writing class as follows:

ST1   : By using mind mapping I can develop paragraph easily

In response to ST1, no one strongly disagree with the statement. Besides one student disagree and 22 students agree and strongly agree that mind mapping can help the students develop paragraph easily.

ST2   : By using mind mapping, it is easier for me to get ideas about the topic that I am going to write.

Without doubt, 100% students came to an agreement with the statement of by using mind mapping, it is easier for the students to get ideas about the topic that they're going to write. It was distributed in two choices: 34.78% agree and 65.21% strongly agree. In contrast, the other two alternative answers provided in the questionnaire were not selected by the students. All of the students cumulatively agreed that by using mind mapping, it is easier for the students to get ideas about the topic that they're going to write.

In line with the result of those statements, Hermansyah (2017) states that the keywords in every branch in mind mapping facilitated the students to write and develop ideas in their brain easily. Mind mapping order many keywords in every branch. Branches were drawn and added as the students' new ideas. The students were able to write some words in the branches that were related to the topic given and made a sentence from the keyword. So, they could express their ideas smoothly and easily when they wrote a descriptive text.

ST3   : By using mind mapping, I do not have any difficulties to make writing anymore

In response to ST3, the option "disagree" became the most dominant choice chosen by 19 students. Whilst the other 4 students chose option "agree". It indicates that after the implementation of mind mapping technique in writing class, the students still have difficulties to compose writing. Aprilia et al (2017) conducted a research about the students' constraint in learning writing descriptive text using mind mapping. She found that understanding grammar was the major constraint in learning descriptive texts. Even mind mapping technique can help them composing writing easily, it does not mean that they do not have any difficulties in composing writing anymore.

ST4   : By using mind mapping, I feel enjoy in writing because I can have more understanding about the topic that I am going to write.

Reacting to ST4, 100 % students agree and strongly agree with the statement. No one student disagree and strongly disagree that mind-mapping technique can make them enjoy in composing writing.

ST5   : By using mind mapping, I felt relaxed in writing class and I am not confused about how to start writing anymore.

Without doubt, 100% students agree that mind mapping technique makes the students felt relaxed and not confused in composing writing.

ST6   : Mind mapping is a very enjoyable technique used in writing class.

Same with the response in ST5, 100% students agree that mind mapping is a very enjoyable technique used in writing class.

Those results supported by Nurlaila (2013) who states that the students loved mind mapping technique because it successfully make the students to write descriptive text in enjoyable way. They use some colors and some picture in making mind mapping. Besides, their ideas flow smoothly without any confusedness that their ideas will out of the topic.

ST7   : By using mind mapping, I can compose my writing successfully and faster than before.

Without doubt, 100 % students agree that because of mind mapping, they can compose their writing successfully and faster than before. No one disagree and strongly disagree with this statement.

ST8   : By using mind mapping, I compose my writing better than before because the ideas of my brain can be delivered orderly and clearly.

100% students came to an agreement with the statement that by using mind mapping, they can compose their writing better than before. It was distributed in two choices: 15 students agree and 8 students strongly agree. In contrast, the other two alternative answers provided in the questionnaire were not selected by the students. All of the students cumulatively agreed with that statement.

ST9   : By using mind mapping, I feel confident to show up my writing to others.

In response to ST9, 3 students disagree and 20 students agree that they were confident to show up their writing to others after using mind mapping technique. Even there were some students who do not disagree, but most of them agree with that statement.

ST10   : By using mind mapping I think I am interested in writing more than before.

Reacting to ST10, there was only a small number of students (2 students) disagree with the statement and most of them (21 students) agree with the statement that by using mind mapping technique, they were interested in writing more than before.

ST11   : Mind mapping is an interesting technique in writing class because it uses colors and pictures.

Without doubt, 100% students came to an agreement with the statement. It was distributed in two choices: 22 students agree and one student strongly agree. In contrast, the other two alternative answers provided in the questionnaire were not selected by the students. All of the students cumulatively agreed that mind mapping is an interesting technique in writing class.

ST12   : Mind mapping is an interesting technique in writing class because it can really make me thinking creatively and widely.

In response to ST4, the option "agree" became the most dominant choice chosen by 22 students. Besides, there was one student chose "disagree". This indicates that most of the students were interested in using mind mapping technique in writing class.

ST13   : The use of mind mapping motivates me to learn more about writing.

Reacting to ST13, there were 22 students agree and 2 students disagree with the statement. This indicates that mind mapping technique can motivate the students to learn more about writing.

ST14   : The use of mind mapping motivates me to make writing more often.

It was known that more than a half of the students, represented by 18 students, decided to choose "agree". Besides, there were 5 students decide to choose "disagree". Significantly differ, no one of them selected the first and fourth alternative, strongly disagree and strongly disagree.

Related to ST13 and ST14, Lutfiah (2011) held a research related to improving students' writing ability by using mind mapping technique. The result showed that the students were motivated in the teaching –learning process during the implementation of mind mapping technique.

ST15   : I will use mind mapping again to write other texts besides descriptive text.

In response to ST15, most of the students (20 students) agree with the statement. Besides, only 3 students disagree with the statement that they will use mind mapping technique to write another kinds of text.

The result of questionnaire shows that almost all of the students chose agree and strongly agree with the statements provided in the questionnaire. There were 89.47 % students came to an agreement with the statements. It was distributed in two choices: 75.56% agree and 13.91% strongly disagree. Meanwhile, only 10.43 % students disagree with the statement. Furthermore, even most of the students disagree that by using mind mapping technique, they do not have any difficulties to make writing anymore, the result of the percentage of total score was 75.86 % which means strongly agree. This indicates that that the students have positive perception towards the implementation of mind mapping technique in writing class.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

The objectives in this research are to find out whether there is significant improvement on students' writing ability of descriptive text after the implementation of mind mapping technique, which aspect of writing improves the most after the implementation of mind mapping technique, and what is the students' perception towards the implementation mind mapping technique in writing class.

In relation to the study it was concluded that based on the result of this research, mind mapping technique can significantly improve students' writing ability of descriptive text and improve all aspects of writing namely: content, organization, language use/ grammar, vocabulary and mechanics.The content has the highest gain than other aspect. It is because by using mind mapping, it is easy for students to develop their idea as mind mapping order many keywords in every branch, so students the students already have the ideas before writing which makes the students only need to elaborate their ideas into sentences then arrange the sentences into paragraphs. Besides that, their mind mapping can be used as a guideline to help them to compose their writing in order to stay on the topic they are going to write.

Furthermore, the students have positive perception towards the implementation of mind mapping technique in writing class. Most of the students agree that mind mapping technique can help them in composing writing, make them enjoy and relax in writing class, make them more interested and motivated in writing. But, almost of them disagree that by using mind mapping technique, they do not have any difficulties in composing writing anymore. It means that even they have positive perception towards the use of mind mapping technique, they still have another difficulty in composing writing.

Suggestions

In reference with the conclusions above, the writer gives some suggestions for English teachers that English teacher can apply mind mapping as one of techniques to increase students' descriptive text writing ability. Mind mapping can help students develop the ideas related to the topic. Besides, they become more active and enjoy the teaching learning process. Moreover, the writer also gives suggestion for further researcher that since this study was conducted in the Junior high school level, the further researchers can try to find out the implementation of using mind mapping technique in different level. Besides, in this study, descriptive text was employed as the media to measure the improvement of students' writing ability after the implementation of mind mapping technique. Further researchers can try to apply mind mapping with another kind of text, recount, analytical exposition text, narrative and report text for instances.

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The use of Short Animated stories to improve students' writing in Narrative text at SMP N 3 Natar

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ABSTRACTS

This study aimed to find out whether there is a significant difference in students writing narrative text after being taught through using short animated stories and to find out which aspect of writing skill that improves after being taught by using short animated stories and to investigate what is the student's response after being taught through using short animated stories. The sample of this research was VIII B at SMP N 3 Natar. The writing test and questionnaire were administered as the instrument of this research. The data were analyzed by using a repeated measure t-test in which the significance was determined by $p<0,005$. The result showed that the students' mean score in the pretest 52.26 while in the posttest mean score was 64.17 in which t-value>t-table (27.814>2.074) or sig $p<0.05$ (0.000<0.05). Furthermore, organization (3.41) was the aspect of writing that was improved by students. Besides, the result of questionnaires showed that most students (78.3%) gave positive responses toward the implementation of short animated stories in writing narrative text. Thus, it can be concluded that Short Animated Stories is effective to improve students writing narrative text.

Keywords: *Short Animated Stories, Writing Skill, Narrative text*

I. INTRODUCTION

English is acknowledged as a necessary language to enable the Indonesian community to involve in global communication, it is taught even from elementary school. English is not our native language, as a fact that mastery it is not easy. There are four skills in learning English, namely speaking, reading, listening, and writing. Writing is one of the language skills that are important to be improved in academic life. As stated by Harmer (2004) that, "Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English". It means that English is a part of language education. Through writing, students can express their feeling, process information, and learn actively.

Writing is a form of communication that allows students to put their feelings and ideas on paper, organize their knowledge and beliefs into convincing arguments, and convey meaning through well-constructed text. Sudaryanto (2001) says that writing skill is a person's ability to express his/her mind and feeling which is expressed in a written language, in graphic symbols so that the readers can understand the message inside. In writing, students have to know about grammar, vocabulary, sentence structure, punctuation, and spelling. In expressing the thought into a written language, feeling plays an important role as well, so that the products will be easily understood and enjoyed by the readers. Therefore, writing skills need to be taught to the student.

Based on the pre-research at SMP N 3 Natar, it was found that many students have difficulties in learning to write narrative text. They came from students and teacher's factors. Firstly, students do not have enough practice in writing text because many students have difficulty starting to write and put their idea into writing especially in a narrative text. Therefore, the students need to master the structure of the English language, vocabulary, and also know the spelling of the words to be

able to write correct sentences. Second, students think writing is a very difficult thing. This is in line with Taylor (2009) support by saying that for most people writing is an extremely difficult task if they are trying to grab in their language with new ideas and new ways of looking at them. Besides, Harmer (2007) said that mastering productive skills especially writing can be very stressful if they do not know the appropriate words or grammar to express the idea. So, they did not how to start writing their experience or idea into good writing. The last problem is low motivation. The boring teaching techniques and classroom atmosphere do not support the students' motivation to write a paragraph. Therefore, students need the motivation to overcome their difficulties in writing.

Based on the facts above, the teacher needed variations in teaching writing in a narrative text to motivate their students because the students don't have motivation in learning writing. The teacher had to find the media to make students motivated to build their self-confidence in writing. Some media could be picture series, comics, movies, and animated stories. In teaching narrative text, short animated stories are better to be used as media. Short animated stories are more interesting than picture series or comics because they are moving pictures, so students will see the actions of characters. The duration of the film is about 7 to 10 minutes, therefore it will help the teacher in managing time for teaching. Harison and Hummell (2010) say that animated stories can enrich the experience and competence of the students in a variety of teaching materials. Through a variety of methods, teachers and students can use the animation of the most simple to present several concepts. Animation has an advantage that can help in establishing students' understanding of materials. One of the writing forms that should be made by students is narrative text. The narrative text refers to a text which tells a story to entertain the reader. Anderson and Anderson (1997) say that narrative text is a piece of text which tells a story and in doing so entertains and informs the reader or listener. Meanwhile, Percy in Permana and Zuhri (2013) say that narrative is a type of essay that tells a story or a series of events in which they occur. Its purpose is to give meaning to an event or a series of events by telling a story. The story includes some events which are presented to amuse the readers or listeners. So, written narrative texts are aimed to entertain the readers.

Through watching short animated stories, students can catch the idea of the setting, plot, and the important thing is the moral value. Therefore, the students can make their own stories based on their imagination after watching the movie. Besides, the researcher was interested to use this media which aimed at finding out a significant difference before and after the implementation of short animated stories and to find out which aspect of writing that improves by students after being taught by using short animated stories and to investigate what is students response after being taught using short animated stories.

II. METHODS
This research used a quantitative approach by using one group pre-test post-test design. The quantitative method is method deals with statistical analysis data in the form of scores and numbers (Creswell, 2012). The population for this research is the students in the second grade of SMP N 3 Natar. In the sample of this research, the researcher chooses 30 students from VIII B by using purposive sampling. The data are collected by using tests (pre-test and post-test) and questionnaires. Then, the improvement of students' test results is analyzed by using Repeated

Measured T-Test to find out whether any significant difference in students' writing in the narrative text after the implementation of short animated stories.

III. RESULTS AND DISCUSSION

After conducting the research, the researcher gathers the result of the pre-test and post-test as Follow:

Result

Table 1. The Students' Mean Score in Pre-test and

Posttest Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETEST	23	40.50	66.00	52.2609	8.32011
POSTTEST	23	51.50	78.50	64.1739	9.18201
Valid N (listwise)	23				

Based on the table 1, it could be seen that the minimum score of pretest was 40.50 and the minimum score of post test was 51.50. The increase of the minimum score was 11. The maximum score in pretest was 66.00 and the maximum score in post test was 78.50. The increase of the maximum score was 12.5. The mean score of the pre test was 52.26 and the posttest was 64.17. The increase of the mean score was 11.91.

Table 2. Result of Paired Sample T-test

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	df	
Pair 1 PRETEST - POSTTEST	-11,91304	2,05411	,42831	-12,80131	-11,02478	27,814	22	,000

The table shows that the t-value is 27.814 with a degree of freedom (df) is 22. While the data significant based on the t-table points out at 2074. Thus, it can be concluded that the t-table (27.814 > 2074) with the significant level is 5% or 0,05. From the result above, the null hypothesis is rejected and H1 is accepted (H1 there is a significant difference in students' writing skills after the implementation of short animated stories. The table also reveals the increase of the pre-test and post-test is 11.91.

To answer the research question of which aspect of writing that improves by students after being taught by using short animated stories, the researcher was analyzed the students writing test in pre-test and post-test by comparing their writing to find out the aspect of writing that improved by

the students after the implementation of short animated stories. The data of the result of students writing would explain which aspect of writing that improved by the students.

Table 3. Result of the Improvement of Each Aspect in Writing Skill

Aspect of Writing	Percentage(%)	Mean of Pre Test	Mean of Post Test	Gain	The Improvement
Content	30%	16.82	19.10	2.28	19.09%
Organization	20%	11.60	15.01	3.41	28.55%
Vocabulary	20%	10.64	13.88	3.24	27.13%
Language Use	25%	10.54	13.14	2.6	21.77%
Mechanic	5%	2.47	2.88	0.41	3.43%
Total	100%	52.07	64.01	11.94	99.97%

Based on the table, it can be seen that there is an increase in each aspect of writing after using short animated stories. It also could be seen that the gain of content is 2.28, the gain of an organization is 3.41, the gain of vocabulary is 3.24, the gain of language use is 2.6, and the gain of mechanic is 0.41. It means that the organization improved the most than other aspects. In short, short animated stories could improve the students' writing skills in all aspects of writing.

To answer the third research question, that is students' response after being taught through using short animated stories. The researcher was analysis the students' questionnaire to investigate the students' responses to the use of short animated stories in teaching writing. The researcher classified the students into two categories: negative and positive.

Table 4. Students' Respond of Short Animated

Stories Students Respond of Short Animated Stories

	Frequency	Percent	Valid Percent	Cumulative Percent
NEGATIVE	5	21,7	21,7	21,7
POSITIVE	18	78,3	78,3	100,0
Total	23	100,0	100,0	

The table above shows that there are students (21.7%) who gave a negative response and most students (78.3%) gave a positive response toward the implementation of short animated stories in writing narrative text. The number of students who gave positive responses to short animated stories is more than they who have a negative responses. It means the students gave positive responses toward the use of animated stories in learning writing.

Discussions
Referring to the research question on the research, the researcher would like to find out whether there is a significant difference in students writing narrative text after using short animated stories

and which aspect of writing skill that improves by students after being taught by having short animated stories and what is the student's response after being taught through using short animated stories.

While conducting the research, in the first meeting or pre-test, the researcher found some problems with student's writing skills in narrative text. They lacked in each aspect of writing skills consequently the students' difficulty to express their ideas into sentences, they did not know how to start writing their ideas, and also they were lack of motivation to learn writing. So, the researcher took action to overcome that problem by teaching writing skills through short animated stories.

At the time of data collection, the researcher carried out two situations in teaching, namely normal situations, and online situations. This is due to the Covid 19 pandemic. This situation causes researchers to have long-distance or online learning. In taking data, the researcher taught narrative

text by using short animated stories in 3 meetings. The first meeting occurred before the Covid 19 pandemic which was called a normal situation. Meanwhile, in online situations, namely at the second and third meetings, until the provision of post-tests and questionnaires.

The first hypothesis was answered that there was a significant difference in students' writing narrative text after the researcher conducted the treatment. It can be seen from the mean score between pretest and posttest where the difference is 11.91 (from 52.26 to 64.17). The mean score of the pretest is 52.26, to find out the students writing narrative text before the treatment, the researcher administered the pretest before implementing short animated stories in learning writing. Meanwhile, the mean score for the posttest is 64.17. Then the result was analyzed by using the Repeated Measures T-Test, it was also found that the t-value was higher than the t-table and a significant level was achieved. Therefore, it was confirmed that there was a significant difference in students' writing narrative text after the students were taught by using short animated stories in learning writing.

In this study, the researcher also analyzed aspect of writing that improves by students after being taught by using short animated stories. After the researcher analyzed the posttest have been done by the students, the researcher found that organization improved the most than other aspects. Furthermore, the researcher analyzed the result of a questionnaire by students after being taught by using short animated stories. The result shows that most of the students (78.3%) had positive responses toward the use of short animated stories in learning writing.

Overall, by using short animated stories the students' ability in writing narrative text improves. It could be seen in the posttest of students was better than before. When the researcher applied short animated stories the students feel enjoy, interest, and motivate the students because the movie can help in establishing students' understanding of materials and help the students to get their idea easily so that students can express their ideas in writing. Lavery (2008) argues that film and video are effective ways in motivating and helping students to understand the language. Short animated stories can be used to teach all aspects of writing such as grammar and vocabulary because the film provides the language or subtitle. The students can learn from the dialogue or subtitle films' can help to reinforce the acquisition of new vocabulary. Wright (1976) that short animated stories

or animation films or videos contain some elements of narrative such as characters, dialogues, plots, and climax. Therefore, students could understand easier in learning the writing aspect (content, grammar, vocabulary, organization, and mechanics) and write narrative text because short animated stories provide some elements of generic structure and language feature of narrative text. Students can learn the aspect of writing through short animated stories because it shows real images and simple stories and provides the dialogue that can be used to learn grammar and vocabulary aspect. It also proved by Sherman (2003) video can stimulate and motivate students' interest. While learning the language, the students could get the visual context provided by the pictures in the video which portray the situation, environment, gestures, and other visual clues which can help students to understand the message. Students will be encouraged to imitate what they see or hear and animated video provides both of them to make their learning more interesting which leads students to be more active in classroom participation.

Referring to the explanation above, the students can encourage their writing and motivate them in learning writing by using short animated stories. They were easy to write what they want without a particular topic, they could express and develop their idea. Besides, it can be inferred that short animated stories are good media in teaching writing to improve student's narrative writing skills.

IV. CONCLUSIONS AND SUGGESTIONS
Conclusions
Based on the data analysis and discussion of the research findings, the researcher comes to the following conclusions. There was a significant difference in students' writing skills in a narrative text after being taught through using short animated stories which could be seen from the gain of students' writing mean score in pre-test and post-test (from 52.26 to 64.17). So, it can be concluded that the treatments using short animated stories was more helpful to improve writing skill.

Short animated stories gave an improvement to all aspects of writing. After analyzing the data, the result shows that the aspect of writing that improved the most is Organization. It can be seen from the gain score of Organization is 3.41. It can be concluded that the aspect that improved after the implementation of short animated stories is Organization since it helps the students to write their ideas in a text well. Furthermore, all students had a different response after the use of short animated stories. Out of 23 students, 18 students (78.3%) had a positive response and 5 students (21.7%) had a negative response. The students' response about the use of short animated stories in-class activity was positive.

Suggestions
Referring to the conclusion above the researcher would like to recommend some suggestions as follows: the researcher suggest for the English teacher to apply short animated stories as one of the media to increase the students' writing narrative text because short animated stories can help the students in expressing their idea into sentences. And also, the researcher suggests to other future research, can try in different levels of schools. And also this research was aimed to help students for improving their writing skills through short animated stories. Therefore, the researcher suggested for the other researcher who wants to conduct similar research can use the media of this research as a reference.

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Improving students' reading comprehension ability of Descriptive text through Mind Mapping strategy at the first grade of MTSN 1 Bandarlampung

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ABSTRACT

The objectives of this research were to find out whether there is any significant difference of the students' reading comprehension at the first grade of MTsN 1 Bandar Lampung before and after the implementation of mind mapping strategy and to find out the students' responses on the implementation of mind mapping strategy at the first grade of MTsN 1 Bandar Lampung. The design used was one group pretest posttest. The subject of the research was the first-grade students of MTsN 1 Bandar Lampung. VII C was chosen as the experimental class and VII D was chosen as the control class. The instrumen were reading test and questionnaire. The data were in form of scores taken from pretest and posttest. The result indicated that there was an improvement of students' reading ability viewed from the pretest to posttest score (30.72 to 57.82) after they had been taught using mind mapping technique. Besides, a set of questionnaire was used to find out the students' responses toward the mind mapping technique. It was found that majority of the students had positive responses toward the mind mapping technique. Thus, it can be concluded that Mind Mapping technique facilitates the students to improve their reading ability.

Keywords: Mind Mapping Technique, reading ability, students' responses

I. INTRODUCTION

English, as a foreign language in Indonesia, is learned by the students from primary school to university. In English learning, they are expected to master four English skills which include listening, speaking, reading and writing.

One of the most important skills to master is reading comprehension ability (Grabe,2009; Suparman, et al 2020a; Suparman, et al 2020b; Suparman, et al 2020c). According to Grabe (2009), reading is a strategy process that a number of the skills and processes are needed on the part of the reader to anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals. Comprehension is the essence of reading and the active process of constructing meaning from text (Durkin, 1993). Comprehension depends not only on characteristics of the reader, such as prior knowledge and working memory, but also on language processes, such as basic reading skills, decoding, vocabulary, familiar with the text structure, inferencing, and motivation.

Mikulecky (2011) states that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge.

According to Corbett (1983), descriptive text is one of the expository writing. The description draws a picture, tries to convey the sound, taste and smell of things or objects. Kane (2000) states descriptive text is meaningful text that describes the experience related to the senses, such as what shape, sound, taste is. Most descriptive text is about visual experience, but in fact experience other than the sense of sight, we an also use it to make descriptive text.

Mind mapping strategy is supported by Buzan (2000), Buzan (2006), and Ingemann (2008). The first, according to Buzan (2000) mind mapping is an application that gives us the meaningful information to understand in a simple way. The second Buzan (2006) states mind mapping is the best tool to help our brains to think regularly. Mind mapping can help students easily remember things they represent. The last, according to Ingemann (2008) mind mapping is one of media can develop their ability in memorizing, brainstorming, learning, as well as creativity.

In another research, Amalia (2008) the objective of her study is to find out the effectiveness of using mind mapping in improving students' reading comprehension achievement. It is a pre-experimental study which use random sampling in getting the sample. The collecting data is only through the test. The result indicates that using mind mapping in teaching reading comprehension is effective to improve student's reading comprehension achievement. It can be seen from the result of pre-test and post-test; the average score of pre-test = 12.6 and the standard deviation = 8.88. Meanwhile, the average score of post-test = 21.7 and the standard deviation = 9.

Thus, in her study, the researcher will focus on the Mind Mapping strategy. The differences between the previous researches and this research are about the type of the text, participants, and location of this research. Therefore, this research is entitled "Improving Students' Reading Comprehension Ability of Descriptive Text through Mind Mapping strategy".

Therefore, based on the background above, this study was urgent to conduct to prove that the technique was useful to improve students' reading ability and also to find out students' responses towards this technique.

II. METHODS

To conduct this study, the researcher applied a quantitative approach which used one group pretest and posttest (T1 X T2) to answer the first research question and a qualitative approach which used close-ended questionnaire to answer to the second research question. The population of this research was the first-grade students of MTsN 1 Bandar Lampung. The sample of the research was VII C class consisted of 31 students.

The data were collected through pretest and posttest. The pretest was administered to find out the students' reading ability before giving the treatment, and the posttest was administered to know the improvement of students' reading ability after giving the treatment. In addition, the questionnaire was conducted to find out the students' responses after being taught by using Mind Mapping technique.

After obtaining the scores of pre-test and post-test, the researcher analyzed the data using Iteman (Suparman, 2011; Suparman2019) to determine the reliability, level of difficulty, discriminating power quality of key answers and distractors; besides, Statistical Package for Social Science (SPSS) was also usedto calculate the mean scores of the pre-test and post-test as well as the normality of the data. The normality of the test is used to determine if the data was set well-modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normality distributed. More operationally, the data were tested by *One-sample Kolmogorov-Smirnov Formula* (SPSS16.0 for Windows). To analyze the quantitative data, the researcher use Repeated Measure T-Test to find out the significant different of students' reading ability. Then, the researcher interpreted and concluded the T-Test data. Meanwhile, for qualitative data, the researcher did a close-ended questionnaire to find out students' responses toward the technique.

III. RESULT AND DISCUSSION

To address the first research question on students' reading ability, Repeated Measure T-Test was run. Based on the analysis, it can be seen that there is a significant difference of students' reading ability before and after the implementation of Mind Mapping Strategy as shown in the following table 1:

Table 1. Distribution of Students' Score of Pretest and Posttest

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	30.726	31	8.3963	1.5080
	Posttest	57.823	31	6.9744	1.2526

From Table 1, it can be seen that the students' mean score improves from pretest to posttest, that is, from 30.726 to 57.823. The gain scores, that is, the improvement of the mean score of the pretest and posttest is 13.13. Besides, it can be seen that the Mind Mapping Strategy can also improve the students' reading ability.

Table 2. Hypotesis Testing

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest - Posttest	-27.0968	2.5081	.4505	-28.0167	-26.1768	-60.154	30	.000

Table 2 above shows that significance value is 0.000 while α is 0.05. It means that 0.000< 0.05. This indicates that the research hypothesis is accepted, that is, there is an improvement of students' reading ability before and after being taught by using Mind Mapping Strategy.

To answer to the second research question about students' responses on toward Mind Mapping Strategy, the researcher used qualitative approach by giving the questionnaire to trace their responses. The researcher provides ten questions;there are two categories of questionnaire to bring up students' responses - comprehension and interest. For the coding purpose, the researcher used the following Likert's scale for each statement: (4) meaning strongly agree, (3) agree, (2) disagree and (1) strongly disagree toward the use of mind mapping strategy. The results of the fata analysis of students' responses are presented below:

Table 3 Students' Responses Toward Mind Mapping Strategy

| Items' Number | Answer | | | | Percentage | Categories |
	Strongly Agree	Agree	Disagree	Strongly Disagree		
1.	23	7	1	0	74.2%	
2.	19	12	0	0	61.3%	
3.	18	10	1	2	58.1%	Comprehension
4.	19	12	0	0	61.3%	
5.	24	6	1	0	77.4%	
Total					**66.46%**	
6.	16	14	0	1	51.6%	
7.	11	16	1	3	35.5%	
8.	21	10	0	0	67.7%	Interest
9.	20	8	2	1	64.5%	
10.	15	16	0	0	48.4%	
Total					**53.54%**	

Table 3 shows the result of each category. The researcher analyzed and identified students' responses by using the questionnaire. Then, from the table above, it can be seen that all students' Mind Mapping Strategy has an easy way to follow. Besides, 100% of the students agree that they have no difficulties in teaching learning process while this technique is implemented and this method makes them enjoy and happy while the rest said that this method makes them feel bored.

Discussion

1.Discussion of the Students' Reading Improvement

The result of this research shows that students' reading ability improved after being taught by using Mind Mapping Strategy. This is proved by the improvement of students' posttest after they got treatment through Mind Mapping Strategy. The *mean* score of students' pretest was 30.726 and this score improved in the posttest after they got treatments in teaching learning process of reading by using Mind Mapping Strategy. The *mean* score that the students got for posttest was 57.823 where the improvement was 13,13 points and this way influenced by Mind Mapping Strategy.

On the other hand, this research is contrary with a research which was conducted by(Amalia, 2008), where the objective of her study is to find out the effectiveness of using mind mapping in

improving students' reading comprehension achievement. It is a pre-experimental study which uses random sampling in getting the sample. The collecting data is only through the test. The result indicates that using mind mapping in teaching reading comprehension is effective to improve student's reading comprehension achievement. It can be seen from the result of pre-test and post-test; the average score of pre-test = 12.6 and the standard deviation = 8.88. Meanwhile, the average score of post-test = 21.7 and the standard deviation = 9.

2. Discussion of Students' Responses

The questionnaire was conducted with 31 of 31 participants after the implementation of Mind Mapping Strategy was administered. From the result of questionnaire, it found that majority of the students had positive responses toward Mind Mapping Strategy.

First, most of the students reveal that doing the reading exercise in descriptive text becomes easier. Since this strategy provides more challenging and interesting activities, the students are more actively and more creatively engaged in thinking. Then, the majority of students commented that they were relaxed during performing their English reading because this strategy was not boring. These findings suggest that having a good strategy may play an important role in facilitating the students.

Besides, almost all students agree that they are successful in learning process because there are question steps in Mind Mapping Strategy that help them to understand the material easily. Although they said that they were successful in learning process because of "question" step in Mind Mapping Strategy, the reason they were interested was not because of that "question" step, but because of other things such as this technique was fun and enjoyable.

Furthermore, a number of students said that they were motivated in learning English and they wanted to use this technique again because they could get new knowledge and they felt that question stepsused in Mind Mapping Strategy made them easier to learn English.

From the explanations above, it can be concluded that almost all students positively responded to the implementation of Mind Mapping Strategy in teaching and learning reading. This indicates that Mind Mapping Strategy builds a positive thinking in students' responses.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and discussion, the following conclusions are drawn: First, there was a significant difference of students' reading comprehension ability before and after the implementation of Mind Mapping Strategy in teaching and learning reading. Secondly, almost all students positively responded to the use of Mind Mapping Strategy in teaching and learning reading comprehension because they felt they were relaxed, and enjoyed the learning process from the beginning through the end of the reading session. Regarding the finding of the research, the researcher would like to present some suggestions. First, it is suggested that English teachers should use Mind Mapping Strategy to make learning processchallenging. Second, since the technique is a kind of question steps, it enables the class to become noisy. So the teacher's supervision is needed in the implementation of the technique. The teacher should be creative and active to guide the students in the learning process using Mind Mapping Strategy. Then, the teacher should monitor the students so that the students become active and

effective. Last, the technique took a lot of time in the implementation. So, the teacher should consider time management in implementing Mind Mapping Strategy.

Considering the limitation of the research, the researcher recommends for further research. First, this study was conducted in the first grade of junior high school. Therefore, the further researcher should try to find out the use of Mind Mapping strategy in different levels of school and to improve the other English skills. Second, it is suggested for further researcher to give a try out test before conducting pretest and posttest. So, the test of pretest and posttest will be approprite with the students' knowledge. Last, it is also suggested for further researcher to conduct the treatment for more than three meetings to get more accurate data.

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Error analysis in descriptive text writing made by the first-grade students of senior high school

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ABSTRACT

This research was aimed at finding out the types of errors made by the students in writing descriptive text. In conducting the research, the researcher used descriptive qualitative design. The researcher analyzed and described students' errors based on surface strategy taxonomy. The population of this research was the first-grade students of SMAN 14 Bandar Lampung in the academic year 2020/2021. The sample of this research was X science 2 which consisted of 32 students. The instrument of this research was a writing task. The writing task was used to collect data on errors committed by the students. The result of the analysis showed the students committed all types of errors in omission, addition, misformation, and misordering. It shows that the frequency of the errors from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130 errors or 50%, and the last is misordering that consists of 13 or 5%. Based on the result of this research was most of the students still committed all four errors types of Surface Strategy Taxonomy. It means that although the students were taught English especially in the descriptive text in Junior High School, they still had problems in writing descriptive text.

Key Words: Error, Error Analysis, Descriptive Text Writing

I. INTRODUCTION

Writing is one of the productive skills that students of senior high school need to master well. According to Chaffee (1999), writing represents our thoughts, feelings, and experiences. In line with this, Ramies (1983) states that writing is an ability in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. In other words, writing is considered an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen, or experienced. Moreover, in their school, the writing skill will help them to express their ideas in answering the essay and accomplishing their assignment from their teacher. Therefore, the ability to write in any form will give many advantages in students' life as gaining success in their study at school.

Along with the importance of learning English as a second language in Indonesia, four skills should be mastered by the students such as listening, speaking, reading, and writing. Writing is one of the skills which is considered difficult by students. For instance, when the students are asked to make a short sentence based on words given or

are asked to rearrange sentences, they make mistakes because they are lack vocabulary and they do not understand English grammatically. The teaching of grammar and vocabulary has always been the central aspect of foreign language teaching development of the structure. The relation between structure and grammar is very strong as we need grammar, especially in written language. Grammar must consistently be introduced to the students, particularly the beginners.

Nunan (1989) points out that it has been argued that learning to write fluently and expressively is the most difficult of the macro skills for all language users regardless of whether the language in question is first, second or foreign language. Heaton (1975) who explains that the writing skills are complex skill and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgment elements. It means that ability to write needs a special skill and process in organizing language material by using learners' own words and ideas and to be a good composition.

Since finding the students' errors is very essential for the students' improvement in learning a second language, many language researchers have been analyzed and categorized students' errors in speech and writing. Two of them are Corder (1981) and Ellis (1997). They classified students' errors in a general classification, namely omission, addition, misordering, and misselection. Some studies have been conducted by analyzing and classifying students' errors into the classification proposed by Corder and Ellis.

One of them is a study conducted by Mustafa, Kirana, and Bahri (2017). In their study, they analyzed the errors of recount texts written by 19 students studying in the second year at a middle school in Banda Aceh. They reported that the most dominant error in the students' texts was misselection/misinformation. It was followed by omission, addition, and misordering. They also stated that the errors were caused by both interlingual and intralingual factors. The other study was done by Tririzki (2017) she analyzed students' grammatical errors in the writing report text. Subjects of this study were the eleventh-grade students of senior high school. According to Surface Strategy Taxonomy, the higher or the first was misformation. The omission placed second place, while addition and misordering placed the third and fourth.

The last study was done by Sari (2014) did research about students' errors in the writing of recount text. The subjects of this research were 31 students of class X4 at SMAN 1 Pesisir Tengah of the 2013/2014 academic year. The method used in this research was descriptive qualitative. The result shows that based on surface strategy taxonomy, most of the students made omission errors. The errors made by the students happened because of the students' lack of knowledge of English grammar and also the influence of their first language.

Based on Kerangka Dasar Kurikulum 2013 for a descriptive text, students are expected to be able to write various topics that they have to describe a person, tourism place, historical building, etc as a base on their knowledge. Relate to the cases which were discussed in the previous paragraphs, the researcher has been interviewing the English

teacher in SMAN 14 Bandar Lampung Some problems that happen in students' English writing are caused by differences in English and Indonesian structure and also, they do not understand how to make good writing. Especially in descriptive text writing. Therefore, the statements above are the reasons why this research intend to find out types of errors and why do the students make an error in descriptive text writing.

II. METHOD

This study was qualitative research that used descriptive design. The participant of this research was the first-grade students of SMAN 14 Bandar Lampung in the academic year of 2020/2021. Then, there was only one class X science 2 which consisted of 32 students. The instrument of this research was the writing task. In this research, the learning material was focused on descriptive text. The topics were l. My family member, 2. My Physical appearance.

III. RESULT AND DISCUSSION

Results

After collecting the data from the test which have been done by the first-grade students class X science 2 of SMAN 14 Bandar Lampung, the researcher found some errors made by the students who encountered errors in their writing descriptive paragraph based on surface strategy taxonomy, the students' errors in some components. The percentage of errors in each type is shown in the following table:

Table 1 The frequency and percentage of Students ′Error

No	Type Error	Total Error	Percentage
1.	Omission	65	25%
2.	Addition	52	20%
3.	Misformation	130	50%
4.	Misordering	13	5%
	Total	**260**	**100%**

Based on the table data of recapitulation students' error on descriptive text writing above, the researcher concluded that the score of error was made by all of the students' X science 2 of SMAN 14 Bandar Lampung is high. Most students committed all types of errors based on surface strategy taxonomy. The frequency of the errors resulted from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130 errors or 50%, and the last is misordering that consists of 13 or 5%. It can be inferred the highest frequency of errors is Misfomation which consists of 130 errors or 50% and the lowest is misordering which consists of 13 errors or 5%.

Discussion

Based on the result of the research, the researcher used surface strategy from Dulay et.al (1982) that surface strategy taxonomy highlights the ways surface structures are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them. Analyzing errors from a surface strategy taxonomy perspective holds much promise for researchers concerning identifying cognitive processes that underlie the learner's reconstruction of the new language. The students' errors in writing descriptive text classified into four types based on surface strategy taxonomy: omission, addition, misformation, and misordering. It can be inferred that the highest frequency of errors in writing descriptively is misformation which consists of 130 errors or 50 %., followed by omission which consists of 65 errors or 25 %, then the addition is 52 errors or 20 % and the last is misordering which consists of 13 errors or 5 %.

Table 2 Error Comparison writer′s research and previous research.

No	Type of Error	Writer's	Tririzki's	Sari's	Mustafa, Kirana, and Bahri
1.	Omission	25%	21%	15.22%	14.4%
2.	Addition	20%	12%	1.78%	10.6%
3.	Misformation	50%	55.5%	80.20%	72%
4.	Misordering	5%	11.5%	2.80%	0%
	Total	**100%**	**100%**	**100%**	**100%**

The table above shows the differences and similarities between researcher research and previous research. From three previous research, the researcher research is similar to Tririzki's research while two previous research from (Sari's and Mustafa, Kirana, and Bahri's) are quieted different from the writer's research. In all of the previous research, misformation places at the highest level. The table above depicts that omission has placed the second level in the Writer's research and all of the previous research, but the percentages are different. Furthermore, in Writer's and previous research addition and misordering have placed the third and the last level. It is also similar to Brown's statement (2000) that error is noticeable from adult grammar or native speakers reflecting the inter-language competence of the learner. Setiyadi (2006) also states that language learner whose mother tongue has no tenses tend to have more difficulties in learning a target language which has tenses. Since English is a foreign language for them and their L1 (Bahasa Indonesia) does not impose such rules of tenses.

In the current research, the total number of misformation is about 50%. The second total number of omissions is about 25%. The third is an addition which consists of 20%. The lowest number of errors based on Surface Strategy Taxonomy is misordering. The percentage of this type of error is only 5%. Takes from the sample, "I like to eat *food delicious*". The word *food delicious* in that sentence is incorrect since it is wrongly ordered. This error is caused by the influence of Bahasa Indonesia. It is in line with Ellis

(2002) states that the second language learners may be confused to recognize the use of the second language because of their first language influences.

From the table, it can be inferred that all of the researches have the same order in four types of error. The highest or the first is misformation. The omission is second place, while an addition is the third place, and misordering is the lowest place. It can be inferred that in all of the researchers the subjects still did many errors in writing since they were still developing their knowledge.

In analyzing the error in descriptive text writing, the last step that the writer doing is Evaluating. Where in this evaluation, the researcher can specify what should be emphasized or repaired to test the result of the students. Where in descriptive text writing itself, many students still make errors, and that's all there must be a way of the improvement, so the students did not make a lot of error again. And the researcher also became know what types of errors that the students make errors in descriptive text writing.

Here, the researcher evaluated the test result of the students after the researcher identified, described, classified, and explained the error of the students' test results. The purposes of the researcher were to know the types of errors that the students made in descriptive text writing. Whit this evaluation, the researcher knew what should be emphasized or repaired on the students' test results. Where in evaluating this, the researcher confirmed that the student answers incorrectly so that students know the types of errors that they made in descriptive text writing. The researcher suggested to the students to pay more attention again when the teacher was explaining and teaching in class, especially about descriptive text writing. More memorizing vocabulary, so that mastery of vocabulary that they have better. And the students also have to learn more about the differences in the structure of the adjective in English and Indonesian, for the students can make the sentence correctly in descriptive text writing.

Based on the explanation above, the researcher analyzed the errors based on Surface Strategy Taxonomy. There are many errors committed by students in writing such as omission, addition, misformation, and misordering. This error is caused by the influence of Bahasa Indonesia. So, it can be inferred that English teachers may use the information of the types of students' errors as guidance to evaluate the weakness or progress of students' ability in learning English, particularly in writing descriptive text. By correcting students' writing errors, then the teacher advisedly gives it back to the students and also gives them exercise or homework until they understand the rule of English grammar so they will know their grammatical errors.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Most students committed all types of errors based on surface strategy taxonomy. The frequency of the errors resulted from the students' descriptive writing based on surface strategy taxonomy that is an omission that consists of 65 or 25%, the second is an addition that consists of 52 or 20%, then the third is misformation that consists of 130

errors or 50%, and the last is misordering that consists of 13 or 5%. It can be inferred the highest frequency of errors is Misfomation which consists of 130 errors or 50% and the lowest is misordering which consists of 13 errors or 5%. Which the types of errors that they made are because, First, the students might face difficulties selecting and forming adjectives and nouns into correct sentences. the students tended to use an inappropriate adjective to modify a noun. Moreover, the students tended to select the wrong word. With those frequencies, the teacher should pay more attention to this type of error. Second, most of them have made errors on the test regarding the omission with miss some required elements. They omitted the items that should appear in the sentence. the omission of a noun, the students omitted the necessary noun in a sentence. Moreover, the student also committed errors in the omission of spelling for instance. Third, the students add some unnecessary or incorrect elements. Nevertheless, it does not mean the students have not known the vocabulary and spelling before. However, both vocabularies have their spelling, and it may cause students' confusion, which then results from some errors.

And the last was students put some element/word in the wrong place. The students committed errors when they use an adjective to describe a noun. Most students also misorder word series of two or more adjectives to describe a noun. Most of the students in the first grade of X science 2 of SMAN 14 Bandar Lampung still committed all four errors types of Surface Strategy Taxonomy. It means that although the students were taught English especially in the descriptive text in Junior High School, they still had problems in writing descriptive text.

Suggestions

Considering the result of the study, the researcher would like to give some suggestions for both the teachers and students are proposed as follows. First, for Teacher The researcher hopes the teachers can choose the appropriate method for the students, approach, technique, model, and strategy in teaching, especially teaching descriptive writing and teaching writing in general. The teachers should give feedback to the students' assignments so that the students know about the errors and mistakes they have made. The researcher also hopes the teacher can gives sufficient explanation and practice about grammar and gives more exercise for the students about descriptive text, writing process, until writing product, and how to select the word in sequence sentence. That can minimize the error was made by the students. Second, for Students, students should pay more attention to these errors (omission, addition, misformation, misordering) of their descriptive writing. The students should be more active in practicing English ability, especially writing ability in the classroom, and encouraging English knowledge to many sources. The students should be more memorize and understanding about all formulas of tenses and vocabularies knowledge. The students must have a great motivation on themselves that more often writing to increase their ability in writing.

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The effect of teacher written feedback towards students ´writing outcomes at first grade of SMA N 1 Natar

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ABSTRACT

The current study investigated the effect of teacher written feedback towards students ´writing outcomes in recount text. The study was a quantitative research which utilized *one group pretest-posttest* design. 20 first-year students of SMA N 1 Natar were selected to be the experimental group of this research. The data was analyzed by using repeated measure t-test with the significance level $p<0.05$. The findings revealed a growth in students ´writing outcomes after being given the treatment. The students ´mean score of the pre-test was 61.7 while the post-test pointed out at score 81.6. It showed that there was a significant difference between the students ´ writing outcomes before and after the teacher written feedback was given with significant level 0.05. Moreover, grammar or language use was the aspect of writing that improves the most among the other aspects. In sum, it can be inferred that teacher written feedback can be used to help the students ´improve their writing outcomes.

Keywords: *Teacher written feedback, recount text, writing outcomes*

I. INTRODUCTION

Writing is one of productive skills in language learning process. It is the process of conveying thoughts, ideas or any information in a written form. According to Nunan (2003) writing is the way of thinking to create (invent) some ideas, express the sentence into a good writing, and arrange those ideas into statements and paragraph clearly. Among the four language skills, writing is considered to be the most difficult skill to acquire (Javed et al., 2013). Bryne (2007) also states that writing is believed as the most difficult skills to be learnt since it is a productive skill in language learning. This is due to the process of writing that require several processes and adequate of linguistic knowledge to make it done. Whereas, the ultimate purpose in language education is to enable learners to understand and use the target language effectively both spoken and written language (Azman and Shin, 2012). Target language is a language that someone is learning, or a language into which a text has to be translated. Therefore, the students are expected to be able to apply target language as main goal of language learning.

In Indonesia, communicating ideas in a piece of writing seems to be very challenging for Senior High School students (Faroha et al., 2016). Recount text is one of text that Indonesian students

learn while in junior and senior high school. Even though students has become familiar with recount text, still they often get difficulty to produce they own story of recount text.

This happened because the process of teaching and learning of writing in recount text were not going appropriate in the class. Iswandari (2016) states that EFL students mostly learn English writing only in the classrooms, this can be indicated that students do not really give attention more of writing while outside of the classroom. Moreover, sometimes the teachers also do not quite aware of students ʹmistakes in writing. This happen continuously in long-term process of teaching and learning writing. Another factor that restricts students in producing a better composition is the students ʹknowledge of writing itself. Fareed et al., (2016) say that students face several issues during writing, and these issues generally arise from incompetence in syntax, coherence, idea expansion, content selection, topic sentence, rhetorical conventions, mechanics, organization, lack of vocabulary and inappropriate use of vocabulary and these several factors may be hampered the students to write a better composition. Furthermore, limited language knowledge and inadequate linguistic knowledge are often claimed to be the major reasons why writing in English is always problematic (Silva, 1993).

Since the teacher has responsibilities to make students success in achieving the learning goals particularly in writing, providing students with the right feedback could be a way to help it happen. Richards and Schmidt (2010) as cited in Hakimi (2020) defines feedback as ʺcomments or other information that learners receive concerning their success on learning tasks or tests, either from the teacher or other persons". There are three types of feedback in writing; peer feedback, conferences and written comment (Keh, 1990). Written comment is the feedback provided by the teacher to communicate the error or mistake to the students in written form.

According to Hyland and Hyland (2001), written comment can be categorized into praise, criticism and suggestion. In a writing class in particular, the most frequently used form feedback is teacher written corrective feedback (Isnawati et al., 2019). Such feedback is also shown to significantly contribute to students ʹwriting development (Bitchener, 2008; Chandler, 2003; Ellis et al., 2008 as cited in Isnawati et al., 2019) in which one of its advantages is improving the students ʹaccuracy in writing. Through feedback, the writer may learn the readerʹs confusion caused by the writerʹs insufficient information, illogical organization, poor development of ideas, or even inaccurate usage and choice of words and tense (Wen 2013). Those several issues may lead the students to make revision and produce a better writing text.

Referring to the previous study, Bijami et al., (2016) who attempted to investigate the impact of teacherʹs written feedback on studentʹs writing performance of Iranian undergraduates in sociocultural perspective. Mixed methods research design was adopted on their study. The result showed a significant relationship between teacherʹs written feedback and students ʹwriting performance. They state that the finding is valuable because it shows that teacher can be a fundamental source in improving students ʹwriting. Thus, the following study attempts to observe the effect of teacher written feedback towards students ʹstudents writing outcomes.

1.1 Formulation of the Problem

Relating to the background of the study above, the researcher formulates the problems as followed:

1. Is there any significant difference in students' outcomes on writing test before and after the teacher feedback is given?

2. What aspect of writing that improves the most after the treatment is given?

II. METHODS

The study was a quantitative research which utilized one group pretest-posttestdesign.Thepopulationforthisresearchwasthestudentsatthe firstgradeofSMAN 1Natar and the sample was20 first-year students from classXIPS-3.Thedatawerecollectedby usingtests(pre-testandpost-test), pre-test was administered directly in the class; while treatment and post-test was conducted by online through Whatsapp platform. Theimprovementof students'testresultswereanalyzedbyusingrepeatedmeasured T-Testto findoutwhether there was any significantdifference ofstudents'writing outcomes aftertheimplementationof teacher written feedback.

III. RESULTS AND DISCUSSION

Afterconductingtheresearch,theresearchergatherstheresultofthepre-testandpost-testas follow:

Result

Table1. The Students′Mean Score inPre-testandPost-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Valid N (listwise)	20	47	75	61,7	8.39235
Post-test Valid N (listwise)	20	75	92	81,6	4.27231

The table above shows the students ′minimum score of pre-test is 47 and the maximum score is 75 with mean of the total score points out at 61,7. Likewise, students ′minimum score of post-test is 75 and the maximum score of post-test is 92 with mean of the total score is 81,6. Thus, it can be concluded that there is a significant difference on students ′writing outcomes after the treatment is given.

Table2. ResultofPairedSampleT-test

Paired Samples Test

		Paired Differences							
			Std. Deviatio n	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	d f	
P a i r 1	posttest - pretest	19.900 00	4.56416	1.020 58	17.763 91	22.036 09	19. 499	1 9	.000

From the data above, the t-value of the test is 19.499 with *degree of freedom/df* is 19. Whereas, the data significant based on the t-table points out at 2093. Hence, it can be inferred that the t-value is higher than the t-table (19.499 > 2093) with the significant level is 5% or 0.05. Therefore, there is a significant difference on students ′writing outcomes before and after the treatment.

As a result, the null hypothesis is rejected and the research hypothesis (H₁: there is a significant difference on students ′writing outcomes after being given the teacher written feedback) is accepted. The table also reveals the increase of the outcomes is 19.90. Accordingly, there is an improvement on students ′writing outcomes after being given the teacher written feedback.

3.1 Aspect of Writing Improves the Most after the Treatment Is Given

The researcher also wants to reveal what aspect of writing that improves the most after being given the teacher written feedback. The researcher evolves the following table which will explain the result of students ′writing outcomes in each aspect.

Table 3. Result of Students ′Writing Outcomes in Each Aspect

Aspect of Writing	Percentage	Mean of Pre-test	Mean of Post-test	Gain	The Increase	Sig (2 - tailed)
Content	30%	15.67	20.32	4.65	23.36%	0.00
Organization	20%	14.57	19.17	4.60	23.11%	0.00
Vocabulary	20%	14.15	19	4.85	24.37%	0.00
Grammar	25%	14.67	19.55	4.87	24.47%	0.00
Mechanic	5%	2.62	3.55	0.9	4.52%	0.00
Total	**100%**	**61.70**	**81.6**	**19.90**	**100.00%**	**0.00**

The table reveals the score of each aspect. That is mean of pre-test and post-test, the gain and the increase after the treatment and also the significant of this data and each will be explained as follows:

1. **Content**

The first aspect is content. It is own 30% of the whole aspects. The total mean score of students ′ pre-test is 15.67 and the post-test is 20.32 with the gain of 4.65 or 23.36% of the increase and significant level is 0.00.

2. **Organization**

Organization has 20% of the aspect. 14.57 is the mean of total score pre-test and 19.17 for the post-test, with the gain of 4.60 and 23.11% of the increase and significant level is 0.00.

3. **Vocabulary**

Likewise organiza1tion, vocabulary owns 20% of the aspect. The mean from the total score of the pre-test is 14.15 and the post-test is 19, its gain is 4.85 and 24.37% of the increase and significant level is 0.00.

4. **Language Use**

Language use or grammar is the next aspect. It has 25% of the aspect. 14.67 is the mean of the total score of pre-test and the post-test is 19.55 with the gain of 4.87 and 24.47% of the increase and significant level is 0.00.

5. **Mechanic**

The last aspect is mechanic, owns 5% of the aspect. The mean from the total score of pre-test is 2.62 and the post-test is 3.55 with the gain is approximately 0.9 and 4.52% of the increase and significant level is 0.00.

The total score of all aspect of the pre-pest is 61.70 and 81.60 for the post-test, the total of gain is 19.90 and the significant level of all aspect is 0.00 or significantly increased.

Ultimately, language use or grammar is regarded as the aspect that improves the most after the treatment is given.

Discussions

Relating to the research questions of this research, the researcher would like to find out whether there is a significant difference on students ′writing outcomes before and after being given the teacher written feedback and what aspect of writing that improves the most after the treatment is given.

How does teacher written feedback affect students ′writing outcomes? As the researcher observed, in the first meeting or before the treatment was performed, the researcher found several problems on students ′compositions. Many of them got difficulties when they tried to elaborate their ideas they want to write and evolve it as a piece of complete story. These things affected the result of they work. The story that they write had not good development in content and organization; even it was only a simple story they could not develop it clearly. Similarly, the words they put were very simply vocabulary and mostly used wrong language use or grammar; simple present tense appeared very often in their story. Also, the mechanic they used was mostly wrong; they did not use capital letter rightly, placed a confusing comma and so forth.

Before conducting the treatment, the researcher explained about recount text and gave a brief explanation of teacher written feedback. These instructions made students became more aware how to write recount text appropriately. Furthermore, the researcher provided them with teacher written feedback by giving comments; started with praising students ′effort in writing their compositions, after that giving them some critics if their text seems unclear, then, providing them with suggestions that they have to evaluate later. Subsequently, the researcher also corrected their works by circling or marking the error or mistake of their writing. These feedbacks bring a positive impact on their revision. It because they felt more easily to find their mistakes since the researcher provided them with feedback and pinpointed their strengths and weaknesses. As a result, they learned the feedback and attempted to evaluate it later.

Subsequently, among five aspects of writing, language use appeared to be the most aspect that students revised. Before administering the treatment, students often used simple present tense and applied it repeatedly or sometimes they used Indonesian language. It became researcher′s concern how to make students able to fix it also the others aspects though. Thus, the researcher mostly gave comments about their mistake in using the wrong tense. As a result, they became more aware to use the right tense while writing recount text. Meanwhile, mechanic became the aspect that most of students did not repair it. Although the researcher had explained clearly how to use and put the right punctuation and capital letter, still they placed wrong comma and full stop also put

the wrong capital letter in sentence. However several students used punctuation correctly on their text.

After analyzing and comparing students ʹscore of pre-test and post-test, it was found that there is a significant difference on students ʹwriting outcomes after being given the treatment. Ultimately, it can be assumed that teacher written feedback could be a technique for teacher to help students evolve their writing abilities. It may happen for several reasons, such as students presume that teacher can reveal their mistake and help them to make a revision. Nelson and Murphy (1993) stated that ESL students viewed teacher as the knowledge authority. Teachers were considered the only legitimate source of feedback (Babaii et al., 2019).

This study also approves with the previous study, Bijami et al., (2016), Ismail et al., (2008), Razali and Jupri (2014), Faroha et al., (2016) who purport that teacher written feedback encourages students ʹrevision and helps students in improving their writings. According to Ismail et al., (2008) giving feedback is essential in order to help students improve their writing piece. Teacher written feedback on the students ʹwriting indicates the problems and provides a good suggestion for improvement of future writing task, moreover, via feedback the teacher can help students to compare their writing with the ideal draft and recognize their own strength and weaknesses (Srichanyachon, 2012).

Chandler (2003) also provided the result of his study that demonstrated the accuracy of students writing improves significantly after given teacherʹs direct feedback. He also added that teacherʹs direct feedback is best for producing accurate revisions. In addition, Razali and Jupri (2014) said that teacher written feedback does lead to revision the final drafts on students ʹpapers. Hyland (2003) said that many students see their teacherʹs feedback as crucial to the students ʹimprovement as a writer. Students will easily reveal what they do not understand and become more legible to learn effectively (OCED, 2005 cited in Umar 2018). Through effective questioning and careful observation, the teacher can assess the students ʹunderstanding and can move them forward in their learning Umar (2018). He also added that students can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it.

IV.CONCLUSIONS AND SUGGESTIONS
Conclusions

The results of data analysis presented currently lead to the following points of conclusion. There is a significant difference of students ʹwriting outcomes after being given the treatment. It is found that the implementation of teacher written feedback can help students improve their writing result. Furthermore, language aspect appears to be the aspect that students improve the most after the treatment is given. Teacher written feedback helps students to analyze their mistake particularly in the use of grammar and it makes them to be more thorough to use the right grammar whenever they write they story. In sum, teaching writing by using teacher written feedback is helpful for both students and teacher. Teacher written feedback makes students able to evaluate their mistake

and error while writing and help them to revise it. For the teacher, teacher written feedback could assist them to make students achieve the learning goals. Since EFL students, particularly in Indonesian context still has low capability in developing their skill in writing, teacher written feedback can be a technique for the teachers to help students evolve their writing skill.

Suggestions

In sum, the findings in the current study suggest some consideration for the future research in accordance with this topic of problem that the teacher written feedback is not appropriate to be used in the low level class of Indonesian EFL learners and applying teacher written feedback through online is not quite effective to gain the data since it takes much time to collect the data of this current study.

The researcher also suggests for the further research to search for more types of feedback to enrich the variety of feedback forms, and provide more time to teach and give the feedback to the students, so the students will more understand the problem of their writing and help them to make revision and produce a better composition.

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The use of picture series on Instagram to improve students' writing in EFL writing class

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ABSTRACT

Instagram has been used as the medium to upload photos, e.g. picture series. The current research was intended to find out I) whether picture series on Instagram could facilitate students to improve their writing achievement, II) students' perceptions of the use picture series. The design of the research was mixed quantitative and qualitative approaches. The subjects of the research were 31 students of thefirstgradeofSMANegeri2BandarLampung. The data were collected through the writing tests (pre and post-tests) and questionnaires. The results showed that (i) there was a statistically significant improvement of the students' writing achievement after the students were taught using picture series on Instagram with the significant 0.05. (ii) There were positive perceptions of the use of picture series on Instagram. This suggests that picture series on Instagram facilitates students to improve students' writing achievement.

Keywords: *picture series,Instagram, writing achievement, EFL class.*

I. INTRODUCTION

This research investigates the differences of students' writing achievement after being taught using picture series on Instagram and to describe the students' responses toward the use of picture series on Instagram to improve the students' writing achievement.Masitoh and Suprijadi (2015) writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. In addition, they stated most Indonesian students face some difficulties in writing, they have to consider the grammar to make their writing understandable. Briefly, writing needs some consideration to avoid misunderstanding between the readers.

According to Caroll (1990) a good writing is something they believe they will never be able to achieve, because they not only identify good writing with proper spelling and grammar, but they are governed by the self-serving and false notion that they can not learn how to spell correctly or how to construct grammatically correct sentences. Therefore, a good writer deal with some difficulties in making a good writing.

Harmer (2004) stated writing encourage students to focus on accurate language use and, because they think as they write, it will provoke language development as they resolve problems which the writing puts into their minds. However, most of EFL students face some difficulties in writing such as do not know how to develop their ideas clearly, how to choose appropriate words, how to organize their ideas, and how to arrange the idea into cohesive paragraphs.

According to curriculum 2013 for senior high school, writing is one of the competencies that must be developed in every levels. Students are expected to be able to produce an English text. Therefore, to ensure that the teaching of EFL writing is going in the right direction, English teachers must be aware of recent EFL writing theories and practices. Since writing is the most complex task in EFL Class, the use of media makes English language teaching more effective and better. Briefly, teaching using media can help teachers easy to teach and make students become interested and understand to learn English.

In order to develop EFL students' writing achievement, a teacher can use an up-to-date media that make students enjoy the learning process. Cahyono & Mutiaraningrum (2015) stated the development of

Information and Communication Technology (ICT), especially the internet, has affected how the students learn, how they interact with teachers and other students, and how they deal with various aspects of their daily life. They believed the internet can stimulate collaborations and thinking skills. In brief, teachers and students can utilize the internet to create a meaningful learning media.

Nowadays, technology is more sophisticated and modern. There are many types of new technology. One of them is smartphone. People use smartphones for anything including a medium for learning English. There are many applications that can be used to help students and teachers, one of which is Instagram. Instagram is a medium that permitted the user to explore more their social in the network by sharing with each other such as, content, news, photo, etc. Using Instagram as a learning media is an easy way to help students learn about descriptive text. In Instagram, students can share from 1 to 10 slide images that can be referred to as a picture series. Then students can provide an explanation about people, thing, or place that relates to the generic structure of descriptive text.

Social media platforms are regarded as powerful tools for teaching and learning practices through their nature of openness, interactivity, and sociability (Manca & Ranieri, 2016). Shazali, Shamsudin, Yunus (2019), stated Instagram can create a fun and meaningful learning environment for the students as they are enjoying using Instagram in doing school tasks. Besides, Alfiyatun & Muntaha (2018) elaborated that the use of Instagram as a medium can affect a higher score to the students compared with the students who were taught with the only pictures.

Some researchers stated that writing the most crucial skill other than skills. Masitoh and Suprijadi (2015) writing skill is regarded as the most difficult and complex language skill because it requires extent of perception and involves thinking process extensively. According to Idrus (2003), Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics. In another word, in teaching writing the teacher should guide the students not only to write sentence but also to organize their ideas into written form properly.In addition, they stated most Indonesian students face some difficulties in writing, they have to consider the grammar to make their writing understandable. Briefly, writing needs some consideration to avoid misunderstanding between the readers.

There are five previous studies underlie this present research. The first was conducted by Amelia and Triyanti (2020) about The Use Of Instagram To Develop Students' Writing Ability. The objective of their research is to find out whether Instagram is effective to teach writing for the tenth grade students of SMA Negeri 3 Bekasi in academic year 2019/2020. The methodology of this research was Quasi Experimental Method, and the design was randomized post-test only control group design. In this research, there was a significant difference of Instagram on students' writing ability at SMAN 3 Bekasi. The result of this research presented that there is significance (Sig.) score of T-test 0.000 is lower than (<) 0.05. Thus, it can be concluded that Instagram helped the students to develop their writing, and also, it can ease the teaching and learning process. The second research was conducted by Irmalia, Musyarofah, and Sulistyaningsih (2018) about Teaching Writing Descriptive Text Using Instagram. The sample of this research was 31 students of tenth grade students of MIPA 3 SMA Muhammadiyah 3 Tulangan in 2017-2018 academic year. Based on the result, Instagram can be used as a learning media in teaching writing about descriptive text. The third research was conducted by Apsari (2017) about The Use of Picture Series in Teaching Writing Recount Text. In collecting the data, the researcher used observation and interview. The results of the study presented that there is some improvement on process of writing and vocabulary.The fourth research was conducted by Pasaribu (2017) about The Students' Perception on the Use of Picture to Improve Descriptive Paragraph Writing at Christian University of Indonesia. It conducted to examine the students' perception on the use of picture in writing descriptive paragraph and to investigate whether the students were interested in the use of picture in writing descriptive paragraph. The fifth research was conducted by Shazali, Shamsudin, and Yunus (2019) about Instagram: A Platform to Develop Student's Writing Ability. They stated that Instagram has an impact on students' vocabulary and grammar accuracy. Moreover, students satisfied applying Instagram as their learning tool.While this present research will

focus on the differences of students' writing achievement after being taught using picture series on Instagram. Moreover, this research also describes the students' responses toward the use of picture series on Instagram to improve the students' writing achievement.

II. METHODS

This research used quantitative and qualitative method. Quantitative research which involved collecting and analyzing numerical data. The research was intended to find out whether there aredifferencesof students' writing achievement after being taught using picture series on Instagram picture series on Instagram in teaching writing about descriptive text.

The design can be presented as follows:

<div align="center">

T1 X T2

</div>

T1 : Pre-test

T2 : Post-test

X   : Treatment (teaching process)

Meanwhile, this research also used qualitative method to know students' perception about teaching writing using picture series on Instagram. Thus, the researcher gave a questionnaire to the students after the post-test. The researcher used open-ended questionnaire which each question allowed the student as the respondent to create answers based on their experience.They also have to explain their reasons to confirm their choice. This method help the researcher to categorize the responses easier and clearer to be analyzed.

The researcher conducted the research by using one class.The subject of this research was one class the first grade students of SMA Negeri 2 Bandar Lampung in the academic year 2020/2021 that is X MIPA 1 which consisted of 31 students. There were two instuments to gain the data. The first was writing test. In the pre-test and post-test, the students were asked to make a descriptive text using picture series on Instagram about a country that they want to visit.The second instrument was questionnaire. It was distributed to all research subjects after they got a treatment how to write a descriptive text through picture series on Instagram. It was used to find out whether picture series on Instagram was effective to use for teaching writing. The researcher distributed the question items using google form.

The researcher used *The Inter-Rater Reliability* method to measure the reliability. It was assessed by two raters in which both raters use same criteria for scoring the students' writing skill test.To analyze the validity of writing assessment, the researcher considered it from the content validity. In this research, content validity was used to find out whether the content of the test was fully representative to be valid assessment instrument of what it was supposed to be measured. To guide the analysis, the researcher used a writing scoring rubric by Jacobs cited in Reyhan (2012). The scoring rubric is as follows:

1. Content   : 30%

2. Organization   : 20%

3. Vocabulary   : 20%

4. Languange   : 25%

5. Mechanic   : 5%

TOTAL   : 100%

1)Content

It refers to how writer develop the ideas logically.

2)Organization

Itrefers to how writer arrange the ideas sequentially including introduction, body, and conclusion.

3)Vocabulary

It refers to how writer choose an appropriate word.

4)Languange

It refers to syntactical and grammatical structures.

5)Mechanic

It refers to capitalization, spelling, and punctuation.

The procedure of the research was conducted as follows:

1. Giving pre-test

In the beginning of the research, the students as the sample of the research would be given a task to know their prior knowledge about writing a descriptive text.

2. Giving treatment

The sample of the research was taught about descriptive text through picture series on Instagram. The treatment was done three times.

3. Observing

While doing the treatment, an observation was done by the researcher to find out students' difficulties in writing a descriptive text.

4. Giving post test

Post test was aimed to evaluate the students' writing skill after getting the treatment.

5. Distributing questionnaire

Students would be given a questionnaire using google form about students' difficulties and problem in writing a descriptive text after being taught using picture series on Instagram and their responses toward the media.

6. Scoring students' writing test

The score would be used the researcher to see the improvement students' writing achievement.

7. Analyzing the data

After all the data were collected, the students' scores both from the pre-test and the post-test were analyzed to find out the answers of the research questions.

III. RESULTS AND DISCUSSIONS

This chapter reported the result of this research which covers the results of students' writing test in terms of content, organization, vocabulary, language use, and mechanics. Also the results of students' responses after teaching toward picture series on Instagram.There were two raters who gave the score on students' writing achievement. The raters focused on five aspects of writing (Jacobs cited in Reyhan, 2012). They are content, organization, language use, vocabulary, and mechanics. The results of pre-test are listed as follows:

Table 3.1 Distribution of Pre-Test Score

No.	Students' score interval	Frequencies	Percentage
1	60-64.5	7	22.5%
2	65-69.5	21	67.8%
3	70-74.5	3	9.7%
Total		31	100%
Mean score		66	

The table 4.1 shows that the students still gained low quality of writing descriptive text before getting treatment. It was evidenced by the mean score of pre-test was 66 with the highest score was 73.5 and the lowest score was 61.5.

After analyzing the pre-test result, the researcher composed the post test result. Same as the pre-test, the researcher and the English teacher as the raters would use the same criteria to assess the students' writing for the post-test. The results of post-test are listed as follows:

Table 3.2 Distribution of Post-Test Score

| No.	Students' score interval	Frequencies	Percentage
1	75-79.5	8	26%
2	80-84.5	18	58%
3	85-89.5	5	16%
Total		31	100%
Mean		81,66	

The table 4.2shows that there is an improvement on students' score after being the treatment. It was evidenced by the mean score of post-test was 81.66 with the highest score was 89 and the lowest score was 76.5.

The researcher also analyzed the percentage of each items in the quetionnaire, which was as the students' perception toward the implementation of picture series on Instagram for teaching writing.There were 31 students participating as subjects of this research who also filled the questionnaire given by the researcher using google form. The question items of this research are listed as follows:

1. According to you, is learning writing a descriptive text using picture series on Instagram EASY or DIFFICULT?

2. According to you, is learning writing a descriptive text using picture series on Instagram make you RELAX or NOT RELAX?

3. According to you, do you feel SUCCESSFUL or FAIL in learning writing a descriptive text using picture series on Instagram?

4. According to you, is learning writing a descriptive text using picture series on Instagram INTERESTING or NOT INTERESTING?

5. According to you, are you MOTIVATED (want to do learning like this) or NOT MOTIVATED?

6. According to you, is learning writing a descriptive text using picture series on Instagram HELP you in improving your skills: (you can choose more than 1)

a. Vocabulary mastery

b. Content development

c. Grammar understanding

d. Mastery of writing format

e. Understanding of the arrangement between sentences (organization)

After distributing the questionnaire, the researcher analyzed the results using chart to categorize the students' responses of each items. The analysis could be seen as follows:

1. Question item one

Chart 3.1

DIFFICULT 28%

EASY 72%

2. Question item two

Chart 3.2

NOT RELAX 10%

RELAX 90%
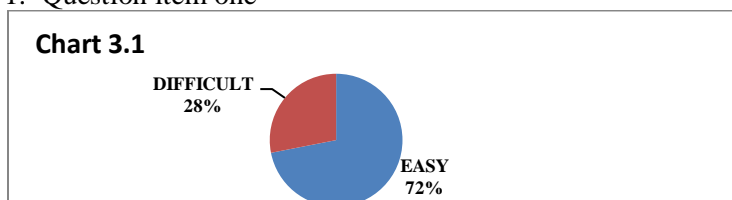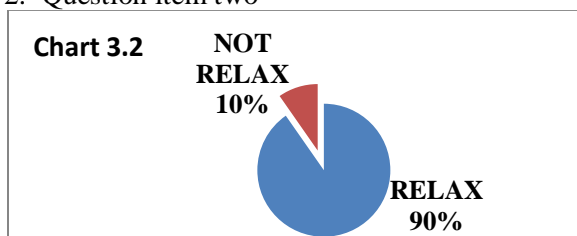
3. Question item three

Chart 3.3

4. Question item four

Chart 3.4

5. Question item five

Chart 3.5

6. Question item six

Chart 3.6

Discussions

From the result, the researcher found significant differences of students' writing achievement after they got treatment for three times. It can be seen from the difference of mean in the pre-test and post-test. The mean score for pre-test is 66 and post-test is 81.6.The result in the pre-test can be reported as follows:

1.   Content

In the pre-test, the students writing productions did not have detailed, and only slightly represent the pictures. Some students described the count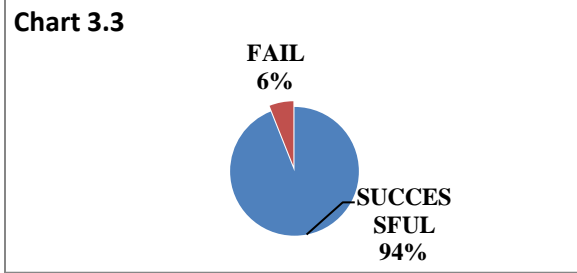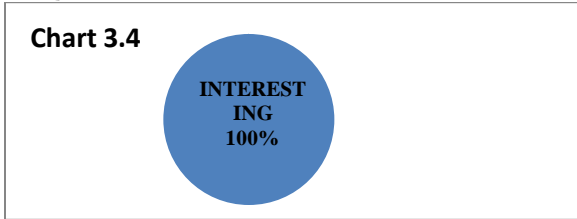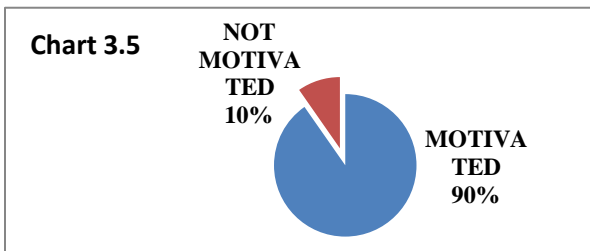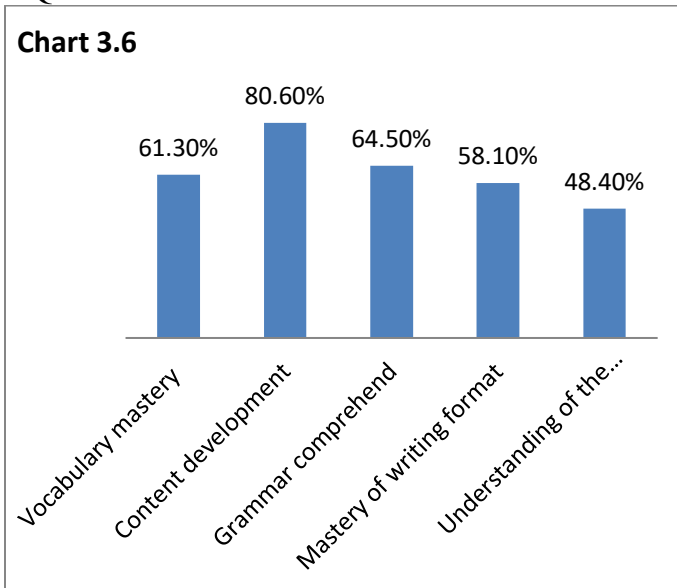ry in general. They did not explain in detail and did not provide specific information. It was because they did not know how to develop their idea. As an example:

"This museum is one of the oldest museums in the world and in this museum houses paintings, artifacts, sculptures from ancient Greece onwards and the State Hermitage Museum has been around since 1764 and has been open to the public since 1852."

2.   Organization

Since their content was too general, some students could not organize their ideas properly. Consequently, their writing was not balanced for each paragraph or even sentences. In addition, they did not use sufficient expression to opinion and the logical arrangement in order to clarify their ideas.

3.   Vocabulary

In the pre-test, students used confusing words that might cause misunderstanding. The choice of words used to express the meaning properly is considered improper. As an example:

"5. Alexander Garden. This Park is the first urban park in Russia. The garden is divided into three separate gardens of flowers where it is very beautiful and varied."

4.   Language use

This aspect focused on the grammatical correct and syntactic pattern on separating, combining, and grouping ideas in words, phrases, clauses, and sentences to build up logical relationship in paragraph. Some students made mistakes in the use of tenses. In making a compound sentence, they put inappropriate conjuction. As an example:

"Here you can also do various activities such as hockey, fishing, rock climbing etc. here too we can enjoy the scenery and various places to take pictures."

5.   Mechanics

In this aspect, students made mistakes in punctuation, capitalization, and spaces. In some cases, they wrote names of places in all lowercase. They paid less attention to the spacing and punctuation used.

Then, those five aspects of writing improved in the post-test. It happened after they saw and discussed it. The results can be reported as follows:

1.   Content

After getting the treatments, the students have known to develop and arrange the ideas of their paragraph well. Besides, they got better in making introduction to identify their description. They have known how to simplify the identification to open their writing. As an example:

"First, I want to visit the Eiffel tower. Eiffel tower is a wrought-iron lattice toweron the Champ de Mars in Paris, France. The height of this tower is 300-324 meter. I want to visit Eiffel Tower because it's so beautiful especially during the night. The beautiful lights will lit around the tower."

2.   Organization

The researcher found that the students had used conjunctive sentences in their paragraphs. There were less jumping sentence and paragraph. They could make their writing balance for each paragraph. Then, in giving their description have arranged in the logical description. As an example:

"First of all, I want to visit Santorini. It is an island in the southern Aegean Sea, about 200km southeast from Greece. Santorini is the diamond of the Aegean. One of the most famous places to visit in Greece."

3.   Vocabulary

In the post-test draft, the students could make their ideas simple directly. They elaborated their ideas clearly and used simple vocabulary suit to the meaning that they want to convey. As an example:

"Japan, the country full of beautiful sakura trees, is a country that I want to visit. There are many places I want to visit and many foods I want to eat in Japan."

4.   Language use

In the post-test, this aspect was also getting better. The students made a better writing with logical paragraphs. They used better phrase and clause in conveying their ideas into paragraphs. As an example:

"I want to visit this building because it has a deep history."

5.   Mechanics

In this aspect, the students have known how to use a proper punctuation. This can be seen from their post-test draft, they paid more attention in the use of punctuation like comma, semi colon, and colon. As an example:

"Mallorca or Majorca, the largest island in the Balearic Islands, is surrounded by the sparkling water of the Mediterranean."

The researcher found some mistakes in their writing, which might be influenced by lack of attention. Furthermore, from the content, some ideas were too general. Besides, the samples used fewer conjunction to connect their ideas.

On the other hand, after getting the treatment, the students' writing were improved. It was proven by their writing quality. they made errors less than what they had done in the pre-test. They elaborated their ideas clearly and related to the topic. They used more appropriate conjuctions. Within the treatments, the students were asked to read and comment their friends writing based on the 5 aspects of writing. Thus, they could consider their friends' comment.

This research is line with Irmalia, Musyarofah, and Sulistyaningsih's research (2018), they also used one class as the research sample. They stated that Instagram could make the students' writing achievement improved. It happened because the students are more enjoy, focus, enthusiastic with the media. Nevertheless, the researcher utilized one of Instagram's newest features that can be said picture series because Instagram users can share more than one picture. This research was strengthened by a statement from Shazali, Shamsudin, & and Yunus (2019). They concluded that Instagram can be an effective media

for developing students' writing quality. Same as this previous research, the students' writing quality developed during the learning process.

From the questionnaire results, it was found that the percentage of each items showed that mostly students agree with the use of picture series on Instagram in their writing class. Chart 4.1 shows 72% of 31 students thought that writing descriptive text using picture series on Instagram was easy and 28% of 31 students stated it was difficult.The chart 4.2 shows 90% of 31 students stated that writing descriptive text using picture series on Instagram was relax and 10% of 31 students stated it was not relax.Based on chart 4.3, it can be concluded that picture series on Instagram can improve the students' writing achievement. There were 94% of 31 students stated it was successful to increase their writing. There were more students like using picture series on Instagram as a media. It was proven by the students' statementson chart 4.4, 100% students were interested in using picture series on Instagram for their writing class.Then, chart 4.5 shows there were 90% of 31 students were motivated to learn using picture series on Instagram for their writing class. Only 10% of 31 students were not motivated for some reasons. In addition, on chart 4.6, students' stated that they have improved on 5 aspects of writing in which content development got the highest percentage that was 80.60%. It happened because they could revise the ideas properly. While, understanding of the arrangement between sentences (organization) was the lowest percentage. It was 48.40%. They claimed they did not know how to put some ideas sequentially.

This finding is in line with the previous research of Anggraeni (2017) who found that most students gave positive response toward using Instagram in writing class. Similar to the previous research, this research used open-ended questionnaire to find out the second research question. The researcher stated that one of the benefits of Instagram was easy to use in any time and situation. This means, Instagram helps the students to write better.

IV. CONCLUSIONS

In line to the findings that the researcher found after conducting the research, the researcher draws several conclusions. Firstly, from the Sig. score and 31 students' perceptions that participated in this research, it is clear that picture series on Instagram can effectively improve students' writing achievement. It plays a significant role in helping students to elaborate their ideas to make their writing become well-organized that are shown based on the students' writing scores and their responses. Besides, picture series on Instagram provides a meaningful and fun learning experience for the students.

Furthermore, based on the percentage on the result charts, students like to use picture series on Instagram in writing class because they can see many examples of their friends' work and they can give or receive comments from their friends directly on the comment section. Other than that, in this modern era, the teacher can motivate the students to utilize their social media appropriately to help them learning.

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The use of Instagram to improve students' analytical exposition text writing achievement at the second grade of SMAN 14 Bandar Lampung

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ABSTRACT

The objectives of this research were to find out the significant difference of students′ writing achievement after using Instagram and to investigate the students ′perception of using Instagram in writing. The research was conducted among the second-grade students of SMA Negeri 14 Bandar Lampung in 2020/2021 academic year. The data were collected by using writing test and questionnaire. The data were collected by using writing tests (pre-test and post-test in the forms of analytical exposition text) and a close-ended questionnaire. The data taken from the test were analyzed by using a Paired Sample T-test and the data collected by using the questionnaire were descriptively analyzed. The result showed that there is a significant difference of students ′writing achievement after the implementation of Instagram. It was also found that students′ perception of the implementation of Instagram was positive.
Keywords: Instagram, writing, perception.

I.   INTRODUCTION

Social media can be defined as web-based and mobile technologies which are used mainly for communication. According to Taprial and Kanwar (2012) social media is the media that permitted to be social or get social by sharing with each other such as; content, news, photo, and others. Facebook, Twitter, Path, Pinterest, and Instagram are mostly common platforms of social media known by people (Handayani, 2016). It is a platform that provides interaction among people, when they can share, discuss and create information through social media. Instagram is one kind of social media used by people to comment, chat and share their moments.

Instagram becomes famous social media. It is stated by TechCrunch (2018) that Instagram has reached one billion monthly active users mark. Meanwhile, Statista (2019) stated that Indonesia is one of the countries with the most Instagram users with 60 million users. Instagram has a significant increasing user. Stated by Recode (2018) that Instagram users spent an average of 53 minutes per day. Maulina, Muslem, and Yuliana (2018) said that Instagram is a social media that focus on photo uploading and captioning where people share pictures and explain it in writing. In line with Al-Ali (2014) Instagram has the potential to be a language learning tool in terms of language skills.

Writing is one of the language skills which is important for students to master. Writing is the process of expressing ideas and thought to produce the final written based on the writers' ideas. This statement supported by Harmer (2004) writing is one of the productive skills in English where the students have to produce language by themselves. Based on Curriculum 13 for senior high school, the basic competency that should be achieved in the writing activity is that students have the ability to develop and produce a written text including narrative text, recount text, and analytical exposition. According to

According to Gerot and Wignell (1994) analytical exposition text is a type of text that is intended to persuade readers that something should be in the case.According to Testi et al (2014) the communicative purpose of analytical exposition text is to influence the reader about the ideas or something related to the topic. From explanations of analytical exposition text above, it could be inferred that analytical exposition writing to persuade the reader with the ideas of the topic given.

While, Husna et al (2013) found that one of the students' difficulties in writing is students are still unable to transfer and develop their ideas into a written form well in composing a text. Based on a pre-observation at the second grade of SMAN 14 Bandar Lampung, the researcher found that many students faced difficulties in writing analytical exposition text. The students were unable to express their ideas in a written form. They got confused about how to start to write and how to develop their ideas. Therefore, their difficulties happened in expressing their ideas into a written text. The students also think that writing was a boring activity because they were not interested in writing.

Based on the researchers' pre-observation, English teachers need to find a solution to solvethe students' problems in writing. According to Richard (2015) many new technological tools and online resources are available to support student writing. Alfiyatun and Muntaha (2018) also said that media are important things to attract students' attention and motivation that can help them develop their creativity and imagination in expressing their ideas. Therefore, Instagram can be the solution to help students working on analytical exposition text. It is stated by Warda and Armeria (2019) using Instagram as learning media is an easy way to help students in writing skill. Therefore, the researcher uses media to teach writing by utilizing the internet and using a social network site. Besides, almost all students of SMAN 14 have an Instagram application installed onto it and also a mobile data plan.

According to Ardi (2009) stated that learners use online learning environments not only to access information and course content but also to interact and collaborate with other participants in the same course. The ability to connect with other students, to share information, to chat and communicate as the benefit of the implementation of online activities in teaching and learning through Instagram.

Besides the theories, the implementation of Instagram as a medium to help students improve their writing achievement has also been reported. Listiani (2016) states that teaching recount text using Instagram resulted in better achievement. Besides, Instagram can also be used to improve students' opinion essays text writing (Handayani, Cahyono, and Widiati 2018). Therefore, Instagram can be widely accepted as a medium for helping students improve their writing ability.

Based on those previous researches, it could be inferred that those studies have proved that Instagram is a good medium to be implemented for teaching writing skill especially for helping students to improve their writing achievement. The focus of this research is to find out the significant difference of students' writing achievement and also to know the students' perceptions of using Instagram in writing.

II. **METHODS**

This research used a quantitative method which aimed to find out the significant difference of students' writing achievement after using Instagram and to investigate the

students' perception of using Instagram in writing. The population of the research was the second-grade students of SMA Negeri 14 Bandar Lampung. The sample was 28 students of XI Science 1. This study used a purposive sampling technique. The data were collected from the writing tests (pre-test and post-test in the forms of analytical exposition text)) and a close-ended questionnaire. The data taken from the tests were analyzed by using a Paired Sample T-test and the data collected by using the questionnaire were descriptively analyzed.

III. **RESULTSAND DISCUSSIONS**

Results of the Tests

This section presents the result of data analysis. For the test result, the improvement in each aspect can be seen from the following table:

Aspects of Writing	Mean score of Pre-test	Mean score of Post-test	Gain Score	Maxi-mum Score	Sig.
Content	16.98	22.63	5.65	30	.000
Organization	14.27	16.71	2.44	20	.000
Vocabulary	14.45	17.05	2.6	20	.000
Grammar	16.04	20.25	4.21	25	.000
Mechanics	3.32	3.85	0.53	5	.000

Table 4.1 The improvement of the students' achievement in analytical exposition text writing

Table 4.1. above provides the data of students' writing scores in pre-test, scores in post-test, gain scores, maximum score then the percentage for each aspect of writing. According to the table, the highest gain score of each aspect is content with (5.65) followed by grammar (4.21). Then, the gain score of the vocabulary, organization and mechanics are (2.6), (2.44) and (0.53). Furthermore, there is a significant difference in all aspects of writing including content, organization, vocabulary, grammar, and mechanics because 0.00 is less than 0.05.

To find out whether the improvement was significant or not, Paired Sample T-Test in SPSS version 20 was used in this research. The following table shows the result of Paired Samples T-Test.

Table 4.2 Paired Samples T-Test

Paired Differences			T	D	Sig.

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			f	(2-tailed)
					Lower	Upper			
Pair 1	POST TEST – PRE TEST	15.44643	3.01643	.57005	14.27678	16.61608	27.097	27	.000

Table 4.2 provides evidence that the result shows that the two tailed significance is 0.000. It indicates that H_1 is accepted because 0.00 is less than 0.05 (0.00<0.05). It proves that there is a significant difference on students ′writing achievement after the implementation of Instagram.

Result of the Questionnaire

This section presents the result from the second research question which aims to investigate the students ′perception of using Instagram in writing which is based on five aspects (difficulty, stress, interest, motivation, and confidence). The frequency and percentage of each aspect of the questionnaire are described below:

1. Difficulty

This section describes specifically the result on the first, second and third statements which concern with aspect of difficulties. The table of result in difficulty aspect is presented below:

STATEMENT	OPTION							
	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%
It is easy to share writing content through Instagram.	5	17.9	20	71.4	2	7.1	1	3.6
Instagram is accessible to discuss the material.	1	3.6	22	78.6	4	14.3	1	3.6

It is easy for me to follow the online learning process on Instagram.	4	14.3	21	75.0	3	10.7	-	-

Table 4.3 The frequency and percentage of difficulty

Table 4.3 presents the frequency and percentage from students ′answer in aspect of difficulty. It can be clearly seen that most of the students agree in the first statement at percentage (71.4%), followed by strongly agree in with percentage (17.9%) with total responses of 20 and 5 students respectively. Then, for the second statement, the highest percentage is (78.6%) agree with that statement with a total response of 22 students. Turning to the third statement, it is apparent that 21 students agreed (75.0%) with that statement. The mean score for the aspect is 73.83%. It can be concluded that the students believed by using Instagram in writing made them easier to share and discuss the material.

2. Stress

This section presents the result on the fourth, fifth and sixth statement which concerns with aspect of stress. The table of result in stress aspect is presented below:

Table 4.4 The frequency and percentage of stress

STATEMENT	OPTION							
	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%
Online learning through Instagram group chat makes me relax to learn in English writing.	4	14.3	19	67.9	5	17.9	-	-
Instagram makes me more enjoy to share my thoughts with my friends.	3	10.7	18	64.3	7	25.0	-	-
I like to do English writing tasks on Instagram.	7	25.0	14	50.0	7	25.0	-	-

Table 4.4 provides the frequency and percentage from students ′answer in aspect of stress. The highest response was agreed (67.9%) on statement 4, followed by disagree (17.9%) with total responses of 19 and 5 students. For statement 5, it can be seen that the majority of students agree that Instagram made them enjoy to share their thoughts with

their friends 64.3%. Then, 14 students who were agreed (50.0%) with statement 6. It is followed by strongly agree and disagree scales have the same pattern in which for strongly agree and disagree have 7 responses in percentage of 25.0%. Finally, the results for this aspect are most of students showed positive perception 73.50%.

3. Interest

This section presents specifically the result on statements 9, 10 and 11 (Aspect of Interest). The frequency and percentage of students ′answers are presented in the table below:

Table 4.5 The frequency and percentage of interest

STATEMENT	OPTION							
	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%
Learning writing through Instagram is interesting.	7	25.0	19	67.9	2	7.1	-	-
I have an interest to write in English on Instagram.	4	14.3	15	53.6	9	32.1	-	-
Instagram keeps my attention; I do not get bored during the learning process using Instagram.	5	17.9	21	75.0	2	7.1	-	-

According to table 4.5 above, it can be clearly seen that the majority of students (19 students) agreed on statement 7 with the total percentage 67.9%. It is followed by seven students who were strongly agreed with the percentage 25.0%. For the statement 8, most of students (15 students) agreed with that statement (53.6%), followed by disagree in with percentage (32.1%) with a total response of 9 students. Then, the rest of students (21 students) agreed (75.0%) on statement 9. Thus, the result showed that students were interested in writing through Instagram 75.88%.

4. Motivation

This section presents specifically the result on statements 10, 11 and 12 (Aspect of Motivation). The frequency and percentage of students ′answers are presented in the table below:

Table 4.6 The frequency and percentage of motivation

STATEMENT	OPTION

	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%
I feel motivated to write English through Instagram.	6	21.4	14	50.0	6	21.4	2	7.1
I am trying to participate well in Online learning on Instagram.	9	32.1	18	64.3	1	3.6	-	-
I did all the learning activities on Instagram; it makes my writing skill improved.	6	21.4	16	57.1	5	17.9	1	3.6

From the table 4.6 above, it is apparent that there are 14 students who agreed on statement 10 with the percentage of (50.0%) and six students have the same percentage (21.4%) in which for strongly agree and disagree. Then, the highest response for statement 11 was agreed (64.3%) with a total response of 18 students. It is followed by students who were strongly agreed (9 students) with the percentage of 32.1%. Meanwhile, there are 16 students who agreed 57.1% on statement 12. Most of the students showed positive responses toward each statement. The students believed that using Instagram in Online learning gave them motivation in writing analytical exposition 75.88%.

5. Confidence

This section provides the result of students ′answers regarding Statement 13, 14 and 15 (Aspect of Confidence). The frequency and percentage of students ′answers are presented in the table below:

Table 4.7 The frequency and percentage of confidence

STATEMENT	OPTION							
	Strongly Agree (4)		Agree (3)		Disagree (2)		Strongly Disagree (1)	
	F	%	F	%	F	%	F	%
Learning through Instagram can build up my self-	6	21.4	17	60.7	4	14.3	1	3.6

confidence.

I am not afraid to express my opinion or suggestion on Instagram.	6	21.4	19	67.9	2	7.1	1	3.6
My writing skill is improved after the implementation of Instagram.	7	25.0	14	50.0	7	25.0	-	-

From the table 4.7 above, it can be seen in the statement 13, most of the students agree at percentage (60.7%) with a total response of 17 students. Then it was followed by six students who were strongly agreed 21.4%. Turning to the statement 14, it presented that 19 students agreed in with percentage 67.9%. The highest response for statement 15 was agreed (50.0%) with a total response of 14 students. It is followed by strongly agree and disagree scales have the same pattern in which for strongly agree and disagree have 7 responses in percentage of (25.0%). The mean score of this aspect is (75.59%), it could be summarized that students with good confidence in learning English through Instagram.

Discussions

The research finding indicates that the students ′achievement in analytical exposition text writing significantly difference after the implementation of Instagram at the second grade of SMAN 14 Bandar Lampung. It could be seen from data presented in table 4.2 that the significant level of students ′improvement is 0.000 which is lower than 0.05 (0.00<0.05). The students ′mean score in the pre-test was 65.05 and the post-test was 80.50. Therefore, it indicates that the implementation of Instagram could increase students ′writing achievement. This research result is in line with the previous researcher by Warda and Armeria (2019) that by using social media ″Instagram″ as a medium in teaching writing to improve students ′writing ability is useful tool to help the students being mastered on writing.

From the result of gain score, the improvement was shown in every aspect of writing which were content (5.65), organization (2.44), vocabulary (2.6), grammar (4.21), and mechanics (0.53). It could be inferred that the content became the most improved aspect compared to the others. The finding of this research resonates with Renaldi (2020) finding that Instagram was effective in improving the students ′writing skill in term of content. Moreover, the students seemed to be more attracted, they were gathered on the group with their friends to discuss the topic that they were going to write. It helps students to explore their ideas to write into a good paragraph. It is in line with Handayani (2016) who said that Instagram helps students to generate their ideas with relevant content. Therefore, it can make them enthusiast to learn writing an analytical exposition text because they felt attracted using Instagram as learning media.

On the other side, the media could also attract the students 'interest to learn in writing. It is in line with the findings of the research conducted by Irawan (2015) that social medium can make a lesson become more interesting and more attractive. Moreover, by using Instagram, the lesson became more effective since the students did not need paper to submit their writing tasks. They just used their smartphones to upload their writing tasks on Instagram and then their teacher would get their tasks. Then, by using Instagram used less paper because it was done through Instagram. Moreover, the students could access Instagram everywhere as long as the internet connection was available. It is in line with the findings of the research conducted by Zidny (2017) which stated that the use of Instagram can make the lesson become more effective and efficient in terms of time, energy, and equipment. Therefore, it could be stated that after getting some treatments using Instagram, students 'writing achievement improved well.

Based on the result of the questionnaire, it was found that (74.93%) students had a positive perception toward the implementation of Instagram since the percentage is more than 70%. In other words, the students 'perception was good enough after the implementation of Instagram in online learning. Based on the result of students' responses in the questionnaires above, it could be concluded that students with positive perception were interested in learning writing by using Instagram as a medium in online learning.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

In line with the discussion of the research findings in the previous chapter,the researcher comes to the conclusion that there is a significant difference of students 'writing achievement after using Instagram. It could be seen from the computation of the value of two tailed is significance is 0.00 which is lower than 0.05. Moreover, the students get better writing achievement after the implementation of Instagram. It is proved by the students 'writing mean score in the pre-test (65.05) and post-test (80.50). It was also found that students had a positive perception after the implementation of Instagram. Therefore, it can be concluded that students were interested and enjoyed during the learning process through Instagram.

Suggestions

In reference to the conclusion above, there are some suggestions to the English teacher and the further researcher are proposed as follows. First, the teacher should provide students with interesting media to support the learning process in this technology era such as Instagram that provides space for writing. The teacher should be creative to enhance students' participation in online learning. Moreover, the teacher can provide interesting pictures or videos in the learning process. It hopes to make students have more interesting during online learning. Next, for the further researchers can mix the online setting with offline learning (face to face) in order to support the teaching-learning activities. This researcher was done in an online setting. For the further researcher, it is suggested to use video call in order to make sure that students do not cheat when they do the writing test.

The further researcher can try to find out the responses, motivation or attitude of the students.

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Online learning by using WhatsApp to improvestudents ′writing achievement in recount text at the first grade of SMAN 7 Bandar Lampung

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ABSTRACT

Theobjectives of this research are to find out whether there is any significant improvement on students 'writing achievement by using online learning activity by using WhatsApp and to investigate students 'perception of it. This is a quantitative research.The population of the sample was thirty two students of the X MIA 6 of SMAN 7 Bandar Lampung in the academic year 2020/2021. The data were collected by using writing test and questionnaire. The data were analyzed by using Paired Samples T-Test and descriptive statistics. It is shown that there was statistically significant improvement of the students 'writing achievement after they were taught through online learning by WhatsApp group chat. Moreover, it could be seen from the computation of Paired Samples T-Test where the T-value (17,576) was higher than t-table with the significance level was $0.00 < 0.05$. The result of this research indicates that there is significant improvement in all aspects of students 'writing achievement.This suggests that online learning activity by using WhatsApp can be used as a strategy to improve the students' writing achievement.
Keywords: Whatsapp, online learning, writing.

I. INTRODUCTION

Writing is one of the important subjects that students need to learn. Siddiqui and Sing (2015) stated to master writing achievement, the writer needs to express the feelings into meaningful form through a sentence. According to Brown (2001), writing is how a person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for other people. It is considered success if one utters the feelings and thoughts into written form from words into sentences and sentences into a meaningful paragraph.

However, it does not happen the same way. It is supported by Husna et al (2013) who found that one of the students 'difficulties in writing is students are still unable to transfer and develop their ideas into a written form well in composing a text. To create good EFL writing, becomes a great challenge and it is difficult to achieve since students face many problems in writing especially regarding to fully understand and include all five aspects of writing. Jacobs et al,. (1981) classifies five important elements in writing. Those elements are content, organization, vocabulary, grammar, and mechanics. Based on the review of past studies, Mastan et al. (2017) concluded that among the common problems faced by second-language writers of English include the inability to generate ideas in the L2, inaccurate use of grammar, insufficient vocabulary as well as lack of the other things in aspect of writing

Taking the case of teaching writing, teachers always attempt to apply different approaches to decrease the common problems appeared one of which is by using online learning. Sabah and Hacene (2016) state that adopting online learning has a good evidence as it could lower learners' psychological barriers to enable them expressing their opinions freely and to communicate actively on the internet and that it could also enhance their critical thinking, problem solving and communication skills.

Some studies regarding the use of online learning by using WhatsApp have been conducted. The first research is the most frequently reported satisfying aspect of online learning was its flexibility in learning, where students were able to study at their own pace and at the time convenient to them (Bentley et al,.2003). Then, based on Kabilan et al., (2010) it showed that the survey carried out 300 undergraduate students at University Sains Malaysia (USM), Penang. It was found that the students believed FB could be utilized as an online environment to facilitate the learning of English. Similar to findings in other studies, by Janet et al,.(2004). The study investigated the experiences of online learning especially in students' perspective. The sample was focused on the students' experiences in a technology-enhanced teaching and learning process. Students' overall satisfaction with online learning was found to be slightly positive in this study.

II.   METHODS
This research used quantitative research design as the research methodology. The aim was to find out whether there was any significant improvement of students' writing achievement after online learning by using WhatsApp. The population of the research was students in the first grade of SMA N 7 Bandar Lampung. The sample was 32 students in X MIA 6. This study used random sampling technique. The data were collected from the speaking tests (pre-test and post-test).The data of the tests were then analyzed by using Paired Samples T-Test in SPSS version 20.

III. RESULTS AND DISCUSSIONS
This section presents the result of data analysis. For the test result, the improvement in each aspect can be seen from the following table:

Table 3.1 the improvement of the students' writing achievement

Aspects of Writing	Mean Score of Pre-Test	Mean Score of Post-Test	Gain Score	Maximum Score	Percentage
Content	13,25	20,93	4,57	30	21,2%
Organization	13,25	16,17	2,92	20	11%
Vocabulary	14,01	16,14	2,12	20	10,6%
Grammar	14,12	17,5	3,37	25	13,48%
Mechanics	2,87	3,93	1,06	5	15,93%

Table 4.1. above provides the data of students 'writing score in pre-test, score in post-test, gain score, and maximum score of each aspect of writing. According to the table, there is improvement on students 'writing achievement in every aspect of writing. The highest gain score belongs to the content (4,57)with the percentage of 21,2%, followed by organizations which is shown (2.92) with 11% in the percentage. Then, the mean score of vocabulary (2,12), grammar (3,37), and mechanics (1,06) also improved with the percentage at every aspect 10,6%, 13,48%, 15,93%

To find out whether the improvement was significant or not, Paired Sample T-Test in SPSS version 20 was used in this research. The following table shows the result of Paired Samples T-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	16.57813	5.33568	.94322	14.65441	18.50184	17.576	31	.000

Table 3.2 above provides evidence that the result shows that the two tailed significance is 0.000. It indicates that H1 is accepted because 0.00 is less than 0.05 (0.00 < 0.05). It proves that there is significant improvement on students' writing achievement after the implementation of online learning activity by using WhatsApp.

Discussions
The finding of this research shows that students' skill in recount text has improved after the implementation of online learning activity by using WhatsApp at the first grader of high school especially in recount text. It is shown that there is improvement in students' writing recount from 58,85 to 75,75. Then, it was found out that the significant level is 0,000 which was lower than 0,05. Therefore, it indicates that online learning activity by using WhatsApp can significantly improve students' writing achievement. As stated by Dumanauw (2016), WhatsApp is a medium to improve students in writing achievement. Therefore, this research supports the finding from the previous

research that online learning by using WhatsApp can improve students' recount text writing achievement especially in senior high school students.

Moreover, the improvements was shown in these aspects of writing were content, organization, vocabulary, grammar, mechanic. Based on the result, it was found out that content had the highest improvement among the other aspects of writing. The mean score of pre-test in aspect of content was 13,25 and the mean score in post-test was 20,93. The researcher had been trying to figure out on why content had the highest improvement among the others.

In line with what the researcher had observed, the students were not able to express their ideas into written form including all five aspects of writing in it. They seemed to have confusion in writing a sentence or paragraph with minimum words given by the researcher in which it turned out to be unsuitable. After giving some explanations including giving a picture of recount text that was categorized in every color for each aspect of writing and also having discussion, the students started to be able analyzing the form and words while it turned out they became more relax and enjoyed the activities in WhatsApp   It was also noticed at the first meeting of a treatment that those students who had no idea with the English word and the correct form in recount text, used the suitable form and right words in their writing. This shown that WhatsApp helped the lower level students to learn from the other students as they had opportunities to look at their writings and to learn from it.

Other than that, it can be seen from the table that students also had some improvement in aspect of organization after all three treatments were given. The students were able to make paragraph accordingly one to another statement. The improvement of the content aspect was also shown and became the one which had the highest improvement after the implementation of online learning by using WhatsApp since it could enhance students' participation actively. It was seen from the discussion happening in WhatsApp that some students did not have a clear idea in generating it into written form. Therefore, it was providing the students with an opportunity for practicing the language for free, to learn better, and also an opportunity for students to synchronize their opinions with others. By using WhatsApp, it makes them easier to communicate with each other without freedom limitations since it relates to the experiences of the students. Therefore, Mona (2017) states that WhatsApp can make them enthusiastic to learn writing especially in a recount text since WhatsApp helps to facilitate the students in discussion, and helps students to overcome their fear of using the language and the students feel enthusiastic to use WhatsApp as a learning medium.

While giving the treatment, the students were provided with materials and examples of recount text picture. They were also asked to discuss the topic and to write in which was related to the topic. But one of the other things should be considered playing an important role in writing recount text is mechanic. At the first time, it was shown that the students did not consider mechanic as an important aspect. They wrote paragraph and had a few full-stops without giving a coma, apostrophe and other things in a sentence. It could affect the reader's experience to be able getting the information of the writer's work. But after giving some feedbacks and relying on the materials given, the students were able to work on improving the aspect of mechanic in their writing.

IV. CONCLUSION AND SUGGESTIONS

Conclusions

Online learning by using WhatsApp group chat significantly improves students' writing achievement in recount text. It could be seen from the improvements of students' writing score in the pre-test and post-test. Other than that, it can be seen from the value of two tailed is significance is 0.00 which is lower than 0.05. It also enables the students to interact whether to the friends or to the teacher since WhatsApp can enhance the accessibility, encourage cooperation, and giving motivation to take a part actively in every assignment and also it is convenient and easy for the students in the group to express their ideas. As a result, WhatsApp can be used as a medium in online learning activity since the improvement was seen in all aspects of writing, which the highest one belongs to content.

Suggestions

There are several suggestions or recommendations regarding to this research especially in writing achievement. First, the teachers are required to set the goals clear in each activity. In order to achieve that goal, the teachers need to make sure that the students are comfortable enough to participate actively especially in online learning by using WhatsApp. Then the teachers should consider the time for each meeting to optimize the learning result. For further researchers, it is suggested to try conducting this research in another level of education. It is also recommended to do the research in longer duration so it will give a better finding.

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English teachers' perception on teaching English vocabulary using songs as media for senior high school in Bandar Lampung

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ABSTRACT

The objective of this research is to find out teachers' perception on teaching English vocabulary using songs as media for Senior High School. This is a quantitative research.The sample of the research was 50 Senior High School English teachers in Bandar Lampung. The data were obtained from the close-ended questionnaire through Google form and were analyzed using SPSS.The result of this research showed that the teachers have positive perception on the use of songs to improve students' vocabulary especially in the effect of songs in learning vocabulary.

Keywords: teachers' perception, vocabulary, song.

I. INTRODUCTION

Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills as quoted by Lado (1979) in Novi (2013). In line with Lado, Cameron (2001) emphasized the importance of vocabulary learning especially for children who learn a foreign language. She stated that vocabulary learning can serve as a stepping stone to learn and use grammar. Thus, it can be stated that vocabulary learning is also important to be conducted in the classroom because vocabulary can make the students convey their ideas both in oral and written form effectively.Therefore, English is the first foreign language being taught in Indonesia as a result the students in senior high school are expected to use English appropriately in communication. However, when people learn English as their foreign language, they must master the vocabulary first because low vocabulary mastery also can make them unable to express their ideas in English. Thus, learners need to be highly concentrated in memorizing vocabularies (Thornbury,2002).

Based on the previous research done by Thornbury (2002), it was found that there are difficulties in teaching vocabulary in the class. The students have problems in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught and sometimes they could not remember how to pronounce it. Language teachers should consider how to manage an interesting classroom activity so that the learners can gain great success in their vocabulary learning. Song is one of the English media that teachers can use in teaching vocabulary. As stated by Alipour et al (2012), they found out that the use of songs that is familiar with the students in the classroom makes them more interested and focus to learn. Also, Medina (2002) states while the learners relax, they are also more attentive than usual, and therefore, more receptive to learning.

One essential consideration in making the most effective use of songs as media is the teacher's perception. According to Lewis (2001), he states that perception refers to a process of information collecting about the world by means of the senses. A teacher's perception is one essential consideration. It is because a teacher is an important component who operates an extensive role in vocabulary tuition (Harmon 2009). Regarding the statement above, it can be said that the teacher has a big role in learning vocabulary mastery for the students. Hence, Harmon (2009) states that teachers should focus on applying strategy, technique, or method in the English teaching process.

So in this research, the researcher would like to find out perception from the teachers on using English songs to improve students' vocabulary mastery. Although the previous researchers have already conducted research related to perceptions such as teachers' perceptions of English language teaching media and teachers' perceptions towards teaching writing using word games but none of them talked about teachers' perception on the use of English songs which focused on students' vocabulary mastery.

II. METHODS

This research used quantitative data approach using questionnaire to investigate the teachers' perception on teaching English vocabulary by using songs (Lodico, et.al.2006). The population of the research was the 132 English teachers who worked in senior high school in Bandar Lampung and the sample was 50 English teachers who filled the questionnaire in Google form. The data were taken based on close-ended questionnaire. Therefore, the statistical data from teachers' perception was analyzed through SPSS based on the scale of teachers' statements ranging from 1-4 (Strongly Agree, Agree, Disagree, Strongly Disagree).

III. RESULTSAND DISCUSSIONS

Results
The researcher gathered the result from the questionnaire.The results obtained from the analysis of data for each item will be given in three tables based on aspects of perception as follow:

<div align="center">Table 1 Perception to the use of songs</div>

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	n	%
1- I believe that songs should be an essential part of English teaching curriculum to improve students' vocabulary	5	10%	8	16%	14	28%	23	46%
2- I believe that I do not have enough other resources to use as songs to improve students' vocabulary mastery.	10	20%	18	36%	14	28%	8	16%
6- I believe that songs provide appropriate proportion or repetition that helps my students to retain vocabulary	5	10%	7	14%	16	32%	22	44%

table 1 demonstrate parallel findings to earlier research studies related to the teachers' perception in the use of songs to improve students' vocabulary contexts. Most of the teachers believe that songs should be an essential part of English teaching curriculum to improve vocabulary and provide appropriate proportion or repetition that helps students to retain vocabulary. It is also highly motivating and important to develop vocabulary mastery. Moreover, the teachers believe that there are many other resources to use other than songsin improving students' vocabulary.

Table 2 Perception to the effect of songs

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	n	%	n	%
3- I believe that songs accelerate the process of memorizing vocabulary.	4	8%	10	20%	14	28%	22	44%
4- I believe that songs present many opportunities for senior high school students to show their skills in vocabulary.	5	10%	8	16%	22	44%	15	30%
16- I believe that using songs can lower students' anxiety toward learning English.	1	2%	9	18%	24	48%	16	32%

As can be seen in table 2, most of the teachers believe that using songs can lower students' anxiety and accelerate the process of memorizing vocabulary. In brief, it is possible to argue that the teachers have positive perception toward the effect of songs to improve students' vocabulary mastery.

Table 3 Perception to the application of songs

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	n	%	N	%	n	%	n	%
5- I find it difficult to find an appropriate song to teach vocabulary.	9	18%	21	42%	13	26%	7	14%
8- I believe that using songs to teach vocabulary may distract students' attention during the lesson.	7	14%	7	14%	23	46%	13	26%
10- I can easily access and find appropriate songs to use in my English class to teach vocabulary.	5	10%	12	24%	17	34%	16	32%
13- I believe that songs are not very effective in teaching vocabulary to senior high school students	17	34%	18	36%	12	24%	3	6%

15- I believe that I cannot measure students' vocabulary mastery when I use songs in my classes.	5	10%	29	58%	14	28%	2	4%
17- I use songs in my classes as often as possible	6	12%	18	36%	21	42%	5	10%

It can be clearly seen in table 3, teachers' perception towards the application of songs to improve students' vocabulary mastery was explored by means of six statements and the result showed that the teachers also have positive perception in the aspect of the application of songs.

The resultof teachers' perception on the use of songs to improve students' vocabulary mastery of each aspect of the questionnaire will be described bellows:

Table 4 Percentage of perception

Aspects	Percentage
Perception to the use of songs to improve vocabulary	69.7 %
Perception to the effect of songs to improve vocabulary	76 %
Perception to the application of songs to improve vocabulary	66.3 %

Discussions

The research question of this research is to investigate the teachers' perception on teaching English vocabulary by using songs. The statements related to perception in the questionnaire concern with three aspects of perception from Vernon (1987) which were what they are (the use of songs), what they do (the effect of songs), and what they can do with it (the application of songs). In addition to that, the researcher put question whether the teachers had used songs in their class or not to make sure that the test was valid.The researcher did pre-observation at one of SMA in Bandar Lampung and the result showed that the teachers at SMAN 7 Bandar Lampung had used songs as a media for their teaching-learning process.

Furthermore, in this research it was found out that teachers have positive perception on teaching English vocabulary by using songs. According to Irwanto (2002), he stated that positive perception is perception that describes all information and respond object that perceived positively. Furthermore, among the three aspects of perception, teachers' perception towards the effect of songs is one of the aspect which has the most percentage. It is in line with Illinawati (2018) the result on its research stated that the effect of songs to students' vocabulary mastery are the Students' memorization improve in finding the meaning and also improve students' knowledge in identifying the words based on their cluster. Furthermore, on this aspect most of the teachers agreed with statement 16 which says "I believe that using songs can lower students' anxiety toward learning English". This is in line with Shen (2009) who claimed that using English songs in EFL classrooms can successfully bring about affective learning through providing a harmonious classroom atmosphere, reduce students' anxiety, foster their interests, and motivate them to learn the target language, as Suparman (2010) stated that motivation is perhaps the most frequently used term to explain the success or failure of language. This is also

supported by Shahi (2016) who found out that e-learning with multimedia teaching methods can reduce students' anxiety and stress levels. It enables students to enjoy and interact during learning.

The teachers also believe that teaching English vocabulary by using songs not only reduces students' anxiety but also accelerates the process of memorizing vocabulary and present many opportunities for senior high school students to show their skills in vocabulary. Moreover, most of the teachers believe that songs provide an appropriate proportion or repetition that helps students' retain vocabulary, and songs plays important role in developing vocabulary mastery in senior high school students. However, some of the teachers think that using songs in their class can be time consuming.

The aspect of perception which received the highest percentage is the aspect of the use of songs. According to statement 9, the teachers believe that songs are a highly motivating and entertaining way of teaching vocabulary in senior high school. It is in line with Alipour et al (2012) which claimed that the learners' attendance in the class was noticeable and the learners seemed more motivated in learning vocabulary items through song. Also according to statement 11, the teachers disagree if the use of songs is only for fun, and breaking down boredom as though with statement 1 which the teachers believe that songs should be an essential part of the English teaching curriculum. Otherwise, according to statement 7, only 28% of teachers believe that songs are fun and full of pedagogical value while Millington (2011) in its journal stated that songs have many reasons to be considered as a valuable pedagogical value. Furthermore, Sevik (2011) found that Turkish EFL teachers have strong beliefs about the pedagogical value of songs

Meanwhile, according to statement 5, 60% of the teachers believe that it is not difficult to find an appropriate song to teach vocabulary but the rest think that it is quite difficult to find an appropriate song to teach vocabulary. It means that finding a song to teach vocabulary is not difficult but not that easy though. This is supported by Millington (2011) who said that the teacher needs to be careful in selecting a suitable song for his or her class. The language, vocabulary, and sentence structure of some songs can be quite different from those used in spoken English. And also to maintain variety in the classroom, the teacher needs a good playlist of songs. Therefore, depending on the strong beliefs of teachers about the effect and the use of songs, it is believed that songs should be approached on a structured and systematical basis to help the teachers find appropriate songs to teach vocabulary.

With regards to the dilemma, mentioned for the findings from statement 8, the teachers believe that using songs to teach vocabulary may distract students' attention during the lesson. On the other hand the teachers believe that the effect of using songs can lower students' anxiety toward learning English and also accelerate the process of memorizing vocabulary.

Finally, this research is far from perfection therefore there are some weaknesses on this reseach. Such as, its limitation in conducting survey only for Senior High School teachers. Meanwhile, students' perception might also be essential. And also the researcher can not observe all the teachers in this research due to the limitation of time and pandemic of Covid 19.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

In line with the discussion of the research findings in the previous chapter, the researcher comes to the conclusion that the teachers have positive perception towards songs because on the use of it, the teachers believe songs provide appropriate proportion or repetition that helps the students retain vocabulary. Furthermore, the teachers believe that the effect of the implementation of songs can lower students' anxiety. On the contrary, in the application of songs the teachers believe that it is not that easy to find an appropriate song to teach vocabulary.

Suggestions

In reference to the conclusion above, some suggestionso the English teacher and further researcher are proposed as follows. First, the researcher suggests that in finding an appropriate song to teach vocabulary in senior high school students, teachers have to pay attention of several important rules, which are: The teacher cannot choose the songs they like, because the songs chosen by the teacher will influence the students' learning. Songs should be relevant with the students' characteristics. It means that the teachers have to choose songs that is related to their social live. The songs' lyrics should contain only appropriate words. The vocabulary contains in songs should be at the level of the students. The message of the songs should be useful for the students. Songs should be interesting, dynamic, and cheerful in rhythm so that the songs could attract students' attention. Second, The reseracher suggests the teacher to implement songs for writing, reading, listening and also speaking skill. Third, This study was conducted at the senior high school level in the field of teaching English vocabulary using songs. Therefore, further researchers can try to find out the students' perceptions using other media in different levels of school: junior high school and university level. Fourth, Due to the covid-19 pandemic, the collecting of the data could only use an online questionnaire. Therefore, further researchers may use other survey instruments such as interview and observation to get more accurate result of the data.

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The effect of online learning through *Twitter* on students' writing

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ABSTRACT

This research was aimed to find out whether there is significant difference of students' writing performance before and after being taught through Twitter and to investigate which aspect improves the most after the implementation of Twitter in online learning situation. Adapting quantitative approach, this research was conducted through one group pre-test and post-test design. The subject of the research were thirty students at Senior High School 1 Bandar Lampung who actively use Twitter in their daily life. The data were elicited through pre-test and post-test in the form of narrative text. The mean of both tests were analyzed using Paired Sample T-test with the significant level of 0.05. The result showed that there was significant difference of students' writing performance after they were taught through Twitter concerning the gain of their score from the first to the second test. It could be seen from the computation that the significant value of the tests was lower than alpha (0.00<0.05) while the t-value (5.573) was higher than t-table (2.0452). Finally, it can be said that online learning through Twitter can give positive effect on the students' writing performance.

Keywords: *online learning, Twitter, teaching writing, students' writing performance*

I. INTRODUCTION

Being able to communicate in written form is one of the importance of learning language. That is why every language learner has to master writing skill since it comes as one of the form of communication. As a productive skill, it occupies the other three skills; speaking, listening, and reading as well as language aspects. Klimova (2014) on her research proves that writing has a unique position in language learning since it involves practice and knowledge of other three language skills, such as listening, reading, and speaking. In the process of writing students have to use those skills to analyze their sources and arrange them in a piece of writing. As the result, if students have a good ability in writing, they can use the other skills properly based on their needed in composing writing.

In addition, some problems related to the mastery of writing occurs in Indonesian students during the learning process. A study carried on by Kusumaningputri et al. (2018) indicates that the anxiety level towards writing obstructs students to develop their skill, caused by two main factors; intensity of practice and insufficient technique. Students with a high level of anxiety stated that most of the time, they do not know how to put their thoughts and ideas into good writing. They perceive themselves as having lack of experiences in English writing. On the other hand, insufficient writing technique is suggested that the students have problems in composing process and skill development. The students usually have no idea how to improve their writing using an appropriate technique.

Accordingly, to solve those problems, the process of learning writing should be meaningful, in other words students have to apply their knowledge to the real life activity and make it as their habit. If students learn a language through meaningful interactions, they will acquire the target language naturally and it will stay on their long-term memory (Hutabarat, 2016). Thus, students will be more enjoyable in writing as their brains have been set to do it instinctively. Hence, students' learning needs to have a similar setting to the acquiring process by taking it on natural situation. Krashen (1981) distinguishes that acquisition occurs in a natural environment while learning is limited to formal situation such as classroom. However, it cannot be concluded that classroom activity is meaningless to the students' learning. Teacher guidance such as direct interaction, monitor, and feedback are still needed to make sure that the students doing their tasks and having their learning properly. Nevertheless, students' need to be encouraged and developed outside of classroom as exposure to a language is considered successful when the learner can produce the language since learning takes place anywhere and at any time (Al Zoubi, 2018). It means that besides formal learning inside the classroom, students also need another way of learning which can be conducted flexibly.

Informal learning through online platform can be a natural setting for students to obtain more exposure for maximizing the lesson that they have got during their learning process at school. Krasnova & Ananjev (2015) in their study about the effect of online discussion found that online learning encourages students to express ideas, share experiences, improve writing skills, and practice grammar and vocabulary. The students feel comfortable in the online environment and express their ideas more freely and in a more descriptive way. Another research related to online learning was also conducted by Aghajani & Adloo (2018). They used Telegram as the media for students to do their writing. The result shows that one of the factors that affect the improvement of their writing is the feedback from their friends. It is because the students can easily read their friend's writing compiled on the Telegram discussion and can directly give comments on their friend's work. All of the students who participated in their study agreed that combining Telegram and peer assessment with face-to-face instruction was an effective way for them to learn English writing.

Additionally, by adopting online media to the learning process, students will get more access to expand their capability especially in developing their writing skill which needs a lot of input and practice from their environment. As such, online learning helps students to strengthen the learning content, to enhance the language learning processes and also to achieve optimal learning outcomes. Added by Shams-Abadi et al. (2015) that online learning provides opportunities for students for an easy collaborative work by the teacher and other learners at any time which makes them more motivated and creative than before. It also can enhance students' self-efficiency and help to diminish their anxiety in the process of writing. That is why this research is conducted to know whether the implementation of online learning can improve students' writing skill.

It has been stated that one of the ways to maximize students' writing is by making the learning situation to be meaningful and giving maximum exposure to the students which can be implemented by applying online learning. However, the platform that is used as the media to conduct online learning should be decided. One of the ways is by utilizing social media.One of the most familiar social media that almost all people have is Twitter. Twitter was created in March 2006 by Jack Dorsey, Evan William, Biz Stone, and Noah Glass. The user of Twitter is known as 'twitterer' and each post on Twitter called 'Tweet'. Twitter enables its user to tweet in short but in real-time. The users share and get information from other users based on what they have followed (Khoiriyah & Safitri, 2017). They believed that Twitter has become one of the latest social networking which has been widely adopted and used as additional resource to support language learning and teaching. The features provided on Twitter let the users write their ideas or opinions into a series of connected tweets called 'thread'. By having this facility, students can write their writing as much as they want since they can continue their writing into a new post without being separated from the previous one. Hence, it will be easier to be read by other people. The other user can also give comments to a post by replying to the tweet. This thing can be manipulated to make students giving feedbacks or suggestions to their friends' writing. It will be useful for giving students more exposure and positive input to their writing.

Therefore, this research was conducted to investigate the use of Twitter as media to teach writing in online learning situation. The researcher intended to know whether students' writing skill can be improved after attending online class through Twitter.

II. METHODS

This study applied quantitative research with one group pretest-posttest as the research design. By using purposive sampling, the researcher chose a class of XI IPA 1 at Senior High School of 1 Bandar Lampung. The subjects chosen were those who have adequate writing skills and actively use Twitter in their daily life. Moreover, the data were gotten from the writing tests which were administered twice; before and after the treatment. Then, the scores of the students' writings were analyzed by using Repeated Measure t-test to know the improvement.

III. RESULT AND DISCUSSION

Result

This section attempts to answer the research questions proposed by the researcher. The researcher wanted to know the difference of students' writing before and after following online class through Twitter, whether there was improvement or not. Several charts and tables are provided below in order to give detailed information on the analysis.

3.1. Result of Writing Pretest Score

To know the initial ability of students' writing, a pretest was conducted before the students received the treatment from the researcher. Then, the students' writings were assessed by the researcher and English teacher at Senior High School 1 Bandar Lampung. The result of their pretest is illustrated in the table below:

Table 3.1 Distribution of Students' Pretest Score

		Frequency	Percent	Valid Percent	Cumulative Percent
				Interval	
Valid	51-55	3	10.0	10.0	10.0
	56-60	2	6.7	6.7	16.7
	61-65	6	20.0	20.0	36.7
	66-70	6	20.0	20.0	56.7
	71-75	4	13.3	13.3	70.0
	76-80	2	6.7	6.7	76.7
	81-85	4	13.3	13.3	90.0
	86-90	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

From the table above, it can be noticed that most of the students got score around 61 to 70. Nonetheless, there are 5 students earned low results by having 51 to 60 as their score. Moreover, six students attained average grades which were around 71 to 80 while the rest of the students got high scores in the range of 81 to 90. At last, the mean of students' pretest score is described in the following table:

Table 3.2 Mean of Students' Pretest Score

Statistics		
Mean Pretest		
N	Valid	30
	Missing	0
Mean		69.87
Std. Error of Mean		1.928
Std. Deviation		10.563
Variance		111.568
Range		36
Minimum		52
Maximum		88

Overall, the mean of the pretest is 69.87 with the total number of students was 30. It is also stated that the minimum score of their writing was 52 while the highest was 88.

3.2. Result of Writing Posttest Score
After receiving the lesson on Twitter, students took a writing test which was counted as

their posttest. This test was used to measure students' writing improvement in order to prove the first research question that there was significant difference of students' writing before and after getting the treatment on Twitter. The complete distribution of students' posttest scores is reflected in the following table.

Table 3.3 Distribution of Students' Posttest Score

Interval					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51-55	0	0	0	0
	56-60	0	0	0	0
	61-65	0	0	0	0
	66-70	0	0	0	0
	71-75	8	26.7	26.7	26.7
	76-80	9	30.0	30.0	56.7
	81-85	8	26.7	26.7	83.3
	85-90	5	16.7	16.7	100.0
	Total	30	100.0	100.0	

Table 3.3 shows the frequency of students' posttest scores in which they got improvement as the lowest range of scores is 71 to 75. The highest numberof students received the grade of 76 to 80. While the score of 81 to 85 was reached by eight students. Overall, only five students got the mark around 85 to 90.

Table 3.4 Mean of Students' Posttest Score

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		79.70
Std. Error of Mean		.919
Std. Deviation		5.032
Variance		25.321
Range		18
Minimum		71
Maximum		89

The result of the calculation in SPSS showed that the mean of students' posttest was 79.70. It was also stated that the lowest score of their posttest was 71 while the highest grade was 89.

From the result of the test above, it can be concluded that during the pretest there were several students who got the score below 70. As the result, the mean of the pretest was 69.87. On the other hand, students got higher score during the posttest with an overall mean

79.70 and the lowest score was 71.


3.3. Gain of Writing Test Score

After administering the pretest and the posttest, the mean of both tests should be compared in order to know the difference of students' writing during the pretest and the posttest. The data for the mean of the test are served in the following table:

Table 3.5 Gain of Students' Writing Pretest and Posttest

	Mean	Gain	T-value	Sig.
Pre-test	69.87			
Post-test	79.70	0.3262	5.749	.000

Based on Table 3.5 the mean of students' writing test rises from pretest to posttest. The average score of their writing before getting the treatment is 68.87 which is lower than the mean of students' posttest result with the number of 79.70. By having this information, the researcher calculated the gain of the test which came with the outcomes of 0.3262. It can be assumed that students' writing was enhanced from the first to the second test. Moreover, the following graph represents the clearer increase of the test.

Graph 3.1 Comparison between the Mean of Pretest and Posttest
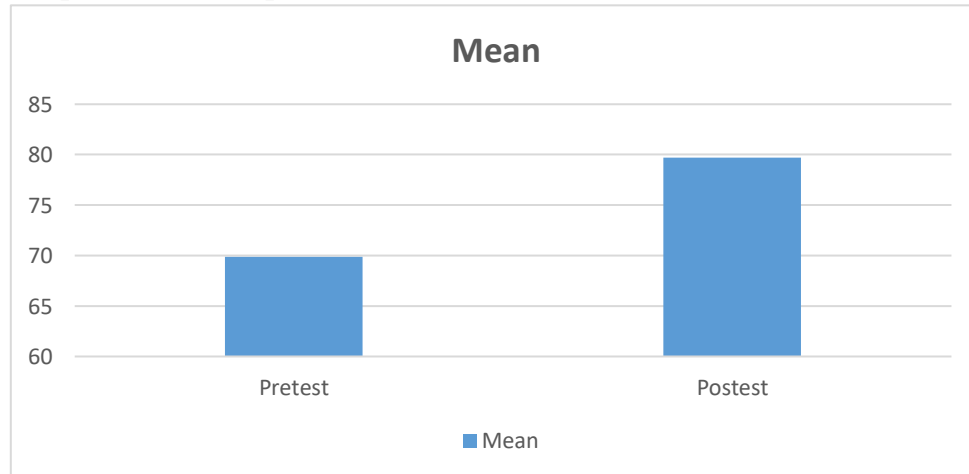
3.4. Hypothesis Testing

In this research, there are two hypotheses that should be answered. However, to know whether the first hypothesis "there is significant difference of students' writing before and after being taught through Twitter" was accepted or not the hypothesis testing should be run. By using Repeated Measures of Statistical Package for Social Science, the researcher saw the level of significance of the test. The hypothesis was proved if sign < p in which p =

0.05. The result of the analysis is presented in the table below.

Table 3.6 Repeated Measure T-test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Posttest - Pretest	9.833	9.664	1.764	6.225	13.442	5.573	29	.000

Table 3.6 depicts the result of the computation of the two-tailed value. It can be seen that the significant of the test is 0.000 which means H1 is accepted since 0.000 < 0.05. It proves that students' writing skill was improved from pretest to posttest after being taught through Twitter. Another evidence that verifies those statements is the t-value which shows higher number than t-table by having the result 5.573 > 2.0452. Hence, it can be concluded that there is improvement of students' writing after the implementation of Twitter.

Discussion

This study was focused on the implementation of Twitter as the media in conducting online class. By taking XI IPA 1 class at Senior High School 1 Bandar Lampung as the subject, the researcher conducted treatments by delivering narrative text materials on Twitter which were delivered in three meetings. Previously, the students were required to take pretest for knowing their initial writing ability. They were also given posttest after the teacher done giving the lesson on Twitter. The instruction for both tests was creating a short story based on the theme given by the teacher. Additionally, the result of the test was analyzed in order to know the upgrade of their writing score.

From the statistic calculation on SPSS, it was found that students' writing was improved after joining online class on Twitter. The mean for posttest (79.70) was higher than the mean of pretest (68.87) by having the gain score 0.3262. The result was supported by the fact that during the pretest students were lack of knowledge about narrative text. It was assumed that they did not check the material from the English teacher which was sent on e-learning. As the result, they did not have any idea about how to construct a good narrative text, especially about content. In consequence, most of the students were out of topic in delivering their story. They were most likely describing the subject than telling the event or the tragedy that happened. So, it made their writing to be irrelevant to the types of the text and its goal. That is why the researcher analyzed the use of Twitter to find out its effect on the students' writing. As stated by Carpenter and Krutka (2014) that Twitter can be used for educational purposes especially in teaching and learning.

Nevertheless, during the treatment, the researcher explained the material of narrative text one by

one through connected tweets or thread. To make sure that the students were read and understand the lesson, the researcher gave several questions to be answered by the students. By having this activity, students were motivated to engage with online learning on Twitter. As stated by Abughararah (2015) that by using Twitter as the media for teaching and learning, students behave more conscientiously during the class. Most students were stimulated to ask and answer questions by sending their responses via tweets.

Furthermore, the facilitation of Twitter can be modified to cover many kinds of learning activities in online situation. The feature of thread can be used to deliver materials which are responded by the students, to post students' work, and also to conduct peer correction section. It means that, by utilizing Twitter, the teacher can maximize the learning activities which involved students' participation. It was proved by Dunlap and Lowenthal (2009) who indicated that Twitter allows teachers to check students' responses and students can view their classmates' tweets and provide feedback. Added by Cheng (2012) that Twitter offers opportunities for the students to discuss, compare and share their writing with their peers in class.

Likewise, Juniardi and Utami (2013) also believe that Twitter made the situation in learning writing to be more relax and joyful which was obviously happened during this research. Online learning through Twitter created an enjoyable learning process and raised students' interest. In fact, the utilization of social media like Twitter could give positive impact on the students as they could try a new way of learning in the platform that they usually used everyday. Hence, the students were encouraged to perform actively during the learning process.

In short, online learning through Twitter could improve students' writing performance. Students were interested to learn writing on Twitter since they had used that social media in their daily life. The learning activities could also be manipulated by using the feature on Twitter.

CONCLUSION AND SUGGESTION
Conclusion
From the result above, it was found that the use of Twitter as the media for online learning can improve students' writing performance especially in constructing narrative text. The students got higher scores after getting the treatment on Twitter in which the mean of posttest (68.87) was higher than the mean of pretest (79.70). The score of the t-value of the result analysis was above the t-table (5.573 > 2.0452). It was because the implementation of Twitter could create an enjoyable learning process. As the result, the students were interested to be actively participated in the class. Likewise, the feature on Twitter can be manipulated as the media to teach and learn writing at senior high school level.

Suggestion
After conducting the research, the author recommended several suggestions for both English teacher and further research. First, teacher should be able to modify the learning process in conducting online learning by utilizing any kind of platform. Social media like Twitter can be one

of the best options to be used as the media for online learning. The teacher can also combine its implementation with other platforms in order to achieve better learning process. The teacher can have their students to be more active in learning process by having a group chat discussion by using Direct Messages. By utilizing this feature, students get chance to discuss the topic along with the teacher. Moreover, the learning activity can also be modified into group work.

Furthermore, another researcher who wants to conduct similar study related to this topic can investigate the use of Twitter in online learning to teach others skills such as listening, reading, and speaking to find out its effectiveness to teach those skills. The findings might be applicable to the teacher. Besides, it is also important to know whether other factors can affect students' writing performance or not during their learning on Twitter. Hence, the researcher can analyze several factors such as gender, personality, and level of competency in the use of Twitter as the online media.

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The influence of Think-Talk-Write toward students' descriptive writing achievement at the tenth graders

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ABSTRACT

The objectives of this research were to investigate whether there is positive influence after the implementation of TTW toward students' descriptive writing achievement and to describe how is students' response after they are taught by TTW. This research was a quantitative research. The sample of this research was the tenth graders of senior high school students. The writing test which consists of pre-test and post-test was used as the research instrument. The data were analyzed by using Paired Sample T-Test to answer the first question and descriptive quantitative was used to answer the second question. The result showed that there was statistically an improvement of students' descriptive writing achievement of which the result was significant to $0.000 < 0.05$. Moreover, the students gave positive response toward the implementation of TTW. It was proved by the result of the analysis of the questionnaire of where the students mostly chose agree and strongly agree. This research suggests that teaching writing descriptive text by using TTW can give positive influence toward students' descriptive writing achievement.

Keyword*: Think-Talk-Write (TTW), writing, descriptive text.*

I. INTRODUCTION

Writing plays an important role in the area of language learning since it brings a lot of advantages because ideas and concepts can be delivered in a written form. Writing helps people to develop thinking skill, foster communication, and give a person a chance to reflect on ideas and re-evaluate them (Klimova: 2012).

According to Huinker and Laughlin (1996), among the four skills taught in school, writing is considered as a complicated skill because it involves a complex activity requiring specialized skills which includes the ability of writers to express ideas and thoughts clearly. Weigle (2002) stated that writing is a complicated process through which ideas are created and expressed. By an activity of writing, students can learn how to gather information, ideas, and thoughts into a unit of written works that is available for everyone.

Jacob et al. (1981) stated that there are five aspects of writing: they are content, organization, vocabulary, language use, and mechanic. In an activity of writing, students should gather information, ideas, and judgement correspond to the purpose of the writing. To fulfill those aspects, teacher needs to find a good approach to teach writing and what material will be suitable to be implemented in the class effectively.

Many of students still find many difficulties in constructing ideas because they have limitation to think about what they should had written, especially when it comes to use English as the main language. This can be indicated from the result of their writing works which consists of many unstructured grammar, missing vocabulary, organization, mechanic, and the ability of students to express their ideas.

An effective teaching technique was found to overcome the problem described above, it is called Think-Talk-Write (TTW) which was firstly introduced by Huinker & Laughlin (1996). According to Huda (2013), TTW convinced as a strategy that trains students to practice language used fluently. TTW consists of three phases: Think refers to the practice of learning the material, Talk refers to the activity for students to discuss, and Write refers to the activity of students to collect the information into a written form.

This research also aimed to find out students' response toward the implementation of TTW in teaching descriptive text. A study was carried out by Way et. al. (2007), there are several aspects used in finding out students' response, they are students' interest, intelligence, personality, achievement, and characteristic. This research was focusing on finding out students' response in the aspect of students' interest, characteristic, and achievement. According to Centra & Gaubatz (2000), responses are seen to have relation with students' achievement. In relation to the theory, students' response are needed to find out how good students' achievement is based on students' point of view.

It was found by Suminar & Putri (2015), there was a significant improvement of students' writing skill using TTW. It was proved by comparing the result of post-test which was higher than pre-test. Supriyono (2011) also conducted a research in the process of mathematical learning and claimed that TTW could be said credible, practical, and efficient. It could be said that TTW is not only able to be taught for English learning but also other subjects.

Based on the theories explained above, the researcher decides to apply TTW technique to improve students' descriptive writing achievement. There were also a formulation of this research were to find out whether TTW can give positive influence and to find out students' response toward the implementation of TTW in teaching writing descriptive text.

I. METHODS

This study was a quantitative study which used a one-group pre-test and post-test design. This research was conducted at the tenth-grade students of SMA YP Unila Bandar Lampung. The sample of this research was chosen through random sampling and X Science 1 consisting of 34 students was chosen by using lottery. The instrument of this research were was writing tests which was used to answer the first question and questionnaire which was used to answer the second question. There were five meetings to apply the treatment to the students. In the first meeting, the students were given the pre-test to see students' ability in writing descriptive text and to find the problem in writing. In the second meeting, the students were focusing on describing person, the third meeting was focusing on describing thing, and the fourth meeting was focusing on describing place, and in the last meeting, the students were given a post-test to find out students' improvement after being taught by using TTW technique.

The data from pre-test and post-test were scored by using scoring criteria of writing which was adapted from Jacobs et al (1981), there are content, grammar, organization, vocabulary, and mechanic. Inter-rater was used to score students' writing test, the first rater was the researcher and the second rater was the English teacher. Additionally, the data from the questionnaire were collected by tabulating the score of the answer.

In terms of data analysis, the result of pre-test and post-test were analyzed by using Paired Sample T-Test to prove the hypothesis which should be accepted and rejected. The result of reliability of pre-test was 0.72 and the post-test was 0.70. Moreover, the result of questionnaire scoring tabulation was analyzed by interpreting the result by using descriptive quantitative. The reliability of questionnaire was calculated statistically by usingCronbach Alpha's which showed 0.866 that could be classified as a very high reliability.

II. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher elaborated the result of pre-test and post-test as follows:

Table 1. The Mean Score of Students' Writing Test

Pre-test	Post-test	Increase
64.82	69.43	4.61

As can be seen in Table 1, the mean score of pre-test was 64.82 and post-test was 69.43. From the result above, it can be concluded that there is an improvement of students' descriptive writing achievement which significant to 4.61.

Moreover, it also can be seen that teaching writing descriptive text by using TTW technique can give positive influence students' descriptive writing achievement. The increase of each aspects of writing is gathered in the following table:

Table 2. The Increase of Students' Pre-test and Post-test Score

No.	Aspects of Writing	Mean Score of Pre-test	Mean Score of Post-test	Increase
1	Content	18.16	19.71	1.55
2	Grammar	15.26	16.37	1.11
3	Organization	13.99	14.66	0.67
4	Vocabulary	14.44	15.18	0.74
5	Mechanic	2.97	3.51	0.54
	Total	64.82	69.43	4.61

From Table 2 above, it can be said that there is an increase in every aspects of writing including content, grammar, organization, vocabulary, and mechanic. Content received the highest increase which significant to (1.55), grammar (1.11), organization (0.67), vocabulary (0.54), and mechanic (0.54).

After calculating the increase of writing tests, the researcher tested the normality to see whether the data were distributed normally or not. The result is presented as follows:

Table 3. The Result of Normality Testing

	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.081	34	.200[*]	.976	34	.638
Posttest	.110	34	.200[*]	.960	34	.242

It can be seen in Table 3, the pre-test value was significant to 0.638 and the post-test value was significant to 0.242 with the level of significance of normality test was 0.05. By comparing the result of pre-test and post-test compared to the level significance, both pre-test and post-test value were higher than 0.05 which can be said normal.

The researcher administered hypothesis to find out whether the hypothesis of this research was accepted or rejected. Furthermore, the researcher also compared the result of t-value and the t-table to determine whether the alternative hypothesis should be accepted or rejected. The result of hypothesis testing which used Paired Sample T-Test is elaborated as follows:

Table 4. The Result of Paired Sample T-Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest-Pretest	4.647	3.293	.565	3.498	5.796	8.230	33	.000

The null hypothesis is rejected if the level of significance is lower than 0.05 and the t-value was higher than the t-table. As can be seen in Table 4, it could be found that sig 2-tailed value was

0.000 which was lower than 0.05 and t-value 8.230 was higher than t-table 2.034. It can be concluded that the null hypothesis was rejected and the research hypothesis was accepted.

The result of the students' response was administered in the very end of the meeting. The questionnaire consisted 20 items and scored in Likert-Scale. The result of the students' response is presented in the following:

Table 5. The Result of Students' Response

No.	Questionnaire Statements	Distribution Score			
		1 (Strongly Disagree)	2 (Disagree)	3 (Agree)	4 (Strongly Agree)
	Total Score	0	72	335	271

Based on Table 5, the result showed that students gave positive response toward teaching and learning activity. It could be seen from the total score of where the students mostly agree with the implementation of TTW technique which significant to 271, agree (335), disagree (72), and strongly disagree (0).

Briefly, it can be said that TTW can give positive influence and positive response toward students' descriptive writing achievement for the tenth graders.

Discussions

The Influence of Students' Descriptive Writing Using TTW
The treatment for this research was divided into three meetings which focusing on specific thing. The first treatment was focusing on describing person, the second treatment was focusing on describing place, and the last treatment was focusing on describing thing.

The result of this research showed that there is an improvement of students' writing achievement specifically in writing descriptive text after being taught by using TTW technique. From the result presented previously, it can be seen the post-test mean was higher than the pre-test mean. This can be seen by comparing the mean score of post-test 69.4 and the pre-test was 64.8 which mean the result of comparing both tests was 4.6. In brief, this can be concluded that TTW can give positive influence toward students' descriptive writing achievement.

However, content aspects reached the highest score which was 1.55. This can be indicated that students were able to compose ideas and get supporting ideas. It was in line with Suminar & Putri (2015) of where the result of their study showed that TTW can stimulate students' thinking skill because TTW aimed to build thinking skill. Mechanic content reached the lowest score which was 0.54. It was caused by the absence of explanation about countable noun and the use of article a, an, the, from the researcher during the teaching and learning process.

Additionally, according to Takania (2014), the activity of thinking, talking, and writing are unified into one form of language teaching and learning process. TTW can provide opportunities for students to be actively participate during the teaching and learning process.

Students' Response

The aims of collecting the data of students' response was to understand students' self-opinion related to the teaching and learning process. During the treatments, the researcher found that the students had a high interest in learning descriptive text. It could be seen from when the researcher gave the material and the topic, the students were very responsive. The students were able to response the researcher's command.

Response could be said positive if most of the respondents mostly choose agree (Sumbawati, 2019). The result of the students' response showed that there is a positive response toward the implementation of TTW in teaching writing descriptive text. It can be seen from calculating the Likert-Scale score of the questionnaire which the result of agree option was higher than disagree option.

From the result of students' response, it can be said that TTW can give positive influence toward students' descriptive writing achievement. As stated in Baron (2015), if educators or parents want to develop better generation in learning, they should consider better teaching technique. In this case, TTW technique is considered effective and efficient to be applied in the class.

IV. CONCLUSIONS AND SUGGESTIONS
Conclusions
In line with the discussion and research findings presented in the previous chapter, it can be concluded that TTW technique can influence students' descriptive writing achievement. It can be seen by comparing the mean of pre-test and post-test which there was an improvement that is 4.61. It is also supported by the result of Paired Sample T-Test of where the p-value is lower than the alpha, which is $0.000 < 0.05$. It means that H_1 is accepted. Moreover, the data of students' response was collected by using questionnaire. The result of the questionnaire showed that students gave positive response toward the implementation of TTW technique. It could be seen from by tabulating the score of Likert-Scale using distribution score of where the students mostly agree to the use of TTW in teaching and learning descriptive text.

Suggestions

After the research has been conducted, some points of recommendation are recommended as follows. Some suggestions to English teacher and further researcher are proposed. Firstly, English teacher who usually use ordinary teaching technique are suggested to use TTW because it involves cognitive, affective, and psychomotor factor. Second, TTW can be applied not only for teaching descriptive text but also other English text. Third, the teacher should make sure that all students have to be actively participated in the learning process. The researcher suggests other researcher to make a various learning strategy to prevent students' boredom during teaching and learning process. Other researchers may try to conduct a research in junior high school level or university level. Lastly, this research was focusing on finding out students' response, but other researchers may try to find out the motivation, perception, or attitude of the students.

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