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The correlation between students self-confidence and speaking skill of first-year students of SMAN 3 Bandar Lampung

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ABSTRACT

This research was aimed to find out whether there was significant correlation between students' self-confidence and their speaking skill and to find out which aspect of speaking had the most correlation with students self-confidence. Applying quantitative approach, this research was conducted using questionnaire and speaking test. The subjects of the research were thirty students at SMA Negeri 3 Bandar Lampung. The data of the questionnaire were collected through Google Form and the speaking tests were gathered through Google Drive. The correlation of the data was analyzed using Pearson Product-moment correlation with the significant level of 0.05. The result showed that there was significant correlation between students' self-confidence and the students speaking skill with the r- value is 0.830 and the sig. value is lower than 0.05 (0.00<0.05). To find out which aspect of speaking has most correlation with students' self-confidence, the researcher used Pearson Product-moment. It was found that fluency was the aspect that has the most correlation with self-confidence by having the score of 0.767. It can be concluded that there is correlation between students' self-confidence and their speaking skill.

Keywords: *correlation, self-confidence, speaking.*

I. INTRODUCTION

Speaking skill is one of the most important language skills that frequently used by human to deliver their thoughts, opinions and explanation in daily communicates(Brown 2004). Speaking is an important aspect language skill, which L2 students must learn and acquire so that they can communicate with one another(Gerber et al. 2001).

Wallace (1994)state that speaking is the activity of a person who uses his body parts, such as the lungs, throat and mouth to make sounds that pass through the air to a person's ear, listeners or other people. Speakers use their limbs to speak in their speaking skills. Listener responses can respond to what is conveyed by the speaker. Speaking is the production skill that is contained two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency take into account "the ability to keep going when speaking spontaneously"(Gower, Phillips, and Walters 1983).

In communicating, self-confidence has an important role, especially in students' willingness to communicate. Therefore, self-confidence greatly affects the students' ability. High self-esteem can be positively correlated with oral performance. Thus, students who have higher self-confidence than other students can communicate well. So, they have better English speaking skills than other students. This is also supported by the statement that situational trust in communication plays an important role in determining students' willingness to communicate(Hyesook and R. 2004).

Griffee (1997)statethat self-confidence takes an important position in engaging in communicating with other people, whether it is feeling safe or comfortable communicating or having a willingness to communicate with others.In short, self-confidence is defined as the

awareness of a speaker's language. The speaker's confidence level is influenced by the speaker's personality and environment. Self-confidence is believed to affect the speaker's understanding of speaking.

(Doqaruni 2014)examined a study on developing self-confidence in foreign language classes. The participants were 16 Iranian students at a private English language institute. He found that the students seemed passive at first and did not talk much during class activities. He then included some extra speaking, storytelling, and presentation activities. The results showed that the learning methodology that emphasizes peer collaboration as a tool to improve students' speaking ability tends to produce self-confidence. He found that there was significant correlation between students' self-confidence and the students speaking skill. Another research from (Teten Mohamad 2017)he found that there was correlation between students self-confidence and their speaking skill at second grade students in STKIP Garut. This research is in line with previous research conducted by (Roysmanto 2018) that there is a significant correlation between self-confidence and students' speaking skills. This can be seen from the results of the students' questionnaire and the results of interviews with students.

By seeing the condition of students self-confidence towards their speaking skill, the researchers wants to know the correlation between students' self-confidence and their speaking skill, and also the researcher wants to find out which aspect of speaking has most correlates with students' self-confidence.

II. METHODS

The researcher used quantitative approach to see the correlation between students' self-confidence and their speaking skill. Quantitative research is the collection and analysis of numerical data to describe, to explain, to predict, or to control phenomena of interest. In this study, the research used correlational study since the researcher wants to find out the relationship between two variables. There were two variables in correlational study, namely predictor and criterion. The variable that used to predict is self-confidence, and the variable that is predicted is speaking. There were no treatment conducted as the researcher only collected the data to see the correlation between two variables.

III. RESULTS AND DISCUSSIONS

Result

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

3.1 The Result of Students' Self-confidence Level

This research used questionnaire from (Griffee 1997) to gather the score level of students' self-confidence in speaking. The questionnaire has distributed to the subject, students of 10 IPA 1 at SMAN 3 Bandar Lampung. The questionnaire was distributed in the first session.

In the questionnaire, the researcher asked the students' self-confidence in speaking English. The total result from the questionnaire shows that 24 students got the result of 55 to 76 meaning that they were considered to be in the fair level of self-confidence and mean from students' self-confidence is 63. Moreover, there are only two students who had high level of self-confidence. While the rest four students were belong to group with low level of self-confidence.

Table 1Frequency of Students' Level of Self-confidence

evel	**C lass Boundaries**	**requency**
ow	3 3-54	
air	5 5-77	4
igh	7 8-100	

3.2 The Result of Students' Speaking Skill

The researcher used inter-rater reliability to get students' speaking score from two raters (researcher and English teacher). The result shows that 30 students have variety in scores in different aspects of speaking.

The result from the speaking test shows that there were vary of score that the students got from their speaking test. The highest score from the speaking test is 86 and the lowest score from the speaking test is 58.

Table 2Total of Speaking Test

Score of Speaking Test	Students
55-60	3
66-70	13
71-75	9
76-80	4
86-100	1

After getting the result of students' self-confidence in speaking class, the writer compared the result with students' scores in speaking tests. To analyze the data, the researcher used SPSS program. The two score of students' test self-confidence and speaking tests would show whether the correlation for two subjects were accepted or rejected.

3.3 Normality Testing

One of the requirements in quantitative research is known the normality of the data. An assessment of the normality of data becomes a prerequisite for many statistical tests because data normality is an underlying assumption in parametric testing. To know whether the data were normally distributed, the normality test was conducted with the hypothesis as follows:

1. H0: The distribution of the data is normal.
2. H1: The distribution of the data is not normal.

The not working hypothesis (H0) is accepted if the significant level of the normality test is higher than 0.05, and vice versa. Here is the result of the normality test:

By having the data above, the researcher found out whether the data was normal or not by using SPSS program. The result can be seen below:

Table 3 Normality Test

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Speaking Test	.165	30	.036	.946	30	.135
Self confidence	.153	30	.071	.963	30	.371
a. Lilliefors Significance Correction						

The normality test of the speaking test is 0.135 while the self-confidence questionnaire is 0.371 higher than 0.05 which meant that the distribution of the result of speaking test and self-confidence questionnaire are normal.

3.4 The Relationship between Students' Self-confidence and Speaking Skill

As the data are shown above, the researcher got the result of each variable. This is the result of the correlation between students' self-confidence and their performance in speaking class.

Table 4 Correlation Self-confidence and Speaking

Correlations			
		Self confidence	Speaking Test
Self confidence	Pearson Correlation	1	.830**
	Sig. (2-tailed)		.000
	N	30	30
Speaking Test	Pearson Correlation	.830**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

The table above showed that the correlation coefficient equaled r= 0.830, which indicated there was a positive correlation between two variables. The researcher could use the r number (0.830) to know the strength of correlation between two variables. The number of 0.830 resided between 0.800 - 0.1000, which means that the strength was very high correlation. To know which hypothesis will be accepted or rejected (it will explain in the next part).

3.5 Hypothesis Testing

This researcher was done in collecting data and has got the result of the correlation. But to answer the research problem, the writer had to measure whether the hypothesis was rejected or not. The writer has 2 hypotheses in this research, those are:

1. H0: there is no correlation between students' self-confidence and their speaking skill.
2. H1: there is correlation between students' self-confidence and their speaking skill.

To know the answer for the last hypothesis, the researcher used SPSS hypothesis testing basedon the N.Sig (number of significance). From the result of correlation above, we got

r=0.830 and N.Sig=0.000. Before the writer concluded the answer, these are the theories of hypothesis based on SPSS calculation:

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

The result of the data showed that the significance was 0.000 (Level of Significance 0.01 and 2 Tailed) which clarified that H0 was rejected. The hypothesis testing concluded that N.Sig<5%, where H1 was accepted. It told that both students' self-confidence and their speaking test in speaking class were correlated. Moreover, the *Pearson Correlations* were positive because the relationship between two variables was significant to each other; it means that if the self-confidence level was high, the speaking test would be high and vice versa. The hypothesis which said, "There is a correlation between students' self-confidence and their speaking test", answered the research problem.

3.6 The Result of Speaking Aspects

To answer the second research question that is what aspect of speaking has the most correlation on students' self-confidence, the mean of each aspect of speaking test was calculated in favor of getting the result. It is used to see the correlation of speaking aspects and students' self-confidence. The data are available on the table of students' speaking aspects below:

Table 5 Result of Speaking Test

Correlations

		F	SC
F	Pearson Correlation	1	.767**
	Sig. (2-tailed)		.000
	N	30	30
SC	Pearson Correlation	.767**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		G	SC
G	Pearson Correlation	1	.722**
	Sig. (2-tailed)		.000
	N	30	30
SC	Pearson Correlation	.722**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		C	SC
C	Pearson Correlation	1	.609**

	Sig. (2-tailed)		.000
	N	30	30
SC	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations

		P	SC
P	Pearson Correlation	1	.501**
	Sig. (2-tailed)		.005
	N	30	30
SC	Pearson Correlation	.501**	1
	Sig. (2-tailed)	.005	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

Correlations

		V	SC
V	Pearson Correlation	1	.491**
	Sig. (2-tailed)		.005
	N	30	30
SC	Pearson Correlation	.491**	1
	Sig. (2-tailed)	.006	
	N	30	30
**. Correlation is significant at the 0.01 level (2-tailed).			

From Table 5, it can be assumed that from five speaking aspects which are pronunciation, grammar, vocabulary, fluency, and comprehensibility. Fluency was the aspect that has the highest correlation with the students' self-confidence by having the number of significant 0.767.

In short, it concluded that fluency was the aspect of speaking that has the highest correlation with students' self-confidence. In conclusion, the answer to the second research question was fluency.

Discussion

In this study, the writer had conducted the data collecting. The data was collected by using two instruments. The first was a questionnaire sheet that was given to all students as participants in this research. They asked to fill in the items of statement on the questionnaire. The questionnaire was used to know the level of self-confidence. The second instrument used was the speaking test. This test was conducted by the researcher through Google Drive. So, the students made a speaking video to tell their stories, then they submitted the video through Google Drive.

Based on the result, there was a significant correlation between students' self-confidence and their speaking skill with the total 0.830. This can be proven by the results of the questionnaire and the results of their speaking test and also supported by previous research fromMcIntyre (2004)where the researcher found students with high self-confidence had better speaking scores than students who were less confident. This positive correlation study proves that students who have high self-confidence have better speaking skills.

Furthermore, self-confidence is an important factor that plays a role in supporting the achievement of learning English. Previous research stated that no language learning activity will succeed without self-confidence(Brown 2004). This can support or weaken academic achievement. Students with high self-confidence in speaking English perform well and are likely to be confident as proficient learners. Conversely, when there is low self-confidence, learners suffer from uncertainty, insecurity, fear and social distancing.

In addition, Doqaruni (2014)stated that confidence in speaking English is an important factor because if a student has doubts about their abilities and is afraid of feeling wrong, he will have difficulty in speaking and prefer to remain silent. The researcher found that the students were afraid if they made some mistake when they told their story. The students that have low self-confidence felt doubt about their English and afraid to talk in front of camera to tell their stories. It can be seen from the video of their speaking test that the students often repeated their word because they were nervous.

There are five aspects of speaking in English stated byHarris (1974), namely fluency, grammar, comprehension, pronunciation, and vocabulary. In this study, the researcher looked at which aspects of speaking were most correlated with students' self-confidence. And after getting the results, the highest aspect of speaking that correlated the most with students' self-confidence is fluency with the Pearson correlation is 0.767 and the mean is 15.1, and the lowest correlation is vocabulary with the Pearson correlation is 0.491 and the mean 13.2.

This is supported by (Paker 2012)he explained that speaking fluency is influenced by student self-confidence. If the students have low self-confidence then students will be afraid and hesitant to speak and cause students to feel nervous and stammer. Besides, fluency in speaking is also an important factor in speaking skills. As stated by(Paker 2012), fluency in speaking is something that must be considered in the speaking process. Students who have a good level of self-confidence can affect their fluency in speaking, because students who have a good level of self-confidence do not hesitate and are afraid to express what they want to convey. The students showed that they were doubt about being wrong and were afraid if they made some mistake. It can be seen from the speaking video that sometimes they repeated the same word to make a sentence because of their confidence.

In brief, self-confidence can also correlated by the students' speaking itself, because the students have fear to speak, such as fear of making mistakes that makes them less fluent, fear of making grammar mistakes, and also fear of choosing the wrong vocabulary during the performance. The students can also think that their English is not enough to express themselves clearly and this makes them feel anxious. However, self- confidence still could not be the only factor that can influence speaking tests. Knowing your level of self-confidence might be useful for yourself.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

According to the data analysis and discussion, the researcher concludes that there was a correlation between students' self-confidence and their speaking skill because when the students

had low self-confidence in speaking, their speaking became not clear. The students felt afraid when they want to talk and make them felt nervous. Therefore, fluency was the aspect of speaking that has the highest correlation with the students' self-confidencethis result was evidenced by the questionnaire they had previously filled in and from their speaking test video that showed the students feel nervous and afraid. It means that self-confidence greatly correlated the fluency of students in speaking.

Suggestion

After conducting the research, the author recommended several suggestions for both English teacher and further research. Firstly, the teacher must pay more attention to their students when they are talking. If they start feeling doubt the teacher must help them to handle their fear and increase their self-confidence. Teachers can give praise for their courage in speaking. By encouraging the students to practice their English and to repeat English phrases, they will become so familiar with the language that they can speak confidently. If they do something wrong, the teacher cannot blame them right away. The teacher should tolerate and give them direction by giving the right answer without embarrassing them.

Furthermore, the further researcher who wants to conduct the research with the same topic, the researcher can use another material to find out whether it can be used for this study. Besides, the researcher can use other samples like junior high school or college students to find out whether there is a correlation between students' self-confidence and their speaking skill. Those aspects could be correlated with self-confidence. The next researchers can conduct deeper evaluation and analysis regarding scoring criteria in speaking by refering to more aspects such as pronunciation, grammatical accuracy, diction, and intonation as sub-parts of fluency and accuracy.

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The implementation of Audio Visual Media in improving students'vocabulary mastery through WhatsApp

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ABSTRACT

This quantitative research was conducted to investigate the students' vocabulary mastery after the implementation of audiovisual media through WhatsApp. The sample was 33 students from X MIPA 1 at SMA Muhammadiyah Bandar Lampung. This research based on the experimental group design which applied the pre-test and post-test as the instrument. Besides, the three meetings were conducted for the treatment. The data were analyzed by using Repeated Measured T-Test. The result of this research shows the mean score for the pre-test is 5.24. Meanwhile, the mean score for the post-test is 6.67. It means that the significant difference of students' vocabulary achievement reaches out the score of 1.43 points. More specifically, the t-value > t-table shows the number of 5.452 which is higher than the t-table 2.0369. Moreover, the value of significant 2-tailed is 0.000 which can be inferred that it is lower than 0.05. Briefly, it can be inferred that the H_1 is accepted and H_0 is rejected.

Keywords:*Audio Visual Media, Vocabulary, WhatsApp, Narrative Text.*

I. INTRODUCTION

Language holds an essential role of communication in this world. This is reasonable because language as a tool of communication allows its user to convey what is in their mind to be delivered to anyone else. Moreover, in order to communicate one to another in daily life, people surely use language to share their ideas and purpose. Besides, it is possible for people to have a different language as another people due to the difference of national language that they have. Hence, the understanding of the language spoken and written of someone is needed in order to catch a clear meaning of their intention. For this reason, language can be considered as a main point to build up the conversation amongst people.

In other respect, viewed from the educational field, English as an international language become the first foreign language that taught in Indonesia as a compulsory subject. In this present time, the students have been introduced English language by the teacher since the level of kindergarten until college. It proves that learning English is really important to be learnt by the students. There are four basic skills that needed to be learnt in learning a language especially English, such as reading, writing, listening, and speaking. In the other hand, there are also some aspects that involved in learning English, such as structure, pronunciation, and vocabulary.

In learning English as a foreign language, the term of vocabulary cannot be separated from the teaching learning process. Tozcu and Coady (2004) pointed out that learning vocabulary is an important aspect of the second language and foreign language acquisition and academic achievement and it is vital to reading comprehension and proficiency, to which it is closely linked. Vocabulary is a root for the four skills in learning English i.e.Listening, Speaking, Reading, and Writing. Willis (2008) in (Wilsana ,Marhum , & Kamaruddin , 2015) tells when students can increase their mastery of vocabulary, it can be better in communicating ideas, knowledge and their opinions. Mastering English vocabulary might give a huge privilege for the students to build a better communication with their opponents in speaking, generate an idea in writing, and understand some one utterance when they are talking. Wilkinsin Thornbury (2002) states without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It can be inferred that someone who lack of vocabulary, he will find hard to utter or produce something in both orally or written. Furthermore, Ur(1996) supported that vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words.

Unfortunately, in fact, there are still a number of students who find the difficult to communicate orally and generate some ideas in writing due to lack of vocabulary that they have. It does not mean that the students do not have any idea in their mind, yet, they confuse how to express it in oral and written communication. Rohmatillah (2014) stated that English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning and the word use. In addition, the way of pronouncing the word is quite different from writing. Generally, it is presumed that High School students who learn English often find difficulties in learning vocabulary. This tends to be reason why the teacher has to find creative way in teaching in order to build the learning atmosphere become effective and enjoyable at the same time.

In line with the explanation above, there are a lot of techniques or methods that can be used by the teacher in order to help the students improve their vocabulary, one of which is by using video or audiovisual media. The term audio-visual media can be defined as the media that can be heard and seen simultaneously. The utilization of audio-visual media in teaching and learning process will help teachers to attain the objectives of a material which is being learnt. Further, it provides the easiness for the teachers to download various kinds of audio-visual media in the internet related to the material which will be learnt in the class. Furthermore, the use of audio-visual will make the learning atmosphere become more interesting and prevent the monotony during the learning process. Therefore, in this research, the use of audio-visual media is expected to be a way in improving students' vocabulary mastery.

Regarding the previous researchers concerning with the use of audio-visual media in teaching and learning process, Hartono (2013) was intended to see the significant difference between the vocabulary of students who were taught by using audio-visual media and those who were taught by not using it. The data that have been provided on that research showed that there are significant differences between those two classes. Further, the data proved that it was effective to use audio-visual media to increase students' vocabulary ability.

Another research was conducted by Andriani(2016). That research was intended to find out whether Interactive Video Multimedia can better improve the students' vocabulary mastery, and to find out factors that influence it. The test, observation checklist, filed notes, and interview, those are the things that used in that research to gain the data. The finding showed that there is the improvement toward the students' vocabulary mastery. Another previous research was conducted by Himawanto (2015) which dealt with the effectiveness of using audio-visual media as media to teach vocabulary at the VII grades students. It showed that teaching vocabulary by using audio-visual media made the students enthusiastic.

In reference to the previous research above, it can be inferred that the use of audio-visual media in the teaching and learning process could better increase the students' vocabulary mastery. Hence, the researcher intended to conduct the research dealt with the utilization of audio-visual media to improve students' vocabulary mastery.However, there are some differences of the previous research and this research. In this research, the researcher uses an online platform '*WhatsApp*' in order to share the media to the students, while the previous researcher played the media directly in the class. Further, either the level of the students or the subjects are not the same. On the other hand, the similarity of the research is almost the same that is to find out the improvement the students' vocabulary mastery after the implementation of audio-visual media.

II. METHODS

This research included in quantitative research. The main aim of this research was to find out whether there was a significant differenceof students' vocabulary achievement before and after the implementation of audio-visual media in the teaching and learning process. Hatch and Farhady (1982) stated that quantitative research is a kind of research in which the data tend to use statistic as a measurement in deciding the conclusion. This research was conducted based on experimental method where the researcher applied the pretest–posttest (T1 X T2). This design was intended to investigate the students' vocabulary achievement before and after conducting the research through the result of pretest–posttest.

The population of this research was the tenth grade students of Senior High School Muhammadiyah 2 Bandar Lampung. Meanwhile, the sample was narrowed of the population as the experimental class. Further, the researcher took one class out of the experimental class to be given the try-out of the instrument. Both of two classes were chosen by using random sampling technique. Moreover, in this research, the instruments that being chosen to gain the data were vocabulary test consist of pre–test and post–test. Further, the tests were based on the technique of assessing vocabulary. Pre–test was conducted in the first meeting before the treatment given in order to see the vocabulary achievement by the students. Moreover, post–test was administered by the time after the treatment applied in the class.

There were some research procedures in order to collect the data, those were recognizing the problem, determining the population and selecting the sample, administering try–out, administering the pre–test, conducting the treatment, administering the post–test, and analyzing the data.

a.) Recognizing the Problem

In this research, the researcher used vocabulary that can be found in narrative text to improve students' vocabulary mastery. The researcher intended to find out whether or not there is significant differencetowards the students' vocabulary achievement.

b.) Determining the Population and Sample

The population of this research was the tenth grade students of Senior High School Muhammadiyah 2 Bandar Lampung. Meanwhile, in determining the sample in this research, the researcher used a random sampling which represents the population as the experimental class. Further, all the tenth grade students had the same opportunity in this research.

c.) Conducting Try–out

Try out test was conducted in order to find out whether both of vocabulary test items and the alternatives have already fulfilled the good quality of validity, reliability, level of difficulty, and discrimination power.

d.) Administering Pre–test

Pre–test was administered to see the students' vocabulary mastery before the treatment of audiovisual media given in the class. The students were given some questions with multiple choices. Further, the time was given to answer the question approximately 60 minutes.

e.) Giving Treatment

After giving the pre–test, the treatment of the use of audiovisual media was applied in the class. This treatment was conducted in three meetings in which the time for each meeting is 2 x 45 minutes.

f.) Administering Post–test

The post–test was administered after the treatment given to the students. This test aimed to measure the progress of the students' vocabulary achievement.

g.) Analyzing the Data

Both of pre–test and post–test in quantitative data was analyzed. In order to see whether there was significant difference towards the students' vocabulary mastery to the students before and after the treatment applied in the class, those data were analyzed by using SPSS.

After collecting the quantitative data, all the result of the pre–test and post–test of the students compared. The score of both of the data was computed by the researcher in order to find out whether or not there is significant difference towards the students' vocabulary mastery after the researcher using audiovisual media in the class. The researcher scored the answer of students' pre-test and post-test. After that, the researcher computed the mean score using formula which is designed by Arikunto (2006), and drew the conclusion by comparing the means of pretest and posttest.

$$X = \frac{\sum \mathbf{x}}{N}$$

This formula is described as follows:

X : mean score

∑x : sum of individual score

N : number of students

III. RESULTS AND DISCUSSIONS

Results

In order to investigate whether or not there was significant difference of students' vocabulary mastery after being taught by using audiovisual media through WhatsApp, the researcher administered the pre-test and post-test. The try-out test was administered first in order to analyze the reliability, level of difficulty, and discrimination power of the test in order to achieve good test instrument criteria. On the other hand, the pre-test and post-test were administered in the different class, so as to look into the difference of students' vocabulary mastery mainly in content words – noun, verb, adjective, and adverb, after being taught by using audiovisual media or video. The pre-test had been conducted in the first meeting at the experimental class. Besides, the post-test was administered in the last meeting of the research. As the result, the researcher found that there was a difference of students' score of pre-test and post-test. To made it more specific, it can be seen from the table below:

Table 1. The Difference of Students' Vocabulary Mastery

Mean Score of Pre-test	Mean Score of Post-test	Gain
5.24	6.67	1.43

From the table above, it shows the significant difference of students' vocabulary before and after the implementation of audiovisual media. The mean score of pre-test is gotten from the accumulation of the individual range score of pre-test divided by the total number of students who took the test. The data shows that the mean score of the pre-test is 5.24. Further, the formula of post-test has the same calculation as the pre-test. Yet, the mean score of students' post-test is 6.67, which mean there is the difference of students' score before and after treatment. The different number of post-test and pre-test shows the number of 1.43.

In order to analyze the difference of students' vocabulary mastery, the result of pre-test and post-test were compared. The final mean score of pre-test is gotten from the accumulation of the individual range score of pre-test divided by the total number of students who took the test. The data shows that the mean score of the pre-test is 5.24. Further, the formula of post-test has the same calculation as the pre-test. Yet, the mean score of students' post-test is 6.67, which mean there is the difference of students' score before and after treatment. The different number of post-test and pre-test shows the number of 1.43. The table below provides the results of the hypothesis of students' mean score of the tests.

Table 2. 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	Post-test - Pre-test	1.42424	1.50063	.26123	.89214	1.95634	5.452	32	.000

From the calculation of the test table above, it can be seen that the value of two-tailed significant is 0.000 which can be inferred that it is lower than 0.05. Thus, H_0 is rejected that means H_1 is accepted. Concerned to the data provided on the table above, it shows that there is significant difference of students' vocabulary mastery before and after the implementation of audiovisual media. It proves by the t-value shows the number of 5.452 which is higher than the t-table 2.0369, it can be seen that the students' achievement was increased since the data showed that the t-value > t-table, that was 5.452 > 2.0369. Reflected from the data above, it can be drawn to the conclusion that there is a significant difference of students' vocabulary mastery after the implementation of audiovisual media through WhatsApp. All in all, it also proves that it is effective to use audiovisual media to the 10th grade students of SMA Muhammadiyah 2 Bandar Lampung.

Table 3. Improvement of Students' Vocabulary Mastery in Content Words

No	Types of Content Words	Mean of Pre-test	Mean of Post-test	Gain	Percentage
1	Noun	29.46	31.00	1.54	20.37%
2	Verb	27.38	30.15	2.77	36.64%
3	Adjective	30.58	31.83	1.25	16.53%
4	Adverb	28.33	30.33	2.00	26.46%
Total		**115.75**	**123.31**	**7.56**	**100%**

It proves from the table 4.6 that there is an improvement of students' vocabulary mastery in each type of content words after three times of the implementation of audiovisual media in teaching vocabulary through WhatsApp. It proves by the mean of pre-test is (115.75), meanwhile the average score of post-test is (123.31). It can be inferred that the gain score of students' vocabulary is (7.56) with the total percentage of 100%.

Discussions

After gathering and calculating the data of the research, the researcher found the answer for this research question that was "Is there a significant difference to the students' vocabulary mastery before and after the implementation of audio-visual media?" Generally, the researcher found that teaching vocabulary by using audiovisual media through WhatsApp was able to give a significant difference to the students' vocabulary mastery. It was proved by the result from the gain of the pre-test and post-test score. In accordance to that, the data showed that the mean score for the pre-test is 5.24 and the mean score for the post-test is 6.67. It means that the improvement of students' vocabulary achievement reaches out the score of 1.43 points.

In this research, there were two classes used by the researcher, the first class was X MIPA 3 as try-out class. Meanwhile, another class was X MIPA 1 used by the researcher as the sample of this research. There were two kinds of test used in this research, that were the pre-test and post-test. The researcher administered the pre-test in order to know the achievement of students' vocabulary mastery before conducting the research. Viewed from the result of the pre-test, the researcher found that the highest raw score of the pre-test is 48.67, in the other side, the lowest score is 24.67. This is caused because the students were still had a low vocabulary mastery in each of type of content words – noun, verb, adjective, and adverb. Therefore, the researcher conducted the treatment in the experimental class.

The researcher shared the audiovisual media, the material and some worksheets which were in line with the students' capacities. Moreover, the researcher used audiovisual media and sent the video through WhatsApp. Further, narrative text used in this research during three times treatment in the experimental class. During the treatment, the students were felt excited to download the video given, and answer to the questions based on the video given by the researcher.In the other side, the post test was held in the last meeting in order to collect the data after the treatment of the research. The students' achievement of post-test' score improved from the score of pre-test. It proves by the highest score from the raw score is 50, in the other side, the lowest score is 39.33. In order to investigate the students' achievement before and after the treatment was given, the researcher compared both of the students' score. As a result, the t-value is higher than the t-table which means that the hypothesis proposed by the researcher is accepted.

In line with the statement before, it was supported by the previous research which also concerned with the use of audio-visual media in teaching and learning process, Hartono (2013) found that there are significant differences between those two classes. Further, the data proved that it was effective to use audio-visual media to increase students' vocabulary ability. Another research was conducted by Andriani(2016) which the findings showed that there is the improvement toward the students' vocabulary mastery. And for another previous research was conducted by Himawanto (2015) proved that teaching vocabulary by using audio-visual media made the students enthusiastic. Undoubtedly, the researcher summed up that the implementation of audiovisual media was effective and made the students' enthusiastic in learning vocabulary.

In composing the data of pre-test and post-test, the researcher used content words of vocabulary. The mean score of noun for the pre-test is 29.46 which lower than the students' achievement of post-test that is 31.00. Besides, in terms of verb, the students only get 27.38 points as the mean score for pre-test, meanwhile on the post-test that is 30.15. Further, concerning to the adjective used in the test, the students' get 30.58.; mean score for adjective in pre-test and increase to 31.83 in post-test. Likewise, adverb also has an improvement from the mean 28.33 for the post-test and 30.33 for the mean of post-test. At the end of the research, the researcher analyzed the data by using SPSS 20 for Windows.

For the final analysis, the researcher found that the implementation of audiovisual media in teaching vocabulary could give the positive impact to the students. It improved the students' vocabulary mastery in terms of content words. The students were very excited in learning English with the video provided as one of the learning material. To conclude, it could be approved that the implementation of audiovisual media through WhatsApp was an effective technique to teach vocabulary at the tenth grade of SMA Muhammadiyah 2 Bandar Lampung.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

After accomplishing the research and analyzing the data, the researcher draws the conclusion that in general, the use of audiovisual media or video in the teaching and learning process can give significant difference to the students' vocabulary mastery. Referred to the result of the research, there is a significant difference of students' vocabulary mastery after the use of audiovisual media or video. It was proved from the data that showed the students' mean score in the posttest was higher than pretest.

Suggestions

Since the data showed that there was a significant difference of students' vocabulary mastery after the usage of audiovisual media or video, the researcher suggested the English teacher to have the same technique as the researcher in teaching vocabulary. Referring to the advantages by using audiovisual media, this technique can be considered as the attractive and effective way that can be applied in the learning process. Its usage was able to boost students' motivation up in learning new vocabulary and identify its categorization into noun, verb, adjective, or adverb. However, the teacher needs to manage the time properly. Since this usage of audiovisual media require some minutes for the students to look for the video given.

Besides, this research also had some limitations. First of all, this research was conducted in the tenth grade students of Senior High School. Thus, the different levels of students in Senior High School, Junior High School or University are suggested to be chosen as the sample for further researcherin order to find out the result of students' achievement by using audiovisual media in the different level of grade. Second, the researcher used narrative text as the material during the treatment in the class. In order to investigate the students' achievement by using audiovisual media for the other kind of text, the researcher suggests for further researcher to use different text in using audiovisual media beside narrative text. Last, during the research, the researcher used an online platform that was WhatsApp to improve the students' vocabulary mastery. Thus, the researcher hopes that for the next researcher can improve English components such as pronunciation or even English skills – speaking, listening, reading, and writing.

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The correlation between students' reading habit and reading ability at the first grade of MAN 1 Bandar Lampung

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ABSTRACT

This quantitative research was aimed to find out whether there was any significant correlation between students' reading habit and reading ability and also to find out the most correlated aspect of reading with students' reading habit. The subject of research were thirty four students at MAN 1 Bandar Lampung. The researcher measured reading habit by using questionnaire. On other hand, reading test was used to assest students' reading ability. The data from both instruments were analyzed by using Pearson Product Moment. The result showed that there was a significant correlation between students' reading habit and reading ability since the significant correlation coefficient was 0.000 and the r value was 0.840, which indicates very high correlation. Reference has shown as the most correlated aspect among reading aspects.

Keywords: *correlation, reading habit, reading ability*

I. INTRODUCTION

Reading is an interactive process between a reader and text (Shihab, 2011). Not only that, a reader could make it as a communication between a reader and a writer. In process of reading, the reader not only creates meaning but also meanings should be negotiated in discourse as process of reading strategy (Sangia, 2018). It means that in reading, the readers should focus on meaning and produces meaning into pattern of conceptual significance. By reading, readers are able to understand the information that is on text clearly.

According to Patel and Jain (2008), reading is the most useful and important skill for people. It is a basic skill that can improve someone's vocabulary, fluency, speaking, and writing, and finally can help him to master his target language (Hung & Ngan, 2015). By all means, people can do everything by reading. Therefore, reading is one of essential skills in mastering a language.

Important to realize, reading is both important in education and also in daily life. In education, it is one of four English basic skills that should be taught in Junior High School until University level. Important to realize, reading is one of aspects which is tested on National exam and TOEFL. However, we unconsciously use our reading ability in daily life especially to get the information such as from the internet, newspaper, or text book.

Moreover, there are some difficulties for students in reading. Students' difficulties in reading comprehension are difficult to understand long sentences such as text and lack of knowledge about strategies of reading comprehension (Hidayati, 2008). Furthermore, the researcher did an observation on students' reading habit during internship at MAN 1 Bandar Lampung. It shows that most of the students lack in reading English sentences. When the researcher gave information about instructions of assignments through Whatsapp, some students mistakenly did their work and sent assignments to another teacher. By all means, students may not be interested in reading because they rarely read English books, causing lack of understanding in reading comprehension. Because of that, the researcher thinks that students should have reading habit in reading ability.

Reading habit is the number of repetitions in given time to read English text (Simanjuntak, 1988). In applying reading habit, we can use frequency of students' reading to improve their reading comprehension by giving them more time to read. For instance, a student who read book once in a day (reading with understand) get more knowledge than those who do not read at all. It means that reading habit has an important role in reading comprehension. According to Jack (2008) there are several advantages of reading habit such as helping the mind perform effectively, having us to develop a good vocabulary, boosting intellectual curiosity, activating psychological activity, and helping reader to have positive mind.

Based on statements above, the researcher believes that reading habit is one of factors can influence students' reading ability. Also, reading ability is necessary skill in mastering language. Therefore, the researcher decided to find out how significant is the correlation between students' reading habit and their reading ability. Besides, the researcher also interested to find out the most correlated aspects of reading.

II. METHODS

The design of research is quantitative design. In addition, the spesific design is ex post facto design. The researcher chose X MIA 1 as the object of research by using purposive sampling. The object was chosen since the class reached the highest score in doing English exercise among all first grade classes. Moreover, the instruments were reading habit questionnaire and reading test. The questionnaire was developed by Gaona and González (2011) yet the researcher modified it in order to adapt to the topic of study and population. On other hand, reading test were adapted from final examination by Ministry of Education and Culture. To know the correlation between students' reading habit and reading ability, the data were analyzed by using Pearson Product Moment.

III. RESULTS AND DISCUSSION

This chapter presents the data of instruments of research; reading habit questionnaire and reading test. Before coducting the data, the researcher measured validity and reliability of instruments. Furtheremore, several tables are picturized below in order to provide the detail of data analysis.

Result of Questionnaire

The first step of collecting data was administring the questionnaire. The result has shown the mean of students' reading habit was 50.2. Moreover, the table below has shown that there are two levels of students' reading habit; low (1–40) reading habit with mean (39.5) and high (41-80) reading habit with mean (52.25). Furthermore, the tabulation of questionnaire is illustriated in below.

Table 3.1 Tabulation of Questionnaire

Level	Class Boundaries	Frequency	Mean
Low	1-40	5	39.5
High	41-80	29	52.25

Before conducting the data, the reseacher has measured the validity of questionnaire by using inter-rater validity. To assess validity of questionnaire, the researcher got conclusion from raters agreement whether rater 1 accepted the item and rater 2 rejected, it meant that the item must be dropped. Rater agreement of questionnaire is presented in below.

Table 3.2 Rater Agreement of Questionnaire

Statement Number	Rater 1	Rater 2
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓
6	✓	✓
7	✓	✓
8	✓	✓
9	✓	✓
10	✓	✓
11	✓	✓
12	✓	✓
13	✓	✓
14	✓	✓
15	✓	✓
16	✓	✓
17	✓	✓
18	✓	✓
19	✓	✓
20	✓	✓

As can be seen, it can be concluded that all of the items were accepted. However, the raters suggested the researcher to modify four points scale Likert into always, often, sometimes, and never. Furthermore, the researcher utilized Cronbach alpha in order to know the reliability of questionnaire.

Table 3.3 Reliability of Questionnaire

Reliability Statistics	
Cronbach's Alpha	N of Items
,868	20

From the table 3.3, it can be concluded that the result of reliability is 0.868. It showed that reading habit questionnaire has very high reliability.

Result of Reading Test

To measure students' reading ability, the researcher asked the students to answer 20 questions. After the researcher collected their answers, total of correct answers were calculated by using Arikunto's (1997) formula.

Table 3.4 The Tabulation of Reading Test

No.	Class Boundaries	Frequency	Mean
1.	81 – 100	8	90
2.	66 – 80	9	72.78
3.	51 – 65	9	56.67
4.	35 – 50	8	44.44

From the table above, the researcher divided the students' score into four groups. In the first group, there were 8 students have score ranging from 81 to 100 which means that they have the highest scores. On other hand, 8 students have score ranging from 35 to 50 in the last group which means they have lowest scores among the students.

In addition, the researcher measured validity of reading test by using inter-rater validity.The items must not be dropped if both of raters accepted the item. The table of rater agreement is picturized in below.

Table 3.5 Rater Agreement of Reading Test

Question Number	Rater 1	Rater 2
1	✓	✓
2	✓	✓
3	✓	✓
4	✓	✓
5	✓	✓
6	✓	✓
7	X	X
8	X	X
9	✓	✓
10	✓	✓
11	✓	✓
12	✓	✓
13	✓	✓
14	X	X
15	✓	✓
16	✓	✓
17	✓	✓
18	✓	✓
19	✓	X
20	✓	✓
21	✓	✓
22	✓	✓
23	✓	✓
24	✓	✓
25	X	X

It can be seen from the table, the raters did not agree on questions number 7, 8, 14, 19, and 25. Furthermore, it can be concluded that 5 items must be dropped.

Additionally, the researcher used inter-rater reliability which aimed to find out reliability of reading test. Moreover, there were two raters in order to examine the items. Because of that, Cohen Kappa coefficient was applied as the formula. Table of reliability of reading test can be seen in the table below.

Table 3.6 Reliability of Reading Test

Symmetric Measures					
		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	,865	,131	4,364	,000
N of Valid Cases		25			
a. Not assuming the null hypothesis.					
b. Using the asymptotic standard error assuming the null hypothesis.					

Table 3.6 shows that an alpha coefficient is 0.865. It deduced that it has very excellent agreement between two raters. Therefore, reading test is reliable.

Normality Testing

Normality testing was used to determine whether the data were distributed normally or not. To measure the normality, the researcher used Statistical Package for Social Science (SPSS). Moreover, the not working hypothesis (H0) would be accepted if the result of normality testing were higher than 0.050. Meanwhile, if the result of normality testing were lower than 0.050, it would be rejected. The table of normality testing is presented in following.

Table 3.7 Normality Testing

Tests of Normality						
	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
RT	,152	34	,045	,950	34	,119
a. Lilliefors Significance Correction						

In this research, the researcher chose Shapiro-Wilk because the samples (DF) of the research were less than 50. Furthermore, the result of normality testing showed that the significant level of normality was 0.119 which was higher than 0.050. Therefore, the data were normally distributed and the not working hypothesis (H0) was accepted.

The Correlation between Students' Reading Habit and Reading Ability

After getting the data, the researcher analyzed through Pearson Product Moment Correlation in order to find out the correlation between students' reading habit and reading ability. The result of correlation between those variables is presented as follows.

Table 3.8 Result of Pearson Product Moment

Correlations			
		RH	RT
RH	Pearson Correlation	1	,840**
	Sig. (2-tailed)		,000
	N	34	34
RT	Pearson Correlation	,840**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

As can be seen, the significant correlation coefficient is 0.000 which meant that there is a correlation between students' reading habit and reading ability. Furthermore, the r value is 0.840 which indicated very high correlation.

Hypothesis Testing

After the researcher has collected and analyzed the data, the researcher investigated whether the hypothesis would be accepted or not. To discover that, the researcher measured the hypothesis through Statistical Package for Social Science (SPSS) hypothesis testing based the number of significance. Moreover, the hypothesis can be accepted if number of significance < 0.05 (α=5%). Furthermore, the hypothesis is presented as follows.

H1 : There is a significant correlation between students' reading habit and reading ability.

As a result, the researcher obtained the r value that was 0.840 and the significant correlation coefficient was 0.000 based on table 4.11 result of Pearson Product Moment. Additionally, the acquired two tailed and level of significant was 0.01. By all means, the H1 was accepted as 0.000 < 0.050. Hence, there was a significant correlation between students' reading habit and reading ability.

The Result of Reading Habit and Reading Aspects

To answer second research question, the researcher used Pearson Product Moment Correlation through Statistical Package for Social Science (SPSS). The result of correlation between students' reading habit and reading's aspects is picturized as follows.

Table 3.9 The Result of Students' Reading Habit and Main Idea

Correlations			
		Reading Habit	Main Idea
Reading Habit	Pearson Correlation	1	,514**
	Sig. (2-tailed)		,002
	N	34	34
Main Idea	Pearson Correlation	,514**	1
	Sig. (2-tailed)	,002	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.10 The Result of Students' Reading Habit and Reference

Correlations			
		Reading Habit	Reference
Reading Habit	Pearson Correlation	1	,744**
	Sig. (2-tailed)		,000
	N	34	34

Reference	Pearson Correlation	,744**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.11 The Result of Students' Reading Habit and Inference

Correlations			
		Reading Habit	Inference
Reading Habit	Pearson Correlation	1	,602**
	Sig. (2-tailed)		,000
	N	34	34
Inference	Pearson Correlation	,602**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.12 The Result of Students' Reading Habit and Detail Information

Correlations			
		Reading Habit	Detail Information
Reading Habit	Pearson Correlation	1	,696**
	Sig. (2-tailed)		,000
	N	34	34
Detail Information	Pearson Correlation	,696**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.13 The Result of Students' Reading Habit and Vocabulary

Correlations			
		Reading Habit	Vocabulary
Reading Habit	Pearson Correlation	1	,611**
	Sig. (2-tailed)		,000
	N	34	34
Vocabulary	Pearson Correlation	,611**	1
	Sig. (2-tailed)	,000	
	N	34	34
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 3.14 The Result of Mean of Reading Aspects

Vocabulary	Detail Information	Main Idea	Reference	Inference
2.82	2.64	2.54	2.58	2.52

After the researcher analyzed the students' reading habit and reading comprehension's aspects, it can be concluded that reference was the most correlated aspect with r value is 0.744. Therefore, the answer for the second research question was reference.

Discussion of The Correlation between Students' Reading Habit and Reading Ability

The first research question was to find out whether there was any significant correlation between students' reading habit and reading ability. Moreover, this research has two instruments; reading habit questionnaire and reading test. Furthermore, the researcher analyzed it through Statistical Package for Social Science (SPSS) in order to answer the first research question.

According to table 4.7, it represents that correlation coefficient was 0.000 and r value was 0.843. It indicates that there was a significant correlation between students' reading habit and reading ability since 0.000 < 0.050. By all means, reading habit had positive influence on students' reading ability. Additionally, the finding was same as studies of Mu'awana (2018), Paramitha (2019), and Owusu-Acheaw and Larson (2014).

In this research, it had some findings from the result. As can be seen from the result, the higher students' reading habit, then, the higher their reading ability would be and vice versa. From that, students' with higher reading habit can contribute to conceive the information that they read. Comprehension is the result of reading process which aims to gain knowledge. Furthermore, reading habit is an activity which can help students to comprehend a text. Additionally, reading habit also can improve students' reading ability, such as skimming and scanning, which used to recite reading material. Meaning that, it can promote students' interpretation while reading text. By that means, it can be stated that reading habit has relation with reading ability. Therefore, reading habit had essential role in reading. Similarly, the study of Francisco and Madrazo (2019) concluded reading habit can influence reading comprehension. Besides, the study of Wulandari (2016) revealed that students' reading habit correlated with their reading comprehension.

Moreover, parents' and teachers' supports affected students' habit in reading. The more they support and demonstrate it which aimed to encourage students' knowledge, the more students read books diligently. By applying reading habit, the students can promote their knowledge and vocabulary (Thanuskodi, 2011). It is in line with the study from Lesesne (1991) which states that elder people can inspire younger people to read by upgrading their own reading habit and by demonstrating it to the younger generation.

In brief, it proved that there is a significant correlation between students' reading habit and reading ability. Besides, reading habit can be a tool for students' ability.

Discussion of The Most Correlated Aspect

The second research question was to know the most correlated aspect between all of reading aspects. According to the table 4.9, the most correlated aspect was reference. Reference is word or phrase which refers something or someone on reading material. Without reference, it would be quite difficult for students to acquire knowledge through reading (Rasyid et al., 2011). According to Sarwono and Purwanto (2013), identifying reference would help us to understand that a certain text is not a random sentence. It meant that, reference connected to reading test.

Furthermore, Rosyida and Ghufron (2018) states that questions related to reference are easy to be answered by the students. To answer the questions easily, students should elaborate their reading habit by reading some books oftently. After that, the word or phrase of reference is able interpreted by students in effortless. Furthermore, students can analyze the reference on reading material facily. However, some students had some difficulties in order to find out the reference in a text. It was caused by that word or phrase that difficult to comprehend.

Brown (2004) states that one of micro skills in reading is infer implicit context by using background knowledge. Students need to use their own knowledge along with information from the text to find their own conclusions (Serafani, 2004). Moreover, reading between lines refers to infer something that is not written explicitly. However, in reading students need to find out reference. It means that,

they have to be able to find out reference by reading between line. For instance, students should read the sentence that mentioned in the questions in order to investigate reference. After that, they can read some sentences before the mentioned sentence then make conlusion based on the information that they get from the sentences. Important to realize, reading can promote comprehension skill and implicit meaning. In the study of Franks et al., (1982) argues that students who read implicitly are spontaneously asked themselves about the text and reading questions after eleborating: understand and remember. By reading many times, students' comprehension can be improved. In other words, reference is indirectly influenced by reading habit.

Moreover, reference was manifested as the most correlated aspect among main idea, inference, vocabulary, and detail information. It is supported by the result of research and the statements above.

IV. CONCLUSION AND SUGGESTION

Conclusion

Based on the result and discussion, it can be concluded that there is a significant correlation between students' reading habit and reading comprehension because the higher students' reading habit, the higher their reading comprehension would be. Meaning that, reading habit can promote students to conceive the information that have been read. In addition, the most correlated aspect between students' reading habit and reading aspects is reference. By doing reading implicit, the word or phrase of reference is able construed by students simply. Meaning that, students have to be able to find out reference by reading between line. Then, the word or phrase of reference is able interpreted by students in effortless. Furthermore, students can analyze the reference on reading material easily.

Suggestion

Based on the result of study, the researcher would like to suggest to readers, mainly for teachers and future researchers. First, the teachers should be able to do do reading strategies in learning activity such as pre-reading, while-reading, and post-reading activities. Besides, the teachers should involve reading habit to learning activity and encourage students to reading frequently such as giving the students an assignment to review a book.

In this research, there is limitation to the theory which support that reference is the most correlated aspect. Furthermore, it is suggested to attach more supporting theories related to the result. Moreover, it recommended change the questionnaire to another expert questionnaire since the researcher used modified questionnaire.

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Improving students speaking ability trough hidden object game at the second grade of SMPN 8 Bandar Lampung

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ABSTRACT

The research was conducted to find out whether i). Is there any significant improvement of students speaking ability before and after being taught trough hidden object game ii) the aspects improve better of students speaking ability after being taught trough hidden object game iii) The students perception about the use of hidden object game. This research is quantitative research and used one group pretest-posttest design as the method. The subject of this research are 30 students at second grade of SMPN 8 Bandar Lampung in class VIII B. Instruments that used in this research were speaking test and questioner. The data were collects trough paired sample t-test. The results of the research are first there is significant improvement of students speaking ability after being taught trough hidden object game. Second the aspect that improve is fluency and In conclusion, hidden object game has a significant effect in increasing students' speaking achievement then the aspects that improve better was fluency and the students give positive perception about the implementation of hidden object game.

Keywords: *speaking, hidden object game, descriptive speaking.*

I. INTRODUCTION

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that speaking isaskill that isusedforproducingtheidea thatthespeakerhasinmind toother peopledirectlyin verbal language. accordingto (Nunan,2003:48) English speaking is the productive oral skills that consist of producing systematic vebal utterence to convey the meaningIn addition Harmer (2007) also states that when speakers want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns and speak in connected speech. They were have to be able to speak in a range of different genres and situations, and they were have to be able to use a range of conversational and conversational repaired strategies. They were need to be able to survive in typical functional exchanges, too.

In other words, the speaker can deliver his/her thought with words so he/she can communicate with others. Basically, English consists of four skills to be taught. They are listening, speaking, reading, and writing. Speaking is a kind of either productive or active skill. Though the four skills are equally important, speaking becomes the most important tool to communicate that needs to be accomplished. Brown (2001: 267) cites that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers.

There are many kinds of speaking that can be taught in teaching speaking. One of them is descriptive speaking. This kind of speaking is important to be learn because of its function that makes the speaker easier to portrait an object to the listener. Through the words, then they describe the thing they have in mind. Anderson and anderson (2003) said that the students describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch. In this kind of text, the students are required to list the characteristics of something and usually deal with the physical appearance of the described thing (Smalley et. al., 2001). In addition, according to that descriptive text is one of the expository writing, which the description should also convey the sound, taste, and smell of things or objects. Description do not only can be represent by writing, but also in verbal, like in Library of Congres (2008) it is stated that we use descriptive text to describe a person, place or thing.

To stimulate the students, teacher needs a media, Roblyer*et al* (2010) states media such as slides and films delivered information in more concrete and therefore more effective ways than lectures and books did. According to Kamaludin (2009) media is facilities, resources or tools to utter expressions of art, the line form that is used by people to produce message or information. Any components around the students that can convey messages that motivated the students to learn. Any forms of communication whether printed or audio visual, as well as their instrumentation are a means that transmits message from transmitter to receiver and enables human being to influence other people who do not have contact with him or her immediately.

In English language teaching, media have an important role. As stated by Mahalakshmi (2013), media provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc. The tasks also can be given from those media, which develop reading, writing, speaking and listening skills. Media also can be used by students for inside and outside classroom activities and the ability to develop their language skills outside the classroom, also they enhance motivation. So, by using various kinds of media in the classroom teachers can enhance students' understanding and promote it wherenecessary.

Media are part of communication. Wherever communication is held, media are always used, for example internet, computer, television, and radio. The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media are the way of teacher to communicate withthestudents, Itisnotonlyhelpingtheteachertocommunicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.one of the media is video game that can make students learn in relaxing and fun situation. The use of video games in learning language is famous between the experts Based on the works of Richards and Renandya (2002: 364) say that a video is an extremely dense medium, one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. According to Harmer (2001), a video is not only a great aid to see languagein- use such as comprehension since students are able to see general meanings and moods that are conveyed through expression, gestures, and other visual clues, but also uniquely bridge the cross cultural

understanding.

Hidden object game is a kind of video games which focuses on player vocabulary mastery. The type of picture games that is used in this research is hidden object game. Hidden object game is a genre where the primary form of gameplay is to locate a certain item on the screen. The items usually blend into the background and the backgrounds are usually static images and drawn in a way to make it hard to spot. Based on Resmi (2012) hidden object game is effective to teach vocabulary at elementary school level and Homan (2015) also mentions that hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. Beside that Kurniawan (2017) said that hiddent object game can be used toimprove the students' speaking ability significantly at senior high school.

II. METHOD

The research is a quantitative research. The goal of this research was to find out about the students' ability in descriptive speaking after the students had been taught by using hidden object game. To fulfill the goal of this research, the researcher used one group pretest-posttest design. The population in of this research is the second grade students of SMP 8 Bandar Lampung in academic year 2020/2021 which has about 30 students in each class. In conducting the research, the researcher took one class as the experimental class. The sample class was VIII B Which is chosen by using lottery technique. Questionnaire and test were used as instruments of this research. First, The researcher conducted the speaking test about descriptive speaking for the pretest and posttest. The purpose of pretest and posttest are to find out the students' descriptive speaking ability scores before and after the treatment by using hidden object game, . The consideration of criteria for evaluating students' speaking ability is based on the oral rating sheet from Harris (1979:81). second, to find out the students' responses toward the media, thequestionnaire was given after the implementation of hidden object game"*Hidden Puzzle Game*". The questionnaire consisted of 15questions which are related to the implementation of the media in speaking class.The questionnaire were using five points Likert Scale to measure the responses.

III. RESULT AND DISCUSSION

1. After conducting the research, the researcher gathered the result of pretest and posttest.The result from the calculation showed that the mean scores of pretest is 55,83 and the mean scores of post-test is 80. It proves the concrete differential improvement of students' speaking scores after being taught through hidden object game.

Table Distribution of Pretest and Postest

		Pretest	Posttest
Score interval	Quality of score	number of students	Number of students

100	5	-	
80-90	4	-	4
60-79	3	11	26
40-59	3	18	-
20-39	1	1	-

The table above show the distribution of students' scores for pretest and posttest. In the pretest, from total 30 students' of VIII B , there are only 11 students which got score 60-79, 19 students got score 40-59, than no one students got score 20-30. The highest score is 63 and the lowest scores is 39 .the table above indicate that the mean score is 55.83. meanwhile, the distribution of students' scores after getting the treatments, there were 4 students which got score 80-90, 25 students got score 60-79, It can be seen that there is no students which got perfect score and there also no one which got the lowest quality of score (40-59) and (20-39), which means it show there is good improvement in the class, since there are 18 students of the class got lowest score in interval 40-59 in the pretest. The highest score for this class is 82 the lowest score is 64.the table indicated that the mean score is 80.

Table of Gain in students speaking achievement

Pretest	Posttest	Gain
55.83	80	27.17

The gain of students speaking ability before and after being taught by using hidden object game could be seen on the descriptive statistic above From the table above, it is found there is improvement of students' speaking test after being taught throug hidden object game. The mean scores of pretest is 55.83 in other hand the mean scores of posttest is 80 From the scores of pretest and posttest, the gain is27.17.this gains implies that hidden object game as the teaching media can improve students speaking ability which later would be proven by result of hypothesis testing.

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	Pretest – Posttest	-181.567	266.612	48.676	-281.121	-82.012	-3.730	29	.001

In addition, to see the whether there was significant improvement of students score from the pretest and posttest, paired sample test was used in this study. Referring to the table of paired sample test above , it was evident that the value of two tailed significant was 0.001. table above also shows that t value was 3730 there for T value was higher than t table (3730>3707), it implies that there was a differences between score of pretest and posttest. Then from the output we could see that the significant value (2 tailed) showed that the sig. value of the pretest and the posttest was 0.01. It means that there is improvements of students' speaking ability after the implementation of hidden object in teaching speaking since Sig < α (0.00 < 0.05). In other words, $H_{0.1}$ was rejected and $H_{1.1}$ was accepted.

The improvement of students aspect score

as complement of this research, the researcher also compared each aspects of speaking to see which aspect can improve the most from the implementation of this media. The aspect that were measured are based on the oral rating sheet by Harris (1998;81) there were five aspects which were measured, they are: grammar, vocabulary, pronounce, comprehension and fluency. Tables below provided the students' mean score in each aspect of speaking skills in the pretest, posttest, and their gain points.The Aspect of Speaking Skills that Improved the Most by Using Information hidden object game**.** The result of this study also showed that fluency had the highest increase among others.

The independent sample T-test through SPSS

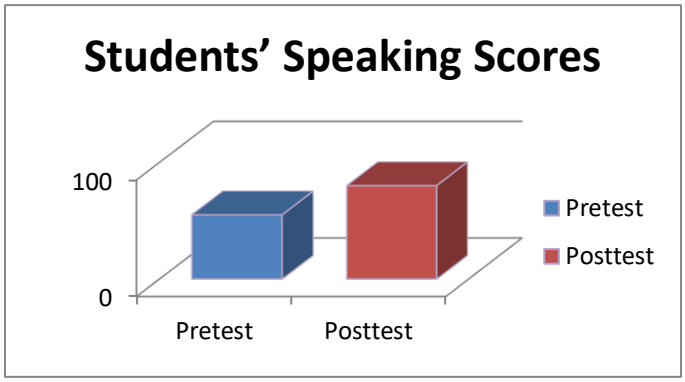
Speaking Aspects	Pretest	Posttest	Gain
Fluency	8.20	14.73	6.53
Vocab	11.70	13.57	1.87
Grammar	13.40	15.03	1.63
Pronounce	9.50	15.50	6.00
comprehend	11.70	16.43	4.73

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

DISCUSSION

The result of the study showed a statistically significant Improvement in the students' speaking skill in the pretest and the posttest. It meant that the first hypothesis was accepted. It was also assumed that hidden object game gave significant contribution in improving students' speaking skill. In order to prove the improvement, the researcher provided the chart below that would be further explained as follows:

Students' Speaking Scores



Students' Speaking Scores

The chart 4.1.showsthe mean scores of pretest is 55,83 and the mean scores of post test is 80. It proves the concrete differential improvement of students' speaking scores after being taught through hidden object game. That finding confirmed the results of the researches that were conducted by Resmi (2012) hidden object game is effective to teach vocabulary at elementary school level and Homan (2015) also mentions that hidden object games are a way for individual students to work on their literacy and vocabulary skills rather than as in-class collaborative exercises. Beside that Kurniawan (2017) said that hidden object game can be used to improve the students' speaking ability significantly at senior high school. All of them proved that hidden object game was effective to improve the students' speaking ability.

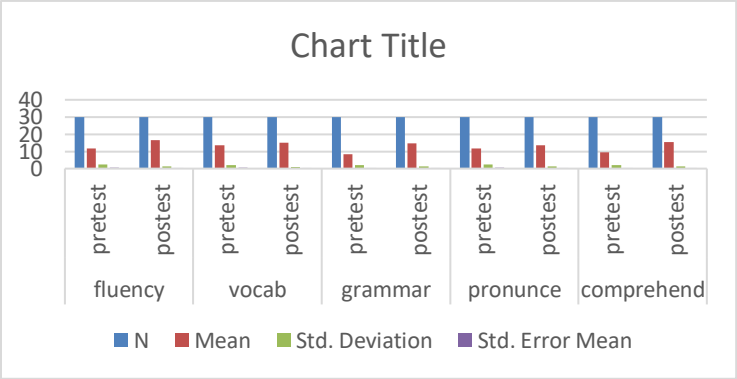
It can help the teacher to give more chance to the students using English as the target language more in the classroom activities. Hidden object game contributed the improvement on students' speaking skill in pretest and posttest through active contribution of students' activity by using familiar things they can find around them. By using vocabulary that the students already know, it gave an opportunity to relate their prior knowledge with the material that they would learn. This significance improvement is likely happened because by using video game as media makes the students got the same atmosphere with the native speakers, since most of video games are developed by natives and the target of those video games are natives too.In addition, by giving the materials about something the students familiar with, it made students easier to understand the material and know how to use the words. Furthermore, Information gap was used to encourage the

students speaking in the target language more by giving more opportunity to speak English more in the classroom activity. So, the learners can have an experience and example in using the language in the real context Thus, based on the explanation above it can be concluded that the result from the Kurniawan (2017) first research supports the previous research finding from that there is a significant improvement in the students' speaking skill in pretest and posttest after being taught through hidden object game.

The Aspect of Speaking Skills that Improved the Most by Using Information hidden object game.

The result of this study also showed that fluency had the highest increase among others. After that the pronunciation is the second highest increase, because in the beginning of hidden object game, the students were asked to repeat the example from the teacher on how using pronounce correct sentences in asking and answering in English based on the material given. In the later process, the students were asked to ask and to answer their friends in English using the same pattern of pronounce repeatedly. Therefore, the students were able to memorize the correct pronounce used in the sentences by practicing asking and answering in order to complete the task. In order to see the improvement, the researcher provided the chart below that would be further explained as follows:

The Improvement of Students' Speaking Aspects



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What are students perceptionafter being taught trough hidden object game as a media in teaching speaking ability?

Based the process that have been done by the research found that the Students' responses of the use of hidden object game which are taken in form of questionnaire shows that they felt that their problem are solved and they are satisfied to use hidden object game as the media of descriptive speaking learning.

IV. CONCLUSION AND SUGGESTIONS

After the research that had been conducted at first grade of SMPN 8 Bandar Lampung, researcher got the result from analyzing the data. After the data analysis, there are some conclusions that can be drawn from it as follows:

1. There was a significant improvement of students' speaking achievement in descriptive speaking after being taught by using hidden object " Hidden Puzzle Game" as the media. This is shown by the gain between posttest and pretest score which is 80. From this gain, the result of hypothesis testing by using Paired Samples T-Test shows that value of alpha is smaller than 0.05, which proves it has a significance effect of improvement. This significance improvement is likely happened because by using video game as media makes the students got the same atmosphere with the native speakers, since most of video games are developed by natives and the target of those video games are natives too. So, the learners can have an experience and example in using the language in the real context.

2. The aspect that improve the most in this result of this study is showed that fluency had the highest increase among others. After that the pronounce is the second highest increase, because in the beginning of hidden object game, the students were asked to repeat the example from the teacher on how using pronounce correct sentences in asking and answering in English based on the material given.so the students were able to memorize the correct pronounce used in the sentences by practicing asking and answering in order to complete the task.
3. Students' responses of the use of hidden object game which are taken in form of questionnaire shows that they felt that their problem are solved and they are satisfied to use hidden object game as the media of descriptive speaking learning.

Suggestions

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

Suggestions for English Teachers

1. Since not all teachers are familiar to hidden object game, teachers should play the game by themselves before bringing it to the classroom. By mastering the game, they could be a good facilitator in the teaching learning process.

2. Teacher should master the game completely, especially on vocabulary aspect since some words are not really suited for senior high school level.

3. During the implementation of hidden object game, teacher also should pay attention about technical things, for example the lighting and placement of the screen projector**.**

Suggestions for Further Researchers

1. Further research with similar object could give more attention to the lowest improvement in speaking aspect in this research, which was
   For their grammar, comprehend, and vocab.
2. Though video games for language learning already took some attention in education researches, there are only a few studies of hidden object game and its implementation in general speaking. This research had applied it in descriptive speaking. Therefore, the further researchers should apply other kinds of speech, i.e. narrative, recount, report, etc.
3. The similar research could be conducted on different level of education ordifferent condition of subjects. It also could be compared to other media orto different classes of subjects to verify the use of hidden object game.

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Task-based language teaching to improve students' speaking achievement

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ABSTRACT

The objectives of this research were to investigate a significant improvement in students' speaking achievement in term of complexity, accuracy and fluency aspect after the implementation of TBLT approach. The topic of the material that this research took was Narrative text in an online class. This research was conducted at the tenth grade of SMA Global Madani, Bandar Lampung. Class 10 Science 2 consisted of 15 students was chosen as the sample of this research by random sampling. The design used was the one group pre-test post-test.Speaking test was the instrument to measure the pre-test and post-test. The mean of pre-test (58) showed an increase in post-test (64). The results of the t-value (8,235) is higher than the t-table score (2.1315) with the significant of two tailed 0,000 lower than 0.05. This means H_1 is accepted.

Keywords: *TBLT, Speaking, Narrative Text in Speaking*

I. INTRODUCTION

Speaking is the most challenging aspect of learning a target language because we cannot pull off what has been said, (Nunan, 2003). The use of inappropriate teaching methods can lead students not to get the goal of mastering the target language. Many teachers use conventional methods that do not encourage students to speak English in class. A conventional method implemented in the speaking class has been likely uninteresting and does not motivate them to speak English (Mudra, 2016). They were uninterested because the method is not suitable to use in the classroom activity. The topic does not relate to the students' real-life activity. They need a real-world task that can help them to improve their speaking ability. Therefore, a task is necessary to trigger them to improve their speaking ability.

Willis (1996) defines a task as an activity where the learner uses the target language for a communicative purpose to achieve an outcome or development.Therefore, the implementation of TBLT effectively improved the students' speaking achievement. In this research, the researcher was interested in doing further research, but it was still merely focused on task-based language teaching in speaking.

The speaking performance measurement was complexity, accuracy, and fluency aspect. However, the focus of each aspect was divided into syntactic complexity, lexis accuracy, and speech rate. Therefore, here is the explanation:

a. Complexity

According to Skehan (1996), complexity is the elaboration or ambition of the produced language. Moreover, Ellis (2003) states that the extent to which the language is made in performing an elaborated and varied task is called complexity. Complexity refers to the capacity

to use vocabulary that is more advanced. with the possibility that it may not control such language so effectively. This may also involve a greater willingness to take risks and use fewer controlled language subsystems. This area correlates with a greater likelihood of restricting, that is, change and development in the interlanguage system. Ellis and Barkhuizen (2005) categorize the types of complexity measures according to the measurement object into interactional, propositional, functional, grammatical, and lexical. Thus, for the presence of this research, the researcher took Syntactic complexity by counting the frequency of subordinate and coordinate used in a sentence.

b. Accuracy

According to Ellis (2003), accuracy refers to how the language produced in performing a task conforms to target language norms.The aspects observed in accuracy focus on particular error types, such as correct verb forms, the proportion of correct-past-tense use, and article use. Ragini (2019) divides lexical into three aspects, lexical accuracy, semantic accuracy, and grammatical accuracy. However, the researcher could only assess the students' sentences by analyzing the lexical accuracy. Lexical accuracy refers to using words appropriately and correctly in communication.

c. Fluency

Ellis (2003), fluency refers to the extent to which the language produced in performing a task manifests pausing, hesitation, or reformulation. Fillmore (1979) also defined fluency as the ability to talk in coherent, reasoned, and semantically dense sentences, have appropriate things to say in a wide range of contexts and be creative and imaginative in language use. Besides, Kormos and Denes (2004) proposed the variable of speaking fluency such as speech rate, articulation rate, phonation-time ratio, mean length of runs, total number of silent pauses per minute, mean length of silent pauses, total number of filled pauses per minute, total number of disfluencies per minutes. Based on the definition above, the researcher believed that assessing the students' length for more lexical spoken or what is called speech rate would fit the sample of this research rather than measure their pauses, reformulation, or hesitation. Therefore, the speech rate counting has been taken for this measurement by taking the Kormos and Denes' (2004) framework, the researcher measured speech and articulation rates in terms of syllables per minute not pruned syllables. Therefore, the speech given would be count in seconds, including the pauses time, then multiplied by sixty.

In brief, these components of speaking above are essential for the learners to master English for better communication in the target language. In addition, these became the measurement of this research. As pointed above, the measurement aspects are syntactic complexity, lexical accuracy, and speech rate.

Regarding the background and explanation above, the problem was formulated into following research question: Is there any significant improvement on the students' speaking achievement in terms of complexity, accuracy, and fluency aspect after the implementation of Task Based Language Teaching? Meanwhile, the objective of the research was to find out if there is any significant improvement in speaking achievement in terms of complexity, accuracy, and fluency aspect after being taught by TBLT.

The result of this research would be helpful for the further researcher and as the reference for the English teachers who want to use TBLT approach. The scope of this research was taking a part of the use of TBLT in EFL classroom by concerning to Ellis in 2003. The TBLT type of task that the researcher chose was Meaning-focused task activity with its three types of activities (information-gap, reasoning-gap, and opinion-gap). She chose pictures for the pre and post activity as the media to trigger students' speaking achievement, recorded their speaking conversation, and transcribed it to analyze the speaking performance aspects, syntactic complexity, lexical accuracy, and speech rate for fluency.

II. METHODS

This research was aimed to find the effect of Task Based Language Teaching technique. In order to find out the result, the researcher used a quantitative method as a research design.The design of this research is the one group pre-test post-test design. The researcher used a pre-test, treatments, and a post-test. The design is T_1 X T_2

Notes:

T_1: refers to pre test

X: refers to treatments (teaching speaking using TBLT)

T_2: refers to post test

The treatment conducted in three meetings and the time allocation provided was 2 x 45 minutes each meeting.

Participants

The population of this research was the tenth grade students of Senior High School of Global Madani in the academic year of 2020/2021. The class Ten Science Two (X IPA 2) was chosen by random sampling. There were 15 students in the class and the chosen class represented the population of the school for being the sample of this research.

Instrument

To figure out whether the objective of the research had achieved or not, the researcher used research instrument. The instrument of this research was speaking test. There were pre-test and post-test. First, the pre-test was given before the treatments to see the students' achievement in speaking. Then, the post-test was given to the students after the treatments. It aimed to see the treatment's effect on the students' achievement in speaking after Task-Based Language Teaching conducted in their learning.

Data analysis

The research questions' data were analyzed after gaining the pre-test and the post-test results. It aimed to see whether the Task-Based Language Teaching technique has an effect to the students' speaking achievement or not. To analyze the data of the students' mean score in the pre-test and the post-test in each aspect, the researcher calculated them by using Paired Sample T-Test in SPSSS version 20. Here are the complete steps in order to get the result of this research:

1. Transcribing the students' utterances

The researcher transcribed the students' utterance of pretest and posttest from their recording.

2. Scoring the pre-test and post-test
   The researcher scored the students' speaking performance of the test. Then the researcher counted the average score, which would be taken as the final score.
3. Tabulating the test result and finding the mean of the data
   The researcher calculated the data (the pre-test and the post-test) in order to see the mean of the test. The result will be analyzed using Paired Simple T-Test using SPSS program. Then, the researcher compared both the pre-test and the post-test to see whether there was an improvement or not.
4. Drawing conclusion
   By comparing the means of the pre-test and post-test, the result used to test the researcher's hypothesis.

III. RESULTS AND DISCUSSION

Results

The pre-test and the post-test were administered to determine a significant improvement in students' speaking achievement after TBLT implemented in the class. Below is the distribution of the students' speaking score in the pre-test. The lowest score was 43 with the frequency of 1 person so does the highest with the score of 74.

Table 1. Distribution Frequency of Students' Pre-test

Pre-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	43.00	1	6.7	6.7	6.7
	48.00	1	6.7	6.7	13.3
	52.00	1	6.7	6.7	20.0
	54.00	2	13.3	13.3	33.3
	56.00	1	6.7	6.7	40.0
	57.00	2	13.3	13.3	53.3
	61.00	2	13.3	13.3	66.7
	62.00	1	6.7	6.7	73.3
	64.00	2	13.3	13.3	86.7
	72.00	1	6.7	6.7	93.3
	74.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Meanwhile, the post-test was administered to determine whether there was a significant improvement of the students' speaking ability or not after giving three treatments. The students were asked to tell the two different narrative stories from the pre-test and did it live through Zoom meeting. The post-test mean score was 64, with the highest score was 77 and the lowest score was 51. Below is the frequency of students' post-test:

Table 2 Distribution Frequency of Students' Post-test

Post-test

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.00	1	6.7	6.7	6.7
	57.00	1	6.7	6.7	13.3
	59.00	1	6.7	6.7	20.0
	61.00	3	20.0	20.0	40.0
	63.00	2	13.3	13.3	53.3
	65.00	1	6.7	6.7	60.0
	68.00	2	13.3	13.3	73.3
	71.00	1	6.7	6.7	80.0
	74.00	1	6.7	6.7	86.7
	77.00	1	6.7	6.7	93.3
	87.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

After that, there is also the table comparison of students' pre-test and post-test score but in each aspect of speaking performance, which are complexity, accuracy, and fluency, as illustrated below:

Table 4.3 Result of Aspects Speaking Measurement

Aspects	Mean of Pre-test	Mean of Post-test	Increase
Complexity	6.191	8.046	1.855
Accuracy	7	5.771	1.33
Fluency	163.481	180.818	17.33
Total	**176.783**	**194.636**	**20.529**

It could be seen that the highest aspect to improve is fluency while the lowest is accuracy.

Discussion

The researcher conducted this research in SMA Global Madani, and X IPA 2 was chosen as the representative using random sampling. The class consisted of 15 students who had done the pre-test, treatments, and the post-test.

The students were asked to describe and compare two different narrative texts in the pre-test and post-test. The students submitted the pre-test video through Google Drive, while the post-test was conducted through Zoom Meeting. Furthermore, the treatments were conducted online through Zoom Meeting, and those were divided into three meetings. The first meeting focused on describing the character of the narrative text. The second meeting focused on comparing the two different narrative texts. The last meeting focused on both of the tasks.

To find out the objective of this research, the researcher used one instrument; a speaking test. The results had answered the objective explained above; there was a significant improvement in the students' speaking achievement in terms of complexity, accuracy, and fluency aspect after the implementation of Task-Based Language Teaching by comparing the mean of the pre-test (58), and the post-test (64) with an increase is 6 points.

Moreover, the highest increase from the three aspects is fluency (17), and the lowest is accuracy (1.3). The reason behind this was that to measure fluency, the researcher had to count the syllables and times to 60 seconds, while measuring complexity and accuracy, the researcher had to count it in percent (%). However, this finding is in line with the theory from Skehan (1999) that TBLT in speaking performance with the topic of narrative retelling improves the most in fluency and complexity aspects but lack in accuracy. Besides, the TBLT type that the researcher used was Meaning-Focused activity, which was not focused on the language form (accuracy), but still, there was an improvement in the accuracy aspect. Therefore, the total increase of all aspects is 20.5.

After obtaining the data, the researcher found that TBLT does improve the students speaking not only by the three aspects stated above. During the pre-test, they were good because it was a video submission, but when the first meeting took place; their speaking was proven worse than the pre-test. More than the half of them were shy and did not have any idea how to start the speaking. Thus, for the times given, there were dozens of pauses in total that they made because they were unsure how to deliver their ideas. After the three meetings

In conclusion, based on the results of the findings, the researcher found the implementation of TBLT could improve the students speaking achievement, just like with the previous findings from Anggraini (2019) andIswari (2015). However, all previous researches were done offline. Therefore, this research met some difficulties during its process. Some of those were: unable to see the students and interact directly due to online meeting, connection problem, and the offer to change the process of the post-test to Zoom Live from video submission.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

TBLT approach gave significant improvement towards students' speaking achievement. It can be seen by comparing the mean of students' pre-test and post-test based on the total score of complexity, accuracy, and fluency aspect (20.5). The highest increased aspect is fluency (17.3) and the lowest is accuracy (1.3). The significant improvement is also supported by the result of the Paired Sample T-Test where the p-value (0.000) is lower than alpha (0.05), which means the H_1 is accepted.This research has been finished in an online situation by using the media that all students were able to attend (Zoom Meeting). In addition, the narrative topics were related to the three speaking performance aspects that are complexity, accuracy, and fluency.

Suggestion for English Teachers

English teacher who usually uses a conventional method in speaking practice in which most of the students memorize the explanation should try to use TBLT approach to improve the students' speaking achievement.During the treatments, the researcher found that some students were active and had fun in the break out rooms. This could be a suggestion for the English teacher to let them discuss freely about the task but still manage their action.The researcher is aware that the learning time decreased due to online. Therefore, the teacher should split the material with the specific objective for each meeting and make them improve gradually.

Suggestion for further researcher

Regarding the researcher experience, it is better for further researcher to conduct the research of TBLT not in the virtual application, unless everything involved (students, time management, and school's principle) could cooperate during the whole occasion.The further researcher might focus on the use of subordinate in order to gain a higher achievement of syntactic complexity since only a few students from this research applied it.For the further researcher, checking their response could be applied in this research to see their opinions toward the implementation of TBLT in their class activity.

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Teachers' perception on the use of show and tell technique in teaching English speaking

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Abstract: This research aims to find out the teachers' perception on the use of Show and Tell technique in teaching English speaking and to find out what are the obstacles when applying this technique. The subjects were 3 English teachers of SMPN 4 Natar. This research conducted by the researcher using qualitative descriptive method and interview questions were used to collect the data. The result showed that there was no significant difference of teachers' perception toward this technique, the teachers perceived the Show and Tell technique positively. It happened because the technique was related to the students' daily life and relevant to the curriculum standard the school applied. It can be concluded, Show and Tell technique is one of good techniques in teaching English speaking. The more the techniques or material related to students' daily life, the more the students would be more easy to understand the material. Thus, it is suggested the English teachers to use Show and Tell technique to make the teaching English speaking be more interesting and make the students be more active in the learning process. In addition, the teachers have to consider the obstacles toward the technique so the students will get better learning achievement.

Keywords: *Teaching and Learning English, Teaching Speaking, Teachers' Perception, Show and Tell technique,*

I. INTRODUCTION

An effective and efficient teaching-learning process should be organized by an effective efficient teacher as well. To make the teaching-learning effective and efficient, a teacher needs to choose the most effective or efficient technique in teaching learning process. The accuracy of technique election in English teaching includes the most important matter to help students getting the better achievement. This is like what Kurniliawati (2013) said that classroom techniques play the important role. To reach the goal of teaching-learning process, the teachers have to find and use the teaching techniques which are appropriate with the students' characteristics. Technique is something that actually takes place in language teaching or learning in the classroom. Besides, Dodson (2009) as cited in Munir (2017)stated students will learn more effectively if it suits their preferred style and when learning materials and activities accommodate students' preference in learning, students will succeed. In the teaching learning process, the teachers have the ability to improve the students attitudes and the classroom environment by planning the interesting teaching learning activities. It could affect their goals, teaching procedures, materials, classroom interactions, their roles in the classroom, and their students as well Ramazani (2013). It involved the education process and boosted the students' ability in learning. Teaching and learning English as a second language takes much guided practice. As a teacher we should know how to engage students to focus and enjoy our teaching. Furthermore, the teachers should also use an appropriate techniques on activities to practice and enhance students' English achievements. One of techniques that is familiar in teaching English Speaking is Show and Tell. Show and Tell technique is basically defined as a technique in teaching and learning process by sharing time activity for students. According to Bowen (1985) Show and Tell capitalizes on students' interest and provides a good opportunity for self-

expression. “Show and Tell technique” is the process of showing an audience something and telling them about it. Show and Tell technique denotes a practice whereby children are given opportunity to share an oral explanation about an object or experience. The object of experience is usually from their home life and told orally and with the teachers’ support. Thornbury (2005) said that Show and Tell technique can be established as regular feature of lesson. In teaching and learning process, not only teacher that must be active, but also the students. That’s why one of the purposes of Show and Tell technique is the reversal of the role of students as a teacher in order to make the students can explain a concept to someone else. Thornbury (2005) added Show and Tell technique is an activity where the teacher asked the students to talk and answer question about something, it could be an object, a person, or an image. Through Show and Tell technique, students can learn how to express their ideas, their thought, and it will give students experience. For that reason, the researcher would like to know about Teachers’ perception on the use of Show and Tell technique in teaching English and the obstacles in applying this technique based on their experience in teaching learning process. The following specific research questions guided the study:

1. What are the teachers’ perception toward the use of Show and Tell technique in teaching English Speaking?
2. What are the obstacles in applying the Show and Tell technique?

II. METHOD

Participant

The Participants of this study were 3 English teacherss of the SMPN 4 Natar.

Instrument

The instrument of this research was a list of interview questions which have purpose to figure out the teachers’ perception about Show and Tell technique

Data Analysis

The data was collected using interview and analyzed qualitatively using Miles and Huberman techniques of analysing data: data reduction, data display, and conclusion drawing. Data reduction is a process of sharpening, classifying, directing, removing, and organizing the data in such a way to take a final data conclusion. The data was displayed as organized information descriptively in order to draw the data conclusion. In concluding the data, the researcher used the result of analysed data to answer research question of this study. The result was described based on the teachers’ perception of Show and Tell technique in teaching English speaking.

III. RESULTS AND DISCUSSION

Results

In this subchapter, the researcher would represent the result of the interviews.

The teachers’ responses of the interview were the result of this study. There were 13 questions of the interview regarding to the use of Show and Tell technique in teaching English speaking which is addressed to three English teachers in SMPN 4 Natar. The interviewer was the researcher herself. The interview process took about 20-40 minutes for each English teacher. The interview took place in the school surroundings. The questions of interview gained deep information of the teachers’ perception on the Show and Tell technique used in teaching English speaking. It presented the teachers’ opinion on related aspects of the relevancy, strength, weakness in the technique. Furthermore, the difficulties in using Show and Tell technique were

represented in order to find out the obstacles in applying the Show and Tell technique in teaching English speaking.The data of this research were the interview result which is analyzed qualitatively based on the teacher's opinion. The teachers were KH, SF, and SY.
The following points are the interview details:

a. The Show and Tell technique used in teaching English speaking
   The 1st teacher (KH) used Show and Tell technique in teaching English speaking. She chose the technique because this technique is interesting. In her opinion, the activities in this technique also could actively direct the students' understanding in learning. The 2nd teacher (SF) also chose the same technique to be applied in the classroom. He used Show and Tell technique. He claimed that the technique was relevant and in accordance to to the curriculum standard.
   In teaching English, the 3rd teacher (SY) also used Show and Tell technique. He stated that Show and Tell technique is a good technique, because he believed that teaching English is not about learn the language but use the language, and this technique represents the use of language. So the students can actively use/speak English in the classroom.
   The Show and Tell technique became one of references of teaching technique for the English teachers in SMPN 4 Natar. The teachers stated that the technique is suitable to the curriculum the school applied where the students are actively involved in the teaching learning process.
   So, it was certainly proper to be applied in the classroom. In addition, SF and SY claimed that the media of this technique was easy to find because it was available in the school surroundings. Both of teachers and students can find media in the class or school surroundings.
   Besides, KH usually use media for this technique from students' home-life thing and from picture on Google. KH said, "The picture to be used as media in the Show and Tell technique can be downloaded from Google. So it is very easy for students to get the media".
b. The technique's concept
   In term of the technique's concept, KH, SF and SY agreed that the concept of the this technique is relevant and related to students daily life. KH and SF also argued that the technique is relevant to the students' need and interest. KH said that the given activities in the technique had a relation to the students' daily life. When the materials were connected to the real life, the students will be more easy to understand it.
   Besides, SF stated, "The technique's concept is relevant to the students' need, but not to the students' interests". He argued that the technique's concept & activity could fulfill the requirement of what the students had already learned based on the curriculum and syllabus. However it could not assess the students' interest. Their interest might different due to their background, environment, and previous school.
c. The advantage of this technique
   In term of providing a good balance of the skills development, all of the teachers agreed that it was presented and offered a good balance of all four basic skills in English thoroughly. It served listening activities, speaking practice dialogues, writing and reading exercises as well. KH and SF thought that the technique was clear in terms of cognitive, psychomotor, and affective aspects. The teacher could see the students affective from the activities in this technique. Furthermore, the technique could be applied entirely to the classroom process. SY also has the same view of the Show and Tell technique used in supporting the affective and psychomotor aspect. He stated that the technique was almost perfect to be used. "The teacher cannot ask the students only

to read the textbook to support cognitive aspect" SF added. They need the teacher to explain the material and they need to express the material directly. In his opinion, the teacher took a role as a facilitator in this case.

d. The Show and Tell Technique's activity

All of the teachers agreed that the technique provided a clear instruction to be applied easily in the classroom. They claimed that the activities of this technique have reinforced what the students had already learned from the teacher. According to KH, the activities in this technique make the students became more active.

In SF point of view, the activity of the technique make the students learned and got the conclusion of something after doing the activity. In other word, the technique had more activities than the explanation, but the activities themselves can make the students understand what they learn. Furthermore, he concluded that the technique has already appropriate to be applied in the classroom.

In addition, SY covered that the activities in this technique could strengthen the students' understandings of vocabularies. On the other side, the technique was able to reflect the activities progression from simple to more complex. The technique provided the coherent activities following the students' learning achievement. Hence, the teaching learning process can be easier for both the teacher and the students.

e. The Show and Tell Technique' Strength and Weakness

Every technique has the strength and weakness. KH had found the strength side of this technique in term of its activity and media. She stated, "The activities are interesting so it will not be borring to be applied for the students, and the media is easy to find". While SF perceived that Show and Tell technique can make the students more active due to the material and activities have to be done by them. It built up their creativity in learning. This factor was believed as the strength of this technique.

Besides, SY argued that this technique's strength was this technique could be applied in the classroom activities. Thus, all of the teachers believed that the Show and Tell technique had its strength when it was adaptable to the teaching learning process.

KH noticed that this technique is really helpful for students understanding. Sometimes, when the teacher only describe a picture in the book, the teacher had to work hard at explaining the material because of the students' background knowledge problem, by using Show and Tell technique, the students become more understood about what is being told.

On the other hand, SF said that the weakness of this technique might be the limited time.

For that reason, the teacher should build the classroom learning activities as creative as possible to attract students' interest in learning and set the right time allocation to make the target is achieved.

It was widely believed that teaching by using Show and Tell technique make the teachers and students easy to achieve the learning objectives. The teachers have the responsibility to prepare the learning materials to bring to the classroom.

f. The Classroom Situation of Using the Show and Tell technique

In term of classroom situation of using Show and Tell, KH found that this technique made the students feel at ease in learning. But if it is the students in intermediate level. She said, "If we used Show and Tell technique for students in intermediate level, it can be easier in teaching because the students in intermediate level can focus on their friends who were doing Show and Tell,". It also supported the teachers and students in learning process. Furthermore in SF and SY perception also the same. The classroom

situation of using Show and Tell in teaching learning process can be developed if it is applied for students in the intermediate level. The teaching learning goals was achieved.

g. The Obstacles in Applying Show and Tell technique

It is well known that a technique is never perfect. The teachers need to concern the technique suitability to be applied in the teaching learning process. They might find some difficulties in applying the technique.

KH claimed that it was difficult to teach using this technique if the students are in the lower level which they don't have adequate vocabularies.

Based on SF experience, it was hard to teach using this technique because this technique needs more teacher guidance and it spends more time.

On the other hand, SY said that he had to encourage the students who were shy to speak in front of the class.

In applying the technique, the obstacle was the students who were lack of mastering vocabulary. KH found that it was caused by the students' background knowledge. Some of the students used to understand the materials, while some of them have not understand because the low of vocabularies. Thus, she had to be as creative as possible to make all of the students understand more vocabularies.

In addition, SF said that teacher have to guide more and have to set the right time allocation so the Show and Tell can be done in the time have been set.

According to SY, the teacher had to spend more time in encouraging to make the students be more brave to do the Show and Tell . Consequently, the teachers should find the best alternative to deal with the classroom situation in teaching English speaking using the technique.

Discussion

The result of data analysis was the interview answers. In the interview data, the researcher found that there was no significant difference of the teachers' perspective of the Show and Tell technique. All of the teachers have similar view of the Technique's aspects. The different perceptions were about the difficulty and strategies in applying the Show and tell technique. It was proven by the interview answers about Show and Tell as one of technique they use in teaching English speaking.

It is also crucial to discuss the result to answer the research questions of this research in chapter 1. There are 2 research questions that the researcher addressed in this study. The first question is "What are the teachers' perceptions toward the use of Show and Tell technique in teaching English speaking". This question can be answered based on the interview data.

From the interview, the researcher found that the English teachers used Show and Tell technique. Examining the first question based on the teachers' perception, the researcher found that the teachers were positively perceived the Show and Tell technique. The teachers claimed that the show and tell technique is one of good technique. They perceived that the technique is relevant to the daily life and the students' need. The technique is suitable to the curriculum of the school. These views have also been present in previous research: Syari (2017), Rahmi (2017) and Endarweni (2014). The similarities from my research with those 3 previous researches are we conducted a research dealing with Show and Tell technique. But the difference is, they took the students as the sample of their research, while I took the teachers as the sample. Those 3 previous researches goals were to know the students English improvement

by using the technique, while my goals are to know the teachers' perception toward this technique and also the obstacles when applying this technique.

According to the interview answers, all of the teachers agreed that the technique presented and supported cognitive, affective, and psycho-motoric aspect in a balance and this technique can make the students active, responsible and cooperative. It could be conclude that the show and tell that the teachers used is good as Ramsden (2003) said "A good teaching is where it require students to learn actively, responsibly and cooperatively."

The second question is "what are the obstacles in applying Show and Tell technique". This question can be answered based on the interview result. The researcher found that there were some possibility of the classroom situation that had to be faced by the teachers. The problem faced in applying show and tell technique was the students ability in learning English. Some of them lack of knowledge and some of them less confidence. In some cases, they were lack of vocabulary which makes them difficult to learn English. Thus, the teachers should start the learning process from the very beginning to ensure the students' understanding, apply this technique in the right students' level and encourage the students to be more confident.

IV. CONSLUSIONS AND SUGGESTIONS

Conclusions

This study was a descriptive research conducted at SMPN 4 Natar. This study aimed to examine the teachers' perception on the use of Show and Tell technique in teaching English speaking and to find out the obstacles in applying the Show and Tell technique in teaching English speaking.

Based on the data of the interview, the result showed that the teachers perceived the Show and Tell Technique used in SMPN 4 Natar was able to accomplish the learning targets, but it takes the teachers' effort in applying this technique in learning English due to the students' problem in English vocabulary. On other hand, the teachers agreed that this technique was already suitable to be used in teaching English. It was referred to the curriculum and the students' need. Thus, the teachers believed that the Show and Tell technique gives a great support for the English teaching learning process.

In term of applying the English teaching technique, the problem was in overcoming the students' environmental condition. Meanwhile, the teachers' difficulty in using English teaching technique other problem was the students' English ability which is in basic level. Moreover, the result showed that the students' previous educational background might become a problem in adapting the technique.

Suggestions

There are some contributions that might be useful for the English teachers in teaching English using Show and Tell technique. The Show and Tell technique is one of a good Technique in teaching learning process which can make the students more active in learning and using English. The teachers have a typical role as an educator, facilitator, and instructor. They involve the students' learning activities using the Show and Tell technique and other resources to reach the learning objectives.

Thus, this study suggests the teachers to use the Show and Tell technique as well as possible in order to make the interesting, active and successful teaching learning process. Yet, the teachers should prepare the right time allocation to support the classroom activities. This study also recommends the further research to approach this issue from different perspective. The current study was based on the teachers' perception only. A similar study can be conducted about the Show and Tell technique used based on the students' perspectives. Therefore, the following research can expose the students' views of the use of Show and Tell technique in learning English speaking.

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The use of news item video on YouTube to improve students' speaking ability at Grade XII of SMAN 2 Bandar Lampung

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ABSTRACT

In learning speaking, the students at Senior High School should be able to speak English appropriately. In the real condition, some students at Senior High School found difficulties in speaking English that is caused of some factors. One of the factors was how the teacher delivered the material. The materials were given by the teachers were not interesting. To make them interested and wanted to share their feelings in speaking English, the researcher used news item video as the media in the process of teaching and learning English. The research was intended to find out statistically significant improvement of the students' speaking ability after they got treatment by using news item video. The subjects of the research were 27 students at SMAN 2 Bandar Lampung. There were three raters who assessed students' speaking ability. The data were collected through speaking test (pretest and posttest). The paired simple t-test was used to analyze the data collected from both the pretest and posttest. The result showed that the news item video had statistically significant improvement on the students speaking ability with the significant level 0.05. This suggest that the news item video facilitates students to improve their ability of speaking.

Keywords: Speaking, news item video, news item text, YouTube.

I. INTRODUCTION

This research aimed to find out the significant improvement of students' speaking ability after the students were taught by using news item. Speaking is a crucial part of second language learning and teaching (Kayi, 2006). In learning speaking, the students at Senior High School should be able to speak English appropriately. The students must be capable to build an interactive communication to express meaning in formal or informal conversation in the context of daily life. By being able to build an interactive communication, it means that the students can comprehend the conversation. Learning English as a foreign language is different thing to do for most Indonesian students, because it cannot be learnt naturally as they learn their first language. Usually learning foreign language means learning the dictionary, grammar and the sound of system in that language. Focusing on language form is important in foreign language learning but developing the ability to the real communication in English is the main goals of an English language course. At the end of a course, the learners should be able to communicate effectively in English in or outside the classroom for study, works or leisure.

In the real condition, some students of SMAN 2 Bandar Lampung find difficulties in speaking English. Based on the researcher's observation during *PengenalanLingkunganPersekolahan* (PLP) in SMAN 2 Bandar Lampung, the speaking inability of students are caused by several factors, those are: the lack of vocabulary mastery, the lack of self-confidence and the lack of ideas to speak. Students often have low self-confidence, and they are not pushed to express themselves in front the other students. When the teacher asks them to give personal information or opinion, most of them still take a long time to think the ideas on their mind. Students are often found themselves in trouble when they start to speak in English. They feel afraid of making mistakes and usually do not have enough bravery and motivation to learn and speak in English. Most of the students have not achieved the minimum standard criteria speaking based on genre, especially in news item. There are several problems why it can be happened such as, first, learning that often occurs in the class is still dominated by the teachers, so the learning carry out in the

class is less effective. Second, there are still many teachers who think students as their loyal listener, hence the students cannot be active during the learning process.

Media can support students' interest to learn more about English and also media support teacher in teaching. The current study applies video to ease teachers and students during speaking learning process. The media that is used in this study is news item video. It is an authentic material in the form of audio-visual modality about a particular news which events of the day. The events are considered newsworthy or important it means if there is an important event that should be known by many people, then this event deserves news. Referring to the high school graduate standard, news item text should be completely studied in the first class with report text. According to Roswita (2018), to perform a report through news reporting the students were asked to develop a story or news in the form of writing in which later they should perform with their peers acting as news reporters. However, many students in senior high school do not yet achieve this ability to deliver the news in English well. Fortunately, news item is one of the lessons learned in senior high school. In news item, the students are taught how to comprehend the information in news. Students are required to be able to conceive information from the news since this ability is useful for the students themselves. In comprehending the news, students need to use their communication skills. They use their communication skill either to clarify the news or to give their opinion toward the news they are reading or listening to.

There are several studies have been conducted in the use of news video or YouTube videos especially for improving students' speaking skill. The first research was conducted by Lestari (2019), University of North Sumatra, Medan, this research was conducted to find out the improvement of the students' ability in writing News Item text by using Video. The result of the analysis data showed that mean of the pre-test was 64.3 and only 9 students (31%) who got score 75 and passed the test. Based on the result of the students' responses in teaching learning process, the students were more active and felt interesting and enjoy at writing News Item text by using Video. The second research was conducted by Yunita (2015), Ganesha University of Education, she conducted a pre-experimental research about the effectiveness of using video YouTube toward students' speaking ability at the second grade of MTs PSM MirigambarTulungagung. The result shows that the mean score of students' speaking is 58.4375 before treatment was given and it becomes 67.8125 after the students were given treatment in which it means that there is a significant difference of students' speaking ability by using video YouTube. The third research was conducted by Aprilia (2019), Bina Dharma University, has done a research by using news videos to improve the speaking skill. Based on the result of the study, the writer concluded that news video was an effective medium to improve the students' speaking skill. The t-obtained, both in paired sample t-test and independent sample test, was higher than t-table. In other words, news video is effective to improve the students' speaking skill. The last research was conducted by Amalia (2011), Semarang States University, had done research improving students' ability in writing news item text by using old and new information. Based on the result of the data analysis, there was a significant difference average in students writing achievement. It was supported by the result of computation which showed significant difference between experimental and control group. Their writing was become more coherent than the student who got the treatment using jumbled sentences.

II. METHODS

The research design that the researcher would use in this study was a single group pretest-posttest design. Single group meant that this study used only in one class. Pretest-Posttest served to measure the success of the study. The researcher gave the pre-test to know students' speaking ability before the treatment and the post-test was used to find out the statistically significant improvement of students speaking ability after the implementation of guessing game technique. Referring to Setiyadi (2018), the design presents as follows:

G = T1 X T2

Where:

G: refers to the group (one class)

T1: refers the pre-test

X: means the treatment (the implementation of news item video)

T2: relates to the post-test

The researcher conducted the research by using one class. The subject of this research was one class the third grade students of SMA Negeri 2 Bandar Lampung that is XII MIPA 1 which consisted of 27 students. The instrument of this research was speaking test. The pre-test was administered to the students to measure their initial ability in speaking. The speaking test was based on the material in the syllabus. Post-test was administered to the students to know their achievement in speaking English through news item video applied in three treatments.

To get the reliability of the test, the researcher used inter-rater reliability. This inter-rater's reliability counted level of the reliability based on two series of score that were gotten by two raters or more simultaneously. The researcher asked two people who had the capability of assessing speaking to be the raters. The first rater was an English teacher of SMAN 2 Bandar Lampung, Ms. VrentiSiska, S.Pd., M.Pd. The second rater was Mr. Jonidam, S.Pd. where he was an English teacher in Youngster English Course. The reliability of these ability judgments could be determined by obtaining and comparing the scores of three raters. The scores of the raters could be correlated to determine the consistency of scoring. So, inter-rater reliability of the test was examined by using the Reliability Test in SPSS. In assessing the students' speaking test, the raters used the same scoring criteria. The criteria of scoring system are based on the following table:

Table 2.1 scoring table

Aspect of Speaking	Rating Scales	Description
Pronunciation	17-20	Speech is fluent and effortless as that native speaker.
	13-16	Always intelligible though one is conscious of a definite accent.
	9-12	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	5-8	Very hard to understand because of pronunciation problem most frequently be asked to repeat.
	1-4	Pronunciation problems so severe as to make speech unintelligible.
Vocabulary	17-20	Use of vocabulary and idiom virtually that of a native speaker.
	13-16	Sometimes use inappropriate terms and must rephrase ideas, because of inadequate vocabulary.
	9-12	Frequently use the wrong word, conversation somewhat limited because of inadequate vocabulary.
	5-8	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1-4	Vocabulary limitations are so extreme as to make conversation virtually impossible.

Fluency	17-20	Speech is fluent and effortless as that of a native speaker.
	13-16	Speed of speech seems rather strongly affected by language problem
	9-12	Make frequent errors of grammar or order, which obscure meaning.
	5-8	Usually, hesitant often forced into silence by the language problems.
	1-4	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	17-20	Appear to understand everything without difficulty.
	13-16	Understand nearly everything at normal speed although occasionally repetition may be necessary.
	9-12	Understand most of what is said at slower normal speed with repetition.
	5-8	Has great difficulty following what is said
	1-4	It cannot be said to understand even simple conversations in English.
Grammar	17-20	Grammar almost entirely inaccurate phrases.
	13-16	Constant error control of very few major patterns and frequently preventing communication.
	9-12	Frequent errors showing some major patterns are uncontrolled and causing occasional irritation and misunderstanding.
	5-8	Few errors, with no patterns of failure.
	1-4	No more than two errors during the dialogue.

In collecting the data, some procedures were applied as follows:

1. Selecting and determining the population and sample

The population was all the twelfth-grade students in SMAN 2 Bandar Lampung. There were twelve classes, the researcher only took one class as the representative, and it was XII MIPA 1.

2. Finding and selecting the material

In this session, the materials were taken from YouTube. Furthermore, the news item was chosen as the material in this research. It was based on curriculum 2013 and school syllabus.

3. Administering the pre-test

Pre-test would be conducted before the treatments. This test was aimed at knowing the students' speaking ability before having the treatment. In this test, the students had to choose one of five news item texts then they had to deliver the text by delivering it in the form of videos that were uploaded to YouTube.

4. Lesson plan trial

Before doing treatment, the researcher conducted lesson plan trial to check whether the lesson plan made by the teacher is good or not. The researcher conducted lesson plan trial for three meetings with the students grade twelve at MA Diniyyah Putri Lampung. There are ten students from XII IPA 1 who joined lesson plan trial. The result from the lesson plan trial is the researcher need to revise some technical

learning in learning activities, meanwhile the students could follow the learning material well. In conclusion, the researcher divided five aspects of speaking in learning material. There are comprehension and pronunciation in pre-activities, vocabulary and fluency in while activities, grammar in post-activities.

5. Conducting treatment

Treatment would be given in three meetings. For the first meeting, the students would watch video which consist of the explanation about news item in general along the example of how to deliver the news and the teacher would explain about news item material in general. The students' activities for the first meeting were asked by the teacher about the topic of the video that was given by the teacher. Then, the students found and identified the difficult words from the video and after that the teacher helped the students to pronounce the words clearly than the students repeated after the teacher. The students were given news item text by the teacher than the students read individually. After that, the teacher asked the students to read voluntarily. The teacher asked the students to find the difficult word that they do not know the meaning from the video. The teacher asked the students to find the synonym and antonym of the word that they found than they were asked to make sentences based on the tenses that was used in the video. Therefore, for the second and third meeting, the students would watch video about how to deliver the news with different topic and the students' activities were the same as the activities in the first meeting which was covered the five aspects of speaking.

6. Administering the post test

Post-test would be conducted after the treatments. This test was aimed to see the students' speaking ability after having the treatment by using news item video. In this test, the students would be given the same instruction as pre-test.

7. Analyzing the data

The result would be identified from the average scores of pre-tests and post-test compared to see the improvement of speaking achievement.

III. RESULTS AND DISCUSSIONS

The pre-test and post-test were administered in the experimental class to find out whether there is an improvement in students' speaking ability. Pre-test and post-test were given in the video project with time allocation was 3 minutes in each video. The pre-test was conducted in order to know the students' speaking ability before being given treatments. The mean score of pre-tests was 61.5. The highest score was 74 and the lowest score was 54. The frequency of the pre-test was listed as follows:

Table 3.1 distribution frequency of students' pre-test score of speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54.00	1	3.7	3.7	3.7
	55.00	1	3.7	3.7	7.4
	57.00	3	11.1	11.1	18.5
	58.00	4	14.8	14.8	33.3
	59.00	1	3.7	3.7	37.0
	60.00	3	11.1	11.1	48.1
	61.00	6	22.2	22.2	70.4
	62.00	1	3.7	3.7	74.1

	64.00	1	3.7	3.7	77.8
	67.00	2	7.4	7.4	85.2
	68.00	1	3.7	3.7	88.9
	71.00	1	3.7	3.7	92.6
	73.00	1	3.7	3.7	96.3
	74.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

Meanwhile, the post-test was administered in order to determine whether there was a significant improvement of the students' speaking ability or not after giving three treatments. The students were asked to make a video project as like pre-test, but the text for post-test has been paraphrased before. The mean score of post-tests was 68.7. The highest score was 82 and the lowest score was 60. The researcher used Statistical Computation with SPSS 20 for Windows to analyze the scores on the post-test of students' speaking ability. The distribution score of the post-test of students' speaking ability is explained in the following table:

Table 3.2 distribution frequency of students' post-test score of speaking

		Frequency	Percent	Valid Percent	Cumulative Percent
	60.00	1	3.7	3.7	3.7
	61.00	1	3.7	3.7	7.4
	62.00	2	7.4	7.4	14.8
	63.00	2	7.4	7.4	22.2
	64.00	1	3.7	3.7	25.9
	65.00	2	7.4	7.4	33.3
	66.00	3	11.1	11.1	44.4
	67.00	2	7.4	7.4	51.9
	69.00	1	3.7	3.7	55.6
Valid	70.00	2	7.4	7.4	63.0
	71.00	2	7.4	7.4	70.4
	72.00	2	7.4	7.4	77.8
	73.00	1	3.7	3.7	81.5
	75.00	1	3.7	3.7	85.2
	76.00	1	3.7	3.7	88.9
	77.00	1	3.7	3.7	92.6
	80.00	1	3.7	3.7	96.3
	82.00	1	3.7	3.7	100.0
	Total	27	100.0	100.0	

The normality test was used to measure whether the data of the test had normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 20.0 for Windows. The Result of the normality test can be seen in the table below:

Table 3.3 result of normality test

		Pretest	Postest
N		27	27
Normal Parameters[a,b]	Mean	61.59	68.70

	Std. Deviation	5.228	5.843
	Absolute	.249	.133
Most Extreme Differences	Positive	.249	.133
	Negative	-.116	-.068
Kolmogorov-Smirnov Z		1.293	.692
Asymp. Sig. (2-tailed)		.071	.724

a. Test distribution is Normal.
b. Calculated from data.

The pre-test and post-test scores were normally distributed because the sig (2 tailed) was higher than 0.05. In brief, it could be assumed that the scores in pre-test and post-test had normal distribution.

Comparing result of the pre-test and post-test from this research in which the mean score of pre-tests was 61.5 and the mean score of the post-test was 68.7. It could be seen that the mean of the students' score on pre-test and post-test were significantly different, it increased from 61.5 to 68.7. There was difference for about 7.2 point after being given the treatments. Besides that, there were significant improvement in every aspect of speaking too. It could be seen in the tables and explanation below:

Table 3.4 the comparison between pretest and posttest score in every aspect speaking

No	Name	Pronunciation		Vocabulary		Fluency		Comprehension		Grammar	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1.	S1	16	16	15	16	13	16	14	16	14	16
2.	S2	11	13	10	12	12	12	12	13	11	11
3.	S3	13	13	14	16	12	15	13	14	15	16
4.	S4	12	12	12	13	11	13	11	13	15	15
5.	S5	13	15	12	13	12	13	12	14	14	15
6.	S6	14	15	14	15	12	15	14	16	15	15
7.	S7	13	14	13	13	11	13	12	12	12	12
8.	S8	11	11	12	12	11	11	11	13	11	14
9.	S9	12	14	13	14	11	14	13	12	11	13
10	S10	12	13	12	13	11	13	13	13	12	13
11	S11	12	13	12	14	11	12	12	13	12	15
12	S12	11	13	11	13	11	12	13	12	11	13
13	S13	12	13	12	13	12	12	12	14	11	13
14	S14	13	14	12	13	12	13	12	13	12	12
15	S15	12	14	11	15	12	13	13	14	13	14
16	S16	13	15	12	13	11	12	12	13	11	14
17	S17	13	14	14	14	12	14	13	14	12	14
18	S18	12	12	13	12	11	12	12	12	13	14
19	S19	11	11	12	12	12	13	11	14	11	13
20	S20	12	15	11	15	11	13	11	15	13	14
21	S21	12	12	12	12	12	12	12	13	11	13
22	S22	14	15	13	16	13	15	13	15	14	16
23	S23	13	14	12	14	12	14	12	15	12	14
24	S24	11	14	14	14	12	14	12	13	11	13
25	S25	15	16	14	15	12	15	14	15	12	16
26	S26	12	13	12	14	13	15	11	15	12	15
27	S27	15	17	15	17	15	16	15	16	14	17
Total average		12	14	12	14	12	13	12	14	12	14

It could be seen from the table above, the mean of pre-test and post-test in every single aspect of speaking was different. The post-test score had higher score than pre-test score. In other words, there was significant improvement in every aspect of students' speaking ability after taught by using news item video.

Discussions

Based on the result of this research, the students' speaking ability improved after being taught by news item video at the third grade of SMAN 2 Bandar Lampung. In other words, news item video can be used to make a significant improvement in the students' speaking ability. The significant improvement can be seen by comparing the mean score between the pre-test and post-test.

In the pre-test, the research found out many students did not know how to deliver the news well. It can be seen from the students' video project which most of them did not use opening and closing in delivering the news. Researcher also still found the problem in their aspects of speaking like; how to pronounce the word, lack of vocabulary for opening and closing, the fluency of delivering the news, their comprehension in understanding the news and also the grammar of composing the news item text. As the result, they did not perform well. After conducting the research, there were some advantages from news item video; it can be used as information for English teachers, especially in teaching speaking through news item video, and to know the significant improvement of the students' speaking ability after the treatments. Besides that, there were also disadvantages that found in this research. Not all the students have a good performance in making video project. It might be caused some students felt not confident to speak and also the lack of strategy to raise their attention. It needs more arrangement to make the learning process run well. So,it means that improvement is needed as a reference for the next research.

From the result of this research, the researcher found that the students who were taught by using news item video could achieve a better result in learning English speaking. The research had proved that news item video could make the students be more active, innovative and creative in the learning process. It is supported by Roswita (2018) who stated that performing a report through news reporting, the students were asked to develop news in the form of writing in which later they should perform with their peers acting as news reporting. So, the students can have their own creative video as like a newscaster for example in making opening and closing for delivering the news. Meanwhile, according to Aprilia (2019) news video was an effective medium to improve the students' speaking skill. Therefore, news item video is a media that was used in the treatment for this research. It can be inferred that the problem students faced in speaking can be minimalized after they got the treatments. Therefore, the students' ability in speaking had been improved.

IV. CONCLUSIONS

The purpose of this research is to find out whether there is an improvement in students' speaking ability after the implementation by using news item video. Based on the research, it is concluded that the implementation of news item video was effective to improve students' speaking ability. Based on the result of the test and analyzing the data, there was an improvement in students' speaking ability after the implementation of news item video in SMAN 2 Bandar Lampung. It could be seen from the improvements of students' speaking ability in the pre-test and post-test. The mean score improved from 61.5 in pre-test to 68.7 in post-test. The result of the hypothesis test showed that there was a significant improvement after being taught by using news item video, the value of sig (2 tailed) is lower than 0.05 ($0.000 < 0.05$).

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The use of video to improve students'writing of Procedure text at the second grade of SMPN 8 Bandarlampung

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ABSTRACT

The aim of this research was to find out whether or not there was significant improvement o students' procedure text writing ability after the implementation of video as media. This research was also intended to investigate students‟ perception with regard to interest, challenge, choice and enjoyment of the implementation of video as media in language learning. This research was conducted through both quantitative and qualitative approach. A total of 29 eighth graders of SMP Negeri 8 Bandarlampung took part in the current study. The instruments used inthis research writing test (pre- and post-test) and questionnaire. The result showed that students‟average score in the pre-test was 53.93 and in the post-test was 59.13 in which the gain scorewas5.20.The result of the Paired Sample t-test confirmed the hypothesis that there was significant improvement in students‟ procedure text writing ability at the $p<0.05$, $p = .000$. Theresults of the questionnaire for the second research question also showed that this learningmedium helps students increase their interest, as well as provides their learning experience with challenge, choice and enjoyment.

Keywords:*video,writing,proceduretext,students'perception*

I. INTRODUCTION

In educational environment in Indonesia the students‟ goal to learn English in 2013 Curriculumis to be able to communicate in English in written and oral forms (*Permendikbud No. 64, 2013*).There are actually two categories of English skills: receptive and productive. Harmer (2001)states that receptive skills include listening and reading since the learners are not required toproduce languageand justreceiveand understand it. On the otherhand, Nunan (2003) statesthat productive skills include speaking and writing since the learners should be able to producelanguage as an outcome after learning the language. The students thus should learn those fourskillsofEnglishnamely,listening, speaking, readingandwriting.

Writing is not a simple matter of how someone trying to transcribing their thoughts or ideas intowriting symbols because it requires harder thinking process to generate ideas. Richard (2002)supports this idea that writing is the most difficult skill for second language learners to master.Writing was also becomes one of the English skills learnt in junior high school and there areseveral genres of writing that should be learned namely, narrative, descriptive, procedure andrecounttext.

Procedure text is designed instructions to direct, inform and explain how something is achievedthrough a sequence of steps (Barwick, 1999). The purpose of the text is to provide instructionsfor making something, doing something or getting somewhere. Thus, it is important for the learners to make a good procedure text to avoid misunderstandings. Barwick (1999) adds that the successful communication of procedure depends on the person who is communicating having the skills to pass it on accurately.

However based on researcher's pre-observation in SMPN 8 Bandar Lampung, 7 out of10students who were chosen to represent one whole class of VIIIC were making many errors

intheir procedure text writing. Learning media that might not be suitable for students could be one of so many issues that caused this problem.

Based on the explanation above there are a lot of media that can be applied in learning activity as a solution for this problem. One of the media that can be applied is by using short video in learning writing of procedure text.

Media can be classified into three types namely visual, audio, and audio-visual media (Ariani&Haryanto, 2010). There are many kinds of media that in this era every teacher is required to beable to integrate their classroom with the use of media as a form of technology. Video is one oftechnologies that can be used as media for teaching a procedure text. Video provides constant movement of sophisticated images, moving pictures, animated pictures, or moving text accompanied by audio or sound effects. On its advantage, many educators have chosen to use video slowly for viewing comprehension which is a process of comprehending visual and verbalmessages (Reyes, 2005). That is to say, by viewing a video we would likely feel motivated tocomprehend the visual and verbal message inside it. A research also has been conducted by Akmala (2011) to find out students‟ improvement in writing of narrative text by using video. The result of her study shows that video can improve students' ability to write narrative textbecause this media can attract and grow students‟ motivation in learning that they can learn better. Thus this media can give a good impact on their achievement in learning activity.

Indrasari (2010) found out that using short video in teaching writing could improve the students‟ attitude toward writing during the teaching learning process like students were able to show more motivation to join the writing class.

Referring to the explanation above, this research tried to apply short video as media in teaching writing of procedure text in Junior High School. Therefore, the objectives of this research are (1) to find out whether there is any significant improvement of students‟ writing of proceduretext after the implementation of the video as media in language teaching, and (2) to investigate the students ‟perception with regard of interest, challenge, choice and enjoyment of the implementation of video as media in language learning.

II. METHODS

Participants

The population in this research was the eighth grade of SMPN 8 Bandar Lampung in academicperiod 2019/2020. One class was chosen as sample and it was chosen randomly to avoid thesubjectivity of the research (Setiyadi, 2006). Thus the sample of this research was the students in class 8 C consist of 29 students with12 females and 17 males.

Instruments

Writing tests were used as the instrument to find out the increase of students‟ writing skill afterthe implementation of video as media in language learning. Writing test as instrument in thisstudy plays a key role in determining whether the objectives of teaching writing can be achieved or not (Suparman, 2016). A questionnaire was used to investigate students‟ perception with regard to interest, challenge, choice and enjoyment after the implementation of video as media in language learning.

DataAnalysis

The quantitative data that has been obtained then was analyzed through the steps as follows: (1)Tabulating the results of the tests and calculating the means of pre- and post-test scores. (2)Drawing conclusion from the tabulated results of the tests given, that is by statistically analyzing the data by using Paired Sample t-test to show the differences between pro- and post-tests to answer the hypothesis. The qualitative data was analyzed through steps as follows: (1) Tabulating the students "answer on the questionnaire. (2) Determining the coefficient of reproducibility and scalability. (3) Using descriptive analysis to analyze the data.

III. RESULTS AND DISCUSSIONS

Results

In order to see whether or not the objectives of the research were achieved, the researcher analyzed the result of students "writing on pre-test and post-test which is displayed in Table1.

Table1.Frequency Distribution of Students "Writing Scores Both in the Pre-Test and in Post-Test

Score	Frequency of Pre-test	Percentage	Frequency of Post-test	Percentage	Category
45-49	6	20.69%	2	6.90%	VeryLow
50-54	10	34.48%	4	13.79%	Low
55-59	10	34.48%	11	37.93%	Average
60-64	2	6.90%	5	17.24%	Good
65-69	1	3.45%	6	20.69%	High
70-74	0	0.00%	1	3.45%	VeryHigh
Total	29	100%	29	100%	
Mean	53.931		59.1379		
Gain		5.2069			

Table 1 shows that the students" writing score increased after the implementation of video asmedia. It can be seen from the differences of mean score gained by the students before and afterthe treatment was given. Besides, the data from Table 1 also showed that the frequency ofstudents getting score lower than 50-54 was decreasing on the post-test. Thus it couldbeconcluded that this media did improve students' procedure text comprehension ability whichlead them to have a better achievement in writing this particular topic. the mean of the post-testwhich was higher than the pretest. The calculation of the mean score showed that the mean of students' pre-test score was increasing as much as 5.206 on the post-test.

However to prove that the hypotheses proposed by the researcher was accepted, the researcher took Paired Sample t-test on SPSSver.16 and the result can be seen as follows:

Table2. T-test Resultof Hypotheses Analysis

PairedDifferences			
	Std.De	Std.	95%Confidence Intervalofthe Difference

		Mean	viation	Error Mean	Lower	Upper	T	Df	Sig.(2-tailed)
Pair 1	PRETEST – POSTTEST	-5.207	2.202	.409	-6.044	-4.369	-12.734	28	.000

Note:

- Sig.(2-tailed)is0.00(<0.05)meaningthereissignificantimprovementonmeanscorebetweenPre-TestandPost-Test.

Table 2 above shows that significance level is lower than 0.05 (0.00<0.05). It could beconcluded that there is difference in the mean score of the pre-test and post-test. The mean score of both tests are different in the way that the mean score of the post-test is higher than the one on the pre-test, it can be concluded that students‟ writing of procedure text does improve significantly after short video was implemented in teaching writing of procedure text.

The researcher has also calculated the improvement of each aspect of writing after the videos asmedia in teaching writing were implemented. These aspects of writing are adopted from Jacob(1981). The improvement of each aspect of students ‟writing can be seen as follows:

Table3.The Increaseof Each Aspect of Writing

No.	Aspects	Percentages	Mean Score		Gain	The Increase(%)
			Pre-test	Post-test		
1	Content	30%	18.41	18.79	0.38	1.3%
2	Organization	20%	11.74	13.14	1.4	7%
3	Vocabulary	20%	10.45	11.91	1.46	7.3%
4	Grammar	25%	10.6	11.93	1.33	5.32%
5	Mechanic	5%	2.76	3.4	0.64	12.8%

Based on the Table 3, each aspect of writing is improve and it can be seen from the differencebetween the mean score of students‟ writing in the pre-test and post-test. However, the aspectthat least improved wascontent and in contrast, the vocabulary aspect improved the most amongst all four other aspects. The result above indicates that the implementation of video asmedia in learning and teaching writing apparently can help the students to be better in writingprocedure text especially in vocabulary aspect. These findings are in line with Harmer (2001)that states one of the advantages of using the video is on the opportunity to see the language.This opportunity enhances the students‟ understanding about the language thus the studentscould gain knowledge about aspects of writing including the vocabulary aspects. However, thestudents were still kind of falling short to increase their ability in aspect of content. Comparingthe students‟ mean scores of pre-test and post-test on Table 3, the students have not showedhuge differences or increase on aspect of content.This finding might be caused by the fact thatit took longer for them to comprehend content of writing from video as they have to watch thevideo until the very end to conclude the result or to resume what the video was about whichcaused nothing new syndrome and poor viewing conditions (Nunan, 2001). Or it might becausedby students‟ lack ofability tointerpretunstatedinformation or inexplicitly showninformation in the video (Suparman 2020a; Suparman 2020b, Suparman 2020c). Nothing newsyndrome and poor viewing conditions have actually been described as the disadvantages

ofusing video. This is what the researcher believed to be the reason of how the aspect of content in post-test was not showing huge differences from pre-test.

According to the results that have been discussed above, it can be concluded that video can helpthe students to create better procedure text writing. Exposing the students with language inputfrom video would enhance the students‟ understanding about the language. Canning-Wilson(2000) supports this idea that the video can act as stimulus or catalyst to help integrate materials or aspects of the language.However, the improvement of aspect content still kind of fallingshort due to how the video caused nothing new syndrome and increasing the possibility of poor viewing conditions.

In this study, the researcher also investigated the students‟ perception with regard to interest,challenge, choice and enjoyment. Through a questionnaire, the researcher manages to obtain the data. The result of the questionnaire can be seen in the following table:

Table 4. Descriptive Statistics of the Questionnaire

Dimension	N	Minimum	Maximum	Mean	Std.Deviation
Interest	29	8	12	10.17	1.227
Challenge	29	5	8	6.62	.677
Choice	29	5	8	6.72	.922
Enjoyment	29	9	12	10.62	1.015
ValidN(listwise)	29				

From Table 4 above, the mean of score of each aspect of the perception would reflect number ofscale that most of the students had chosen. Thus, since the mean score of each aspect of the perception is heading closer to the maximum points which are 12for interest andenjoyment,and 8 for challenge and choice it means most of the students are answering the questions on thequestionnaire by choosing the highest scale which is 4 which indicates Totally Agree. It can be concluded that most of students are Totally Agree that this media is interesting, challenging, has proper choice as well as enjoyment in language learning.

Discussions

Given the condition of students‟ procedure text writing in the pre-test the researcher concludesthat most of the students were not able to properly create their own procedure text writing. From the pre-test result, their procedure text writing still lack of proper grammar, vocabulary, mechanic, content, and organization. There were not many variations of vocabulary that the students used in their procedure text writing which indicates that the students had limited amount of vocabulary to support their writing. The students were also unable to form grammatically correct sentence. In mechanic, the students still misplaced some capital letters byusing them in the middle of the words. The students had understand general concept of content and organization in writing but still falling short in making sure the content and organization that they used were appropriate.

After the videos were implemented in the class, the students showed some improvements. Theymanaged to create longer sentence as they learn many new vocabulary from the video. Thisfinding verify theory from Canning-Wilson (2000) that video offers contextual support and/orhelps learner to visualize words as well as meaning. The words were visualized in the way thatthe words were corresponding to the narrator’s gestures and it is useful to help the students to observe and understand the meaning of the word and utterances being said by the narrator.

The sentences created by the students had also become clearer due to the fact that this mediahelped them to understand how to apply grammatically correct sentences. Harmer (2001) statesthat one of the advantages of using the video is on the opportunity to see the language. The statement implies that the students were not only able to hear the language but also to see the

Language in the way that they were able to correspond the utterances produced by the narrator with what the narrator was doing physically. As the students were watching the video manytimes,they were become aware and know about the grammatical and syntactical patterns thatare used in a procedure thus it helped them to know the grammar that are supposed to be used when they have to do certain things.

The subtitle that were equipped on each video helped the students to avoid misspelling and alsohelping the students to know better about the appropriate mechanic that should be used in asentence.Even though this aspect does not improve directly because of the use of video,Vanderplank (1988) argues that subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input.

The aspect of content was also improved since the topic of the video that were used is in the sametopic of the text that the researcher tried to observe which is about procedure. Canning-wilson(2000) supports this idea that the video can act as stimulus or catalyst to help integrate materials or aspects of the language. In the video the narrator would narrate the goal and mention whatingredients or materials that should be used along with step that need to be taken in order to achieve the goal.

In organization the students managed to avoid misplace some of the steps that they wrote whichhad become a common problem before this media was implemented. Shams, Khanam and Imtiaz (2001) have also implied that as the learners watch the audio-visual the students wouldcome across new ideas and information which will activate their cognitive thinking and thelearner will at once start processing all these inputs in his mind. The way that the narratornarrated the video sequentially from the start until the video end becomes a good input to make the student understand about the organization of the procedure.

From the explanation above, it can be concluded that this media can significantly improve students' writing of procedure text. The improvement can be seen in each aspect of writing namely content, organization, grammar, vocabulary and content.

Obtaining the data about students‟ perception with regard to interest, challenge, choice, andenjoyment of the implementation of video as media in teaching and learning would provide aninsight on how this media provides them withinterest, challenge, choice, and enjoyment asthese dimensions are linked to students achievements. The first dimension of this perception isinterest. Apparently the implementation of video as media in the classroom could provide thestudents with motivation to learn, opportunity to generate ideas to write and also provide themwith a better learning experience.Aside from the fact that the short video could help thestudents create better procedure text writing, the video also provides the students with betterlearning experience. These findings are in line with Tassinari (1996) that as the students start tofeel motivated and interested in their work, the students would also start to be more responsible for the learning thus they learned more efficiently.

The second dimension of perception in this study is challenge and how this media could provide challenge during the learning process. Providing the students with challenge is important as the

lack of challenge might increase the level of boredom in classroom. Gentry, Gable & Springer (2001) also implied that high expectations and conscious efforts to provide challenges to students more often than their perceived "sometimes" are important consideration. Implementing video in the classroom could encourage the students to try something new. Assisting the learning with challenging tasks and adjusting the task and starting it from the easiest and then gradually increasing the level of difficulties could also be one way to present challenge. By doing this the students would easily keep up with the learning activities without feeling bored because the tasks are too difficult or too easy to be followed. Thus, most of the students find that the implementation of this media fit their ability. In understanding the video, the students might find it challenging as the narrator was a native speaker. Assisting the students to watch the video with subtitle could also be one way to turn this challenge into opportunity tomake them learn the target language. Vanderplank (1988: 272-273) also states that subtitles might have a potential value in helping the learning acquisition process by providing learners with the key to massive quantities of authentic and comprehensible language input.

The third dimension of perception in this study is choice. Providing the students with choice tochoose what video they would like to learn first apparently would encourage them to learn.When they got to choose what video they would like to learn first, the teacher would be able tosee the students‟ desire in learning and using that to enhance students‟ learning experience andhelp them to get better achievements in the material that they learned. The second question inthis dimension is related to integrate other choice which the fact that the students would be ableto find and use other video besides from what the teacher showed them. Gentry, Gable &Springer (2001) indicates that integrating choice is the simplest modification that can be madeby the teacher to increase motivation and learning. Besides, choice is also can be used tohelpthe students to connect them with their interest and eventually increase their motivation to learn.Gentry et al. (2001) then suggest some other meaningful choices that are not too difficult tointegrate namely, choice of types of assignments, group members (or not), order curriculum,specific content, audiences, and relevant homework are other not-so-difficult-to-integrate typesofchoice.

The last dimension of perception in this research is enjoyment. The use of this video in languagelearning apparently could make the students enjoy the learning activities and make the activities in the class become more interesting. Concerning this dimension, it can be said that the enjoyment would likely increase once the students are provided with interest and choice. But with how this media provides the students with appropriate challenge, the students could still feel the enjoyment since they are learning the material through working on tasks that are not too difficult or too easy to be followed. Malone & Lepper (1987) support this idea that even the increase in challenge might positively affect enjoyment since students often derive satisfaction from appropriate challenge and learning. Thus, it can be implied that the enjoyment also appears to be the result of how this media not only could provide the students with interest and choice but on how this media can also provide an appropriate challenge.

From the questionnaire that had been distributed after the post-test it could be concluded that in general, students found this media sparks their interest to learn the topic, provide them with challenge, offered them with choice as to the opportunity of choosing what video they would like to learn first. The students also view this short video as media that is enjoyable.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

In connection with the results ofthe study, the following conclusions can be drawn: (1) Video as media can significantly improve students' writing of procedure text at the second grade of SMPN 8 Bandar lampung. It is proved statistically by taking Paired Sample t-test on SPSS ver.16 in which the result is $p<0.05$, $p = .000$ meaning there was significant improvement in students' procedure text writing after this media was implemented. The aspect that improved the most was vocabulary and the aspect that less improved was content. (2) Most of the students found this media sparks their interest to learn the topic, provide them with challenge, and offered them with choice. They also view this short video as media that is enjoyable.

Suggestions

Related to some issues that the researcher found during the research, the researcher provides some suggestions as follows: (1) The English teacher should start to consider using this media in classroom to improve students' procedure text writing. The use Freeze-Framing technique could help the students who still have low knowledge in forming words into sentence. (2)The English teacher might want to consider using this media to improve other skills. (3) The English teacher should be able to direct students' attention to learning objective without decreasing their opportunity to enjoy the video. (4) It would be better to use not only questionnaire but also to administer interview or focus group discussion to gain richer and reliable data to support thequalitative data. (5) Thevideos that are going to be implemented in classroom should be reviewed thoroughly in case the content of the video would give bad impact or harm the students. (6) It would be better to use videos that have already equipped with subtitle because making subtitle manually would require a lot of time. (7) The other researchers should try to find out how this media could improve students' writing skill in higher education.

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The implementation of diary writing activity to improve students 'writing skill in Recount text at SMAN 1 Natar

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ABSTRACT

The aim of this study are to find out whether there is significant improvement in students writing skill and to investigate what language features produced by students after being taught by using diary writing. The sample of this research was X IPS-4 at SMAN 1 Natar. The writing test was administered as the instrument of this research. The data were analyzed by using repeated measure t-test in which the significance was determined by p<0,005. The result showed that the students ' mean score in pretest 60.82 while in the posttest mean score was 74.12 in which t-value>t-table (11.882>2.452) or sig p<0.05 (0.000<0.05). Furthermore, specific time and passive voice are the new language features that produced by students. It can be concluded that diary writing activity is effective to improve students 'writing skill.

Keywords: *Writing diary activity, Writing skill, Recount text*

I. INTRODUCTION

According to Meyers (2005) Writing is a way to produce language you do naturally when you speak. Writing is speaking to other on paper – or on a computer screen. Writing is also an action – a process of discovering and organizing your ideas, putting them on a paper and reshaping and revising them. As a writer writes, he performs an action of producing, organizing and expressing ideas in a way that is comprehensible for the reader or the audience. Since writing needs procedure and organization, writing deals with mixture of idea, vocabulary, and grammar. Harmer (2004) states that making good writing is more complex than producing speaking.

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Furthermore, Al–Jawi (2011) points out that people often communicate through writing. When students can write well in English, they are not only can improve their writing skill, but also they can improve other skills. Because of that writing should be develop intensively, especially for learning English as the second language. Since writing is considered as the most difficult and boring activity or skill that need to be learned, people should have many ways to develop their writing skill that interesting for them. In mastering writing, even in the highest level of education, the students still find many difficulties. When they are asking to write, they are thinking about how to get ideas, how to develop them into sentences, and how to make a good construction of those sentences. The lack of idea or limited knowledge on something new can fall the desire and even the enthusiasm to write.

Anderson and Anderson define a recount text as a piece of text that retells past events, usually in the order in which they happened. From this definition, it can be seen that a recount text consists of past events that are ordered chronologically. It further means that we cannot write the events randomly as there are orders to follow that will make the text understandable. Furthermore, recount text can also

be defined as a text that is basically written to make a report about an experience of a series of related event

Based on the pre-research at SMAN 1 Natar, it was found that many students have difficulties in learning writing; firstly, the students did not know what should they wrote even if they had idea in their brain. They did not how to start write their experience or idea and they were lack of background knowledge of the topic. Secondly, the students did not know the structure of the sentence and they did not when they will use past tense, present tense, or future tense. The problems might come from students 'background knowledge and concept of tenses itself. Thirdly, they were lacking of vocabulary. The last, most of the students did not put mechanic properly.

Therefore, the students' scores of writing were relatively low. In the teaching learning activity, recount text in writing skill should be interesting 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 writing scores so that the students could increase their writing skill. In writing there are five aspects that the students should improve: content, organization, vocabulary, language use, and mechanic.

Maharani (2017) states that first semester students of education were asked to write by developing their thoughts, ideas, experiences and even anything happened in their daily life they found difficulties. Some of them were extremely unconfident and reluctant to write due to some reasons. The main reason was that they thought they had nothing to write and when they had already got the ideas of what to write about, the lacks of vocabulary, grammar, and sentence organization made their ideas could not be properly conveyed. Concerning those statements, a suitable technique is really needed to help the students in their writing so that they can improve their writing. There are some applicable techniques to improve students' writing skill. One of the techniques that can be used and appropriate in teaching recount text is diary writing activity.

Diary writing has a number of advantages. It has the virtue of making writing an everyday activity, and, hence, it avoids the pressure one might feel when they are compelled to write (White and Amdt, 1991). As we write more often, writing becomes more natural and we might overcome the anxiety that accompanies formal writing. According to Hamp and Heasley (2006), diary writing gives learners the opportunity to practice free writing about what they want and whenever they want to. Another advantage is that the writer might explore experience which they might be reluctant to discuss with others, assuming that it is insignificant. Third, according Castellanos (2008) writing a personal record can stimulate the memory when one decides to do other types of writing. Sometimes a writer might think that there is nothing to write a bout. Diary writing can often help writers to brainstorm and retrieve ideas which generate topics for further elaborate writing tasks. In this sense, as Spanventa (2000) puts it, diary writing "helps writers develop their creativity."

Based on the explanations above, the Diary writing activity can help the students to improve the students' writing skill in recount 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 diary writing activity and to and to investigate what language features produced by students after being taught by using diary writing.

II. METHODS

This research used quantitative approach by using one group pre-test post-test design. Quantitative method is a method deals with statistical analysis data in the form of scores and numbers (Creswell, 2012). The population for this research is the students at the first grade of SMAN 1 Natar. The sample of his research, the researcher chooses 36 students from X IPS-4 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 Repeated Measured T-Test to find out whether any significant difference of students' writing skill after the implementation diary writing activity.

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

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test	**28**	**45.00**	**71.50**	**60.82**	**5.93517**
post-test	**28**	**55.00**	**85.00**	**74.12**	**6.03788**
Valid N (listwise)	**28**				

Based on the table 1, it could be seen that the minimum score in pretest was 45.00 and the minimum score in posttest was 55.00. The increase of the minimum score was 10. The maximum score in pretest was 71.50 and the maximum score in the posttest was 85.00. The increase of the maximum was 13.05. The mean score of the pretest was 60.82 and the posttest was 74.12. The increase of the mean score was 13.03

Table 2. Result of Paired Sample T-test

Paired Samples 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	pretest – posttest	13.30357	3.93310	.74329	14.82867	11.77848	17.898	27	.000

The table showed that the t-value is 17.898 with degree of freedom df is 27. While, the data significant based on the t-table points out at 2052. Thus, it can be concluded that the t-table (17.898 > 2052) with the significant level is 5% or 0.05. As a result, the null hypothesis is rejected and the research hypothesis ($H_{1:}$ there is a significant difference on students 'writing outcomes after having diary writing) is accepted. The table also reveals the increase of the outcomes is 13.30.

In order to answer research question what language features produced by the students after being taught by using diary writing activity the researcher were analyzed the students writing test in pre-test and posttest by comparing their writing to find out new language features that produced by the students after the implementation of diary writing. The following students writing would explain language features that produce by the students

Last week I went to my grandma's house with my family. We went there by riding two motorbikes….(Asshy Siva Marselia.)
A couple months ago I went to the beach with my big family. The location is located on the coast of re martadinata, that is 15 kilometers away from my home. (Aulia Maharani Putri).
family had a vacation to Merak Beach, in our trip we enjoyed the holiday by joking together an enjoyed the music. (Nushrah Hidayat).
The last holiday I went to Bandung city. I went to Bandung with my family. I met with my brother who lived in Bandung. I spend my vacation in Bandung approximately 2 weeks. (Risya Aulia).
It was Tuesday, when our family first time went to Yogyakarta meet bude in there (Denaya Yuliana Putri).
ore the corona pandemic I went with my family on vacation to Jakarta. (M. Al Fadly Febrian).
One Sunday morning I was with my family planned to visit my brother house. (M. Al fadly Febrian).

From the example of students writing can be explained that there was a new language features that students produce except language features in recount text (using noun or pronoun, using adjective, using simple past, using conjunction and connector, using temporal sequence and using focus on specific participant) itself.

The underlined sentences were the new language features that produce by students that specific time, although in pretest some students have been used specific time. While in language features of recount text specific time not include as the language features. Therefore specific time is the new language features that students produce after being taught by diary writing.

When I was taking pictures, I was shocked by person selling the accessories who approached me to offer they were selling…(Yuni Tri Indriafandi).
That day was Sunday where I followed selection in the school and I was chosen to follow next selection in the sub district……. being a member of paskriba is a matter of pride for me because in paskriba I was taught to be a discipline and responsible person. (Nabila Sahwa Nazala).
An experience that will never be forgotten by me…(Sinta Damayanti.

The example of students writing above with the underlined sentences was the language features that students produce after the treatment. Passive voice is the new language features that found it in their writing. In pretest the researcher didn't find a passive vice but when the researcher corrected the posttest, the researcher found some of students used passive voice in their writing. Therefore passive voice is new language features that students produce after being taught by diary writing.

Discussions

Referring on the research question on the research, the researcher would like to find out whether there is significant improvement in students writing skill after using diary writing and what language features produced by students after being taught by having diary writing.

As the researcher observed in the first meeting or pretest, the researcher found some problems in students writing ability in five aspects of writing. In first aspects of writing that is content, the researcher found that the students didn't know what should they wrote even they had idea in their brain, they didn't know how to start write their experience and also they were lack of background knowledge of the topic. In the second aspects of writing that is organization, the researcher found that the students did not know the structure of the sentence, for example "I am old sixteen years" so it should be changed into "I am sixteen years old". Then, the third aspect is vocabulary. The students ' vocabulary was still low, when the researcher asked the students to write their experience, they stuck in first word because they did not know what the vocabulary that they would write to start their writing, even though they had idea what they would to write. In language use aspect, the researcher found that the students did not know what the concept of past tense, when they made a past sentence they used verb 1 while past tense use verb 2. For example, "I am very happy" should be changed "I was very happy". For the last aspects of writing is mechanic, the researcher found that students did not put capitalization properly.

The treatment was given to the students in three meetings after administering the pretest. The first hypothesis was answered that there was an improvement in students 'writing ability after the researcher conducted the treatment. It can be seen from mean score between pretest and posttest where the difference is 13.03 (from 60.82 to 74.12). The mean score of pretest is 60.82, in order to find out the students writing skill before the treatment, the researcher administered the pretest before

implementing a diary writing in learning writing. Meanwhile, the mean score for the posttest is 74.12. Then the result was analyzed by using Repeated Measures T-Test, it was also found that the t-value was higher than the t-table and the significant level was achieved. Therefore, it was confirmed that there was a significant difference of students 'writing recount text after the students were taught by using diary writing.

In this study, the researcher also analyzed language features that produced by students after being taught by diary writing. After the researcher analyzed the posttest have been done by the students, the researcher found that there were two language features that produced by students, they are specific time and passive voice. In the posttest most of students started their task by using specific time (*The last holiday, A couple months ago, etc).* While for language features of passive voice there were only 3 students that produced this language features. So, in analyzed language features that produced by students the researcher only found two new language features.

On the whole, by writing using diary writing the students 'ability in writing recount text improves. It could be seen in the posttest of students was better than before. When the researcher applied diary writing the students feel enthusiastic because they were familiar with diary they could write and express their idea freely without limited of topic. Langan (2008) says that keeping a dairy is one of excellent ways to get practice in writing and it will help the students develop the habit of thinking on paper. Diary or journal can also make writing as a familiar part of the students" life. After doing the research, it can obviously be seen that dairy writing which was applied in writing class successfully improves the students 'writing ability. It could be seen in the improvement of the achievement in diary writing.

Referring in the explanation above, the students can encourage their writing and motivate in learning writing by using diary writing. They were freely to write what their want without particular topic, they could express and develop their idea. Besides that, diary writing gives opportunities for students to develop their writing as stated by Ngoh (as cited in Tuan, 2010) states the benefit of diary writing that it also provides students with good opportunities to improve their writing skills and good chances to record their thoughts and feelings. In addition, it can be inferred that diary writing can improve students 'writing.

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 of students 'writing ability after being taught by using diary writing which could be seen from the value of two railed significance which is lower than 0.05 (0.000<0.05). It also supported by the students 'score of pre-test and posttest which improve from 60.82 to 74.12. It can be concluded that diary writing activity is effective to improve students' writing skill in recount text. Diary writing help students produce new language features except recount text language features: Specific time, as had been explained in the previous chapter

some of students produced this language features, they put specific for example the last holiday, a couple months ago, etc in first paragraph when they started write their experience. Passive voice, as had been explained in the previous chapter, in this language features there were only 3 students that produced passive voice. They put passive voice in the middle of the paragraph. The clarification presented above, indicates that the students produced two new language features.

Suggestions

Referring to the conclusion above, the researcher would like to recommend some suggestions as follows: Since there is a significant difference of students' writing ability after being taught by using diary writing activity. Since writing is a skill they will be better with the practice so English teachers should consider diary writing as one of the media in learning activity to provide students practice in writing both in the classroom and outside the classroom. The teachers should be more effective in ordering the material to avoid the students feel bored. The teachers need to pay attention in using past tense because the students sometime use verb 1 in writing in recount text. This research is just one effort to help students for improving their writing skill through diary writing. For other researcher who considers for conducting the similar research which is related to the use of diary writing with same or other text types, the result of this research can be one of the references. The researcher suggest to other future research to find out the number of existed language features or not in the students writing test. The researcher also suggests conducted this research for taking the treatments more than 3 times in order to make students understands the material more clearly.

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Improving students' vocabulary through Funny Stories at the second grade of SMA Yadika Bandar Lampung

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ABSTRACT

The objectives of this research were to find out whether teaching by using Funny Stories could give improvement toward students' vocabulary or not and to find out the students responses in learning vocabulary by using funny stories. This research was conducted at the second grade of SMA YADIKA Bandar Lampung in the academic year 2020/2021 using one group pretest-posttest design. The sample of this research was XI IPA 1 class which consisted of 30 students. The instrument of this study was vocabulary test in multiple choices. The tests were given to see how far the students improve their vocabulary after the treatment. The data were analyzed by usinf SPPS 16.0. The result of the research showed that t-value (10.266) was higher than t-table (2.042) and the value of a significant level was 0.00 < 0.005. it means that there is an improvement of students' scores in vocabulary test after the implementation of Funny Stories. The mean score of pre-test was (77.08) and the mean score of post-test was (86.17) it means the students improved about 9.08. In addition, it was found out that 29 students (96.7%) had positive responses and one student (3.3%) had a negative response after the use of funny stories. Thus, the result of sudents questionnaire had shown that most of the students had positive responses after the use of funny stories of teaching vocabulary test.

Keyword: *Funny Stories, Vocabulary, Response.*

I. INTRODUCTION

Vocabulary as one of language components is a very important thing besides other language components. Without vocabulary, people will not be able to say anything. Starting from word, people can say what they want to say or write. Hatch and Brown (1995) state that vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speaker of a language might use. Thornbury (2002) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It shows that vocabulary is very important, even though people have good ability in structures, but they do not have good enough vocabulary to express their idea, the structures are useless.

Richard and Renandya (2002) say that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. It means that to improve their language skills, learners must master vocabulary. However, there are some common problems faced by students in vocabulary. The students' often find difficulties in understanding meaning of unknown words from the context because of their low vocabulary mastery (Arafa, 2018)

Nowadays the students need a story, such as short story, funny story, fairy tales, and other kinds. In this case, the researcher will use a funny story to improve students' vocabulary.

Through funny stories, students can improve their vocabulary and enhance their overall language proficiency. Hernawati (2015) stated that Funny Stories is good for learning and teaching English vocabulary because it will train the students' brain, interest, and challenge. And then, this technique can make the students easy to understand the meaning of the words.

In addition, Astuti (2005) in her thesis said that it is very good for the teachers telling funny stories when they teach in the class. It can reduce stress and avoid the students from getting bored, relaxes a stuffy environment because they are all laughing together. Making the learning process more enjoyable can assist in making it more effective and also experiences and motivating for them in making decision. Besides, the students will be able to improve their language skill. They will learn new words and practice them in reading stories.

Based on previous research it could be said that those studies have proved that the use of funny stories is good to be implemented for improving students' vocabulary. Because the researcher wants to make the teaching learning process will be more fun and enjoyable.

II. METHODS

This research used quantitative method which used one-group pre-test post-test design (Setiyadi, 2006). The researcher investigated whether there was a significant improvement in students' vocabulary by using Funny Stories and found out students' responses after the implementation of Funny Stories. The instruments of this research were vocabulary test and response questionnaire. The researcher took one class through random sampling as sample of this research. The population of this research were the second year students of SMA YADIKA Bandar Lampung and the sample was XI science 1 consisted of 29 students. The researcher conducted the pre-test to measure students' ability in comprehending the text before the treatment. After giving the pre-test, the treatment were conducted in two times. To know the result, the researcher gave post-test to measure students' ability in comprehending the text after the treatment. Then, the researcher compared the result between pre-test and post-test and analyzed it using *Paired Sample T-Test.*

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of the pre-test and post-test after the implementation of Funny Stories.

Table 1. The Improvement of Students' Vocabulary Score in Pre-Test and Post-Test

Mean Score of Pre-test	Mean Score of Post-test	Gain
77.08	86.17	9.08

Table 1 shows that the mean score of the pre-test is 77.08 and the mean score of the post-test is 86.17. It is clear that the students' vocabulary increased after the implementation of Funny Stories strategy with the gain is 9.08.

Table 2. T-Test Result of Hypothesis Analysis

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 post-test - pre-test	9.08333	4.84605	.88476	7.27379	10.89288	10.266	29	.000

Table 2 provides evidence that the t-value was 10.266 and the two tail significance showed that significant < 0.05 (significant value = .000). It could be inferred that H_1 was accepted since 0.000 < 0.05. It could be concluded that there was an improvement of the students' vocabulary after the implementation of Funny Stories for the second grade students of SMA YADIKA Bandar Lampung. Therefore, the hypothesis was accepted.

Table 3. Result of the Questionnaire

Questions	The Percentage in Each Questions
Q1	77,5%
Q2	80,0%
Q3	85,8%
Q4	80,0%
Q5	81,7%
Q6	84,2%
Q7	81,7%
Q8	82,5%
Q9	80,0%
Q10	78,3%
Q11	87,5%
Q12	81,7%
Q13	86,7%
Q14	85,8%
Q15	86,7%

Table 3 shows the result of response questionnaire. Based on the data obtained from the questionnaire, it was found that the majority of students agree to use Funny Stories to apply in vocabulary. It can be concluded that the students' responses toward the use of Funny Stories were positive.

Discussions

1. Significant Improvement of Students' Vocabulary After the use of Funny Stories

Ordinarily, this section discusses about the results of the research that had been mentioned before. After calculating the data, the researcher found the answer of this research question. Explicitly, the researcher found that teaching vocabulary through funny stories was able to give a significant improvement to the students' vocabulary. The first result comes from the gain on pre-test and post-test score. Stand on the data, the students mean score of pre-tests was 77.08 and the mean score of post-tests was 86.17, so the mean score increased 9.08 points.

In this research, there was only one class used as the sample of the research. In this research, some tests were conducted to collect the data such as pre-test and post-test. The research was started by conducting pre-test and was finished by conduction post-test. The students were given two times of treatments. After conducting the post-test, the result was analyzed by using SPSS. This study found that teaching vocabulary by using funny stories was effective.

In order to know the basic ability of the students in vocabulary, the pre-test was administered in the first meeting of the research. The highest score of pre-tests was 90 and the lowest score was 67,5. As the result, the students' score of pre-test and post-test were compared to know the significant improvement of the students. The highest score of students' post-tests was 92.5 and the lowest score was 77,5. There was an improvement of XI IPA 1 students' vocabulary since t-value was higher than t-table. It indicated that the hypothesis propose was accepted. Moreover, it implies that funny stories had positive effects on students' vocabulary mastery. This supports the previous research finding conducted by Hernawati (2015) which focused on building up the students' English vocabulary through funny stories at Junior High School 2 Duampanu Kab. Pinrang. The researcher concludes that teaching vocabulary through funny stories can improve the students' vocabulary. In her research, she found that Funny Stories is a good for learning and teaching English vocabulary because it will train the students' brain, interest, and motivation. And then, this technique can make the students easy to understand the meaning of the words. In addition, Astusti (2005) in her research, it is stated that by using funny stories the learning process could be more enjoyable, more effective, therefore it will be easy for the students to learn new words. From the explanation above, the researcher concluded that funny stories is an effective for teaching vocabulary and funny stories could improve students' vocabulary.

Viewed from the mean score of pre-tests, the researcher found that the students' vocabulary mastery was still low. They were still lack of knowledge of content word types. It was difficult to the students to define and determine the adjective. Then, the students also had the difficulties to differentiate between verb and noun.

In terms of verb type, the students were still confused to assign which one belongs to verb type. The last type of content word which is adverb, the students were just still confused where to put adverbs properly in the sentence. Habitually, the students were still perplexed by the use of each type of content words.

Therefore, the researcher conducted the treatments and gave the students material and test which

were relevant to the students' capacities. According to Hughes (1989) who stated that a test, part of test, or a testing technique is said to give construct validity when the material and the test were used to measure the ability which it is supposed to measure. In this case the researcher conducted story as the treatment and used funny stories as the material of treatments and vocabulary test in the form of multiple-choice questions as the test to be measured. During the treatment, the students were excited to join the online class. They were excited to tell their stories and each of them wants to know each other's stories so they look interested in asking a lot of questions related to their friends' stories. The students felt excited and enjoyed in learning vocabulary by using funny stories because funny story will guide students in learning words by the curiosity in understanding the story.

To briefly paraphrase the findings of the research, the students gained much improvement after the use of funny stories in their vocabulary scores. Naturally, the improvement of students' score happened not only in eleventh grade students of senior high school but it also could be happened in junior high school students. It means that funny stories was effective to put in every ages and grades.

To wrap it all, the students of XI IPA 1 enjoyed learning process by using funny stories. Depending the research process, they could explicitly define the meaning of the words, determine the word classes, and finding the difficult words. These facts accounted why their scores improved in post-test. The improvement was not only because they were able to apply the funny stories as a learning strategy, but they also felt motivated to apply the funny stories strategy in their vocabulary learning.

In the final analysis, it was found that funny stories could improve students' vocabulary. In conclusion, it could be fairly approved that funny stories is an effective strategy for teaching vocabulary at the eleventh-grade students of SMA YADIKA Bandar Lampung.

2. The Students' Responses after the Use of Funny Stories in Vocabulary

The result of students' questionnaire had shown that most of the students had positive responses after the use of funny stories in teaching vocabularies. Most of them choose strongly agree and agree with the positive statements of Funny Stories in the questionnaire. On the contrary, one of the students choose disagree with negative statements of Funny Stories in the questionnaire. In other words, the students' perceived that funny stories help them in learning vocabulary.

During the treatment process, the researcher used funny stories as a learning strategy because Hernawati (2015) states that Funny Stories is a good for learning and teaching English vocabulary since it will train the students' brain, interest, and challenge. Furthermore, after the researcher used Funny stories in its class, it can be seen that the students more interested to learn new vocabulary. They gave many questions to the teacher since they did not know how to make a whole sentence. The online class runs attractively and spread enthusiasm among the class. It was a different situation comparing to the moment before researcher given the treatment.

Based on the result of the data analysis of the questionnaire, it was found out that among 30 students, 29 students (96,7%) had positive responses and 1 student (3,3%) had a negative response after the use of Funny Stories. The majority of the students (96,7%) assume that the implementation of the Funny Stories in teaching vocabularies was very good for them.

Related to the answer of the students it showed that the funny story gave some advantages to them. First, the Funny Stories is interesting. Second, the atmosphere of learning becomes more active and enthusiastic. Third, the Funny Stories facilitates them to be brave in exploring their ability in English.

Having considered the discussion above, it was true that the students' response after the use of Funny Stories in teaching vocabularies were strongly positive. On the other hand, even one of them had a negative response; still, all the students showed significant improvement in their vocabulary achievement. It was the same with students who had a positive response, their posttest score showed significant improvement after the implementation of Funny Stories. Thus, could be justified, The Funny Stories gave many advantages to the students in the learning process. Therefore, in this research the implementation of the Funny Stories was suitable to improve students' vocabulary achievement.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result and discussion, two conclusions can be stated as follows: (1) The implementation of Funny Stories could improve the students' vocabulary. Moreover, the use of Funny Stories is effective to be used in learning activities, The students were more interested and motivated in joining the class. It is proved by the statistical result in the previous chapter which shows that t-value (10.266) is higher than t-table (2.0423) and the significant value (0.00) which is lower than 0.05. (2) The students' response through the implementation of the Funny stories in teaching vocabularies is positive. It can be seen from their activity in the classroom and the data analysis. Students saw their enthusiasm in the class during the treatment process. They were so active in asking the teacher or their friends related to the story. This situation in line with the result of the data analysis, from 30 students' only one student had negative response. Even one of them had negative response; their score from pretest to posttest was significantly improved.

Suggestions

Regarding the several conclusions above, the researcher would like to proposed some suggestions. Firstly, for the teacher, since the research was conducted in an online class because of covid-19 pandemic, and the researcher found that the students are quite lazy to join the class. Therefore, the teacher should assure students' participation during the online class and there are some ways to enhance students' participation in online class. One of them is to choose engaging topic for students' discussion. Another way is to

provide interesting media or strategy in the process of learning. Those alternatives can be used to keep students' focus and participation during the learning. The teacher can apply funny stories for writing, reading, listening and also speaking skill. Secondly, for further researcher, it is suggested other researchers apply Funny Stories in different level of school or different skill. The treatment should be applied more than two meetings in order to get more accurate results of data. Longer the frequency of the treatment day is needed to get a better finding. Since, all of the activities were done in online setting, futher researchers may try to mix the online setting with face-to-face learning in order to maximize the process and output of the teaching learning activites.

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The implementation of Mind-mapping technique to improve student's Descriptive text writing ability

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Abstract. The objectives of this research were to find out if there was any significant difference on students' writing ability in a descriptive text before and after the implementation of mind-mapping technique and to investigate the students' perception toward the use of mind-mapping technique in teaching writing ability. The population of this research was the first year students of SMA Surya Dharma 2 Bandarlampung. The sample of this research was X Science 1 which consisted of 33 students. The data were taken from the tests and they were analyzed by using paired sample t-test. The result of the research showed that there was a significant difference on students' writing ability since t-value>t-table (20.967 > 2.0345). The mean score of post-test (68.98) and the pre-test score (62.73). It gained 6.25. In addition, the second result showed that the mean of the questionnaire was 78.78. It means the students' perception toward the implementation of the strategy was positive. Most of the students agreed that the strategy was applied in teaching reading process. Briefly, it could be concluded that mind-mapping technique enabled to improve the students' achievements in writing ability and showed positive impact to students toward the use of the technique in teaching process.

Keywords: *Writing ability, Descriptive text, Mind-mapping technique*

I. INTRODUCTION

In learning English as a foreign language, writing is one of the language skills which are important for students to master. According to Byrne (1995) writing is transforming our thoughts to become language or written form. In writing, any idea that you advance must be supported with specific reasons or details (Langan, 2008). Writing is important knowledge which is going to be very useful for the people to communicate with the others and also express their feelings through written text. Expressing something can be done not only through speaking but also through written text which has to be factual and valid. Thus, learning how to write in English well is very important for students.

In writing, the students do not only focus on how to write good sentences or make good paragraphs but it must have good content. However, there are also some aspects of writing that have to be concerned before they start writing. First, vocabulary which is used in making a sentence or

paragraph must be appropriate. Second, grammar must be used in proper situation and it has relation in using what tenses which is appropriate for the idea. Third, organization of the sentence or paragraph should be concerned and arranged in good arrangement in order for the readers can understand what they are going to read after looking at the text or sentence that the students have written. The last is mechanic which means in writing a sentence or paragraph, students should be aware of putting the symbol, numbering and also the punctuation that a text can be understood easily.

Although mastering writing is very important, teaching writing as a foreign language should be done in a unique strategy and also be taught in good sequences in order the students could understand easily. Cumming (2001) has stated that different theoretical orientations tend to focus on different aspects of writing.

Due to students' ability and their needs analysis are different, a teacher has to be sensitive and creative in designing a lesson plan for teaching writing to the students. Some students are probably good in grammar but they lack in vocabularies and also some students are probably good at giving ideas to their writing but they lack of grammar and these are some reasons teaching writing is not only focused on how to write in English well but also how to teach the students to use proper language and good structure to share their ideas in written form.

Moreover, most of the students in SMA Surya Dharma 2 Bandar Lampung perceive that writing is a very difficult activity. They find out that it is hard for them to learn grammar and also the other aspects of writing and some students assume that writing is a boring activity. Teachers have to think quickly to solve this problem. They have to think creatively in making a lesson plan or decide what strategies which they will apply in the teaching and learning process. There are also various techniques for teaching writing. In implementing a technique for teaching writing, a teacher must be creative that it can attract students to follow the explanation which is given by the teacher easily. Teachers can use technique in their learning process and to make the learning process be done properly and understood by the students easily. By using an appropriate technique, teachers can develop their material to improve students' motivation to learn writing. Mallof (2004) has stated that there are some strategies which can be used to motivate students to learn writing.

Nevertheless, teachers have to find out some techniques which can be used in teaching writing. One of them is mind-mapping technique. According to Axelrod and Charles (1985) mind-mapping is an invention activity which reveals possible relations among facts and ideas. This technique requires the students to prepare brief note about the ideas which are relevant with the fact of the topic that will be written. Technique gives students freedom to think the things which have relations with the material or the topic which they are going to discuss.

Thus, in this research, the researcher used mind-mapping technique to teach descriptive text writing to the first-grade students of senior high school. There are some previous studies which used mind-mapping technique in the learning process, The first study is conducted by Amalina (2007) which

used mind mapping in her research entitled *Relationship between students' perception toward the teaching and learning methods of mathematics' lecturer and their achievement in pre-university studies* has proved that even though the value of mean for each dimension of teaching and learning shows that the students' perception was in good and excellent category, it does not mean that their Mathematics achievement also good. The second, the study which conducted by Manalu (2019) showed that mind mapping technique can increase students' writing skill and it also improves the students' skill in five aspects of writing namely: content, organization, vocabulary, language use, and mechanic.

Finally, the researcher chooses this technique to teach writing and to find out the answers of the research questions about the improvement of students' descriptive text writing ability after the implementation of mind-mapping technique and correlation between students' perception and their writing achievement after the implementation of the technique.

II. METHODS

This study adopts a quantitative approach with one group pre-test post-test design, 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 Surya Dharma 2 Bandar Lampung in academic year 2019/2020. For the sample, the researcher chooses 33 students from X Science 1 by using purposive sampling. The data are collected by using tests (pre-test and post-test) and questionnaire. Then, the improvement of students' test results are analyzed by using paired sample t-test in SPSS (20.00) to figure out whether any improvement of students' writing ability. In addition,, to know the students' perception after the implementation of mind mapping technique the researcher computes the data by using SPSS (20.00) then analyzes it descriptively.

III. RESULTS AND DISCUSSION

Results

After conducting the research, the researcher gathers the result of the pre-test and post-test after the implementation of mind-mapping technique as follows:

Table 1 Distribution of the Students' Scores in the Pre-test and the Post-test

Interval Score	Fi of Pre-test	Percentage	Mean	Fi of Post-test	Percentage	Mean
45 – 53	4	12.12%	62.73	1	3.03%	68.98
54 – 62	11	33.33%		5	15.15%	
63 – 71	11	33.33%		15	45.45%	
72 – 80	6	18.18%		11	33.33%	
81 – 89	1	3.03%		1	3.03%	
Total	**33**	**100%**	**62.73**	**33**	**100%**	**68.98**

Table 1 shows that the mean score of the pre-test is 62.73 and in the post-test, the mean score is 68.98. It means that there is a significant difference after the implementation mind-mapping technique in teaching writing ability.

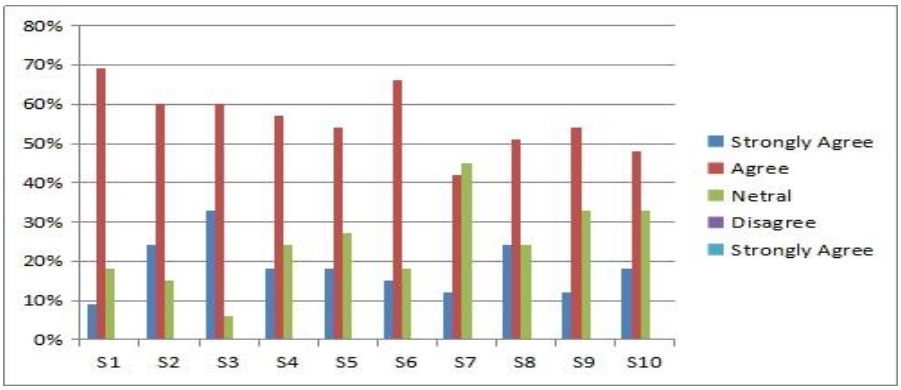
In order to see the significance level of students' writing improvement, the researcher analyzed the data by using *Paired Sample T-test.* Besides, this test was used to prove whether the alternative hypothesis (H_1) is accepted or not. The researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The result is shown in the following table:

Table 2 T-test Results of the Hypothesis

		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	6.25758	1.71447	.29845	5.64965	6.86550	20.967	32	.000

Null hypothesis is rejected if t-value > t-table with the level of significance at < 0.05. From the data in Table 4.6, it could be seen that 20.967 > 2.0345 and 0.00 < 0.05. Therefore, for the hypothesis, the research hypothesis was accepted. Moreover, viewed from the mean score of pre-test and post-test, the students' score improved 6.25 points from 62.73 to 68.98.

Graph 1 The Result of the Questionnaire



From the graph above, it can be said that the students' perception toward the implementation of mind-mapping technique is mostly positive. It can be seen from a number of their positive answers that support the implementation of mind-mapping technique.

Discussions

1. The Improvement of Students' Writing Ability through Mind-Mapping Strategy

This research had showed that there is a significant improvement of the students' writing ability before and after the implementation of mind-mapping technique. The significant difference of the students' writing ability can be seen from the comparison between the students' pre-test score and post-test score and the result of paired sample t-test. After did the research, the researcher and the English teacher analyzed the students' scores to know whether there is an increase of the students' writing descriptive text or not. The result of the mean score of the pre-test is 62.73 and the post-test is 68.98. The increase of the means score is about 6.25. So, it can be said that there is a significant difference of the students' writing descriptive text by using mind-mapping technique.

In this research, the students gained an improvement after the implementation of mind mapping technique for their writing scores. Besides, the researcher also found that mind-mapping technique can improves students' writing ability in all aspects of writing. They are content, organization, vocabulary, language use, and mechanic. From five aspects of writing, the highest score was content. The increase is 2.38. It was because on the pre-writing, the students had already had the ideas about the topic they were going to write by making the mind map. Besides, the students were active and got new vocabularies by making the keywords as the ideas. It was also 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, gave the number in each sentence based on the generic structure of the descriptive text and arranged the sentences into paragraphs.

Furthermore, the aspect with the lowest increase was mechanic with the mean of the pre-test and post-test was 0.41. This happened because the researcher did not ask the students to produce active and passive sentences in form of simple present tense as the language feature of descriptive text so

that most students were still incorrect in writing simple present tense sentences. The researcher also did not explain about countable, uncountable noun, gerund, and the article; a, an, and the. It made the students did not use the article before the singular countable noun and gerund after preposition. Moreover, the researcher put mechanic's percentage in the lowest range than the other aspect in scoring criteria of each aspect of writing.

Through mind-mapping technique, the students were given a guideline in the form of pictures in writing descriptive text to help the students to make the ideas. By having mind maps, they have something to write and their piece of writing would be well organized. It also supports Mercer's statement (2002) who said that mind mapping can help writers stick to the topic by having their ideas in front of them as they are writing. It is similar to what the researcher found during the treatments. Before getting the treatments, the students had difficulties in conveying their ideas by writing. It made their writing disorganized and poorly written. However, after getting the treatments, their writing became better and smoother. It means that it is 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, It can be said that mind mapping is effective for the students to do writing and the students in this research were helped in writing descriptive text through mind-mapping technique.

2. The Students' Perception toward Mind-Mapping Technique

The second research question of this research is to know how the students' perception toward the implementation of mind-mapping technique in teaching writing. The researcher used the questionnaire to collect the data. It was used in order to support quantitative data. It consisted of 10 statements which were categorized into interest and experience. The interest aspect was to find out whether students were interested toward the implementation of mind-mapping technique. Meanwhile, experience aspect was to find out what advantages that they got based on their experience after they were taught through mind-mapping technique.

In this research, the most of students enrolled an agreement with the statements that mind-mapping technique is an interesting technique which gave benefits for the students in writing achievement. There were 80.60% of students who answer agreement in interest aspect. It means that the students were interested in teaching learning process by using mind-mapping technique. This occurred because while they learned through mind-mapping technique, each of them had the opportunities to write their idea. In line with Seow (2002) has stated that mind-mapping is a simple yet powerful strategy. Mind-mapping technique can be very effective way for the students who are difficult to show their feelings or difficult to write long sentences directly. So, it made students became active in learning process. In addition, while learning through this technique, students discussed their work with their friends within the group. In this discussing activity, they felt enthusiastic because they could interact with their friends.

In addition, because the students were interested in mind-mapping technique, their achievement in descriptive text writing was also improved. It is accordance with Del Favero, Boscolo, Vidotto, and Vincentin (2007) who states that interest combines both affect and cognition and is shown to have the energizing function for deeper learning. It means that the interest is very affecting to students in learning. Interest is also energy in the learning process. With the interest, students will be more motivated to learn. They will learn more about a topic. Then, they become more skilled and knowledgeable.

Besides, there were 76.96% of students' answers showed agreement in experience aspect. It means that the students got many benefits from the implementation of mind-mapping technique. It was because mind-mapping technique is a good technique that can help students memorizing something because it enables us to arrange the facts and ideas and also show the overall structure of a subject and the relative importance of individual parts of it. It helps students to associate ideas, think creatively, and make connections that might not otherwise make. The students used it in the early stages of planning an essay in order to find sub topic in a topic to organize information and start to write their ideas but they can only use word or phrase which related to the topic. Furthermore, the students sure to respond the questionnaire positively because they got experiences from the teaching learning process.

From the explanation above it can be concluded that the students' perception toward mind-mapping technique was mostly positive. It could be seen from a number of their positive answers that support the implementation of mind-mapping technique. It is in line with Riduwan (2007) who states that the result of questionnaire is positive if the participants' responses of the questionnaire are not lower than 41%.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of this research, there is a significant difference of students' descriptive text writing ability before and after the implementation of mind-mapping technique. It can be seen from the means score of pre-test is 62.73 and in the post-test is 68.98; the increased is 6.25. the use of mind-mapping technique is effective in learning activity and increasing students' writing ability and also all aspects of writing. Furthermore, Most of the students agreed that using mind-mapping technique made them easier to learn English and they felt relaxed in doing all of the procedures. It can be stated that the students' perceptions toward mind-mapping technique positive in each statement.

Suggestions

The researcher would like to recommend some suggestions to the English teachers to apply mind-mapping technique as one of the alternative ways to increase the students' writing descriptive text. This is due to mind-mapping technique can help the students who still have the problems in

expressing their ideas in written form to generate their ideas related to the topic and also suggested to use media in teaching writing by mind-mapping technique while the treatments, such as: pictures, videos, and posters. It is because most of the students are more excited when the teacher uses media in teaching learning activity. Besides, the activities in the class will be more fun. The English teachers are suggested to discuss more detail in form of language use especially about countable, uncountable noun, gerund, and the article; a, an, and the. Moreover, the researcher should ask the students in producing their own sentences in form of active and passive voice as the language feature of report text. The researcher only focused on the increase of students' descriptive text writing ability, so for the further researchers may investigate the effect of mind-mapping technique in another skill of English such as reading, listening and speaking and also try to find out other types of texts besides descriptive text, for example: report text, narrative text, procedure text, and etc. The loading aspect of writing should be the consideration.

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The comparative study in reading comprehension achievement on students with visual, auditory, and kinesthetic learning styles

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ABSTRACT

Reading has an influential role in language achievement where each student has their own preferred way to guide them which is called learning styles. The researcher interested in conducting the comparative study because students' learning styles i.e., visual, auditory, and kinesthetic have dissimilar attainment in reading comprehension. The objectives of this research were to determine i) the significant difference in students' reading comprehension achievement among students with visual, auditory, and kinesthetic learning styles and ii) the highest and lowest reading aspect of each VAK student's achievement. The approach of this research was quantitative. The sample of this research was 30 students in X IPA 6 chosen by purposive sampling method. Questionnaires and reading test were used to collect the data. The data were analyzed by using *One Way Anova* and *MANOVA* in SPSS 17.0 for Windows. The result showed there was a significant difference in students' reading comprehension achievement based on their learning style since the f-value was 1.287 with the alpha 0.07. In addition, the result of the VAK students' achievement showed the highest aspect of visual students was determining vocabulary, while the highest aspect of auditory and kinesthetic students was determining reference. The lowest aspect of visual and auditory students was finding main idea while the lowest aspect of kinesthetic students was making inference.

Keywords: *reading comprehension, reading achievement, reading aspects, visual, auditory, kinesthetic*

I. INTRODUCTION

According to Joycey (2006:2), reading is an enthusiastic skill, where the reader goes into the text and enlarges on it. Reading has an influential role because of many processes and important things that happen in learning language skills. As Alharbi (2015) as cited in Anderson *et al.*, (1985) said that the ability to read and comprehend efficiently is necessary to deliver opinions for success in the academic arena. This skill badly influences English achievement. According to Nuttal (1982), there are five aspects of reading comprehension i.e. identifying main ideas, finding specific information, determining reference, making inference, and understanding vocabulary.

The majority of learners confront many difficulties while reading such as facing the linguistics analysis of text, making inferences from the text, integrating ideas, and monitoring their own comprehension (Oakhill, 1993). However, Ellis (1985) argued that language learners have differences of learning style which refers to an individual's habitual and preferred way of absorbing, processing and retaining new information and skills particularly in reading comprehension.

Dunn and Dunn's (1993) have classified the learning styles of the students based on their preferences in learning which called The VAK (Visual, Auditory, and Kinesthetic) learning style. As there are some types of learning styles, there are different reading achievements among the students. Thus, the aim of this research was to find out the highest and lowest students' reading achievement based on each of the VAK students. The researcher interested in conducting the comparative study because students' learning styles i.e., visual, auditory, and kinesthetic definitely have the dissimilar attainment in reading comprehension. Those would show the highest and lowest achievement of the students particularly in reading aspects.

Numerous studies have recently been undertaken with VAK (Visual, Auditory, and Kinesthetic) learning style in reading comprehension. Bidabadi & Yamat (2010) did a study on learning style preferences. The results demonstrated that there was no statistically significant difference between the mean scores of students' learning style preferences. Mulalic, Mohd Shah, & Ahmad (2009) revealed that the students' preferred learning style was kinesthetic. They expressed minor preference for visual and auditory. Bricheno & Younger (2004) suggested that contrary to expectations derived from assertions within some of the literature, there was no significant relationship between gender and preferred learning styles.

To clearly support this research, here are some previous studies regarding this research The Comparative Analysis of Students' Learning Style on Their Reading Skill by Fithrotunnisa (2015). The study done by Fithrotunnisa was aimed at knowing the difference of the students' learning style, especially in terms of VAK (Visual, Auditory, Kinesthetic) in their English learning skill. In short, the result of the study shows that the best learning style in reading is visual style. Almost all of the studies found that VAK learning styles had a statistically significant effect on reading comprehension.

II. METHODS[1)]

Participants

The population of this research was the first grade of SMAN 3 Bandar Lampung. It consisted of six science classes and five social classes. Purposive sampling method was used and it selected X science 6 as the subject with 30 students.

Instruments

In order to collect the data, the researcher gave the students a questionnaire and a reading test. The questionnaire used for this research was PLSPQ (Perceptual Learning Style Preference Questionnaire) by Reid (1987) to decide the students' learning style. After knowing their learning style, the students were asked to do the reading test provided by the researcher. Then, the reading score would show the achievement of students by also considering the highest and lowest aspect for each learning style.

Data analysis

After collecting the data, it was analyzed. The non subjects of research were asked to do the try out test by the researcher to find out the reliability and validity of the test. While the subjects of research did the questionnaire and the researcher tabulated the result. After that, the students were asked to do the reding test. The data were analyzed by using One Way Anova in SPSS

17.0 for Windows. The researcher also analyzed using MANOVA (Multivariate Analysis of Varience) in order to determined the highest and lowest aspect of reading that were acquired from each VAK learning style.

III. RESULTS[2)] AND DISCUSSIONS

The Result of Try out Test

After conducting the try out test, the researcher obtained the result. The researcher measured the validity of the test using Pearson Product Moment, and the result is shown below:

Table 1. Validity of Try Out Test

Question	Sig (2-tailed)	Decision
Q1	0.000	Valid
Q2	0.000	Valid
Q3	0.012	Valid
Q4	0.002	Valid
Q5	0.006	Valid
Q6	0.001	Valid
Q7	0.000	Valid
Q8	0.316	Invalid
Q9	0.000	Valid
Q10	0.006	Valid
Q11	0.002	Valid
Q12	0.001	Valid
Q13	0.692	Invalid
Q14	0.823	Invalid
Q15	0.000	Valid
Q16	0.000	Valid
Q17	0.012	Valid
Q18	0.012	Valid
Q19	0.002	Valid
Q20	0.006	Valid
Q21	0.001	Valid
Q22	0.000	Valid
Q23	0.000	Valid
Q24	0.001	Valid
Q25	0.074	Invalid
Q26	0.002	Valid
Q27	0.000	Valid
Q28	0.006	Valid
Q29	0.012	Valid
Q30	0.001	Valid
Q31	0.000	Valid
Q32	0.823	Invalid
Q33	0.000	Valid
Q34	0.001	Valid
Q35	0.000	Valid

Based on the Table 1, the questions number 8, 13, 14, 25, 32 were the invalid items and must be dropped. So, there were 30 question items properly used.

Table 2. Reliability of Try Out Test

Reliability Statistics

Cronbach's Alpha	Part 1	Value	.850
		N of Items	15[a]
	Part 2	Value	.858
		N of Items	15[b]
		Total N of Items	30
		Correlation Between Forms	.905
Spearman-Brown Coefficient		Equal Length	.950
		Unequal Length	.950
		Guttman Split-Half Coefficient	.950

a. The items are: q1, q2, q3, q4, q5, q6, q7, q9, q10, q11, q12, q15, q16, q17, q18.

b. The items are: q19, q20, q21, q22, q23, q24, q26, q27, q28, q29, q30, q31, q33, q34, q35.

For the reliability of the try out test, the researcher measured using Split-Half method. Based on the Table 2, from 30 valid items, the reliability was 0.950 which meant the test was reliable and could be used to measure the students' reading comprehension achievement.

The Result of Questionnaire

After conducting the questionnaire, the researcher measured the validity using Pearson Correlation in SPSS 17.0 for windows, and the result is shown below:

Table 3. Validity of Questionnaire

Statement	Sig (2-tailed)	Decision
S1	0.000	Valid
S2	0.000	Valid
S3	0.001	Valid
S4	0.000	Valid
S5	0.000	Valid
S6	0.001	Valid
S7	0.004	Valid
S8	0.001	Valid
S9	0.000	Valid
S10	0.001	Valid
S11	0.000	Valid
S12	0.000	Valid
S13	0.001	Valid
S14	0.000	Valid
S15	0.000	Valid

Based on the Table 3, it concluded that the questionnaire was valid from the first statement to the fifteenth statement with the significance 2 tailed < 0.05.

Table 4. Reliability of Questionnaire

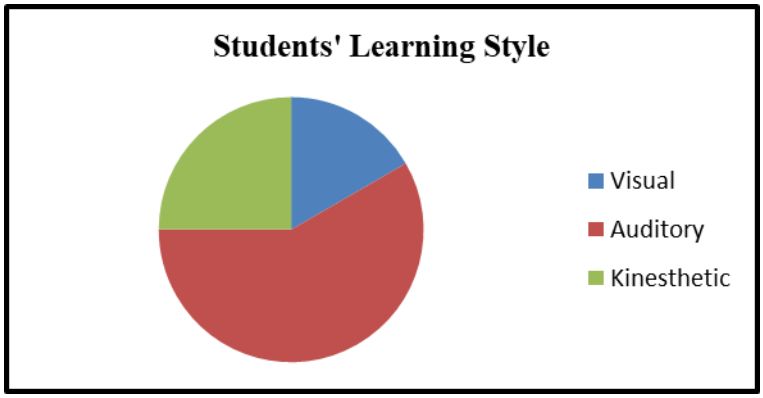
Reliability Statistics

Cronbach's Alpha	N of Items
.803	15

In order to make sure that the questionnaire was reliable, the researcher analyzed it by using Cronbach Alpha in SPSS 17.0 for Windows. Then, the result of the reliability was 0.803 ($\alpha > 0.5$). It meant that the reliability of the questionnaire was high based on *Cronbach's* scale.

After analyzing the data, the researcher obtained the result of the questionnaire which was presented below:

Figure 1. Students' Learning Style



Based on the Figure 1, the result of the questionnaire showed 6 students were classified as visual students, 15 students were classified as the auditory one, and 9 students were classified as kinesthetic students.

The Reading Comprehension Achievement among Visual, Auditory, and Kinesthetic Students

After tabulating the data, the researcher analyzed it using One Way Anova with the result below:

Table 5. One Way Anova (Descriptives)

Descriptives

reading test score

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
visual	6	70.67	7.737	3.159	62.55	78.79	61	81
auditory	15	75.80	9.435	2.436	70.57	81.03	61	97
kinesthetic	9	69.11	13.421	4.474	58.80	79.43	48	81
Total	30	72.77	10.621	1.939	68.80	76.73	48	97

From the Table 5, the data showed that the mean score of all students was 72.77 with the minimum and maximum score were 48 and 97. The auditory learning style obtained the highest

mean score with 75.80, while the visual learning style obtained 70.67 and the kinesthetic learning style was 69.11.

Table 6. Hypothesis Testing

ANOVA

reading test score

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	284.744	2	142.372	1.287	.292
Within Groups	2986.622	27	110.616		
Total	3271.367	29			

For determining the hypothesis testing, the researcher used One Way Anova. As the Table 6 showed, the F value was 1.287 with the significance .292. The researcher also calculated the F table was 0.158. It showed that F value > F table which concluded that H_1 was accepted and H_0 was declined.

The VAK Students' Achievement in Five Aspects of Reading Comprehension

In this part, the researcher analyzed the achievement of the students by considering the aspect of reading comprehension. The researcher used *Multivariate Analysis of Variance (MANOVA)* in SPSS 17.0. The result is shown below:

Tabel 7. Multivariate Analysis of Variance (MANOVA)

Descriptive Statistics

	learning style	Mean	Std. Deviation	N	Sig.
main idea	Visual	3.00	1.095	6	.000
	auditory	3.73	1.438	15	.000
	kinesthetic	3.78	1.202	9	.000
	Total	3.60	1.303	30	.000
specific information	Visual	3.33	1.211	6	.000
	auditory	4.13	.915	15	.000
	kinesthetic	4.00	1.118	9	.000
	Total	3.93	1.048	30	.000
Reference	Visual	4.67	.516	6	.000
	Auditory	5.33	.724	15	.000
	Kinesthetic	4.56	1.590	9	.000
	Total	4.97	1.066	30	.000
Inference	Visual	4.50	1.049	6	.000
	Auditory	4.33	.617	15	.000
	Kinesthetic	3.67	1.118	9	.000
	Total	4.17	.913	30	.000
Vocabulary	Visual	5.00	.000	6	.000
	Auditory	5.13	.743	15	.000
	Kinesthetic	4.44	1.130	9	.000
	Total	4.90	.845	30	.000

According to table 7, the lowest aspect achieved by visual students was finding main idea (3.00) and the highest aspect was determining vocabulary (5.00). However, the lowest aspect of the

auditory students was finding main idea (3.73) and the highest aspect was determining reference (5.33). The lowest aspect of the kinesthetic group was making inference (3.67) and the highest aspect was determining reference (4.56).

Discussion of the Difference among Students' VAK Learning Style in Reading Comprehension Achievement

Based on the result, the visual, auditory, and kinesthetic students of X IPA 6 had significant difference in reading comprehension achievement. This finding resonates with Rachma et al., (2015) and the study of Febrianti (2014) which reported this study revealed that the learning style was significantly affected by their reading comprehension achievement. It seemed that there was interdependence between two kinds of style either auditory or visual that helped students to gain better reading comprehension. Frankly speaking, the learning styles of English students who became participants of this study whether they are visually oriented or auditory oriented were reflected in their reading achievement.

Furthermore, Caldwell et al., (1996) studied the relationship between learning styles using Dunns' inventory and reading achievement students. The result showed significant differences between high achieving readers and low achieving readers. This was supported by Foley (1999) who also found evidence that supports the effect of learning style preference on reading achievement. The results showed statistically significant differences between low and high performing students in their reported learning style preferences.

Based on the finding of this research, the auditory students obtained the highest mean score of reading test among others. As proposed by Joycey (2006), reading and listening are receptive skills. The differences between those skills are reading is a written text, while the other one is oral text but the processes are similar. There are substantial correlations among these language achievements. So when students have good skill in listening, they will have a good skill in reading. Therefore, in this research, the auditory students reached the highest scores. It would be hard to understand why the auditory students achieved the highest score in reading. To simplify, students which had a good skill in listening, they would be good in reading achievement.

To support this finding, Pollack and Miller (2005) said that auditory learners remember the detail of texts and they also have strong language skills. It also could be caused by their good ability in reading text loudly and understanding the text better through what they have read, speak for themselves, and memorize it. So the auditory students are able to memorize faster by reading text loudly and understanding it easily.

Another theory, Ellis (1985) argued that language learners have differences of personality, learning style, motivation, aptitude or even their ability which positively or negatively affect their reading achievement (Brown & Palinscar, 1984; Hannon & Daneman, 2007). In this research, results showed that students with high auditory learning styles achieved the highest score and may understand the texts as they were focused by oral reading protocols. Students with an auditory preference prize sound and can make decisions based on what they have heard or read.

According to the result of this research, it was also found that the second learning style which was good in reading achievement was visual learning style. According to Poon (1993), students

with a visual preference see the world by constructing or remembering mental images. It may make visual learning style easier for the students, more attractive, and less power required.

And last, the lowest score of reading test was kinesthetic learning style. Whether these students had a good habit of always remembering and making notes while they read, they also used their efficient reading strategies which also helped them to stay focused. This finding supported by Honey & Mumford (1999:17), kinesthetic learning style is a learning style in which learning takes place by the student carrying out a physical activity, rather than listening to a lecture or watching a demonstration.

Discussion of the Highest and the Lowest Aspects of each VAK Learning Style

In these findings, the highest reading aspect of visual students was finding vocabulary and the lowest aspect was finding main idea. Furthermore, most of the main idea question items were considered as difficult questions for the students. This was caused by the students having been expecting to find the idea quickly without adjusting the options. It was in line with Nuttal (1982), readers' understanding in main ideas depends not only on the information presented in the text but also on their prior knowledge and expectations, in fact no main idea exists in a text.

However, in auditory students, the highest aspect was determining reference and the lowest aspect was finding main idea. This happened because the students were too lazy to read long sentences and lack an understanding of sentence patterns to identify the main idea. It is in line with Dwiarti (2005) who says that the length of the sentence and poor strategy are problems that students are facing in identifying the main idea. Therefore, this might be the reason why identifying the main idea became the lowest achievement.

Last, in kinesthetic students, the highest aspect was determining reference and the lowest aspect was determining inference. Making inference was quite difficult for students to answer because the students needed to look and use context clues in the passage since the answer was not directly stated in order the students could answer the inference question correctly. This is in line with Graesser and Wiemer (2001) say that inference is the output of the interaction between the reader's knowledge and the information which indirectly provided in the text.

From the explanation above, it concluded that finding the main idea was the most difficult aspect for the visual and auditory students because not only the information presented in the text but also on their knowledge and expectations. Besides, making inference was the lowest gain for kinesthetic students because it was not directly stated within the passage. However, the determining reference was the highest gain for the auditory and kinesthetic students because it used to avoid unnecessary repetition of words or phrases and they know how to solve it. In addition, determining vocabulary was the highest gain for visual students because they understand what they are reading with knowing words mean.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The reading achievement of visual, auditory, and kinesthetic students in X IPA 6 of SMAN 3 Bandar Lampung are statistically significantly different. In comparing the visual, auditory, and kinesthetic students, the results showed that auditory students obtained the highest score in

reading comprehension achievement among the other styles. This happened because students who had a good skill in listening, they would be good in reading achievement. Although reading usually could be handled by visual students, in fact, auditory students were better at reading comprehension achievement. They used to understand easily by reading and speaking the text by themselves. As a result, auditory students did a reading test easily and achieved the highest result among the other students. Based on the aspects of reading, the highest gain of visual students was vocabulary and the lowest gain was the main idea. The highest gain of auditory students was reference and the lowest gain was main idea. However, the aspect with highest gain of kinesthetic was reference and the lowest gain was inference.

Suggestions

For the English teacher, it is suggested to focusly increase the aspects of reading that had the lowest gain of students, for example, finding main ideas and making inferences. The teacher also has to consider the learning style of each student and combine the method of teaching. So the students could achieve better in a class. Educational tools that support the different learning styles of students should be provided to support the students' reading achievement particularly the stability gained of the aspects. Besides, for further research, it is suggested to conduct this research in others schools to enlarge the research objects. In addition, adding the other variable influenced the reading achievement such as the internal and external factors.

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An analysis of speaking activities on English textbook based on 2013 curriculum in the first grade of senior high school at SMAN 10 Bandar Lampung

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ABSTRACT

The aims of this research are to find out the compatibility of English Textbook with the scientific approach principles of 2013 curriculum and criteria of good English textbook. This research was focused on speaking activities in the textbook for senior high school. This research uses qualitative research by using document analysis. The results show that (1) the compatibility of the scientific approach 2013 Curriculum fulfilled 90 point of the qualifications of the existing criteria (2) and the assessment for good English textbook by the expert, fulfilled 85 point compatibility with the existing criteria. Based on the analysis, it was found that the speaking activities of the textbook is adequate for teacher to use this textbook. It means that the speaking activities of the textbook fulfill the criteria based on the scientific approach of 2013 Curriculum and also fulfill the criteria of good English textbook by the expert opinion.

Key words: *Speaking, Analysis, Compatible, Textbook, 2013 Curriculum*.

I. INTRODUCTION

Speaking is perhaps the most fundamental of human communicative skills, and because we do it constantly, we do not often stop examining the processes involved. In fact, speaking, especially in a language other than our first language, is quite complex productive oral skill which involves using the different characteristic of language. Instead, children who acquire the second languages learn the element by interacting with people. Hybel (2001: 45) mentions that speaking is any process in which people share information, ideas, and feeling. In other words, speaking is to express our idea to others in oral communication, and also a process in which a speaker conveys information or messages to listeners. Nunan (2003) states that since a century ago, language acquisition research has influenced the way people think about how humans learn to speak. Recently, people has come to a conclusion that humans do not learn the elements of language and then put them together in conversation.

Furthermore, as a country that uses English as a foreign language, English is not only used to interact and establish relations with other nations but also as a subject that is studied in schools. Therefore, it is hoped that Indonesians will continue to communicate with other individuals in the world through learning English. Moreover, speaking plays in communication, it can also facilitate language acquisition and development. In situation where the target language is also a language for instruction across the school curriculum, speaking is a crucial tool for thinking and learning (Goh, 2007). In teaching speaking, the teacher plays a role as a facilitator.

As a teacher, the roles that will be faced are numerous, including as a motivator, curriculum planner, teacher of implementation of learning, supervisor, and facilitator. For example, Fullan (2006) found that the level of teacher involvement as a center of curriculum development leads to effective achievement of educational reform. Therefore, the teacher is an important factor in the success of curriculum development including the steps of implication and evaluation. Handler (2010) also found that there is a need for teacher involvement in the development of curriculum. Teachers can contribute by collaboratively and effectively working with curriculum development teams and specialists to arrange and compose martial, textbooks, and content. Teacher involvement in the process of curriculum development is important to align content of curriculum with students needs in the classroom. Besides, teachers are expected as instructional designers to be able to create their own materials as efficiently and creatively as possible. However, if the teacher is unable to develop the material themselves according to standard requirements, they must be able to select and decide the material in it. The teacher can adapt the materials from several resources such as resource book or textbook. Textbook serves as a media that helps teachers in arranging a teaching and learning process. Therefore, preparing the teaching materials for each class will not consume lots of time. Besides, Cunningsworth (1995) mentions that the uses of textbook are considered helpful because most of goals and aims have already been prepared in set of practices based on what students need to learn.

Textbook is a popular instrument for teaching English as a foreign language. It plays an important role in providing the map to both instructor and student to see what was done in the class. Textbooks are reasonably realistic because they are relatively inexpensive and require little planning time for lessons, whereas teacher-generated materials can be inefficient in terms of time, cost and quality. In this way, textbooks will decrease the professional workload and encourage teachers to spend more time focusing on the available content rather than constantly arranging for a new one.

Furthermore, the characteristics of textbooks should meet the criteria, generally following: it should suit the needs, interest and abilities of the students, suit the teacher, and meet the need of official public teaching syllabus or examination. It means that textbook that uses by the teacher to teach should be suitable with the goal of the curriculum to fulfill students' needs in learning process. Nowadays, the Government establish the curriculum for school become the 2013 curriculum.

Moreover, it is not a simple thing to determine a compatible textbook to be used in the learning process, especially for an English lesson that becomes a foreign language in Indonesia. We need to develop English as a Foreign Language textbook analysis to ensure that it can effectively facilitate the attainment of the teaching objectives, and at the same time, be economically viable to teachers and students. The wrong choice of textbooks would be likely to negatively affect both teaching and learning. Rahmawati (2018) states that financial resources would also be wasted. Fortunately, the National Education Department of Indonesia has arranged an English materials/course book for each level of education from elementary to high school and can be used directly for the teaching process.

As textbooks have a very important role in supporting student's learning and in supporting the standard competence that is being implemented. Teachers and students can build and develop their communicative competence better if they use qualified textbooks which provide and support the material needed. At present, there are many English textbooks that have been published, either by local publisher or foreign publisher. When a new English curriculum is issued by the government, there must be lots of new English textbooks. However, the material is not always representative and complete enough to support the existing curriculum. In other words, there is still a mismatch between textbook materials and the needs of curriculum users.

In this study, researchers focused on the existing aspects of the scientific approach to the 2013 curriculum. The Scientific Method emphasizes not just the end result of learning, but also the learning process as an important consideration. As a result, rather than focusing on the knowledge itself, this approach emphasizes the search for knowledge. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources. Scientific approach is the process which consists of five main steps namely: *observing, questioning, exploring, associating, and communicating*. Each of the steps is presented as follows: Observing - Brown (2000) stated that to develop student's curiosity, to create meaningful learning process and help students acquire knowledge; Questioning - Suharyadi, (2013) stated that questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own; Experimenting - Suharyadi (2013) stated that to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials; Associating - the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory; Communicating - to develop students' skills to offer or demonstrate all knowledge and ability that has been mastered verbally or non-verbally. Suharyadi (2013) argues that communicating is also called collaborative learning.

In reality, it is quite difficult to get English textbook has good materials and suitable with the curriculum. Although the government has released the list of appropriate textbook, textbook analysis is seen as an important thing to be conducted. Good English textbooks were usually not only visually appealing and attractively presented, but also met the criteria of good English textbooks. There are many criteria proposed by several experts that can be used for evaluating course books.

Considering the importance of speaking skill for students, the use of the textbook is one of the important factors in teaching and learning process. A textbook in the context of teaching and learning process is inseparable with many other components of the teaching and learning process. Textbook is very important in teaching and learning activity because it is usually used as the main source of guidance for the students and teachers. It also a means to motivate the students to pursue language study by offering glimpses of exotic situation in its illustration. This study is conducted to investigate and observe the speaking materials in English textbook for the first grade of SMAN 10 Bandar Lampung.

Therefore, to find out how well the relevance of English text books to the scientific approach principle of 2013 Curriculum. It is very important to conduct research on analyzing English textbook material.

For the purposes of this analysis, the author preferred to choose a textbook used by SMA Negeri 10 Bandar Lampung, because the author is interested in speaking activities of this book whether or not this book can be used widely and whether or not this book is acceptable to the scientific approach principle of 2013 Curriculum also the criteria of good English textbook.

II. METHODS

The researcher used qualitative research in her research because document analysis is a method that is widely applied for written or visual data to identify specific characteristics of the material that are going to be analyzed in the speaking material of the textbook. The data are the speaking activities of English textbook entitled "Bahasa Inggris" published by PT Gramedia, that used in SMAN 10 Bandar Lampung. Then, the researcher analyzes the data with the table checklist based on the criteria of the 2013 curriculum also the expert.

III. FINDINGS AND DISCUSSIONS

Findings

This section attempts to answer the research questions proposed by the researcher. The researcher analyze the textbook based on the criteria of 2013 curriculum also the experts, whether the is compatible or not.

3.1. Table checklist for speaking based on scientific approach of 2013 Curriculum and the Criteria of Good Speaking Material Based on Experts.

No	Aspect	Indicators	Score			
			1	2	3	4
1	***Observing***	1. whether students are asked to observe or read to emerge question(s).			✓	
		2. Do the aims of the course book correspondent closely with the aims of the teaching programmer and with the needs of the learners.				✓
		3. Students expected to take a degree of responsibility for their own individual learning targets.				✓
		4. Expose the language as a framework for students.				✓
		5. Encourage learners to improve their cognitive abilities to learn how to learn.				✓
2	***Questioning***	1. whether students are asked to construct, identify, and asks questions.		✓		
		2. whether students are asked to formulate hypotheses.			✓	
		3. The textbook must have the clear point of				✓

		view because it will be the learner`s point of view.				
		4. The textbook must stimulate the personal activity of the learners.				✓
		5. The textbook needs to be fascinating and appealing to students. They'll be interested, therefore, in using textbooks.				✓
3	***Exploring***	1. whether students are asked to designs and conducts an experiment or other way to collect data or evidences.				✓
		2. whether students are asked to analyze and interpret data and draw conclusions.			✓	
		3. The subject and content of the textbook is challenging and motivating.				✓
		4. There is sufficient variety in the speaking activities of the textbook.			✓	
		5. The textbook must be capable of inspiring students.				✓
4	***Associating***	1. There are analytical activities in each chapter.			✓	
		2. Has clear instructions in every activities.				✓
		3. The materials reflect an understanding of communicative skills-interpretation, expression, and negotiation, for instance, underlying all language use.				✓
		4. There should be a clear rationale for the types of exercise and their relation to the learners' short-term and long-term goals.				✓
		5. The material should encourage learners to search outside of the book and outside the classroom for language samples.				✓
5	***Communicating***	1. Is material for spoken English well designed to equip learners for real-life interactions.				✓
		2. Are style and appropriacy deal with speaking skill and matched to social situation.			✓	
		3. Integrated mission relating to the real life communication needs of learners.				✓
		4. Increase students and teachers interest to take on a range of tasks and use language in and out of the classroom in a variety of environments.				✓
		5. There is collaboration between teacher and students in speaking activities.		✓		

The researcher used table checklist from Cunningsworth, Savignon, also Nunan (Criteria of good speaking materials) that has been modify by the researcher, in order to find out the total score of speaking activities contents in textbook for the First Grade Students of Senior High School 10 Bandar Lampung are in line with scientific approach of 2013 Curriculum . There are 5 aspects with

5 indicators for each aspect. In the end of this research's result, the compatibility score of the whole textbook activities to scientific approach of 2013 Curriculum is found by summing all the total score of these 9 chapters and takes the mean score among them. To find the total speaking materials compatibility score of textbook to 2013 Curriculum , the researcher uses this formulation.

$$X = X_1 + X_2 + X_3 + X_4$$

$X_1 = 17 \times 4 = 68$
$X_2 = 6 \times 3 = 18$
$X_3 = 2 \times 2 = 4$
$X_4 = 0 \times 1 = 0$

$$X = 68 + 18 + 4 + 0 = 90$$

Note:
X = Total score
X_1 = Total point of very good criteria (point = 4)
X_2 = Total point of good criteria (point = 3)
X_3 = Total point of average criteria (point = 2)
X_4 = Total point of poor criteria (point = 1)

3.2 Table checklist Good English Textbook Based on Cunningsworth and Tomlinson.

NO	CRITERIA OF GOOD ENGLISH TEXTBOOK	Score			
		1	2	3	4
1	The textbook must comprehensive and cover most or all of what is needed and a good resource				✓
2	the content should be organized (e.g., according to structures, functions, topics, skills, etc.)				✓
3	the content should be sequenced (e.g., on the basis of complexity, "learnability," usefulness, etc.)			✓	
4	the textbook should be deal with the structuring and conventions of language use above sentence level, for example, how to take part in conversations, how to structure a piece of extended writing, how to identify the main points in a reading passage (More relevant at intermediate and advanced levels.)				✓
5	The students be able to relate to the social and cultural contexts presented in the textbook			✓	
6	There is adequate guidance for the teachers who will be using the textbook and its supporting materials				✓
7	Materials should take into account that the positive effects of instruction.				✓
8	Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates		✓		

	both right and left brain activities				
9	The learners' attention should be drawn to linguistic features of the input - Materials should provide the learners with opportunities to use the target language to achieve communicative purposes.			✓	
10	What is being taught should be perceived by learners as relevant and useful.				✓

The researcher used table checklist from Cunningsworth and Tomlinson to fulfill the criteria of good English textbook, according to the needs of the analysis of the researcher. In order to find out the total score of criteria of good English textbook for the First Grade Students of Senior High School are in line with expert opinion. this research's result, the compatibility score of the whole textbook to the criteria of good English textbook based on expert opinion is found by summing all the total score of evaluation thoroughly in the book. To find the total speaking materials compatibility score of textbook to 2013 Curriculum , the researcher uses this formulation.

$$X = X_1 + X_2 + X_3 + X_4$$

$X_1 = 6 \times 10 = 60$
$X_2 = 3 \times 7 = 21$
$X_3 = 1 \times 4 = 4$
$X_4 = 0 \times 1 = 0$

$$X = 60 + 21 + 4 + 0 = 85$$

Note:
X = Total score
X_1 = Total point of very good criteria (point = 10)
X_2 = Total point of good criteria (point = 7)
X_3 = Total point of average criteria (point = 4)
X_4 = Total point of poor criteria (point = 1)

Researcher uses analysis points 1 to 4 to distinguish between the highest point and the lowest point fulfillment of the criteria. The researcher analyze the speaking activities in the textbook one by one. Therefore, to clarify which is the highest to the lowest point the researcher uses analysis points 1 to 4. According to, Junaidi (2015) analysis is an activity of thinking to describe a whole into components so that it recognizes the signs of the components, their relationship to each other, and the function of each in an integrated whole.

Therefore the writer found the total score from all 9 chapters is 90. Textbook has 90 point similarity with 2013 Curriculum , this score is included from the similarity patterns between speaking learning

material in Textbook to 2013 Curriculum . And also the total score from the whole textbook based on the criteria of good English textbook is 85.

Discussion

Analysis Textbook Based on Scientific Approach of 2013 Curriculum

Textbook had 15 chapters. But, in this research the researcher only focused on 9 chapters based on basic competence There were nine lessons about interpersonal texts both oral and written. They were *Talking about Self* in Chapter 1, *Congratulating and Complimenting Others* in Chapter 2, *Expressing Intention* in Chapter 3, *Visiting Niagara falls* in Chapter 4, *Giving Announcement* in Chapter 5, *The Wright Brothers* in Chapter 6, *My Idol* Chapter 7, *Malin Kundang* in Chapter 8 and *You've Got a Friend* in Chapter 9. Some chapters in this Textbook have fulfilled the criterion of the table checklist.

Chapter 1 to 9 had fulfilled the criterion of giving the students opportunities to comprehend and produce oral expressions in fulfilling interpersonal communicative functions to interact with their closest environment. The elaboration was as follows. The activities on *talking about self* (page 16-18) in Chapter 1 fulfills all the criteria for good speaking material, this chapter have covers all aspects of scientific approach of 2013 curriculum from observing to communicating. As stated by Cunningsworth (1995) the textbook should be complete and cover most or all of what students need for learning and be a good resource for the teacher to provide material. The students have facilitated learners to comprehend and produce expressions in fulfilling interpersonal communicative functions both oral and written to interact with their closest environment. For example, in the lesson about Talking about self they were given Guessing games: "Who Am I?" the teacher will put a post it paper with one of the words below on students' back. The student that have been playing have to guessing themselves by asking question, and their partner may only answer with either 'yes' or 'no'. After that, the students were introduced in front of class with classmate and teacher. For speaking activities, the students were given the ability to recognize themselves in a way that is more interesting.

The activities on *Congratulating and Complimenting Others* (page 35-36) In Chapter 2, almost all aspects were fulfilled although there were some aspects that were not achieved in the existing criteria. However, this chapter fulfills all the Questioning aspects in the scientific approach of the 2013 curriculum. This chapter has given the students opportunities to take and give information orally using a game. For the speaking activity, in task 1, in order to identify which are complimenting and expression of care or sympathy, the students has given work in pairs to play rock-paper-scissors, and the winner chooses a situation from which he/she creates an expression of compliment, and then the partner responds to the expression. After that, the students were given "Let's play ball throwing" game. The teacher tell the instruction to the student to play this game.

The activities on *Expressing Intention* (page 44-47) in Chapter 3 has also given learners opportunities to Expressing Intention through a long conversation about holiday plans. Chapter 3 fulfills almost fulfill all the existing criteria, starting from the aspects of Observing, Questioning,

and Associating; but, there is no collaboration between teacher and students in speaking activities. In task 1 of the speaking activities in chapter 3, the students were make up short dialogs for the several situation, there are five situation they have to fill. After that in task 2, the student have to present one of the dialogs in front of the class. Task 3 In this chapter the student has thought how to speak as if the students are preparing a campaign for their promotion to be head of the student's organization.

The activity on *Visiting Niagara Falls* (page 77) in Chapter 4 only provide 1 speaking activity. The students were simply to try remembered one interesting place that had the students visited and re-tell the story with their partner. This Chapter had no variety of speaking activities and there is no collaboration between the teacher with the students. However, lack of speaking activities will be hinder the smooth the students in producing expressions of gratitude in various contexts.

The activity on *Giving announcement* (page 92) in Chapter 5 lacks of conversation models in various contexts, in Chapter 5 the student were ask to image that they are chairman of their class. The students had a meeting with OSIS. During the meeting, the students took the following notes and make announcement to be delivered to classmates. Actually this chapter also had no variety of speaking activities just made an announcement and delivered that with their classmates also there is no collaboration between the teacher with the students.

Task 1 on *The Wright Brothers* (page 105-106) in Chapter 6 the student work in pair to make a simple past tense. They ask further questions about the activities of their partner did yesterday using *what, where, why, who, when* or *how.* After that, in task 2, they also work in pair and make a simple perfect tense. They ask their partner several questions using *what, where, why, who, when* or *how.* In task 3, the students still work in pair, they pretend to be the interviewer, and another one will be the interviewee. In this chapter the collaboration between student and student (their partner) was very good also had the variety of speaking activities in this chapter.

The activities on *My Idol* (page 116-117) in Chapter 7 has also given learners opportunities to experiences through a dialogs in the form of assignments. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no collaboration between teacher and students in speaking activities. In task 1, teacher form student self-confidence by developing student speech in front of the class, students were asking to retell the experience of meeting an idol using their own words. After tell in front of the class they were ask to work in pair and take turns using the questions which has been described in the textbook. In task 3, they also work pair and tried to tell their partner about their experience visiting a new place.

The activity on *Malin Kundang* (page 178) in Chapter 8 just had 1 speaking activity. This chapter given learners opportunities to read the folktale, Malin Kundang. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no variety of speaking activity in this chapter. The students are ordered to create groups consist of 8 members, after that they should prepare a simple performance about Malin Kundang. With the practice of performing in front of the class, the students will improve their speaking abilities, it also made the classroom atmosphere very

interesting. It is line with Grenee, H. A., & Petty (1971) The textbook needs to be fascinating and appealing to students. They'll be interested, therefore, in using textbooks.

The activity on *You've Got a Friend* (page 203) in Chapter 9 just had 1 speaking activity. This chapter given learners opportunities to enjoy the lesson with a song, they filled the blank lyric. This chapter have fulfilled the criterion of the aspect of good speaking material but there is no variety of speaking activity in this chapter. But in this chapter student have a collaboration with their partner, they work in pair guess what the title of the song with a game.

Based on the explanation above it is in line with Nunan (1988) textbook should require students and teachers to take on a range of tasks and use language in and out of the classroom in a variety of environments. This textbook is designed in an attractive manner, by applying exercises that related to the social context. Not only in the classroom, but this textbook provides activities related to the life of students outside the classroom.

According to Cunningsworth (1995)**,** a good material should take account of students' needs as learners and should facilitate their learning processes so the material fulfill the needs of students by allowing them to use learning styles that fit them. Based on the statement given by Cunningsworth in 1995 also Nunan in 1988, this book has fulfilled the criteria for good English material also activities for the students. In conclusion, based on the rubric also discussion, the textbook has completely fulfilled criteria of good speaking material based on the experts also the scientific approach of 2013 Curriculum .

Analysis Textbook Based on Expert Opinion of Good English Textbook

The data for the study content review were collected using the textbook assessment sheet. It included a content analysis component that assisted the research in mapping the nature of the textbook, focusing on relevant analyzed aspects, and drawing broad conclusions about the content analysis of speaking materials. For the initial step of this study, the textbook was explored to identify the aspect of content analysis. It has 15 chapters, each chapter consists of sections of warmer, vocabulary builder, pronunciation practice, dialog (only in chapter 3), reading, vocabulary exercises, grammar review, listening (only in chapters 1, 6, 11, 12, and 14), speaking, writing, and reflection. It can be seen that each chapter has a content focus for speaking materials and speaking activities, such as vocabulary builder, pronunciation practice, and speaking tasks.

In general, this textbook fulfill almost all the criteria in the indicators of a good textbook according to Cunningsworth and Tomlinson, is clear and effective and is generally suitable for student needs. This textbook is complete enough based on content to fulfill the needs of teachers in the classroom, and this book can be used as a good resource for students in learning English. because in this book it is complete in each chapter consists of sections of warmer, vocabulary builder, pronunciation practice, dialog, reading, vocabulary exercises, grammar review, listening, speaking, writing, and reflection. It is in line with (Cunningsworth, 1995), who states that the functions and roles of the textbook are a resource of presentation material and a reference book.

Students can also understand the social and cultural contexts presented in the textbook, because textbooks are presented practically but can support student learning activities in the classroom.

Further, the material provided by this book also takes into account that there are positive effects of teaching given by teachers and received by students.

The material provided by this book maximizes learning potential by encouraging intellectual, aesthetic, and emotional involvement that stimulates students' right and left brain activity. As well as the material gives students the opportunity to use the target language to achieve communicative goals. Thus, achieving learning objectives in the classroom. It is supported by (Tomlinson, 2011) who states that one of the criteria of good material development is that the materials should be able to enable the students to be self-investment, the learner must be ready to acquire the point being learnt.

In conclusion, based on the rubric also discussion, this textbook has completely fulfilled criteria of good English textbook based on Cunningsworth and Tomlinson. This book is perceived by the researcher based on expert opinion as a relevant and useful English textbook.

CONCLUSION AND SUGGESTION

Conclusion

Based on the study of analyzing the English textbook entitled "Bahasa Inggris" published by PT Gramedia, that used in SMAN 10 Bandar Lampung is compatible with the scientific approach principles of 2013 Curriculum. The textbook is good to be used for first grader of senior high schools that have started using 2013 Curriculum. The exercise that given by this book are attractive and applicable in the classroom. The results show that (1) the analysis of the scientific approach 2013 Curriculum fulfilled 90 point of the qualifications of the existing criteria (2) and the assessment for good English textbook by the expert, fulfilled 85 point compatibility with the existing criteria. Based on the analysis that has been done, this book compatible the most of existing criteria. It exposes students to be an active learner all the time even though there are some minor's incompatibility based on the criteria of of good speaking material based on the experts also the scientific approach of 2013 Curriculum. This English textbook is still acceptable to be used by school because it is more than qualified to be used in 2013 Curriculum.

Suggestion

Although most of the speaking materials in textbook The textbook for senior high school of tenth grade students in SMA Negeri 10 Bandar Lampung are appropriate of with the aspect of scientific approach of 2013 Curriculum , the Researcher still gives some suggestion that will be described below.

First, the teacher should establish the speaker's content explanation in the textbook. In the condition that certain chapters of the textbook do not provide any clarity of the content of the materials, the English teacher should be creative in providing the interpretation, contributing to improving the comprehension of the material by the students. It is better to the teacher to give the explanation of the speaking materials' content, as the basic knowledge, to the students before giving the tasks.

Second, for publisher, in creating and developing English textbook for the first year students, it is needed to arrange materials and task based on students' need and their dynamic ways of learning. Therefore, they have to keep regenerating their ideas by following the regulation of the latest curriculums to evaluate the textbooks frameworks.

Third, for the future researchers, it is advisable to use inter-rater method in analyzing textbook, so the results will be more accurate.

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