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Improving students' writing achievement in Descriptive text using picture series through *WhatsApp Messenger* at SMPN 34 Bandar Lampung

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ABSTRACT

This quantitative research was conducted to investigate the use of picture series through *WhatsApp* could give positive impact on the students' writing in descriptive text. The samples of this research were the second-grade students of SMPN 34 Bandar Lampung. The researcher used experimental group design which applied pretest and posttest as the instruments. Besides, there were two meetings as the treatment. The data were analyzed by using Repeated measure T-Test. The result showed that there was significant improvement on students' writing after the implementation of picture series. The mean of the pretest was increased from 61.13 in the first test to 70.73 in the second test. Moreover, the gain of the test was quite high by having the number of 9.6. Then, the statistical calculation of the students' score also showed that the t-table was higher than the t-table ($10.298 > 2.052$). The highest aspect that improved the most was organization. The mean for this aspect was increased from 14.12 (pretest) to 17.50 (posttest) with the score of the gain was 0.5762. Briefly, it could be concluded that the H_1 is accepted and the H_0 is rejected.

Keywords: Picture Series, Writing, *WhatsApp*, Descriptive text

I. INTRODUCTION

Writing is an essential skill that should be mastered by students in learning language. Writers can convey their ideas and opinions by arranging words. Therefore, they can communicate with other people by reading the written text. Moreover, Jaramillo and Medina (2011) stated that writing is an important form of showing expression which is used to convince other people as well as to show ideas or feelings. As one of the skills that have to be mastered, writing plays one of the important tools by which students actively change the passive knowledge and information in their minds into their language in written form (Hasan, 2016). In other words, writing is an activity that helps students practice and work with the language they have been studying in order to interact with other people. They can practice their language to communicate through writing as the form of written language.

However, Richard and Renandya (2002) state that writing is regarded as the most difficult skill for EFL students to master as it has complexities by brainstorming the ideas and organizing them into a readable text. It is considered as a complex skill since the students are required to understand language components such as grammar, ideas, mechanics, vocabulary, etc. Besides, the students

mostly encounter some issues in writing because they find it difficult to express their ideas through writing. This is probably caused by several factors such as students' low motivations in writing which is usually caused by the English teachers who do not give constructive motivations for them to write. Besides, most of students lack of vocabulary, added by the fact that they also have insufficient knowledge of grammar. Those problems are proved by the researcher during pre-observation in the school where the researcher conducted field practice program at SMPN 34 N Bandar Lampung, as well as the researcher's experiences during studying in junior high school. It was revealed that some students were confused about how to begin writing. They also got difficulties in expressing and organizing their ideas in writing. The other students had gotten the ideas but they were still confused about how to arrange them to be a good paragraph. Hence, based on the problem above, the researcher decided to use media namely pictures series to help the students resolve their difficulty of writing, especially in a descriptive text.

According to Brown et al (1980), picture series is a two-dimensional visual representative of persons and things which consists of more than one images that are connected to each other. The aim of using picture series as media is to give instruction which can help students bringing out their ideas in the beginning process of writing. Hence, the teacher may use any kind of picture series to be showed to the students. The picture series is used as a clue which its function is the same as brainstorming. By seeing the picture series, the students will get an image or schemata to create some sentences to then be a whole paragraph. By seeing picture and arranging it first, the students are able to write sentences one by one by considering the information from the picture that has been seen. After writing one by one, the students can create a whole paragraph by mixing the sentences that are made from each picture given.

Furthermore, several studies regarding picture series have been conducted before. The first is a classroom action research (CAR) research entitled "Improving the Writing Skills of Recount Texts by Using Picture Series for the Eighth Grade Students of SMP Muhammadiyah 2 Kalasan in 22 the Academic Year of 2013/2014" written by Saputri (2013). The aim of her study is to investigate the students' improvement in writing recount text using picture series technique. The writer used three instruments to gain the data; observation, interview, and test. Then in the result, she proved that picture series could improve the students' writing skill in recount text. The second is the research written by Yusnita et al (2012) entitled "Improving Students' Recount Text Writing by Using Picture Series a Classroom Action Research to the Tenth Grade Students of SMK Panca Bhakti Kubu Raya in Academic Year 2011/2012". The objective of their study is to improve students' recount text writing using picture series. The research applied classroom action research (CAR) which consisted of two cycles. The result indicated that the students had progress writing in each cycle. The result of the first cycle was 61.5 (less than 65, not achieved) while the second cycle was 66.0 (achieved) which was higher than KKM score.

Additionally, it is also important to utilize an online platform in conducting the learning process as today's classes are mostly conducted online which has an advantage of decreasing the limitation of time and place. One of the effective platforms that can be used is *WhatsApp*. Barhoumi (2015)

observed that *WhatsApp* facilitates knowledge sharing among peers, improves learners' manipulative skills, facilitates the learning process, and fosters the evaluation process. This application is specially designed for educational activities that enhance communication, creativity, critical thinking, and problem-solving skills among learners. The impact of *WhatsApp* mobile social learning on the achievement and attitudes of female students compared with face-to-face learning in the classroom also has been conducted by Army in Mwakapinaet. al (2016). The result showed that there were real differences in the achievements and attitudes of the experimental group compared with the control group. Fattah (2015) also has conducted research about the effectiveness of using *WhatsApp Messenger* as one of the mobile learning techniques to develop students' writing skills. It was found that the use of *WhatsApp* had the students improve their writing. Therefore, the researcher will try to find out the improvement of student's writing ability by using picture series through *WhatsApp*Messenger in teaching descriptive text.

II. METHODS

In this study, the researcher applied quantitative approach by using one-group pretest-posttest design. Hence, there was only one class used as experimental class that received treatment using picture series through *WhatsApp*. The sample of this research was a class of first-year students at SMPN 34 Bandar Lampung which was taken randomly among the population. Then, to gain the data, the researcher administered two writings tests. There were four meetings used to conduct the research. The first test was conducted in the first meeting before receiving the treatment while the second writing was given after having the treatment in the last meeting. The data from both test were analyzed by using *Statistical Package of Social Science* ver.25.

III. RESULT AND DISCUSSION

Result

The Result of Students' Writing Pretest and Posttest

After conducting the research, the researcher got the data of students' scores in both pretest and posttest. These scores were analyzed in order to know the improvement of students' writing after the implementation of picture series through *WhatsApp*. Therefore, the result of students' scores are presented in the following table:

Table 3.1 Frequency Distribution of Students' Writing Score in Pretest and Posttest

No.	Score	Fi-Pretest	Percentage	Fi-Posttest	Percentage
1	51-55	3	10.0	0	0
2	56-60	9	30.0	0	0
3	61-65	14	46.7	1	3.3
4	66-70	3	10.0	11	36.7
5	71-75	1	3.3	16	53.3
6	76-80	0	0	2	6.7
	Total	30	100	30	100

Table 3.1 presents the distribution of students' scores in both writing tests. However, there are several differences in the score's frequency. First, it is clearly seen that there are three students who got the score ranging in 51-50 (10%) in the pretest while in the posttest, none of the students got 51-50 (0%). A similar case happened to the second range of score, there are 9 students who got 56-60 (30%) in the pretest while there, is no students who got the score in this range (0%) in the posttest. After that, there are 14 students who got the score of 61-65 (46.7%) which comes as the highest percentage of score in the pretest. In contrast, only one student who got the score in the range of 61-65 (3.3%) in the posttest. Moreover, there are three students who got the score around 66-70 (10%) after taking the pretest, which then increased to be 11 students who got 66-70 (36.7%) in the posttest. Then, there are only one student who got 71-75 in pretest while in posttest, this range of score have its higher percentage by having 16 students (53.3%). Last, there is no students who got the score below 75 in the pretest while in the posttest, there are two students who got 76-80 (6.7%).

Furthermore, it can be concluded that the lowest score in the pretest is 51-55 and 61-65 in the posttest. On the other hand, the highest score in the pretest is 71-75 while in the posttest is 76-80.

The Gain of Students' Pretest and Posttest

Furthermore, the researcher calculated the mean of students' scores in pretest and posttest to know the gain of the test. The result of the calculation is served in Table 4.2 below.

Table 3.2 The Gain of Students Writing Score

Mean score of pretest	Mean score of posttest	Gain
61.13	70.73	9.6

From the table above, it can be seen that the mean of pretest score is 61.13 and the mean of posttest score is 70.73. Besides, it is also revealed that the gain of the test is 9.6. It can be concluded that the students' scores were increased from pretest to posttest. In other words, students' writing skill was improved after they were being taught by using picture series through *WhatsApp*.

Hypothesis Testing

To know whether the hypothesis proposed by the researcher was accepted or not, it is a must to run a hypothesis testing. In this researcher, the researcher used Paired Sample T-test to analyze the result of the test. Furthermore, the result of the calculation is showed in the following table:

Table 3.3 Paired Sample T-test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	9.667	5.142	.939	7.747	11.587	10.298	29	.000

H1 is accepted if the t-value > t-table with the level of significance at < 0.05 which means that under that situation, the H0 is rejected. Then, the table above shows that the result of the computation of the two-tailed significance value is 0.00. Hence, it can be said that H1 proposed by the researcher is accepted since 0.00 is lower than 0.05. Besides, if the t-value and the t-table are compared, it can be seen that 10.298 (t-value) is higher than 2.052 (t-table). Thus, it can be concluded that students got significant improvement on their writing after the implementation of picture series through *WhatsApp*.

Result of Students' Writing in Each Aspect

In order to answer the second research question, which writing aspect improves the most after the implementation of picture series through *WhatsApp*, the researcher calculated the score from the first and the second rater to get the mean of each aspect in both tests. Moreover, the N-gain score of each aspect was also compared by the researcher to know the improvement of students' score. Below is the complete result of the statistical analysis of students' results in each aspect of writing.

Table 3.4 Students' Writing Improvement in Each Aspect of Writing

Writing Aspects	Mean		Gain	T-Value	Sig.
	Pretest	Posttest			
Content	16.47	17.98	0.1111	3.538	.000
Organization	14.12	17.50	0.5762	7.397	.000
Vocabulary	13.73	15.63	0.3015	3.678	.000
Language use	14.17	16.25	0.1944	4.596	.000
Mechanic	2.63	3.18	0.2555	4.080	.000

From the table 3.4, it can be seen that all of the writing aspects were statistically improved including content, organization, vocabulary, language use, and mechanic as t-value of each aspect are 3.538 (content), 7.397 (organization), 3.678 (vocabulary), 4.596 (language use), and 4.080 (mechanic) which were lower than the t-table (2.052). Besides, the significant level of the aspects was less than 0.05 (0.000 < 0.05). However, the highest increase was in organization with the gain of 0.5762 which was followed by vocabulary with the score of 0.3015. After that, there was

mechanic with the number of 0.2555, language use with the score of 0.1944, and the last content by having 0.1111 as its gain score.

Furthermore, regarding content, some of them still get lack of giving detailed information about the animal that they described. Then, this problem could be handled by the students in the posttest as they were able to elaborate their ideas by analyzing the pictures. Besides, organization showed the highest improvement as in the pretest, the students were failed in arranging their ideas into a well-organized sentences. They just wrote whatever they want to write without considering the organization. Nevertheless, by having picture series, the students were able to put the information from the pictures in good order. Their ideas were clearly stated by following the sequence of the pictures which helped them to make a coherent paragraph. Then, concerning vocabulary, it was found that most students got lack of vocabulary knowledge. They still got difficulty in using content and function words by seeing the word choice in their pretest writing. Nonetheless, in the posttest, the students used the vocabulary properly by considering the context. The information from the pictures helped the students to identify proper words for their writings. Discussing the result of the students' writing related to language use, it was found that in the pretest most of students showed many grammatical errors, especially tenses. They still got difficulties in constructing sentence structure. While in the posttest, the students' got better understanding of the use of tenses and language features. Last, there was mechanic. In the pretest, most students did several errors in spelling, capitalization, and punctuation. They tended to forget to comma and full stop. However, those errors were decreased in the posttest as the students have used proper punctuation and capitalization in their writing.

Discussion of Findings

The research has been conducted in four meetings. The first meeting was used to give the pretest in order to know students' initial ability in writing descriptive text. After that, in the second and third meetings, the students attended class in *WhatsApp* group. The students were learned about descriptive text by using picture series as the media. The researcher sends the example of picture series and asked the students to identify the information in each picture. Last, the posttest was administered to know students' improvement after getting the treatment in *WhatsApp* group. Moreover, the result showed that students' writings were enhanced as the mean of the posttest (70.73) was higher than the mean of pretest (61.13) with the increase of 9.6. Besides, the hypothesis was accepted since the two-tailed significance of the Paired Sample T-test was lower than 0.05 while t-value was higher than t-table ($10.298 > 2.052$).

Those evidences above provoke the conclusion that picture series improves students' writing skill in descriptive text. It is because the use of picture series can gain students' motivation and interest, especially to write a text. This finding is in line with the argument from Weninget. Al (2017) that the series of the pictures make the students pay attention to the learning process, stimulating the students to take part in the class activity. The students are eager to actively respond to the instructions from the teacher. Then, added by Apsari (2017) that the students have new media and new concept on learning. They are more interested in learning writing because the materials given

are in form of visual aid which is interesting and meaningful. After writing by using picture series regularly, the students were motivated to write better. As the result, it gives positive effect on their writing ability. Additionally, the students are able to develop their ideas clearly by using picture series in constructing writing. As stated by Yuliarsih (2016) that picture series helps the students to develop ideas to write a paragraph. It is a tool primarily used for stimulating thought. When seeing the pictures, the students think about the information of the thing they are going to describe. Moreover, it is also confirmed by Akim (2017) that students can express their ideas in writing form by translating their imagination of the pictures. The students can elaborate the content of their writing by considering the information that they got from the pictures and transfer the ideas into sentences.

Furthermore, regarding the utilization of *WhatsApp*, it was found that students were excited to learn writing in *WhatsApp* group chat. They got a lot of opportunities to share their ideas and opinions in the group without being intimidated by other people which is very good that influences the students to share the information that they got from the picture series. This is similar to the statement from Linda and Ri'aeni (2018) that students like to participate in the *WhatsApp Messenger* because they can have some opportunities to study in pairs or individually. Besides, this intervention may help teachers to guide students to write simple sentences outside of the typical classroom setting and at the same time obtain more engagement with students (Kamal et. al, 2020). Therefore, it can be said that *WhatsApp* give good impact on the students' learning process.

Likewise, the researcher also analyzed the students' scores in each aspect of writing. Then, it was revealed that all of the writing aspects were improved after the implementation of picture series in *WhatsApp*. After comparing the mean of pretest and posttest, the gain score of each aspect was calculated, coming with the result of content (0.1111), organization (0.5762), vocabulary (0.3015), language use (0.1944), and mechanic (0.2555). By seeing the increase, it is clearly seen that the most improved aspect is organization. This is happened because in the pretest the students did not know how to put their ideas in a logical sequence. They tended to write sentences based on the information appeared on their mind which was quite confusing. Hence, their description of the object is difficult to be understood and became a little bit choppy. However, students performed better in the posttest after learning descriptive text using picture series. The students constructing their writing better because they can follow the order of the pictures. Nirmala (2013) shares similar findings by having the fact that picture series provide information of which event comes first and which one comes next. Weninget. Al (2017) also agree with this by saying that picture series showed some actions or events in chronological order. By knowing the sequence of events, the students could generate their ideas better than without using picture series. Therefore, it can be concluded that Picture Series can help students to organize the information that they put in their writing.

Moreover, this researcher came with several differences from the previous study. First, the previous researches were focused on the use of picture series in offline class. Nevertheless, picture series was adapted to be the media in teaching and learning descriptive text in *WhatsApp*. The researcher sent

the picture series to the group chat and discuss it with the students. Secondly, the previous researchers did two-cycled treatment in their researcher process. They run the treatment for a quite long time which was divided into two phases. While in this research, the researcher conducted the treatment for only two meetings because of the limitation of the time during the pandemic condition.

Finally, it can be concluded that the utilization of picture series as media to teach descriptive writing in *WhatsApp* can help students to improve their writing ability. All of the aspects of writing were enhanced after learning descriptive text using picture series. Students were actively engaged with the class activity as they were interested with the pictures. As the results, the use of picture series can give good result to the students' writing.

IV. CONCLUSION AND SUGGESTION

The use of picture series through *WhatsApp* can give positive impact on the students' writing in descriptive text. Picture series can guide the students in constructing descriptive text and can gain students' motivation and interest to follow the learning process. It was also found out that all of the writing aspects were improved after the students learned descriptive text using picture series in *WhatsApp* group. The highest aspect that improved the most was organization. It was because students are able to arrange the information in their descriptive text by following the sequence of the pictures. As the result, they can organize their ideas clearly to be a good paragraph. Moreover, some suggestions refers to English teacher and further researcher regarding the conclusion. First, English teachers are suggested to apply picture series as an alternative media in teaching writing to make the students actively engage in the class as the use of this media can help teachers to take students' attention and interest. For other researcher, it is suggested that the treatment should be applied in more than two meetings in order to get more accurate result of data. Besides, the other researchers can also use other online platforms to conduct similar study.

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Aspects of writing and its correlation with students' reading habit of the eleventh grade in SMAN 1 Natar

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ABSTRACT

This research was intended to investigate what aspect of writing has the highest correlation with students' reading habit. This research is quantitative using ex-post facto design. The study was conducted on 28 students of the eleventh grade in SMAN 1 Natar. Research instruments included reading habit questionnaire and writing test. This research used scoring rubric for writing test which covered five aspects of writing; content, organization, vocabulary, language use and mechanic. The data were in form of scores taken from questionnaire and writing test. Moreover, the score of each aspect of writing was analyzed by using Pearson Product Moment Correlation analysis in SPSS 20.0 along with the score of reading habit to get the correlation between two variables. The result of analysis showed that the coefficient correlation between content aspect and reading habit was determined to be 0.514. Thus, it was implied that content aspect has the highest correlation with reading habit among the five aspects of writing.

Keywords: *Correlation, Reading Habit, Aspects of Writing.*

I. INTRODUCTION

Writing is one of the most important skills that language learners need to master. Meyers (2005) stated that writing is the process of discovering, arranging, and placing ideas on paper, as well as reshaping and revising it. Writing is defined as a process of finding a solution or solving a problem in finding fascinating ideas, arranging them, and putting them on paper that is appropriate for the writing project. According to O'Malley & Pierce (1996), writing is an individual act in which the writer transforms ideas into personal style. Indeed, writing is described as an activity that allows one to freely express oneself. Furthermore, writing skill considered as one of the high levels in communication skills, due to the fact that learners should be capable enough to write a sentence precisely. Writing is about how writers convey information using appropriate words to express their ideas on a certain topic without missing or reducing the sense.

Among the four language skills, writing is the most difficult skill for second or foreign learners to master (Richards & Renandya, 2002). Byrne (1988) classified the writing complexities into psychological, linguistic and cognitive problems. Ariyanti & Fitriana (2017) also discovered that Indonesian EFL students struggle with grammar, diction, and spelling errors. Students frequently have difficulties while attempting to compose a sentence, paragraph, or text in essay writing.

According to Jacobs et al. (1981), there are five aspects of writing that the students should be aware of. Content is the main idea, which focuses on how clear and comprehensible the idea, argument, or thesis is. Second, organization is concerned with the systematic arrangement of the information in the text. Finally, vocabulary refers to the choice of words that are acceptable for the context. Fourth, language use is concerned with the grammatical structure of a sentence. Last, mechanics deals with punctuation, spelling, and capitalization. As a result, writing ability requires the ability to express ideas, feelings, and thoughts into grammatically acceptable sentences, which are then organized into appropriate paragraphs or essays. Students need to use their prior knowledge of vocabulary and grammar to develop their thoughts in written form with a clear, accurate, and comprehensible manner. Thus, students have to obtain as much information and knowledge as possible. It is believed that reading has a strong connection with writing skills. Nunan (2003) postulated that reading is the process of collecting information that has to be integrated with readers' knowledge in order to create meaning. The more students read, the larger knowledge he/she would absorb. These knowledges later would be beneficial for the students if they were asked to write a text.

When reading becomes a habit, it becomes even more useful and effective. Reading, for instance, is called a habit because it is performed on a daily basis. Students need to develop reading habit by performing the desired reading activity every day, so it becomes second nature to them. Reading is intended to improve students' knowledge of the functions and purposes of text, as well as to assist them in producing good quality of writing by providing them with knowledge they can use to construct their own writing and understand the reader's expectations (Meyer et al., 2002). Furthermore, reading habit is a necessary thing since students attain new words, ideas, fact, information, knowledge, and experience from reading activity. The more students read, the more informations he/she will get. Reading and writing skills are said to be so intertwined that it has been reported that good writers are good readers. The secret to be a good writer is to read a lot. Becoming a good writer and a good reader go hand in hand (Kessler, 2006).

There are several researchers who had conducted the research about reading habit. Anggeriyanti (2017) discovered that there was correlation between students' reading habit and their writing skill. It was confirmed by the result of Pearson Product moment calculation where the score was 0.470 (r_{value}) > than 0.297 (r_{table}). It means that reading habit and writing skill had a positive significant correlation. Other studies by Motlaq & Egresh (2016), they found out that Iranian EFL students who are better readers and writers would write more qualified writings. Furthermore, students who enjoy reading will have a bigger knowledge and understanding, which will help them develop their writing skills.

To sum up, reading habit plays an important role in students' academic activities, especially writing. The above explanations, as well as those of previous researchers, have motivated the researcher to investigate which aspect of writing has the highest correlation with reading habit. Hopefully, the finding of this research will assist students in overcoming their writing difficulties, as the researcher believes that reading habits have a significant impact on each aspect writing. If students engage in reading activities on a regular basis, they will obtain a lot of

information, new words, knowledge of sentence's structure, and knowledge of text organization that will help them with their writing.

II. METHODS

This research is co-relation study which is one of the ex-post facto design. According to Setiyadi (2018) co-relation study is a study in which the researcher selects a single group and collects data all at once without giving any treatment. The subjects in this research were eleventh-grade students from SMA Negeri 1 Natar. The sample was chosen using cluster random sampling. The sample was chosen by lottery by the researcher. Finally, 28 students were chosen as the research's sample.

The researcher gathers the data on students' reading habits by administering a reading habit questionnaire, which was then distributed using Google Form. The students were then given a writing task to assess their writing skills. Furthermore, the students were required to write their own analytical exposition text and submit their work using Google Form.

Inter-rater reliability was used by the researcher to ensure reliability of the writing task. The first rater in this research is the researcher, and the second rater is the school's English teacher. Scoring rubric from Jacobs et al. (1981) was used to score each aspect of writing. Later, the mean score of each aspect of writing was computed in Pearson Product moment correlation analysis along with the score of reading habit to get the value of the coefficient correlation.

III. RESULTS AND DISCUSSIONS

Result

After the researcher collected the score reading habit questionnaire and writing task, the mean of each aspect of writing score between two raters was calculated to get the data. See the table below:

Table 5. The Mean of Each Aspect of Writing

Aspect of Writing	Mean
Content	20.91
Organization	14.17
Vocabulary	14.60
Language Use	13.54
Mechanics	4.32
Total	67.54

In order to find out which aspect of writing has the highest correlation with reading habit. The mean score of each aspect of writing was computed in Pearson Product moment correlation analysis along with the score of reading habit to get the value of the coefficient correlation. The result can be seen from tables below:

Table 6. The Value of Pearson Product Moment Correlation between Reading Habit and Content Aspect
Correlations

		Reading Habit	Content
Reading Habit	Pearson Correlation	1	,514**
	Sig. (2-tailed)		,005
	N	28	28
Content	Pearson Correlation	,514**	1
	Sig. (2-tailed)	,005	
	N	28	28

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

Table 7. The Value of Pearson Product Moment Correlation between Reading Habit and Organization Aspect
Correlations

		Reading Habit	Organization
Reading Habit	Pearson Correlation	1	,489**
	Sig. (2-tailed)		,008
	N	28	28
Organization	Pearson Correlation	,489**	1
	Sig. (2-tailed)	,008	
	N	28	28

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

Table 8. The Value of Pearson Product Moment Correlation between Reading Habit and Vocabulary Aspect
Correlations

		Reading Habit	Vocabulary
Reading Habit	Pearson Correlation	1	,509**
	Sig. (2-tailed)		,006
	N	28	28
Vocabulary	Pearson Correlation	,509**	1
	Sig. (2-tailed)	,006	
	N	28	28

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

Table 9. The Value of Pearson Product Moment Correlation between Reading Habit and Language Use Aspect

Correlations

		Reading Habit	Language Use
Reading Habit	Pearson Correlation	1	,425*
	Sig. (2-tailed)		,024
	N	28	28
Language Use	Pearson Correlation	,425*	1
	Sig. (2-tailed)	,024	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

Table 10. The Value of Pearson Product Moment Correlation between Reading Habit and Mechanic Aspect

Correlations

		Reading Habit	Mechanic
Reading Habit	Pearson Correlation	1	,375*
	Sig. (2-tailed)		,049
	N	28	28
Mechanic	Pearson Correlation	,375*	1
	Sig. (2-tailed)	,049	
	N	28	28

*. Correlation is significant at the 0.05 level (2-tailed).

Table 11. Summary of Coefficient Correlation Value

Aspect of Writing	Value of Coefficient Correlation
Content	0.514
Organization	0.489
Vocabulary	0.509
Language Use	0.425
Mechanic	0.375

Based on the table above, the value of coefficient correlation showed that content aspect has the highest correlation with reading habit among the five aspects of writing. The coefficient correlation between reading habit and content aspect was 0.514 with the significant level at the 0.01. Furthermore, the researcher found that the coefficient correlation between reading habit and organization aspect was 0.489 with the significant level at the 0.01. Vocabulary aspect has the second highest correlation with reading habit, and the coefficient correlation was 0.509 with

the significant level at the 0.01. The researcher also found that the coefficient correlation between reading habit and language use aspect was 0.425 with the significant level at the 0.05. The aspect of writing which has the lowest correlation with students' reading habit is mechanic aspect with the coefficient correlation 0.375.

Discussion

Based on the data analysis, it could be seen that content was the aspect of writing that has the highest correlation with reading habit as the computation shows that the value of coefficient correlation is 0.514, which makes it the highest among other aspects of writing such as organization, vocabulary, language use and mechanic.

The finding of this research was in line with the statement of Meyer et al. (2002), they stated that reading is intended to improve students' knowledge of the functions and purposes of text, as well as to assist them in producing good quality of writing by providing them with knowledge they can use to construct their own writing content and understand the reader's expectations. Moreover, Geva and Tierney (in Linuwih and Winardi, 2020) had high school students read several compare and contrast texts with the same topic from time to time and then they were asked to write similar kind of text with the same topic as well. The researchers found that the format of the students' writing were influenced by the format of the text read and the informations that they found on students' writing were also from the text read.

Furthermore, Tierney and Leys (in Linuwih and Winardi, 2020) stated reading and writing are connected since certain components of reading acquisition are included in the writing process. The writer's style, the expressed idea, and the additional materials and the acquisition itself are the components. This mean that students had to go through a process of bringing their comprehension from reading, constructing the ideas, and putting it all together in a good piece of writing. Anh (2019) stated that reading is a very useful tool in helping learners improve their writing ability because the reading process helps learners gain access to content written by others.

When students have a good quality of reading habit, they notice the text's content. Through reading, students learn the power of a strong introduction and eventually use such knowledge and information, and later develop these ideas as they write their own pieces. While reading different types of texts frequently, students are encouraged to pay attention to and learn consciously about new informations and ideas, they also have better ability to construct these ideas which is essential in making a good content for their writing.

According to the findings of those previous studies and the finding of this research, it can be concluded reading habit plays an important role in students' writing skill, especially in the content aspect. It means the better quality of students' reading habit, the better their ability to construct a good content for their writing. This happened because there is a process which students bring their understanding from reading material, figuring out the ideas for the content, and compose it into their writing.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Reading habit was positively correlated with each aspect of writing, and content aspect has the highest correlation with reading habit among the five aspects of writing such as organization, vocabulary, language use and mechanic. The computation in Pearson Product moment correlation analysis showed that the value of coefficient correlation between reading habit and content aspect is 0.514. Students who have a good quality of reading habit also have a high score in content aspect of their writing works. Students learn the importance of gaining informations and knowledges through reading activity, and they eventually utilize these knowledges and informations to create their own concepts and ideas when they write their own works.

Suggestions

Based on the result, the researcher provides the following suggestions; first, the researcher advised English teacher to focus more on the students' reading activities. This can be accomplished by assigning students to read in class and at home. Furthermore, when teaching writing, English teacher should give an assignment for the students to read a certain topic that is related to the material as much as possible. Second, English teachers should provide popular English texts or reading materials in learning activity. This will encourage students to enjoy and be excited in reading English. Last, since the researcher used analytical exposition text for the students' writing task in this research, the further research is advised to use a different form of text.

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Higher-order Thinking Skills (HOTS) based reading exercises in an EFL textbook for the second-grade students of senior high school

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ABSTRACT

The objective of this research was to find out whether reading exercises in an EFL textbook for the second-grade students of senior high school are in accordance with HOTS indicators. This research adopted qualitative descriptive research and content analysis method. The object of this research was the reading comprehension essay questions in the Bahasa Inggris SMA/MA/SMK/MAK Kelas XI textbook published by the Ministry of Education and Culture in 2018. The items of the essay reading questions were analyzed using the cognitive levels of the revised Bloom's taxonomy. As the result, the researcher found that the questions categorized as HOTS level obtain 63 out of 94 questions (67%). Meanwhile, 31 out of 94 questions (33%) were categorized as LOTS level. It indicated that this textbook concentrated more on higher-level thinking questions since the most dominant level in the textbook was higher order thinking skills (HOTS).

Keywords: *higher-order thinking skills (HOTS), lower-order thinking skills (LOTS), textbook, reading comprehension.*

I. INTRODUCTION

Education becomes an essential part of human beings since it brings a lot of advantages. It gives us knowledge of what is happening around us and changes it into something better. According to Muhammad (2016), education is a simple process of learning and knowing. Having educational experiences helps people to feel, think, and behave which can contribute to someone's success and improve satisfaction in a community. It is also expected that people can learn and explore the world freely. In brief, education can come from anywhere as long as it helps us to learn more about living as human beings.

Education is one of the most important things people should have for a living. In the area of education, it involves the activity of teaching and learning based on the curriculum provided. Mulenga (2018) states that a curriculum is a set of subjects that is taught in schools. In line with the previous statement, Curriculum 2013 was arranged by the Minister of Education and Culture of Indonesia to support the teaching and learning process. The curriculum can be applied in every subject taught in schools, including English. As stated by Kemendikbud (2013), English is one of the main subjects which students have to master.

English is a foreign language that many students find not easy to learn but they are required to master the English four basic skills, including listening, speaking, writing, and reading. Among those skills that students have to master, reading is considered difficult because students are required to combine their own prior knowledge with the information from the context (Anderson,

2008). Additionally, as stated by Pang et. al. (2003), reading consists of two major processes, word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to spoken language and comprehension refers to the process of being able to understand words, sentences, and paragraphs.

To overcome the difficulties in reading, there should be learning media to support the teaching and learning process. One of the learning media that can help students to learn is by using textbooks. A textbook is one of the tools that is generally used in the teaching and learning process. O’Keeffe (2013) states that textbooks are widely accepted as the common feature in the classrooms and are important vehicles for the promotion of specific types of curricula. O’Keeffe (2013) also added that not only do textbooks help the students and their learning process, but they also help teachers and their teaching activity by providing frameworks, texts, and tasks. Furthermore, Assaly and Igarria (2014) claim that textbooks are one of the important aspects in developing students’ higher-level thinking processes. The characteristics of a textbook should be designed from lower to higher-order thinking skills (Sukmawijaya et al., 2020). Suparman et al. (2020) also support this by stating reading comprehension involves critical thinking. There is no reading comprehension without using critical thinking (Suparman et al., 2020). Therefore, reading exercises of textbooks should involve students’ higher thinking skills when answering questions.

As introduced in Bloom’s taxonomy, Higher-Order-Thinking-Skills (HOTS) are reflected by three cognitive domains in Bloom’s taxonomy: analysis, synthesis, and evaluation which have been revised by Anderson and Krathwohl (2001) with a focused look at analyzing, evaluating, and creating.

The Ministry of Education and Culture of Indonesia introduced HOTS-based questions for the first time in 2018 during the High School National Examination. Ariyana et al. (2018) claim that introducing HOTS is the government’s effort to improve the quality of learning and the quality of graduates. Moreover, by applying HOTS-oriented questions in the National Examination, the government hopes that the students will succeed in achieving various competencies, such as critical thinking, creative and innovative, communication skills, collaboration skills, and self-confidence (Ariyana et al., 2018).

As time goes by, the implementation of higher-order thinking skills based questions started to be applied in various subjects in school to improve the quality of education in Indonesia. Along with it, the use of higher-order thinking skills based questions began to be applied in the schools mid-term and final examination. Furthermore, the teachers are obligated to understand and know more about Higher-Order Thinking Skills (HOTS) and their categories so they will not have any struggle in teaching the students with HOTS-based teaching and learning process.

Therefore, it means that today’s book exercise should be based on HOTS, however, it is reported that not all exercises in textbooks are in accordance with the HOTS context. This is suggested by Anasy (2016) that English textbooks should be continuously monitored and checked as one of continuous improvement. Several elements in the textbook need to be evaluated such as textbook

instructions and teaching materials whether or not they are matched with the indicators of HOTS since HOTS requires the students to think critically than LOTS does.

II. METHODS

This study adopted qualitative descriptive research as the data were taken from an EFL textbook. The content analysis method is the method which the researcher used because the researcher analyzed the content of a textbook with focus on the reading comprehension exercises in the textbook for the second-grade of senior high school students. The object of this research is the reading comprehension essay questions which usually show after the reading material in the *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* published by Kemendikbud in 2018. Further, the researcher analyzed the data using a table checklist which has been validated by some experts.

III. FINDINGS AND DISCUSSIONS

Findings

In this section, the researcher attempts to present the findings of this research. The researcher analyzed the essayreading comprehension questions using a checklist table to find out the distribution of the six cognitive domains in the textbook, whether they meet HOTS' indicators or not.

3.1 The Distribution of Cognitive Domain in Essay Reading Questions from the Main Chapters

Ch.	No.	Reading Questions	Cognitive Domain of Bloom's Taxonomy						Indicator
			LOTS			HOTS			
			C1	C2	C3	C4	C5	C6	
4	1.	What is global warming?	√						Remembering, recall the information.
	2.	Is it a severe problem? Why?		√					Understanding, explain the concept.
	3.	What kind of text is given above?		√					Understanding, classify the text.
7	4.	What do you think the title "Stand by Me" means?		√					Understanding, explain the concept.
	5.	Do you consider "Stand by Me" an inspirational song? Why?		√					Understanding, explain the identification.
	6.	If you had to change the lyrics of "Stand by Me", which lyrics would you change?						√	Creating, change a thing.
	7.	What do you think is the theme of this song?		√					Understanding, explain the identification.
	8.	Is this an inspiring song? Does it inspire you?		√					Understanding, explain the identification.

	9.	Do you think you can overcome all the obstacles and live in a happy and prosperous world?	√	Applying, illustrate a situation.
	10.	What is the song “Hero” about?	√	Understanding, explain the identification.
	11.	According to the song “Hero”, what makes a hero?	√	Understanding, explain the identification.
	12.	Who is your hero? Why?	√	Understanding, explain the identification.
	13.	How does this song make you feel?	√	Evaluating, give an assessment.
	14.	<i>Invictus</i> is a Latin word that means <u>unconquered</u> . What does it say about the poem?	√	Understanding, explain the identification.
	15.	Why do you think the poet is not frightened?	√	Creating, write an opinion.
	16.	Do you like the poem “Invictus”?	√	Evaluating, give an assessment.
	17.	Do you agree with the poet is saying? Why? Why not?	√	Evaluating, give an assessment.
	18.	Do you think poems can change people?	√	Evaluating, give an assessment
	19.	What do you think the poem “The Road Not Taken” is about?	√	Creating, write an opinion.
	20.	What might the two roads represent or symbolize? Make a list of possibilities and discuss with your partner.	√	Creating, write an opinion.
	21.	Did the poet choose between the roads? Which road do you think he chose?	√	Evaluating, give an assessment.
	22.	Do you think the poet is content with his choice? Give reasons to support your answer.	√	Evaluating, give an assessment.
	23.	What do you think the poem “Dreams” is about?	√	Understanding, explain the identification.
	24.	Do you think dreams can be realized?	√	Evaluating, give an assessment
	25.	Do you agree with Langston when he says that life is like a wingless bird without dreams? Discuss!	√	Creating, write an opinion.
	26.	How does the poem make you feel?	√	Evaluating, give an assessment.
	27.	What do you think the poet is saying? Do you agree? Give reasons.	√	Evaluating, give an assessment.
8	28.	Have you ever witnessed an earthquake? What effect did it have on you?	√	Remembering, recall the information.

29.	Why are earthquakes considered as the most deadly natural hazards?	√					Understanding, explain the identification.
30.	Did you notice anything specific about the way this text is written?	√					Remembering, recall the information.
31.	What kind of text is this?	√					Understanding, classify the text.
Total		3	13	1	0	9	5
		17		14			
		31					
Score		$17/31 \times 100\% =$			$14/31 \times 100\% =$		
		55%			45%		

Based on the table above, the distribution of the higher-order thinking level which consists of analyzing, evaluating, and creating skills get 14 questions out of 31 questions. Further, the distribution of the lower-order thinking level consists of remembering, understanding, and applying get 17 questions out of 31 questions. The indicator domain distribution of higher-order thinking level that consists of evaluating skill (C5) gets 9 items and creating skill (C6) gets 5 items, meanwhile, there is no question that belongs to the analyze skill (C4).

Additionally, the indicator domain distribution of lower-order thinking level that consists of remembering (C1) gets 3 items and understanding skill (C2) gets 13, meanwhile applying skill (C3) only gets 1 item. The score that can the researcher get from the table above: the score distribution of the higher-order thinking level gets 45% out of 100% meanwhile the score distribution of lower-order thinking level gets 55% out of 100%. The data show us that the distribution of higher-order thinking level and lower-order thinking level essay reading questions in the main chapters of the textbook do not have much difference. However, the distribution of lower-order thinking level essay reading questions in main chapters are higher than the higher-order think level ones.

3.2 The Distribution of Cognitive Domain in Essay Reading Questions from the Enrichment Chapters

Ch.	No.	Reading Questions	Cognitive Domain of Bloom's Taxonomy						Indicator
			LOTS			HOTS			
			C1	C2	C3	C4	C5	C6	
1	1.	Did the fisherman like asking the fish for wishes? How did he feel about it? Do you think he could have done something else instead of going back to the fish again and again?		√					Understanding, explain the identification.
	2.	The story doesn't reveal how the prince was turned into a fish. What do you think might have happened?					√		Evaluating, give an assessment.

	3.	Do you think the prince will stay as a fish forever?	√	Evaluating , give an assessment.
	4.	What happened at the end of the story? Please describe.	√	Understanding , explain the identification.
	5.	Why did the fisherman's wife keep asking her husband to go back to the fish?	√	Understanding , explain the identification.
	6.	What do you think of the fisherman's wife? Do you feel sorry for her? Or do you feel angry with her? Discuss.	√	Evaluating , give an assessment.
	7.	If you had a chance to rewrite the story, how would the story end? Write your ending of the story.	√	Creating , write a thing.
	8.	Imagine you are the fish in the story. Can you narrate the story from his point of view?	√	Applying , illustrate a situation.
	9.	What lesson did you learn from the story?	√	Creating , write an opinion.
2	10.	Do you think bullying is a serious issue in your school? Give reasons to support your opinion.	√	Evaluating , give an assessment.
	11.	Did this opinion article raise/change your awareness about bullying? Please explain.	√	Evaluating , give an assessment.
	12.	Do you think it is necessary to educate people on the issue of bullying? Why? Give reasons to support your opinion.	√	Evaluating , give an assessment.
	13.	Do you think bullying should be declared as a punishable crime? Give reasons to support your opinion.	√	Evaluating , give an assessment.
	14.	Discuss the article on bullying in a group. Does it change your perspective on bullying or not? Give reasons to support your opinion.	√	Evaluating , give an assessment.
	15.	Are you aware of cyber bullying? Do you think it is worse than physical bullying? Why? Support your opinion with examples.	√	Analyzing , distinguish the information.
	16.	What can young people like you do to prevent or stop bullying? List at least three things you and	√	Creating , write an opinion.

	your friends can do to prevent or stop bullying.		
	17. Do you think politics has changed much since the time of President Sukarno?	√	Evaluating , give an assessment.
	18. Why did President Sukarno want everyone to be united?	√	Remembering , recall the information.
	19. What is the new kind of colonialism that President Sukarno is talking about? Does it still exist? If yes, please describe in what ways. Support your answers with examples.	√	Analyzing , distinguish the information.
3	20. From this article, can you figure out President Sukarno's hopes and dreams for the world? Explain.	√	Analyzing , examine the information.
	21. What are your hopes and dreams for the world and especially for your country? Describe.	√	Creating , write an opinion.
	22. Do you think President Sukarno was able to realize his dreams and hopes? If yes, how?	√	Evaluating , give an assessment.
	23. According to President Sukarno, peace is very important. What do you think? Discuss.	√	Creating , write an opinion.
	24. If you were given a chance to give a speech in front of all the presidents and prime ministers of the world, what would you talk about? Discuss in details.	√	Applying , illustrate a situation.
	25. What do you think of Madame Loisel? Do you know anyone who has the same personality as Madame Loisel? How are they alike? Please describe.	√	Evaluating , give an assessment.
4	26. In the beginning of the play, Madame Loisel was very sad and unsatisfied. Why was she sad and unsatisfied? What did she want? Support your answer with examples from the play.	√	Analyzing , examine the information.
	27. Why do you think Madame Loisel borrowed the necklace from her friend?	√	Creating , write an opinion.

	28.	Do you think she had a good time at the ball? Support your answer with examples from the play.	√	Evaluating , give an assessment.
	29.	Do you think Madame Loisel's longing for higher-class life ruined her? Support your answer with reasons.	√	Creating , write an opinion.
	30.	What event brought about the beginning of a new life for Monsieur and Madame Loisel? Did this event change their life for better or worse? Give reasons to support your answer.	√	Analyzing , examine the information.
	31.	Why do you think they didn't tell Madame Forestier that they had lost the necklace? Give reasons to support your answer.	√	Creating , write an opinion.
	32.	Did the ending of the play surprise you? What kind of ending did you expect? Explain.	√	Evaluating , give an assessment.
	33.	What is the moral of the story? Discuss what you learned from this story.	√	Evaluating , give an assessment.
	34.	If you had a chance to rewrite the story, how would the story end? Write a new ending for the story.	√	Creating , write a thing.
5	35.	Do you think it is important to have faith? Why? Give reasons to support your answer.	√	Creating , write an opinion.
	36.	Do you think it was justified on Rancho's part to consider the post office employees as a bunch of thieves? Discuss.	√	Evaluating , give an assessment.
	37.	Do you think Rancho did the right thing by asking God for help? Discuss.	√	Evaluating , give an assessment.
	38.	When people go through difficult times, they come out of difficult times stronger and more experienced. Do you think it is God's way of empowering people to fulfill the life's purposes on earth? Discuss and give reasons to support your answer.	√	Creating , write an opinion.
	39.	What do you think of Rancho? Do you sympathize with him and	√	Creating , write an opinion.

	his family? Discuss.		
40.	Did you anticipate that the story would end like this? What were your thoughts about the ending?	√	Evaluating , give an assessment.
41.	We always pray to God asking for His help. Describe a time when you asked God for something but he answered your prayer in a way you had not anticipated. How did you feel? Were you happy the way things turned out to be?	√	Remembering , recall the information.
42.	If you had a chance to rewrite the story, how would the story end? Write a new ending for the story.	√	Creating , write a thing.
43.	The story is based on multiple themes like love, sacrifice, hope, belief and pessimism. Which one do you think is more obvious in the story? Why? Give evidence to support your answer.	√	Creating , write an opinion.
44.	Why does Sue call “the last leaf” as Behrman’s masterpiece? Do you think it was a masterpiece?	√	Understanding , explain the identification.
45.	Were you surprised at the ending of the story? Did you think it would end differently? Why?	√	Evaluating , give an assessment.
6 46.	Painting the picture on the wall resulted in Mr. Behrman’s death. Do you think he would still have painted the leaf if he had known that it would result in his death? Discuss and give reasons to support your answer.	√	Creating , write an opinion.
47.	If you were in Sue’s shoes, how would you have reacted to Johnsy’s irrational thoughts? Describe.	√	Applying , illustrate a situation.
48.	Do you think Mr. Behrman made such a sacrifice? Discuss.	√	Evaluating , give an assessment.
49.	What would you have done if you were in Mr. Behrman’s place? Discuss.	√	Creating , write an opinion.
50.	What is the greatest sacrifice you have ever made for your family or friends? Describe.	√	Remembering , recall the information.

51.	Describe Mr. Behrman's personality based on the story.	√		Understanding, explain the identification.
52.	Why do you think Johnsy never noticed that the last leaf never fluttered or moved even though it was raining heavily?		√	Evaluating, give an assessment.
53.	Why do we need biographies? What is their purpose?	√		Understanding, explain the identification.
54.	What information can we find about a person by reading a biography? Discuss.		√	Analyzing, examine the information.
55.	From Ki Hajar Dewantara's biography, how would you describe him?	√		Understanding, explain the identification.
56.	Can you find any similarities between Ki Hajar Dewantara and yourself? Describe.		√	Evaluating, give an assessment.
57.	Responsibility is being accountable to God and to others as you do your duties or obligations in a faithful way. Do you think Ki Hajar Dewantara was a responsible person? How did he show it? Discuss.		√	Creating, write an opinion.
7	58.	Think of an example of task or event in your life that required responsibility. Were you responsible in fulfilling this duty or obligation? Share your example.	√	Evaluating, give an assessment.
59.	Do you think there were some significant events that changed Ki Hajar Dewantara's life? How did those events shape or change him? Discuss.		√	Evaluating, give an assessment.
60.	What kind of impact did Ki Hajar Dewantara have on people? Discuss.		√	Evaluating, give an assessment.
61.	Ki Hajar Dewantara has had a great impact in Indonesian struggle for freedom, and especially education. Discuss with your peers what may have been different if he had not been		√	Creating, write a thing.

	there.					
62.	Ki Hajar made a lot of sacrifices for his country. If you were in his place, what would you do? Describe.	√				Applying, illustrate a situation.
63.	What did you know about Ki Hajar Dewantara prior to reading his short biography? Did you learn anything new about him? Did anything you read changed your opinion about him?		√			Evaluating, give an assessment.
		3	7	4	6	25 18
	Total	14		49		
		63				
	Score	14/63 x 100% =		49/63 x 100% =		
		22%		78%		

Based on the table, the distribution of the higher-order thinking level which consists of analyzing, evaluating, and creating levels gets 49 questions out of 63 questions. Meanwhile, the distribution of the lower-order thinking level that consists of remembering, understanding, and applying only get 14 questions out of 63 questions. The indicator domain distribution of higher-order thinking level that consists of analyzing skill (C4) gets 6 items, meanwhile evaluating skill (C5) gets 25 items and 18 questions that belong to the creating skill (C6).

Additionally, the indicator domain distribution of lower-order thinking level that consists of remembering (C1) only gets 3 items and understanding skill (C2) gets 7 items, meanwhile, there are 4 questions that belong to applying skill (C3). The final score that the researcher can get from the table above: the score distribution of the higher-order thinking level gets 78% out of 100% meanwhile the score distribution of lower-order thinking level only gets 22% out of 100%. The results of this table show that there are more higher-order thinking level questions than the questions which belong to lower-order thinking level in the textbook, this is marked by the score obtained by the distribution of higher-order thinking level questions is 78% and the score obtained by the distribution of lower-order thinking level questions equal to 22%.

Furthermore, the researcher provided a pie chart related to the scores obtained from the distribution of the skills from higher-order thinking levels and lower-order thinking levels. The pie chart below shows the percentage distribution of skill from higher-order thinking level and lower-order thinking level.

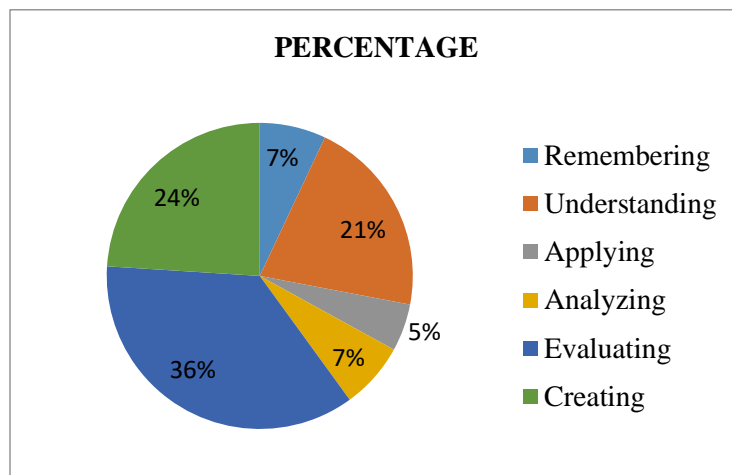


Chart 3.1 The Percentage Distribution of Skills from Higher-Order Thinking Level and Lower-Order Thinking Level

Discussion

Higher-order thinking skills-based tests were first implemented in 2018, precisely on the senior high school national examination. The implementation of higher-order thinking skills was also due to the implementation of the new curriculum, Curriculum 2013. With the implementation of higher-order thinking skills, it is expected that students can achieve various competencies. These competencies are critical thinking, creative and innovative thinking, communication skills, collaboration, and confidence.

Hence, it is important to know how good the textbook practices the higher-order thinking skills for the students because as the second-grade students who will continue their study in the university soon, it is better to train their critical thinking so that they could easily go along with the different atmosphere in the teaching and learning process at the university life which is more challenging. Therefore, the writer wants to know the distribution of higher-order thinking level of the essay reading exercise in the *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook.

The researcher divided the six skills of lower-order thinking level (remembering, understanding, applying) and the higher-order thinking level (analyzing, evaluating, creating) based on the revised Bloom's taxonomy. The result of the analysis data shows that the higher-order thinking level obtains higher distribution than the lower-order thinking level. It is proven by the result of the data analysis which shows that the higher-order thinking level obtains 67% out of 100%. Meanwhile, the lower-order thinking level obtains a lower score with 33%.

From 8 main chapters and 7 enrichment chapters in the textbook, there are 94 essay reading questions in the textbook which are divided into 63 questions belong to the higher-order thinking level and the other 31 questions belong to the lower-order thinking level. Thus, the researcher assumes that there is an inequality number in the distribution of the higher-order thinking and lower-order questions in the reading essay questions. However, it is a good result because the *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook provides more HOTS-based questions than LOTS-based questions for the students to practice their higher-order thinking level.

Therefore, based on the data analysis, the researcher can conclude that the essay reading questions in *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook by Kemendikbud (2018) is appropriate to use as the learning source in the teaching and learning process because it provides adequate questions that belong to higher-order thinking level. From the total of 94 questions, the highest skill of higher-order thinking skills is the evaluating skill by obtaining 34 questions meanwhile the lowest skill of higher-order thinking level is the analyzing skill by only getting 6 questions.

CONCLUSION AND SUGGESTION

Conclusion

After doing the content analysis by using the checklist table as an instrument for essay reading questions, the researcher concludes that the distribution of the higher-order thinking skills is higher than the distribution of the lower-order thinking skill. It is proven by the result of the data which shows that the distribution of the higher-order thinking skills reaches 63 items out of 94 questions or 67% out of 100%. Meanwhile, the distribution of the lower-order thinking skill obtained 31 items out of 94 questions or about 33% out of 100%.

Furthermore, as the focus of this research, the distribution of the higher-order thinking skills looks like: (1) the evaluating skill gets the highest score by obtains 34 questions out of 94 questions or 36%, (2) the creating skill gets the second-highest score by obtains 23 questions out of 94 questions or 24%, (3) the analyzing skill gets the lowest score by only obtains 6 questions out of 94 questions or 7%.

Based on the data above, it can be concluded that the essay reading exercises of *Bahasa Inggris SMA/MA/SMK/MAK Kelas XI* textbook are mostly included in the higher-order thinking level category since the result of the data shows that the higher-order thinking level obtains 67%, meanwhile, the lower-order thinking level obtains 33%. It means the textbook is adequate to use in the teaching and learning process.

Suggestion

The researcher hopes that this thesis could be useful for the teacher, the students, and the other researcher. Here are some suggestions that the researcher wants to deliver:

First, for the teachers, teachers need to be able to use the textbook optimally during teaching and learning process especially in teaching reading because it provides adequate HOTS-based essay reading questions that can help the students in practice their English. Because 31 items out of 94 questions are still in lower-order thinking skills, teachers should learn and practice how to modify the questions to be in higher-order thinking skills type so the students can get 100% HOTS-based questions in their learning process. Teachers should encourage the students to train their critical thinking or higher-order thinking skills even outside the school so that they can learn how to solve their own problems. Teachers also have to be more creative during teaching in a short time because of the new rules of online teaching and learning process so the students can achieve the basic competencies well.

Second, for the government, the researcher hopes that the government will provide workshops and training about HOTS for teachers to train their skills in making HOTS-based questions. Further,

there are still many teachers who do not really understand HOTS so the researcher hopes the government can help them.

Third, for the readers, the readers of this research are hoped to get some references or perspectives about the textbook selection, the reading problem, and the importance of higher-order thinking skills in educational or social life. The researcher also hopes the readers could understand more about questions based on higher-order thinking skills by the indicator from Bloom's taxonomy.

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The implementation of Scaffolding on students' writing ability in English online classes

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ABSTRACT

The objectives of this research were to find out the improvement of the students' writing achievement before and after the implementation of scaffolding and also to find out what aspects of writing improved the most after the implementation of scaffolding at SMA N 1 Sendang Agung. The subject of this research was students of eleventh-grade (class XI IPA 1) in the academic year 2020/2021. This research was conducted virtually through Google Classroom. This research was a quantitative research and the method was one group pretest and post-test design. The analysis of SPSS 20 shows that there was an improvement of students' writing ability after the implementation of scaffolding. Besides, based on seeing the analysis of students' worked in pre-test and post-test on each aspect of writing, it could be found that content was the aspect that increased the most than other.

Keyword: *scaffolding, writing, online classes.*

I. INTRODUCTION

Writing plays an important part in English language learning. It seems to be the most difficult language skill for language learners to acquire in academic contexts (Negari, 2011). According to (Hasan, 2017) the process of writing contains a number of stages which can be represented in a number of activities: setting goals, generating ideas, organizing information, selecting an appropriate language, making a draft, reading and reviewing it, then revising and editing. However, those activities become a complex process which is not easy for many second language learners.

In a teaching learning process, writing is important to be investigated because it is considered as one of the most difficult skills (Tribble, 1997). It involves several components that should be considered for students to make a writing product, not only involving the ability to arrange word to sentence, but also involving the ability to express the ideas. Moreover, students are expected to know how to write a good text, how to write letters, how to write using electronic media, how to make official texts, for the purposes of communication or other business (Negari, 2011). In the writing process, the writer has to pay attention to five basic aspects of writing, they are content, organization, vocabulary, language use, and mechanics (Brown, 2006)

During a pre-research conducted by the researcher in SMA N 1 Sendang Agung, it was found that the students' writing ability was still low, especially English is used as the main language of instructions. The researcher found a serious problem when students compose a writing product. It was indicated by seeing the result of students' writing products consisting of incoherent paragraphs, incorrect use of grammar, missing vocabulary, unorganized sentences, and less understanding of mechanic use.

To overcome the problem explained above, English teachers should find a suitable strategy to help the students write a text based in a well-organized way. The researcher finally decided to use scaffolding to be taught for teacher writing because it has several advantages. In addition, this strategy has not been implemented by teachers at the school yet.

It is common in the literature that scaffolding can motivate and link student interest with learning tasks, simplify learning tasks so that they can be more manageable and achievable by students, provide instructions to help students focus on achieving goals, clearly shows the difference between child labor and standard or expected solutions, reduces frustration and risk, provide a model and clearly define expectations about the activities to be carried out (Brown, 2006). By the use of scaffolding, it is expected to help students improve their writing achievements. Moreover, according to (Susanti, 2014) scaffolding strategy is effective to be used to make students have better performance of writing because in the activity involving scaffolding enables students to do write certain English text.

Based on the previous finding, scaffolding improve can improve students' writing achievement, especially in writing an English text. Basically there are several English texts that can be taught in teaching writing, they are descriptive, narrative, procedure, analytical exposition, and etc. In this case, the researcher decided to focus on teaching writing analytical exposition text. The reason why analytical exposition text is being implemented was because the researcher expected the students to be able to present their argument and explain about "how" and "why" in social context. Thus, it is also expected for the students to be involved in social life who could be able to present various phenomenon about what is happening around.

Furthermore, it is basically possible for every students and teachers to conduct teaching writing process directly in the classroom, but it seems impossible for both of them to conduct it during this pandemic era. Both of students and teachers are only able to have teaching and learning process virtually. Thus, this research was focusing on the implementation of scaffolding in teaching writing. The researcher used scaffolding to investigate what aspect of writing most improved when scaffolding was implemented in teaching writing. Based on the information from the teacher and observation from the researcher, scaffolding has not been applied by teacher of SMA N 1 Sendang Agung. The reason why the researcher chose teaching writing by using scaffolding because it had never been taught by the teacher of SMA N1 Sendang Agung and finally the researcher carried out a research under a title "The Implementation of Scaffolding on Student's Writing Ability in English Online Classes to Eleventh Grade of Senior High School 1 Sendang Agung".

II. METHODOLOGY

The approach used in this research was a quantitative approach. The type of research that used was one-group pretest-posttest design, there was no control group. The researcher gave pre-test to students then gave them treatment. After giving treatment, the researcher gave students a post-test (Sugiyono, 2019). The purpose of experimental testing was to test existing hypotheses set. The test was used to determine differences in ability writing analytical exposition text in the form of application scaffolding in the experimental group. The researcher used one-group pre-test and post-test design as stated in (Setiyadi, 2018). Initial test design and tests end of the experimental group in this study can be described as follows:

T1 X T2

Description:

T1 : Pre-test

X : Treatment (Scaffolding)

T2 : Post-test

Population and Sample

The population in this study was eleventh grade students at SMA N 1 Sendang Agung in the 2020/2021 school year. The researcher chose one sample class as a representative. The sample was students of class XI IPA 1 which consists of 34 students. The sample was selected used random sampling so that all population classes have the same opportunity to be a research sample.

Research Instrument

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier with the results are better, in a more accurate, complete, and systematic sense easier to process (Arikunto, 2011). There were two instruments used in this research mentioned as follows:

a. Pre-test

Pre-test was used to measure the ability of students' writing before they were given the treatment. In this step, students were asked to compose an analytical exposition text about the topic given by the researcher.

b. Post-test

Post-test was used to measure the ability of students' writing after they were given the treatment. It is also used to find out the gain of students' writing achievement by comparing the mean score of post-test and pre-test.

III. RESULTS AND DISCUSSION

3.1 The Result of the Pre-test

The pre-test was administered to find out students' writing ability before the treatment was given by using scaffolding strategy in teaching analytical exposition text. The result of students' pre-test was obtained by using inter-rater. There were two raters to score students' writing, the first rater was the researcher and the second rater was the English teacher. The result showed that the mean of pre-test was 64.97 with the lower score of 57.5 and the highest 71.5. By scoring the students' pre-test, the researcher found there

were several errors that the students made, especially in the use of punctuation, capitalization, and the use of proper grammar.

3.2 The result of Students' Post-test

The post-test was administered after the researcher applied scaffolding to the treatment during the research. It aimed to find out whether or not there is a significant improvement after the implementation of scaffolding in teaching writing analytical exposition text. The result showed that the mean score of post-test was 68.31, with the lowest score 61.0 and the highest score 77.0.

Table 3.2 Table of the Gain of Pre-test and Post-test

Mean Score	Pre-test	Post-test	Gain
		64.97	68.31

As can be seen in the table, the result of pre-test showed that the score was 64.97. It was compared to the result of the post-test mean which increased to 68.31. By comparing the score of pre-test and post-test, the gain was 3.34. In conclusion, it can be said that there was an improvement of students' writing ability after the implementation of scaffolding in teaching writing.

3.3 Normality Test

Normality test was used to investigate whether or not the data were distributed normally. The data was accepted as a normal distribution if the result of the normality test was higher than 0.05 (sig. > α). The researcher used SPSS 20 to analyze the normality data. The result of normality test was presented as follows:

Table 3.3 Table of Normality Test Result

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.142	34	.082	.956	34	.181
Posttest	.080	34	.200*	.989	34	.978
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

From the table, it can be seen that the significance value (2-tailed) of the normality test of pre-test was 0.082 and the post-test is 0.200 which were higher than 0.05. Further, it can be concluded that the data were distributed normally.

3.4 Hypothesis Testing

Hypothesis testing was used to decide which hypothesis should be accepted and rejected. The researcher used Paired Sample T-Test to analyze the data through SPSS 20. The result was presented as follows:

Table 3.4 Table of Paired Sample T-Test Result

Paired Samples Test									
		Paired Differences						df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T		(2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	3.338	2.0952	.3593	2.607	4.069	9.290	33	.000

As can be seen in table, the result of sig 2-tailed was 0.000 of where the result was lower than the level of significance 0.05. It can be said that H1 was accepted and H0 was rejected. Additionally, the result of t-value was 9.383 and it higher than the t-table of 34 students (N-34) ($9.383 > 2.034$). Therefore, it can be highly proved that there was a significant difference between the pre-test and post-test score.

3.5 The Result of Students' Writing in Each Aspect of Writing

This section attempted to find out which aspects improved the most after the implementation of scaffolding strategy in teaching writing. The result is presented as follows:

Table 3.5 Table of the Summary of Pre-test and Post-test

Paired Samples Test									
		Paired Differences						df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T		(2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	3.338	2.0952	.3593	2.607	4.069	9.290	33	.000

A. Content

Scaffolding strategy gave a positive influence toward the ability of student in producing a writing text. Content was the aspects of writing which improved the most. The students were given several examples about the phenomena which was going around and the researcher facilitated the students to produce an analytical exposition text individually based on their prior knowledge and the knowledge they have gotten

during teaching and learning process. It is proved by the result of the mean score of content aspect 1.38 which equal to 41%.

B. Grammar

Scaffolding strategy also gave a positive influence in helping students to use the grammar properly. The researcher gave a brief explanation of the language features used in analytical exposition text. The gain of writing in the aspect of grammar was 0.74 which equal to 22%. In the use of grammar, the students were able to use simple present tense properly. The students were also able to determine that simple present use subject and followed by the first verb.

C. Organization

The gain of writing in the aspect of organization presented the lowest percentage which was 0.34 and equal to 10%. The students still find difficulties in organizing analytical exposition text. It was indicated by the ability of students to differentiate argument and thesis. It was found that the students still included thesis in the last part of their writing work.

D. Vocabulary

Scaffolding strategy was focusing on the teacher as the facilitator. The researcher provided the students several examples of analytical exposition text and tried to analyze the text based on the generic structure and language features. During the discussion process between the students and the researcher, the students were able to find several new vocabularies, for example the use of “firstly” to give the first argument. The gain of vocabulary was 0.46 which equal to 14%. It can be said that scaffolding strategy also help the students to gain new words.

E. Mechanic

After the researcher gave a brief explanation about how to write an analytical exposition text, the students were able to use punctuation and capitalization properly. The gain of writing in the aspect of writing was 0.43 which equal to 13%.

In conclusion, the aspects of writing that have been investigated are content, grammar, organization, vocabulary, and mechanic. Among the five aspects of writing, content is the aspect that improved the most. It was indicated by the ability of students to develop their ideas into a writing form and it was investigated by comparing their pre-test and post-test result.

IV. CONCLUSION AND SUGGESTION

In line to the findings that the researcher has found in the previous chapter, the conclusions draw in the following:

Scaffolding gives significant improvement on students' writing ability in writing analytical exposition text. It can be seen by the result of pre-test and post-test mean. The pre-test mean was 64.97 and post-test was 68.31. By comparing the result of pre-test and post-test, there was a gain which was 3.31. Moreover, the

result of Paired Sample T-Test was proved to decide which hypothesis should be accepted or rejected. In the result of hypothesis testing, the sig 2-tailed was 0.000 which was lower than the level of significance 0.05. Furthermore, the result of t-value (9.383) proved that it was higher than the t-table (2.034) which can be highly said that there was a significant improvement of students' writing.

The aspects of writing were all improved significantly. The most improved aspect was content. Statistically, the result could be seen from the gain of pre-test and post-test mean in content aspect which was improved from 18.01 to 19.40. It was encouraged by the researcher who gave several examples of analytical exposition text and how to give an argument directly.

Refer to the previous conclusion, the researcher proposed suggestions as follows: First, suggestions for English teacher. English teachers are suggested to use scaffolding in teaching English. It can encourage students to think critically and to help their friends. Next, English teachers are suggested to build learning environment become interesting. Teachers should make sure that the students actively participated in the class especially during this pandemic era of which all of the lesson mostly taken virtually. Last, this research was focusing on teaching writing analytical exposition text, but English teachers can apply scaffolding to teach other English texts such as descriptive text, recount text, narrative text, and etc.

Second, suggestions for further researcher. This research was done in senior high school level. Therefore, further researcher can conduct a research in junior high school or university level. In this study, the researcher conducted a research in an online class. Therefore, further researcher can also conduct the similar topic in an offline class. Future researchers are expected to be able to compile a better research because in this research there were still many lacks.

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The use of Jigsaw strategy to improve students' reading comprehension achievement

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ABSTRACT

The objectives of this research are to find out the improvement of the students' reading ability before and after the implementation of jigsaw strategy and also to identify student perception about the use of jigsaw strategy at SMK N 1 Candipuro. This research was a quantitative research and the method was one group pretest and post-test design. The reading test was administrated as the instrument in this research. In pre-test, students mean score was 53.86 while in post-test it increases to 65.46; the gain obtained in pre-test to post-test is 11.59. The analysis of SPSS 20 shows that there is improvement of students' reading ability after the implementation of jigsaw strategy; Based on seeing the analysis of students' work in pre-test and post-test on each aspect of reading. It could be found that determining main idea was the aspect that increased the most.

Keyword: *Jigsaw strategy, Reading*

I. INTRODUCTION

English has four language skills; those are listening, speaking, reading, and writing. They are supported by some components; they are vocabulary, grammar, and pronunciation. In learning English, one of main skills that the student needs to acquire is reading. The purpose of teaching reading is to make the students able to read the text effectively. Therefore, students can get the information from the text they read and learn not only to understand the structure of the texts but also to comprehend the content of the texts. According to Harmer(2001) the reading skills should be acquired by students. They need to be able to scan a text and skim a text to get general idea of the text that they read. Both teachers will expect them to be more utilitarian with literary work when reading comprehension.

Based on the curriculum, the purpose of teaching reading in that level is the students have to be able to understand, to respond, and to comprehend the texts. During the observation at SMKN 1 Candipuro, the strategies that the teacher use are teacher asked students to read the texts, translate the texts, answer the question of the texts and collect students' task. From the description above, the strategy that teacher used didn't give a good learning process to the students. The other problem is that during the teaching-learning process in the classroom, the students did not enjoy the reading activities because the activity is monotonous. As a result, the students' achievement in reading comprehension was not satisfied. They also said that they were not motivated enough to deal with reading text material.

Jigsaw is a kind of cooperative learning task that requires learners to communicate with each other in order to fill in missing information and to integrate it with other information. Şahin(2010) argues that "Jigsaw technique allows students to actively participate in learning process. By being constantly

subjected to this method, students should feel more comfortable about their roles” (p.778). Wittrock(1991) concludes that it is important to change students' perception of their roles in learning from one of recording and memorizing information to one of generating understanding by relating concepts to their experiences and to their knowledge base. What Wittrock stresses on is the idea that interactive approach recognizes the importance of both the text and reader's learning characteristics in the reading process. A reading passage is divided into four or five parts. Make sure each part of the text can be read and understood independently. The class is divided into groups of four or five pupils, called expert groups. Each expert group is given one part of the text to learn. The purpose of these groups is to enable learners to help each other study the material. The pupils will then be divided into study teams or home groups. Each study team has representatives from each of the expert groups. Each member of the group now teaches and shares his/her part of the text with the rest of the study team. The time given to the "sharing" phase depends on the difficulty and length of the material.

According to the explanation above, the researcher will apply Jigsaw strategy to improve students' comprehension in reading. It is expected that by using Jigsaw, the students can take the information from the text well. The researcher also had a thought in assuming the theories that Jigsaw will give opportunity for the students to understand deeper about the text easily. Besides to produce students' comprehension, by applying this strategy is expected to make the students more active and they easily share idea with other students. Students are believed to gain more motivation. It is hoped that this strategy can overcome the students' problem in reading.

Based on these problems and reasons, the researcher would like to find out about what aspect that improved the most after being taught by jigsaw strategy in reading comprehension.

II. METHODOLOGY

This study is intended to find out whether teaching using Jigsaw strategy can increase students' reading comprehension in recount text or not and to find which aspect that improved the most. In conducting the research, the researcher will use true experimental design by giving different topics for each treatment in every test. According to Hatch & Farhady(1982) the formulated is:

T1 X T2

The description presented as follows:

T1 : Pre-test

X : Treatment (Jigsaw strategy)

T2 : Post-test

1. Population and Sample

The population of this research is the first year students of SMKN 01Candipuro in academic year 2021/2022. One class will be taken as the sample of this study and the class consisted of 30 students. The researcher will use one class randomly to determine the class.

2. Research Instrument

Research instruments are tools or facilities used by researchers in collecting data so that their work is easier with the results are better, in a more accurate, complete, and systematic sense easier to process (Arikunto, 2011). In gathering the quantitative data of this research, the researcher will use a test which is a reading test that consists of test and non-test. To make them clearer here are the following details:

1. Pre Test

A pre-test will be conducted to find out the students initial reading comprehension before treatments. The test will be administered in 60 minutes with 30 items of multiple choices reading test. The pretest items will be arranged after conducting a try-out test.

2. Post Test

A post-test was conducted in the end of treatments in order to find out the significant improvement in students reading comprehension achievement. The test will be administered in 60 minutes with 30 items of multiple choices reading test.

III. RESULTS AND DISCUSSIONS

1. The Result of The Pre-test

The pre-test was administered in the experimental class before they were given the treatment. There were 25 items that have been tested. To investigate students' reading comprehension skill, the result of the pre-test was calculated manually through Microsoft Excel and further be statistically analyzed by using SPSS 20. The result showed the summary statistic of students' pre-test score. The result showed that the total of the pre-test was 1616. The mean of the pre-test was 53.8; the median was 58.0; and the mode was 60.0.

2. The Result of The Post-test

The post-test was administered to investigate whether or not there is a significant improvement after the implementation of Jigsaw strategy. There were 25 items of post-test that have been tested.

The result showed the summary statistic of students' post-test score. The result showed that the total of the post-test was 1964. Additionally, the mean of the post-test was 65.4, median was 68.0, and the mode was 72.0

Table 1 The Gain of Students' Pre-test and Post-test

Mean	Pre-test	Post-test	Gain
	53.8	65.4	11.6

As can be seen in Table, it is clear that the students' reading comprehension ability increased significantly. It can be seen from the result of the pre-test mean (53.8) and compared to the post-test mean (65.4) which obtain the gain 11.6.

3. Normality Test

The data should be tested the normality to determine whether the data were distributed normally or not. In other words, the researcher used *One-Sample Kolmogorov-Smirnov* Formula through SPSS. The data was

said normal if the result was higher than 0.05. The result of pre-test and post-test normality is presented as follows:

**Table 2 Normality Test Result
One-Sample Kolmogorov-Smirnov Test**

		Pretest	Posttest
N		30	30
Normal Parameters ^{a,b}	Mean	53.867	65.467
	Std. Deviation	11.4943	11.9992
Most Extreme Differences	Absolute	.203	.152
	Positive	.086	.152
	Negative	-.203	-.140
Kolmogorov-Smirnov Z		1.113	.830
Asymp. Sig. (2-tailed)		.168	.496

a. Test distribution is Normal.

b. Calculated from data.

From the Table above, it can be seen that the sig 2-tailed result of the pre-test was 0.168 and the post-test was 0.496. Both of the result reached the higher value than 0.05 which can be said both of the pre-test and post-test were distributed normally.

4. Hypothesis Testing

Hypothesis testing was used to decide which hypothesis should be accepted or rejected. The researcher used *Paired Sample T-Test* in which the significance level was determined if the result is lower than 0.05. The data of hypothesis testing is presented as follows:

Table 4.7 Table of Result of Hypothesis Testing

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	11.6000	5.7870	1.0566	9.4391	13.7609	10.979	29	.000

As seen in Table 4.7, the result of hypothesis testing is shown. The result showed that the sig 2-tailed value was 0.000 which was lower than 0.05. Moreover, to ensure the sig 2-tailed result, the t-value (10.979) could be compared to the t-table of 30 (N-1) students which was significant to 2.045 (10.979 > 2.045). In conclusion, based on the result of sig 2-tailed and t-value of Paired Sample T-Test, it could be said that Jigsaw strategy give significant difference of students' reading comprehension.

IV. CONCLUSIONS AND SUGGESTIONS

In line to the findings that the researcher has found in the previous chapter, the conclusions draw in the following:

Jigsaw strategy gives a significant difference in students' reading comprehension ability. It can be seen from the result of the pre-test and post-test mean which have been compared with the result of the differences 11.6. Furthermore, the result of hypothesis testing proved that there is an increase of where the level of significance is lower than the alpha ($0.000 < 0.05$). It can be said that students' reading comprehension ability differences after the implementation of Jigsaw.

Refer to the previous conclusion, the researcher proposed suggestions as follows: First, suggestions for teacher. English teachers who mostly use conventional teaching strategy are suggested to use Jigsaw strategy because it can influence students' reading comprehension ability. It involves the activity of students to work in group and build communicative skill. Last, The teacher can apply Jigsaw strategy in teaching other English skill, such as writing, speaking, and listening.

Second, suggestions for further research. Further researcher may conduct a study using Jigsaw strategy in more than three meetings in order to get more accurate result of data. The longer treatments are given, the more effective the result is collected. Next, Further researcher is suggested to find out students' attitude, or response to collect the data from the students' point of view. It can be collected by other instruments such as interview. Last, Further researcher is suggested to find out students' attitude, or response to collect the data from the students' point of view. It can be collected by other instruments such as interview.

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The use of collaborative strategic reading to improve students' reading comprehension.

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ABSTRACT

The objectives of this research was to find out whether there was a statistically significant difference of students' reading comprehension ability of narrative texts after the students were taught through CSR strategy and also to find out which aspect of reading comprehension improves the most after CSR was implemented in teaching reading at the tenth grade of SMKN 1 Terbanggi Besar. This research was a quantitative research and the method was one group pre-test and post-test design. In pre-test students mean score was 52.17 while in post-test it increase to 76.15; the gain obtained in pre-test to post-test is 23.98. The subjects of the research were 26students at the tenth grade of SMKN 1 Terbanggi Besar. The reading comprehension test was used as the research instrument. The data were analyzed using paired sample t-test. The result showed that there was a statistically significant difference of students' reading comprehension of narrative texts. Determining main idea was the aspect that improved the most after implementing Collaborative Strategic Reading technique.

Keywords: reading comprehension, CSR strategy, and narrative text.

I.INTRODUCTION

In English Language there are four basic skills that students must master, one of those skills is reading. The purpose of teaching reading is to make the students able to read the text effectively. Therefore, students can get the information from the text they read and learn not only to understand the structure of the texts but also to comprehend the content of the texts. According to Harmer(2004) the reading skills should be acquired by students. They need to be able to scan a text and skim a text to get general idea of the text that they read. Both teachers will expect them to be more utilitarian with literary work when reading comprehension.

McDonough & Christopher (1993)state "reading is the most important foreign language skill". It means that reading is one of the most important skills for English language learners, especially for students who learn English as a foreign language. Unfortunately, reading is considered as a difficult foreign language skill for students, this is true because reading has many complex components. According to Nuttal(1985) there are five aspect of reading, such as: (1) main idea refers to the important information about the overall idea of a text, (2) specific information refers to the facts or ideas that explain or prove the main idea, (3) inference refers to a good guess or conclusion based on logic of passage, (4) reference refers to a word or phrase used either before or after the reference, and (5) vocabulary refers to all the words which exist in particular or object.

In reality, reading is considered as a boring activity for the students because based on the observation during the field practice program at SMKN 1 Terbanggi Besar, it was found that the students

experienced difficulty to comprehend the text. The result of observation showed that there were some problems faced by the students in learning reading. The students faced the difficulty in constructing the idea of the text, especially in getting the main idea, finding specific information, finding reference, and making inference. The students also were lack of vocabulary. Consequently, the students are unable to answer the questions of reading test because they could not understand what they have read. To be more concrete, according to Agustiar(2014) in her research at SMPN 13 Bandar Lampung found that the students still faced some difficulties in answering the questions in English especially in reading comprehension.

Nowadays, many teaching strategies were offered to facilitate the teacher in improving the students' reading ability. One of those strategies in teaching reading which guides the students for being able to collaborate well with others is Collaborative Strategic Reading (CSR). In view of this, (Klingner & Vaughn, 1998) state CSR is a collaborative strategy that teaches students to use the comprehension strategies while working cooperatively. According to (Klingner et al., 2004) CSR helps students learn some specific strategies such as learning in a cooperative environment, brainstorming and predicting (Preview), monitoring understanding (Click and Clunk), finding the main idea (Get the Gist), and answering questions (Wrap up). By doing these activities, the students are not only encouraged to work together in comprehending the text but also maximize their involvement and responsibility to understand the text well.

Regarding the issue above, a lot of researches have conducted for finding the effect of Collaborative Strategic Reading (CSR) technique in teaching English especially in teaching reading. A research Conducted by Puspita(2012)at the second grade of SMP Negeri 1 Ngadirojo in the Academic Year of 2011/2012. The research findings showed that the use of CSR improve students' reading classroom situation of English class. The improvement of classroom situation during teaching learning process occurred include: (1) all studentsgaves more attention when teaching learning process conducted, (2) students' behavior change as a whole and they do not do the useless activity during the lesson, (3) the students were more active during teaching learning process, (4) they were more responsible to do the task.

According toSusana et al.,(2020). This research was to improve students' reading comprehension using Collaborative Strategic Reading. The method used in this research is experimental research with one group pre-test posttest design. Data collection techniques were tests and observation. Data analysis technique used is Paired Sample T-test. The result shows that the average value of the post-test reading comprehension was higher than the results of the pretest reading comprehension (81,250> 51,875). In addition, the significance value obtained was 0,000 or the significance value was smaller than the significance standard of .05 (sig <0.05). Thus, it indicates that Collaborative Strategic Reading (CSR) learning model can improve reading comprehension students of English Education in Islamic University of Malang.

According to the explanation above, the researcher would be apply CollaborativeStrategy Reading in teaching reading narrative text because CSR is suitable strategy that could help the students to comprehend the text well. The researcher also had a thought in assuming the theories that CSR would begiven opportunity for the students to understand deeper about the text easily. Besides to produce students' comprehension, by applying this strategy was expected to make the students more active,they

easily share idea with other students and they easily comprehend the text well. It was hoped that this strategy can overcome the students' problem in reading. This research is intended to find out whether there is a significant difference of students' reading comprehension ability in narrative text after being taught by using CSR. There are basically five aspects of reading in this research: (1) main idea, (2) specific information, (3) vocabulary, (4) inference, and (5) reference (Nuttal, 1985).

Based on these problems and reasons, the researcher would like to find out significant differences of students' reading comprehension and the researcher would like to find out about what aspect that improved the most after being taught by CSR in reading comprehension.

II. METHODOLOGY

In conducting this research, the researcher used a quantitative research by applying *One Group Pretest-Posttest design*. This research has been conducted in five meetings. One meeting has been for conducting pretest, and posttest (T1) will be given before the researcher taught by using CSR in order to measure the students' reading ability before they were given the treatment. Then, three meetings were for treatment (X) to teach reading by using CSR in order to improve students' reading comprehension. The last, one meeting was for conducting pre-test (T1), and posttest (T2) would be given after implementing CSR and to measure how far the students' improvement of reading ability after they got the treatments. The experiment class in this study could be described as follows:

T1 X T2

The formula can be further illustrated as follows:

T1: refers to Pre-test

X: deals with treatments (Using CSR)

T2: relates to Post-Test

(Hatch & Farhady, 1982)

1. Population and Sample

The population of this research was the tenth grade students at SMKN 1 Terbanggi Besar in the 2021/2022 academic year. The sample was the students in X accounting 1 class which consists of 26 students. The sample was chosen by using random sampling so that all the population class has the same opportunity to be research sample.

2. Research Instrument

Research instruments were tools or facilities used by researchers in collecting data so that their work was easier with the results were better, in a more accurate, complete and systematic sense more easier to process (Arikunto, 2011). There were two instruments used in this research mentioned as follows:

1. Pre-test

Pretest would be conducted to measure the students' reading ability in comprehending the text before the treatments.

2. Post-test

Posttest would be conducted in order to find out how far students' improvement in reading comprehension after conducting the treatment by using CSR.

III. RESULT AND DISCUSSION

1. The Result of the Pre-test

The pre-test was administered in the experimental class before they were given the treatment. There were 30 items that have been tested. To investigate students' reading comprehension ability, the result of the result pre-test was calculated manually through Microsoft Excel and further be statistically analyzed by using SPSS 20. The result showed that the total of pre-test was 1336.57. The mean of the pre-test was 52.17.

2. The Result of the Post-test

The post test was administered in to investigate whether or not there is a significant improvement after the implementation of Collaborative Strategic Reading. There were 30 items of post-test that have been tested.

The result showed that the total of the post-test was 1979.91. The mean of post-test 76.15.

Table 1The Gain of Students' Pre-test and Post-test

Mean score of Pre-Test	Mean Score of Post-Test	Gain
52,17	76.15	23,98

As could be seen in table, it is clear that the students' reading comprehension ability increased significantly. It can be seen from the result of thepre-test mean (52.17) and compared to the post-test mean (76.15) which obtain the gain 23.98.

3. Normality Test

The data should be tested the normality to determine whether the data were distributed normally or not. In other words, the researcher used *One-Sample Kolmogorov-Smirnov* Formula through SPSS. The data was said normal if the result higher than 0,05. The result of pre test and post-test normally is presented as follows

Table 2. Normality Test Result

		Pre-test	Post-test
N		26	26
Normal Parameters ^a	Mean	52.1758	76.1504
	Std. Deviation	8.68947	5.63246
Most Differences	Extreme Absolute	.091	.195
	Positive	.083	.195
	Negative	-.091	-.116
Kolmogorov-Smirnov Z		.466	.993
Asymp. Sig. (2-tailed)		.982	.278

a. Test distribution is Normal.

From the Table of *One-Sample Kolmogorov-Smirnov Test* above, as can be seen that the significance value (2-tailed) of the normality of the normality test pre-test was 0.982 and post-test was 0.278 which were higher than 0.05. Thus, it can be inferred that the data were distributed normally.

3. Hypothesis Testing

In proving whether the hypothesis proposed by the researcher is accepted or not. Paired-Sample T-Test (SPSS 160 for windows) was used to test the hypothesis in which the significance was determined if the result is lower than 0,05. The data of hypothesis testing is presented as follows:

Table3. 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	Posttest – Pretest	2.39746E1	8.05712	1.58013	20.72027	27.22896	15.173	25	.000

Table 4.8 showed that the result of the computation of the value of two-tailed significance was 0.000. It

mean that H_1 was accepted and H_0 was rejected since $0.00 < 0.05$. Then, if the t-value (15.173) compared with t table (2.059), it can be seen that $t\text{-value} > t\text{-table}$ ($15.173 > 2.059$) which mean that H_0 is rejected and H_1 is accepted. In conclusion, based on the result of sig 2-tailed and t-value of Paired Sample T-Test, it could be said that Collaborative Strategic Reading give significant difference of students' reading comprehension.

4. The Result of Students' Reading in Each Aspect of Reading

Meanwhile, the second result of the research shows the improvement of all reading aspects. The summary can be seen from the following table below.

Table 4. Improvement of Each Aspect in Reading Comprehension

Aspect of Reading Comprehension	Mean Score of Pre-Test	Mean Score of Post-Test	Gain	Percentage
Main idea	13.33	22.5	9.17	35
Specific Information	12.33	19.83	7.5	28
Inference	13.16	18,83	5.67	21
Reference	14	15	1	4
Vocabulary	13.5	21.5	8	30
Total	66.32	97.66	31.34	

In relation to Table 4 above, CSR improves the students' reading comprehension ability in all aspects of reading comprehension, such as identifying main idea which gained to 9.17, finding specific information which was 7.5, making inference which gained to 5.67, determining reference which was 1, and understanding vocabulary which gained to 8. Moreover, CSR mostly improves students' reading comprehension in identifying main idea, in which their ability in that aspect is 9.17 improved significantly.

IV. CONCLUSIONS AND SUGGESTIONS

In the final analysis, Collaborative Strategic Reading can give significant differences to students reading comprehension. Based on the result, there is a significant difference of students reading comprehension after being taught using Collaborative Strategic Reading in narrative text at SMKN 1 Terbanggi Besar . It was proved by the increase of students mean score in the post-test which is higher than in the pre-test. Students' mean scores in the pre-test was 52.17 and post-test was 76.17 in which the gain was 23.98. Moreover, the result of Paired Sample T-Test was proved to decide which hypothesis should be accepted or rejected. In the result of hypothesis testing, the sig 2-tailed was 0.000 which was lower than the level of significance 0.05. Besides, the highest improvement aspect of reading comprehension after being taught by using CSR was finding main idea. Most of all, CSR can be applied as the alternative strategy to motivate the students which enables to help them to achieve the goals of learning process of reading.

In reference to the conclusion above, the researcher recommends some suggestions as follow: First, Suggestions for English Teachers As can be seen that the lower two aspects of reading comprehension ability were reference and vocabulary, it is necessary for the English teacher to improve students' understanding of reference and vocabulary by providing exercises: (1) in terms of reference, the teacher can explain about pronoun to the students. (2) in terms of vocabulary, the teacher can teach the students by guessing the meaning of the words through picture and making the antonym or the synonym in written card. Furthermore, in applying CSR, the teacher should control the students' activities and consider the time allocation to make the efficiency of the strategy itself.

Second, Suggestions for Further Researchers Since this research was conducted using CSR to improve students' reading comprehension ability , further researchers, can try to use this strategy to improve students' reading comprehension for different levels of students such as junior high school students, or even university level. After all, further researchers can apply this strategy by using other kinds of text, i.e. descriptive, report, recount, and explanation.

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Teaching reading using ReadTheory website as an online platform

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ABSTRACT

The objectives of this research were to know whether or not there is a significant improvement on reading achievement after teaching using ReadTheory and which reading aspect is improved the most. The design of this study was one group pretest-post test design. The study employed reading test for pretest and post test. The result of study found that the two tailed significance value (p) is 0.000. ReadTheory is significant to improve reading achievement and supporting details are the aspect improved the most. This is proven as the result of post test mean reached 62,59 from 53,40. The improvement was shown in all aspects of reading, especially aspect of supporting details. The gain percentage of supporting details was 13.6%. Thus, the teachers can try to employ ReadTheory in order to enhance reading practice especially in aspects of supporting details.

Key Words: ReadTheory, improvement, reading test, reading aspect.

I. INTRODUCTION

Reading is one of the key language learning and teaching competencies. Chastain (1988) claimed that students of the second and international languages need to read vast amounts of authentic materials to be able to read for communication. Among the four English skills, reading is more emphasized to be taught in Indonesia as the item tests of the Ujian Tulis Berbasis Komputer (university entrance test) focus on the reading achievement (Lembaga Tes Masuk Perguruan Tinggi, 2020).

Some studies have been done in investigating reading achievement through online platform. One study aims to see the ReadTheory's impact on student grades, reading confidence and ability (Romeo, 2016). Another study aims to see the significant influence of online reading habit on reading achievement (Yuliani, 2017). Another study aims to see reading strategy towards student reading achievement (Khusniyah, 2019). Another study aims to see the EFL's factors influence of reading habit (Satriani, 2019).

The word "online platform" has been used to describe a number of online platforms, including markets, search engines, social media, innovative content sources, app stores, messaging platforms, payment systems, so-called "collaborative" or "gig" economies, and much more. An online platform is defined in this study as a digital service that facilitates interactions between two or more separate but interdependent sets of users (whether companies or individuals) who interact via the internet through the service (OECD, 2019).

Online learning is a teaching and learning process using internet and digital media to transfer the materials (OECD, 2019). The sources of online learning and e learning are from website, internet, CD-ROM, and DVD. The purpose of online and e-learning is not only to access information but also to achieve specific learning purpose (Ayu, 2020). Most learning tasks will be completed through the help of technology. This can be proved by looking at today's educational institutions where many schools have their own website to disseminate and share information with the students quickly.

Indeed the learning environment affects new information growth. This includes the physical facilities, the psychological environment, the methods of learning and teaching (Haron, 2015).

It is not surprising that the more one reads, the better one becomes at reading. Readtheory.org as an online platform has numerous reading worksheets. ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12 at ESL. The website provides a wide variety of reading achievement exercises. ReadTheory’s unique features are its fee-for-use model, its incorporation of game mechanics, and its responsive leveling algorithm, which allows students to be presented with best-fit material based on prior performance (Romeo, 2016).

II. METHOD

The aim of the study is to find out if there would be a significant difference in the achievement by students through the implementation of reading using ReadTheory. The aspects of reading that are best promoted through online platforms are also examined. The study one group pretest-post test design. The researcher used statistical computation Paired Sample T-Test SPSS 20 version for Windows to test whether there is significant difference or not. The study is designed as follows:

T1 X T2

(Setiyadi, 2006)

T1 is the pretest, X is the experiment of using ReadTheory. After the class get the treatment, they have the post test (T2). The data were analyzed by using two paired t-test. The researcher uses purposive sampling in order to represent the objectives of the research (Setiyadi, 2006). Students of 10th grade at SMAN 11 Bandar Lampung were chosen as the subject of the research.

III. RESULT AND DISCUSSION

Result

Table 1. Result of 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	-9.181	7.02808	1.49839	12.29790	-6.06574	-6.128	21	.000

Table 1 above shows the two tailed significance value (p) is 0.000. It means that the improvement on students’ reading achievement is significant. In other words, the hypothesis is accepted since 0.000 is

less than 0.05 ($0.00 < 0.05$). Therefore, it can be concluded that students' reading achievement significantly improved after the implementation of ReadTheory website. Students' mean score in the pre-test is 53.40, while the mean score of post test is 62.59.

The research finding indicates that the implementation of ReadTheory had led to significant improvement of students' reading achievement. The students' mean score in the pre-test was 53,40. In the post-test, students got 62,59 on their reading achievement. Then, it was found out that the significance level of students' improvement was 0,000. The improvement was shown in some aspects of reading which were supporting details, reference and main idea. Among all the aspects, supporting details is the highest aspect improved.

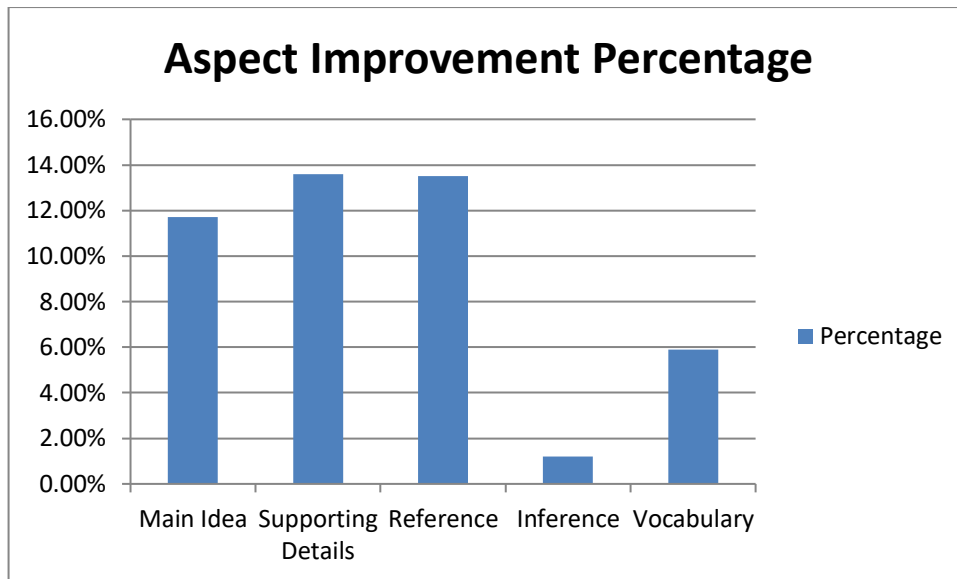
ReadTheory fits with the criteria of what online platform should be. It has educational value of online learning platforms and the affordances of resources in creating innovative assessment practices (Fernando, 2018). All content on ReadTheory is in line with grade-specific Common Core State Standards on English Language Arts, reassuring that in-program progress reflects to offline success on state standardized tests (Common Core, 2010).

There are six principles behind teaching reading such as: reading is not a passive skill, students need to be engaged with what they are reading, student should be encouraged to respond to the content of a reading text, prediction is the ultimate factor and the teacher should match up the task with topics (Harmer, 2001). The researcher used the instrument as pre-test and post-test to see the aspect improvement. The aspect and its percentage as follow:

Table 2. Aspects Percentage of Pre-Test and Post Test

Aspects	Percentage
Main Idea	20%
Supporting Details	20%
Reference	20%
Inference	20%
Vocabulary	20%

There are five aspects to be tested such as main idea, supporting details, reference, inference and vocabulary. The improvement of each aspect in a bar chart as follow:



According to the figure above, there is improvement on students' reading achievement in some aspects of reading. The highest gain percentage is the aspect of supporting details (13.6%). Supporting details is searching for the details relevant to the purpose in mind and trying to dismiss the irrelevant one (Nuttal, 1982). ReadTheory.org is an interactive website designed to serve as a computer-based supplemental reading program for students in grades 1 through 12 at ESL. The website provides a wide variety of reading exercises.

ReadTheory support the online reading habit among students. This finding supports the previous research that there was a correlation between students' online reading habit and their reading achievement (Yuliani, 2017). Students online reading habit as what happened in ReadTheory stimulates the students for getting higher score in answering post test. This is proven as the result of post test mean reached 62,59 from 53,40.

Table 3. Computation Paired Sample T-Test SPSS 20 Version

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	53.4091	22	10.84813	2.31283
	POST-TEST	62.5909	22	12.70043	2.70774

Table 3 presents the mean scores of 22 students' reading achievement in both pre-test and post-test. It is shown that pre-test mean score is 53,40 while the post-test mean score is 62,59. It means that there is improvement on students' reading achievement after the implementation of ReadTheory.

Discussion

The research finding indicates that the implementation of ReadTheory had led to significant improvement of students' reading achievement. The students' mean score in the pre-test was 53,40. In the post-test, students got 62,59 on their reading achievement. Then, it was found out that the significance level of students' improvement was 0,000. Therefore, it indicates that the implementation of ReadTheory as platform can significantly improve students' reading

achievement. In the previous studies conducted by Romeo (2016), it was found out that the implementation of ReadTheory to the significant improvement on students reading performance in level of ESL. Additionally, the improvement was shown in some aspects of reading which were supporting details, reference and main idea.

There are five aspects of reading which are main idea, supporting details, reference, inference and vocabulary. The aspect significantly improved after teaching reading using ReadTheory is supporting details. Supporting details aim to extract specific information without reading through the whole text. From the result, it was found out that supporting details got the highest improvement compared to the other aspects. The gain percentage of supporting details was 13.6%. The researcher then tried to analyze on why supporting details became the most improved aspect compared to the others.

Example of representative design supporting details:

Independence Day Celebrate Peacefully Nationwide

1,000 flags, one love. a young boy and girl banded together to secure a flagpole to the ground in mt. Merapi valley in yogyakarta on Sunday. The pole was one of 1,000 flags erected in the valley during a flag-raising ceremony entitled, “Seribu Bendera Satu Cinta” (a thousands flag, one love).

In medan, North Sumatra; the residents of Aurvillage held their flags-raising ceremony. The local governments paid attention to Usmarlin, a participant who said that the condition of the river had become a matter of great concern because of pollution from both factories and domestic waste.

Meanwhile, 2,343 prisoners in South Sulawesi received sentence reductions due to the independence day celebration, 92 of whom were released from prisoners.

The Jakarta Post, August 18 2014.

Question: Who enjoyed freedom in this independence day celebration?

- (A) a young boy and girl
- (B) Aurvillage residents
- (C) the local governments
- (D) the 2,343 prisoners
- (E) the 92 prisoners

The typical of supporting details questions employed the question of 5W (what, when, why, who, where) questions. On the above, the question from national examination reading test used “who”. The question ask “Who enjoyed freedom in this independence day celebration”. As what being said, the aspect aims to extract specific information without reading through the whole text. The student did not need to read the whole text to find who enjoyed the independence day celebration. As the result, the students could easily answer the independence day celebration from the keywords they were asked for. This includes searching for the details relevant to the purpose in mind and trying to dismiss the irrelevant one (Nuttal, 1982). In short, the students of SMAN 11 Bandar Lampung are able to discriminate the relevant and irrelevant ones.

In the previous studies conducted reading online using ReadTheory, the improvement in aspects of reading such as main idea, supporting details, reference, inference and vocabulary have not

investigated yet. However, Romeo (2016) found out that there is impact on student grades in the students in United States generally. In this research, the grades of students and the aspects of reading after using the website significantly increased. Thus, this research supports the previous finding and addresses more the aspects.

When reading habit become cultures, this website shifts the conventional reading cultures to be integrated by technology. Online reading resources are helpful to make students get ready to work the task, to get much information, and to improve learners' knowledge in reading (Satriani, 2019). The students took the ReadTheory worksheet regularly. The worksheet in ReadTheory targets students critical thinking as what 2013 curriculum expected (Kemdikbud, 2014). Online reading strategy gave a positive impact on students' pattern in English reading achievement. Therefore, this is in line with the previous study that online reading is an appropriate media to support English reading (Khusniyah, 2019).

The students motivation in doing exercises also has played a big role in reading achievement. The three aspects of reading motivation most relevant to the instruction of reading worksheet in ReadTheory: (a) improving reading self-efficacy; (b) making internal and controllable outcome attributions for successes and failures associated with reading; and (c) establishing personally relevant value in becoming a better reader (Quirk, 2010). The self-efficacy makes student finishing the task effectively in time. The outcome attributions associated with reading becomes a reflection since the result was being published in the website after completing the tasks. The establishment of personal relevant value in becoming better reader was stimulated by the gamified content to become a good achiever in finishing the task perfectly. So, this website has contributions for students.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

ReadTheory contains reflective exercises which is aimed at directing students to understand the meaning and intention of reading a specific piece of written content. Their knowledge of the intention of reading will allow them to decide the right skill(s) to use in later reading activities. The achievement of finding specific information of the text also happens in finding supporting details, reference and main idea. Those achievements are improved by reflective exercises in ReadTheory.

Suggestion

By considering the scope of this research, researchers who are interested in the same field are suggested to conduct a study on the use of ReadTheory the other language skills since this study only focused on the reading skill. On the other hand, ReadTheory gives worksheet in writing skills too for each reading exercise at the end. Researcher may also investigate the possibilities of reading aspects that might be least facilitated and identify the factors that possibly hinder them for this research focused more on the aspect of reading improved the most. Furthermore, the other researcher may conduct a research on the students' perception and the students' progress about the website. In brief, the conclusions of this research and the suggestions for English teachers who are interested to implement ReadTheory as website in media of teaching English who want to conduct any relevant researches have been explained.

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Improving students' writing performance by using personal photographs in writing descriptive text at MTs N 12 Tanah Datar

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ABSTRACT

The objectives of this research were to find out whether there is any significant improvement of the students' writing performance in descriptive texts and to investigate which aspects in writing skills that improve better after the implementation of a personal photograph in writing descriptive texts. The research was quantitative by using one group pre test and post test design. The population of this research was the first grades students of MTs N 12 Tanah Datar in the academic year 2020/2021. The sample of this research was VII F that consisted of 28 students. The instrument of this research was writing test. The results showed that there was a significant improvement of the students' writing performance after the implementation of a personal photographs in writing descriptive texts. It could be seen from the gain on pretest and posttest score. Based on the data, the mean value obtained in the pre-test was 69.32, while the post-test was 84.43., so mean score increased 15.11, in which $t\text{-value} > t\text{-table}$ ($12.93 > 2.052$) or sig ($0.00 < 0.05$). Furthermore, content was one of the aspects in writing skills that improve better after the implementation of a personal photograph in writing descriptive texts. The percentage of this aspect in the pretest was 20.995 while in the post test was 25.37., so the score increased 4.375. As a result, it can be concluded that personal photographs not only improved the students' writing performance but also all of the aspect of writing skills, because personal photographs can help students in developing their idea in writing descriptive texts. Personal photographs also can make students more active and easier when they want to describe something.

Keyword: *Personal Photographs, Writing Performance, Descriptive Texts*

I. INTRODUCTION

Writing is a skill that is required in written communication. As we know that people need information about various things such as social, political, economic, religious, or educational, therefore we need to learn to understand about writing a text that might help us share information with others easily. According to White (1986:10) writing is the process of expressing the ideas, information, knowledge, or experience and understands the writing to acquire the knowledge or some information to share and learn. Writing is one of the language skill that the students have to master. Students can use a variety of visual objects or things to help them express their ideas or feelings into written form easily.

There are some problems in writing that are most commonly found. First, the students difficult to start on their writing, as it is not easy to express what they have in mind using a foreign language. Second, the students often cannot develop their writing well due to their limitation in vocabulary and the last, students are concerned with the grammatical mistakes that they make in writing. This is according to Murcia (2001) writing is always found to be difficult either foreign learners or even native speaker. Based on the researcher's experience, students are confused when they start to write because of limitations in vocabulary and lack of understanding in grammar.

Based on the problems above, it is possible that the appropriate teacher materials and techniques affect the learning outcomes of writing. Teaching media hoped to be able to encourage them to start

writing. One of the learning media that can be used is photograph. Photograph also like pictures that have high artistic value which is colorful and importantly they are rich with information. In this research, the researcher would try to utilize personal photograph of the students as a visual medium in teaching writing descriptive text. Personal photograph is one of media that can be used by English teacher to improve students' writing quality especially in descriptive texts. It is used as a medium to exercise their ability in writing. It can be said that personal photographs are valuable teaching aids in motivating students to start writing.

Based on the explanation above, we know that personal photographs were good for teaching writing descriptive text because personal photograph will make the students easier to express their idea into written form. So that, the researcher will investigate about "Improving Students' Writing Performance by Using a Personal Photographs in Writing Descriptive Text at MTs N 12 Tanah Datar." Hopefully, this research could give some contribution for teaching writing especially in writing descriptive text.

II. METHODS

In this research, the researcher used one group pre test and post test design to find out the significant improvement of the students' writing performance after the implementation of a personal photographs in writing descriptive texts. The students at VII F class in MTs N 12 Tanah Datar in the first academic year 2020/2021 were selected as the samples of this research. The data were collected by using writing test. To analyze the data, the researcher drawing conclusions from the tabulated result of the pretest administering that is statistically analyzed using SPSS (Statistical Program for Social Sciences) version 20.0 for windows.

III. RESULTS

This research is directed to figure out whether there is any significant improvement of the students' writing performance after the implementation of a personal photograph in writing descriptive texts. This section will compare the different between pre-test and post test score as a result of treatment using personal photographs. The data were analyzed and interpreted using statistical software to provide the answer of the research question.

This study was conducted at MTs N 12 Tanah Datar West Sumatra on April 5th– Mei 3rd, 2021. The researcher took one class randomly as the sample, VII F, then, which consisted of 28 students. Based on the learning rules that have been set by the headmaster of MTs N 12 Tanah Datar during this covid period, each class is divided into 2 shifts. So, the researchers follow these rules when conducting this research in offline. There were 3 phases in these research processes; pre-test, treatments, and post-test. Pre-test and post-test were conducted to find out whether the students' writing achievement increased compared to before and after the implementation of the treatments. The researcher conducted the research in 6 meetings, where 3 meetings were for shift 1 and vice versa.

Table 4. 1 Descriptive Statistic of Pre-test and Post-test

	N	Minimum Score	Maximum Score	Range	Mean	Std. Deviation
Pre-Test	28	60	80	20	69.32	6.33
Post- Test	28	72	98	26	84.43	7.91

If seen as a whole, there was a significant improvement in the mean scores of 28 students between the pre-test and post-test. The mean value obtained in the pre-test was 69.32, while the post-test was 84.43. In the pre-test, the lowest score was 60 points. Still, it was shown that the maximum score obtained by the student was 80 points which were categorized as a good score. These results implied that the students' writing ability was indeed varied. After the treatment, the lowest score in post-test was 72 points and the highest score was 98 points which indicated that is a very good score and better than pre-test. Furthermore, after comparing the data in the pre-test and post-test, it was found that there was a satisfactory improvement.

Table 4. 2 Shapiro Wilk Normality Test

	Statistic	Df	Sig.
PRE-TEST	0.943	28	0.128
POST-TEST	0.948	28	0.177

The table above shows that the result of the Shapiro Wilk test. The significance value was higher than 0.05 ($0.00 < 0.05$) in pre-test and post-test which indicates that the null hypothesis (H_0) was accepted, meaning that population is normal distributed so assumption of t-test is fulfilled.

Table 4. 3 Paired Sample T-Test

	Mean	Lower	Upper	T*	Df	sig.
Post-test – Pre-test	15.107	12.7	17.5	12.93	27	0.00

The table above shows that the result of the analysis t-test one tailed using Minitab v18. The significance value was lower than 0.05 ($0.00 < 0.05$) and T^* was higher than t-table (see the t table in the appendix 9) it was ($12.93 > 2.052$) which indicates that the alternative hypothesis (H_1) was accepted, meaning that there was a significant improvement of the students' writing performance after the implementation of a personal photographs in writing descriptive texts. Based on the table the researcher also concluded that with a 95% confidence level, the improvement score after treatment using personal photographs (post-test) compared pre-test will be in range 12.7 until 17.5 point.

Table 4. 4 The Results of Pre-Testin Each Aspect

No	Aspects of Writing	R ₁	R ₂	Average
1	Content	20.57	21.42	20.995
2	Organization	16.03	15.14	15.585
3	Vocabulary	13.71	14.42	14.065
4	Grammar	15.5	15.35	15.425
5	Mechanics	3.53	2.78	3.155

Notes:

R1: Rater 1 (The researcher)

R2: Rater 2 (The English teacher of MTs N 12 Tanah Datar)

Table (4.6) shows that content was the highest score which means the students understand about the content of the descriptive text because the students already had the ideas about the topic they are going to write. While the lowest score was mechanic because most of them only focus on the content without paying attention to the mechanics, and they also do not understand how to use punctuation (mechanics) properly in writing descriptive texts.

Table 4. 5 The Results of Post-testin Each Aspect

No	Aspects of Writing	R ₁	R ₂	Average
1	Content	25.6	25.14	25.37
2	Organization	18.39	24.39	21.39
3	Vocabulary	16.35	22.53	19.44
4	Grammar	19.78	20.57	20.175
5	Mechanics	4.28	3.57	3.925

Notes:

R1: Rater 1 (The researcher)

R2: Rater 2 (The English teacher of MTs N 12 Tanah Datar)

Table (4.7) shows that each aspect improves from the pre-test, especially in content which the highest score is 25.37. Meanwhile, the lowest score was in mechanics. It means the students improve their writing from the pre-test to the post-test in each aspect. It is because the students lacked in aspects of writing especially in vocabulary and mechanic but in the post test there is an improvement in each aspect. From the explanation above, the researcher concludes that the aspect in writing skills that improve better after the implementation of the personal photograph in writing descriptive texts was content.

IV. DISCUSSIONS

After conducting the test and the treatment, the researcher analyzed and compared the score of pre-test and post-test, the result showed that there was a significant improvement of students' writing performance after the implementation of a personal photographs in writing descriptive texts. It can be seen from the score of pre-test and post-test. While the score in post-test was higher than the pretest. It implies that after the implementing the treatments, personal photographs can improve the students writing performance in descriptive texts. According to Ambarsary (2005) to grade one student of SMA Lab IKIP Negeri Singaraja proved that personal photograph could improve students' achievement in narrative writing. Furthermore, Dewi (2006) in her research which comparing two types of media stated personal photograph and autobiography in narrative paragraph found that personal photograph can be a power full teaching media which can be employed to help students to perk up their creative writing.

Next, the researcher found the aspect of writing skills that improved better after the implementation of a personal photographs in writing descriptive texts. Based on the result of pretest in each aspect of writing, content was the higher score than the other. The percentage of this aspect in the pretest was 20.995. while the lowest score was in vocabulary and mechanic. The percentage of each aspect was 14.065 and 3.155. Based on the result of post-test content still the higher score than the other aspect. The percentage of this aspect was 25.37. While the lowest score was in mechanic. The percentage of

this aspect was 3.925. It means that the students understand about how to make a good descriptive text by using personal photographs after the implementation in the treatments. Based on the explanation above, it can be concluded that personal photographs can improved all of the aspect of writing, because personal photographs can make students more creative when they want to describe a person. In addition, the answer of the second research questions are content was the aspect of writing skills that improved better after the implementation of a personal photographs in writing descriptive texts, because content was the higher score than the other aspect.

There are several previous researches who conducted the personal photograph. According to Prayogo (2014), the result shows that personal photograph is one of the media that the teacher can use in teaching English especially in writing descriptive text, because personal photograph can give students motivated and also make the students easier when they are wants to describe something. Therefore, it can be said that there was a significant difference of the students writing skill in descriptive text after being taught by using personal photograph. The differences between previous research and this research. In the previous research, the researcher used photograph in teaching writing recount text for second grade of junior high school. In this research, the researcher used personal photographs in teaching writing descriptive texts for first grade of junior high school.

Finally, it can be concluded that personal photographs not only improved the students' writing performance but also all of the aspect of writing skills, because personal photographs can help students to developed their idea in writing descriptive texts. Personal photographs also can make students more active and easier when they are wants to describe something.

V. CONCLUSIONS

Regarding with the research findings and discussions, the researcher concluded that there was a significant improvement of the students' writing performance in descriptive texts after the implementation of a personal photographs in writing descriptive texts. It is found that the implementation of using personal photographs can significantly improve the students' writing performance in descriptive texts. After conducting the research, the researcher found the aspects of writing skills that improved better after the implementation of a personal photographs in writing descriptive texts was content. It can be seen from the result score of this aspect in post-test increased from the pretest, and also content was the highest score than the other aspect.

VI. SUGGESTIONS

By considering the result and the discussions, the researcher suggests for English teachers to use personal photographs as one of the alternative media to increase the students' writing performance. Personal photographs can help the students who still have the problem in writing a text. Besides that, this research was conducted by personal photographs in the seventh grades students of junior high school. Thus, for the next researchers can use personal photographs in different level of students, such as in senior high school in different grade.

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Students' perception toward the use of google classroom as an assessment media in EFL

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ABSTRACT

The objectives of this research were to identify the students' perception of the use of online assessment on Google Classroom in EFL classrooms and to find out the students' challenges in doing online assessment in Google Classroom in EFL classrooms. The subjects were consisted of 45 English department students of Lampung University. A close-ended and an open-ended questionnaire were used to collect the data. The data from close-ended questionnaire was analyzed by using descriptive statistic on SPSS, while the data from the open-ended questionnaire was analyzed manually. The result of this study indicated that the students have a positive perception toward the use of online assessment in Google Classroom. It happened because the mean score of the questionnaire was 3.67 to 5.00. the range score indicates that the level of students' perception is on the high level. This study also found out that there are several challenges of the students faced when using online assessment in Google Classroom, those are; time, internet connection, the system problems and about the controller. Based on the research finding above, it be concluded that there are strengths and weaknesses toward the implementation o online assessment. Although as previously from the results of the data obtained that students have positive perceptions of the use of online assessment in Google Classroom, it does not mean that there are no difficulties from the students in doing the online assessment in Google Classroom.

Keywords: Google Classroom, online assessment, students' perception

I. INTRODUCTION

A long time ago, people have used technology as a tool to communicate each others. However, at the previous time technology is not as sophisticated as it is today. Technology nowadays has grown rapidly, people can access the internet and also can communicate with others easily. Technology is what separates us from the middle ages, indeed it is what separates us from the way we lived fifty thousand or more years ago. More than anything else technology creates our world.

Nowadays, students and teacher can also do teaching and learning activities online. Students can also learn through the internet where at this time learning materials are widely available on the internet. It is also help the teacher to look for teaching materials. Furthermore, the teachers can also do the process of teaching and learning outside the classroom by using the Learning Management System (LMS).

According to Diaz (2014) Learning Management System or can be said as (LMS) is one of the e-platforms that provides an online learning. LMSs are seen as information systems that are focused on the processes of communication, collaboration, and educational purposes. The LMS

or Learning Management System can be used as a tool to conduct learning outside the classroom, it also helps the teacher to deliver material, give homework and others. For example, if the teacher is not able to attend to teach in the classroom, they can give the material through LMS, so that the students are still able to get the lesson from the teacher.

According to Kats (2010) teachers can make the process of teaching and learning to students outside the class by using LMS features that have been available. The LMS prepares a location for studying and teaching activities to happen within a seamless area, these frameworks permit instructive organizations on a deal with an expansive number for completely on the web or mixed (part internet furthermore a piece face-to-face) courses utilizing a normal interface.

Dabbagh&Bannan-Ritland (2005) identifies the most common features of an LMS by categorizing them as pedagogical tools for content creation, communication, assessment, and administration. The examples of the LMS are Edmodo, Ruang Guru, Zenius, Google Classroom, Zoom and many more. One example of the application of the LMS to be studied in this research is Google Classroom application.

Perception is the association, identification, and the explanation of a sensation in order to figure a psychological illustration (Schacter, Gilbert, Wegner, 2009). In this study, the researcher wants to know the students perception of the use of online assessment in Google Classroom in their subject at EFL Classroom.

In another research, Sanli (2004) in her thesis “Students’ Perceptions of Online Assessment: A Case Study”. The aim of the study was to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. The research was descriptive, using a paper-based survey and interview for the data collection. The previous study is aimed to investigate students’ perceptions of the use of CAA and to investigate the potential for using student feedback in the validation of assessment. While, this current study focus on students’ perception of the use of online assessment in Google Classroom, and this study also want to know the students’ challenges not only the perception. The previous study did not use a Google Classroom while this current study uses a Google Classroom as an object of the research.

According to Chen and Hoshower (2003), the student’s perception is really important for evaluating the teaching effectiveness. It is in line with Petegem (2007), the student perception is the important account to measure the learning outcomes, Freiberg and Stein stated that the students’ perception is the solution of components and indicators in explaining the classroom conditions.

II. METHODS

The design if this study was classified as a survey research. In this case, the researcher wants to know the phenomenon that occurs outside or the field by using a survey method. The aim of this study was to get the information about students perception toward online assessment in the Google Classroom, therefore the researcher has used survey research to describe and interpret

phenomenon. To answer both research questions, the researcher has used questionnaire as an instrument in this research. There were two kinds of questionnaire used in this research, that were open and close ended questionnaire. This study involved the students of English Department student UNILA (University of Lampung). They were selected randomly. The sample of this study was 45 students.

For collecting the data, the researcher has used questionnaire as the instrument. There were several procedures performed by researcher during the study. The several procedures were as follow:

1. The researcher prepared the instruments to collect the data.
2. Making the questionnaire. The questions in a questionnaire were about students' perception of online assessment in Google Classroom and the challenges in doing online assessment in Google Classroom.
3. After that, the questionnaire got the validity from the expert of this research.
4. In doing the research, the researcher has shared the questionnaire to the participants.
5. After getting the data, the researcher was analyzed the data and explained it descriptively with making the conclusion as the result of the research.

In this study, data have been collected by using close ended questionnaire. Then, after collecting the data, it was analyzed by using the SPSS (Statistical Package for Social Science) program. In analyzing the data, the researcher has used descriptive statistical analysis by searching for the data averages (mean) and levels (low mean rank, medium mean rank and high mean rank). The low mean appertains to low agreement. According to Likert scale, the range score of low mean rank is 1.00 to 2.33, medium means is 2.34 to 3.66, and high mean is 3.67.

III. RESULT AND DISCUSSION

To find out about the students' perceptions of the use of online assessment in Google Classroom, this research administered questionnaires to 45 students. The questions in the questionnaire consist of both open and close-ended questions. The finding will be presented into two sections, namely students' perception of the use online assessment and the challenges in conducting online assessment. The result of the responses will be explained descriptively by using the SPSS. The following are the result of students' perceptions toward the use of online assessment and its challenges.

To know the students' perceptions of online assessment use in Google Classroom, this study asks the students to complete the close-ended questions in the questionnaire. This statement include a positive statements which are divided into four difference topics cover in the students' perception of online assessment use in Google Classroom, namely; the use of Google Classroom, the instruction in Google Classroom, assessment criteria, and the benefits of online assessment in Google Classroom.

1. Categories of students' perception level

No.	Level	Mean
1	Low	1.00-2.33
2	Medium	2.34-3.66
3	High	3.67-5.00

Based on the table above, it shows that the low mean rank consists of 1.00 until 2.33 mean, the medium mean rank consists of 2.34 until 3.66 and the high mean rank consists of 3.67 until 5.00 mean.

The first topic is about the statements that are related to the use of Google Classroom. There were six statements that are related to the use of Google Classroom. The six items in this category are; *it is easy to register to Google Classroom (Q1)*, *easy to use the features in Google Classroom (Q2)*, *Google Classroom saves time (Q3)*, *the Google Classroom is a fast and efficient way to get information (Q4)*, *Google Classroom help students to learn the course (Q5)*, *it is easy to take a quiz or test in Google Classroom (Q6)*. The results of the use of Google Classroom are as follow:

2. Level of the used of Google Classroom



From the six statements above, it shows that Q1 and Q2 get the highest value among them. The mean score of Q1 *“It easy to register to Google Classroom App”* is 4.73 and Q2 *“The features in Google Classroom App are easy to use”* is 4.47. The result also shows that Q4 *“The Google Classroom App is a fast and efficient way of getting information”* get the lowest mean score among the six statements, the mean score is 3.82.

3. The uses of Google Classroom

Statement	Mean	Std. Deviation	Level
<i>It easy to register to Google Classroom App.</i>	4.73	.447	High
<i>The features in Google Classroom App are easy to use.</i>	4.47	.661	High
<i>Using the Google Classroom saves time.</i>	4.00	.826	High
<i>The Google Classroom App is a fast and efficient way of getting information.</i>	3.82	1.007	High
<i>Google Classroom App helps me to learn the course.</i>	3.93	.780	High
<i>It is easy to take a quiz or test in Google Classroom.</i>	3.89	.982	High

Based on the result above, each question are get high score. It means that the students have positive perception toward the use of Google Classroom. Since Q1 get the highest score, it explains that 73.3% students are strongly agreed that register to Google Classroom is quite easy. It is also shows that about 53.5% students are strongly agreed that the features in Google Classroom are easy to use.

However, Q4 gets the lowest mean score among the six statements ($mean = 3.82$). Even though the mean score of the statement “*the Google Classroom App is a fast and efficient way of getting information*” is lowest among others, the mean score of Q4 is categorized high mean rank. This can be proved by seeing 26.6% of students choose strongly agree, 44.4% choose to agree, 13.3% choose neutral and 15.5% students choose to disagree with the statement.

Discussion

1. Discussion of students' perception of online assessment

The result of this study indicated that the students have a positive perception toward the use of online assessment in Google Classroom. When people have positive perception of a given behavior, they tend to view the process of the behavior in a positive way and develop a positive attitude towards it (Icekson and Pines, 2013). As Adams and Hamm (2013) said that students will work more effectively if they are familiar with technology and have a comprehending of the material. Therefore, the understanding of online technology is important to aid students' in doing online assessment in Google Classroom.

There are several reasons why the students have positive perception toward the use of online assessment. The first, they enjoy using the online assessment because the Google Classroom is very easy to use and they also have knowledge about technology before using the Google Classroom. The second reason why the students were interested using online assessment is

online assessment is better than paper assessment. The presentation or features of Google Classroom are organized attractively and interactively visual appearance. On the contrary, paper assessment is monotonous. It does not have application to add media as in online assessment. Therefore, students feel enjoyable doing online assessment in Google Classroom. The third reason why the students enjoy doing the online assessment in Google Classroom is that the Google Classroom can save their time. By using Google Classroom, the students can do the test every time and everywhere as they are given the deadline by only working using the networking site. Moreover, using Google Classroom can also be operated everywhere without carrying any paper.

2. Discussion of the challenges in online assessment

Although as previously from the results of the data obtained that students have positive perceptions of the use of online assessment in Google Classroom, it does not mean that there are no difficulties from the students in doing the online assessment in Google Classroom. The findings of this research indicated that there are several challenges of the students faced when using online assessment in Google Classroom. From the results of the data obtained, there are; time, internet connection, the system problems and about the controller.

The first challenges are about the time, the students said that they must work quickly and accurately because it is limited by time, they cannot relax in doing online tests because they are chased by time and many others. In this case, students feel that working on an online test cannot be rushed because it is pursued by time and with limited time. It may happen because they are used to using paper tests or manual. However, in online assessment you have to submit your assignment before the deadline because when the time is over you cannot submit your task anymore. That is one of the challenges of online assessment in Google Classroom.

The second reason is about the internet connection, the second challenge faced by students is about internet signals, where most of them feel annoyed when they have to do the test and at that time the internet signal is bad so students cannot answer a few questions or even fail to submit the answer. This obstacle made student feel upset because they have to re-do the test etc. The bad connections also caused by the student were run out of quota. It was confirmed by the student, they must prepare everything from the computer, student readiness, and internet signals when going to work on an online test, students must go to places where the signal is fast and not slow or bad signals, and enough quota. So that, student can do online tests comfortably without obstacles with the internet signals.

The third is about the application problem, Actually, this is not because of the problem of the application, it is because students feel confused when using online tests in Google Classroom. This is possible because before the students had never conducted tests online, they were confused. But to use Google Classroom itself they feel very easy. Furthermore, sometimes the students found out that the App is suddenly close or out automatically. According to Alruwais, Wills, and Wald (2018) one of the challenges of online assessment is students still not experience to use the computer and the online assessment process. As previously explained, they find it easy when using the online test application in Google Classroom. That was happened because their phone or computer was corrupted.

Based on the explanations above, the student faced some challenges in doing an online assessment, it happened because of few factor such as internet, time, and the system. However, the students are enjoyed and agreed that online assessment is more effective than paper assessment. This is one of the future innovations that the millennial have to adapt with.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the result in chapter four about the students' perception and the students' challenges in doing an online assessment in Google Classroom, the researcher have made several conclusion as follow:

1. The student have positive toward the implementation of online assessment. That was happened because of several reasons, one of them is about the effectiveness. Online assessment in Google Classroom saves their time. It is more efficient because the students are to do the test everywhere without paper.
2. Even though, they have positive perception toward the use of online assessment in Google Classroom, there are still some challenges they faced when working on online tests. Based on the result of the research, it can be concluded that the challenges they face are about time, internet signal, and so on.

After understanding the finding of this research, there are several suggestions that can be addressed for the English teacher and future researcher.

1. The teacher/lecturer
This study indicated that the use of online assessment in Google Classroom can be an effective way to identify the students' progress. This finding indicated that the students have positive responses toward the use of online assessment in Google Classroom. They also expect other teacher or lecturer can also apply Google Classroom for assessing their progress.
2. Future researcher
For the future researcher, they can conduct similar research with focusing on identifying students' perception of online assessment use. Particulary, they do not to identify the use of online assessment in Google Classroom, they can identify online assessment in different LMS such; Edmodo, Moodle, Schoology and many more. The features maybe different from Google Classroom but the purpose is the same. The future researcher could also add another instrument for example do the observation or interviewing the students about their perception.

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Improving students' speaking achievement through the implementation of blended learning using YouTube media at UPTSMAN 3 Empat Lawang

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ABSTRACT

The objectives of this research were to find out the significant improvement of students' speaking achievement after the implementation of blended learning through YouTube media and to investigate the students' responses toward it. This research was conducted at UPT SMAN 3 Empat Lawang and XI Science 1 consisting of 36 students was chosen as the sample of this research. This research used One Group Time Series Design of Quasi-Experimental as the research design. A series of pre-test and post-test was conducted to get the findings and answer the research question. The result of pre and post-tests showed that the students' scores increased with the highest scores came from post-test 3 after the third treatment using YouTube. This result indicated that there was a significant improvement in students' speaking achievement after the use of blended learning through YouTube media since the significant value is lower than 0.05 ($0.00 < 0.05$). Besides, this research also used a close-ended questionnaire with 4 scales (*strongly agree, agree, disagree, and strongly disagree*) to know the students' responses to the implementation of blended learning through YouTube media in speaking class. The findings showed that the percentage of students' choices in most items of the questionnaire was categorized as positive. The positive responses support the result of the improvement in students' speaking achievement and prove the use of blended learning through YouTube is not only help the students to improve but also meet students' need. In conclusion, the implementation of blended learning through YouTube media in speaking class facilitates students to improve their speaking achievement and satisfied them.

Keywords: *speaking, blended learning, face-to-face activity, online learning activity, YouTube, response*

I. INTRODUCTION

English is the second most widely used language and the most common language around the world. Moreover, as an international language, English can be used to link people from one to other countries in many fields like economics, cultures, politics, education, and many other fields. It is widely known that language has four major skills, they are listening, speaking, reading, and writing. From all the four skills, speaking is one of the most crucial skills to be mastered and developed by the students as a means of effective communication. This is in line with the statement by Ur (1996), Speaking is the most important skill of all the four skills (listening, speaking, reading, and writing) since people are referred to as a speaker of the language they learned as if speaking included all other kinds of knowing. Therefore, students need to be purposely trained in speaking skills for good communication.

The aim of teaching a language to the students is to train them to be able to use the language in their everyday activities. As stated by Davies and Pearse (2000) in Leong and Ahmadi (2017), Give students the ability to communicate in English effectively is the main aim of English

language teaching. When talking about effective communication, it means talking about speaking because, in real-life situations, most people are used to communicate orally. Also, through speaking people can share their idea, express their feeling, and produce something orally. Align with the statement, Luoma (2004) states our spoken performance can portrait how we feel, what we are thinking about, and even it can show our personality to others. So, speaking as a language skill plays a significant role in students' English ability.

According to Nunan (1991), The most significant part of learning a second or foreign language is mastering the spoken performance that is measured by the ability to communicate and carry out a conversation in the learned language. Based on the statement, when the students can speak well in English it means they have acquired the language. Consequently, most people measure their English proficiency based on their speaking performance. This is in line with the statement by Richards (2006), learners often evaluate their language ability based on their speaking proficiency.

Challenging and essential, two words that can be used to describe the meaning of speaking. Indeed, speaking English is very challenging for students especially Indonesian students. Moreover, in the Indonesian context of learning English as a foreign language (EFL) gives students a little opportunity to speak in English in their daily life. Align with this statement, Khan (2005) states that EFL students have difficulties using the language because certain psychological and social variables confine the chance of having more effective communication in the target language.

Many researchers have claimed some of the students' problems in speaking on their research. One of them is Khan (2005), who claims that psychological problems like anxiety, hesitation, and inhibition give a negative influence on his participants in learning language communication. The psychological problem is one among many reasons to take into consideration in teaching English. When the students have low motivation, lack confidence, and are afraid of making mistakes in speaking, this is the teachers' task to help them face the problems.

Students' problems are the teacher's problems. To solve the problem, teachers can use several ways in their teaching activities. One of the alternatives is blended learning. Blended learning is a combination of face-to-face and online learning activities (Garrison and Kanuka, 2004). From this view, blended learning provides teaching and learning processes both offline and online which can give more opportunities to teachers and students.

Since the use of blended learning combined teaching and learning processes in offline and online classes, it provides many benefits for teachers and students. Blended learning aids the improvement of students in the learning outcomes, flexibility access, the use of resources effectively, and meet students' complacency (Poon, 2013). Indeed, blended learning gives some advantages for the students in their learning activities and helps the teacher to find and fulfill students' needs in class. Moreover, Garrison and Kanuka (2004) investigated the benefits of blended learning implementation in the class. They describe the effectiveness of blended learning with the transformative potential it has; allows schools to embrace technology, the ability to facilitates a community of inquiry, and supports active and meaningful learning.

The rapid development of technology in this 21st century provides many advantages for teachers and students. One of which is the existence of social media YouTube. The use of

YouTube as media for teaching is common nowadays. According to Mayora (2009), YouTube is a medium where both teachers and students can discover the materials they need, spoken in various languages with different levels of difficulty. Also, Jones and Cuthrell (2011) stated that YouTube is considered as a person-to-person communication site instead of just a collection of virtual videos since users can share videos and give feedback to other videos. Thus, using YouTube as teaching media can be a great choice for teachers in teaching English language speaking.

Therefore, this research aimed to investigate whether there is a significant improvement in students' speaking achievement and to see how students respond to the implementation of blended learning through YouTube media in speaking class.

II. METHODS

This quantitative study applied one group time-series research design of quasi-experimental in getting the data and answering the first research question related to the students' speaking improvement after the implementation of blended learning using YouTube media. Since there were more than two data that should be measured, this study used one-way repeated measures anova to analyze the data. The data was collected from a series of tests which consist of pretest 1 (T1), pretest 2 (T2), pretest 3 (T3), posttest 1 (T4), posttest 2 (T5), and posttest 3 (T6). All the pretests were conducted before the treatments and each posttest was conducted after a treatment. As its name, this research design only used a group of students. Therefore, a class consists of 36 students was taken as the sample of this study. Then, a closed-ended questionnaire with a 4 Likert scale was used to know the students' responses after being taught by using blended learning through YouTube media in speaking class.

III. RESULT AND DISCUSSION

Result

This chapter reported the result and discussion about the implementation of blended learning through YouTube media in improving students' speaking achievement and students' responses towards it. To know whether the alternative hypothesis (H_1) is accepted or rejected, hypothesis testing was conducted. The hypothesis proposed by the researcher was:

H_0 : There is no significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

H_1 : There is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

The alternative hypothesis is accepted if the significant value is lower than 0.05 (sig. < 0.05).

The result of hypothesis testing is presented in the following table:

Tests of Within-Subjects Effects

Measure: Test

Source		Type III Sum				
		of Squares	df	Mean Square	F	Sig.
Time	Sphericity Assumed	5516.370	5	1103.274	411.702	.000
	Greenhouse-Geisser	5516.370	1.777	3104.734	411.702	.000
	Huynh-Feldt	5516.370	1.865	2957.741	411.702	.000
	Lower-bound	5516.370	1.000	5516.370	411.702	.000
Error(Time)	Sphericity Assumed	468.963	175	2.680		
	Greenhouse-Geisser	468.963	62.187	7.541		
	Huynh-Feldt	468.963	65.277	7.184		
	Lower-bound	468.963	35.000	13.399		

The table shows that the sig. of Greenhouse-Geisser is 0.000, lower than 0.05 ($0.00 < 0.05$). Therefore, H_1 is accepted and H_0 is rejected. The result of hypothesis testing proves that there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media.

Then, to investigate the students' responses after the implementation of blended learning through YouTube media in speaking class, the questionnaire was distributed. The result is presented in the following table:

Items	Frequency	Scale	Percentage
1	114	Very good	79%
2	120	Very good	83%
3	117	Very good	81%
4	106	Good	73%
5	104	Good	72%
6	118	Very good	81%
7	116	Very good	80%
8	100	Good	69%
9	92	Good	63%
10	110	Very good	76%
11	127	Very good	88%
12	115	Very good	79%
13	124	Very good	86%
14	114	Very good	79%
15	114	Very good	79%
16	113	Very good	78%
17	112	Very good	77%
18	110	Very good	76%
19	114	Very good	79%
20	111	Very good	77%

In the table above, it can be seen that all of the items of the questionnaire were good and very good. However, to know whether the students gave positive or negative responses to the implementation of blended learning through YouTube media, the data of questionnaire was analyzed by using the formula as follows:

Criteria of questionnaire

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

Based on the result, the students gave very positive responses in items number 11 and 13 since the percentages of the two items were more than 85%, positive responses in items number 1, 2, 3, 4, 5, 6, 7, 10, 12, 14, 15, 16, 17, 18, 19, and 20 since the percentages of the items were more than 70% and less than 84%, and moderate responses in items number 8 and 9 since the percentages of the two items were more than 55% and less than 69%. Thus, it can be concluded that most of the students gave positive responses to the implementation of blended learning through YouTube media. A positive response means that the students agreed and were satisfied with the implementation of blended learning through YouTube media in speaking class. On the other hand, the negative response means that the students were disagreed and were unsatisfied with the implementation of blended learning through YouTube media in speaking class.

Discussion

The findings of the speaking test as has been mentioned before proved that there is a significant improvement in students' speaking achievement after being taught by using blended learning through YouTube media. It happens because this implementation influenced the students' speaking achievement. Also, this finding confirmed that blended learning through YouTube media facilitates the students to improve their speaking achievement. It is in line with the statement by Cleveland-Innes and Wilton (2018) related to the advantages of using blended learning. They said that blended learning provides opportunities for the students to increase their learning skills, access even more information, improve satisfaction and learning outcomes, opportunities to learn with others and teach others. It showed from the result where the students' speaking achievement significantly improved after the implementation of blended learning through YouTube media. That means the use of it in speaking class is advantageous for the students.

From the result of the questionnaire, the percentages of students' responses were used in categorizing the items. The percentage shows that 2 items are categorized as very positive, 16 items are categorized as positive, and 2 items are categorized as moderate. Therefore, it can be concluded that most of the students were giving positive responses to the implementation of blended learning through YouTube media in speaking class. It is in line with the findings on the previous research by Kirna et al. (2015) who state that most students give a positive response to the use of blended learning in the class, whether from the aspect of attention, relevance,

confidence, or even the use of technology, also the expectation from students about the development of blended learning is to make it suitable for students' need.

However, not all of the students gave positive responses to every item of the questionnaire. This happens because the responses of the students depend on how individually processing the provided stimulus. As stated by Paris and Byrnes (1989) in Ertmer et al. (1996), Each student has their way to respond to the learning activities since they come from different background knowledge, achieved different levels of cognitive, and have different motivations in learning the materials.

CONCLUSION AND SUGGESTION

Conclusion

After collected and analyzed the data, the researcher concludes that (1) there is a significant improvement in students speaking achievement after being taught by using blended learning through YouTube media. This happens because the implementation of blended learning through YouTube media influenced the students' speaking achievement. This means the use of it facilitates the students to improve their speaking achievement. Also, (2) the students give positive responses to the implementation of blended learning through YouTube media in speaking class. Most of the students are satisfied with the implementation of blended learning through YouTube media. It shows on their answer to the questionnaire by choosing *sangat setuju* (strongly agree) and *setuju* (agree) in most items. This means the use of it meet the students' need in speaking class and helpful for them.

Suggestion

The researcher would like to present some suggestions concerning the conclusion that has been mentioned before. The suggestion was presented as follows:

First, for the teacher, it is suggested to implementing blended learning through YouTube media in class, especially in speaking class. Since the students are usually being taught traditionally, the use of blended learning through YouTube will give a new experience for the students and also help them to improve their speaking achievement. The teacher can utilize many different applications or mediums in both face-to-face and online learning activities. One of the examples is YouTube since this application has so much content that can help students to understand more about their studies. Besides, the teacher also needs to pay attention to the students' improvement in each aspect of speaking.

Second, for the further researcher, it is suggested to try another topic, treatment, skills, and application in conducting the research related to blended learning. It is also suggested for the further researcher to have more than two meetings in every treatment to have more accurate data and findings. If the research use questionnaire in collecting the data, the researcher suggests using an open-minded questionnaire to know the students' reason for saying so and get an even better description.

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Improving students' content words vocabulary through songs at SMP Negeri 4 Bandar Lampung

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ABSTRACT

The objectives of this research are to find out whether there is an improvement of students' content words vocabulary after they are taught by using songs. This research was conducted at the second-grade students of SMPN 4 Bandar Lampung in academic year 2019/2020. The researcher took class VIII D. The instrument used to get the data in this research was vocabulary test. Vocabulary tests in the forms of pre-test and post-test were done to collect the data. Then, the t-test was used to test the hypothesis. The result of the hypothesis test proves that song gives a positive effect on students' content words vocabulary. It can be seen from the mean score of the pre-test and post-test which was analyzed through SPSS 16.00. In the pre-test, the mean score was 75 and it increases to 80 in the post-test. It means that there is an increase of 5 points. The result of t-test shows that the level of significance is $p < 0.05$ and significant two tail is $p=0.000$. It can be said that song gives positive effect because it can increase students' vocabulary.

***Keywords:** improving, vocabulary, song*

1. INTRODUCTION

Vocabulary is very important for other skills such as listening, speaking, reading, and soon because without vocabulary we cannot understand what someone said. We cannot speak to convey our ideas or replay what someone said if we do not understand what someone said. For reading and writing skills, without vocabulary we cannot get the information from the text and cannot write anything.

Ideally SMP students, based on English Curriculum are supposed to acquire around 800 to 1000 words and also able to use them in daily communication. However, in accordance with certain studies, the students are not able to acquire the target.

There are some problems in learning vocabulary faced by the students. Roger (1995: 43) states that the ease or difficulty of vocabulary items depends on a number of factors. They are: 1.) Similarity to L1, 2.) Connotation, 3.) Spelling and Pronunciation, 4.) Multi-word item, and 5.) Collocation.

Improving vocabulary is one of difficult competences, but it is very important. If learners do not know how to expand their vocabulary, the learners gradually lose interest in learning. Generally, they have lack of interests in learning English language as they find it a dry and difficult subject to learn. As a result, most students dislike learning English; and although they attend English

lessons, they are not interested in learning or speaking English properly. So, songs can be directly used to teach vocabulary in the English language lessons.

Song has always played a big part of humans' lives, beginning with child's birth and mothers singing lullabies to their children. It is used during all important occasions of human lives beginning with child's christening, through weddings, to funerals. I noticed, almost people like songs. In my mind, using songs make students relaxing and enjoyable in learning vocabulary. Lynch (2005) points out in his article that language teachers should use songs as part of their English language teaching because songs contain natural language, are easily obtainable and are natural and fun. Songs have also a variety of new vocabulary can be introduced as well as cultural aspects and even different types of English accents.

In short, songs are just another way to add some variety to their lessons and expose students to a different genre's music. Like other learning activities, using songs to improve students' vocabulary competence will only be effective if it is properly planned. It is indeed an interesting and effective method. With proper planning and song selections, students will be able to learn more new words effectively.

Based on explanation above, the researcher interests in applying this aid for teaching vocabulary at junior high school. So, the researcher conducts the activities of teaching learning process through song at the second grade of SMP N 4 Bandar Lampung.

II. METHOD

To conduct this study, the researcher applied a quantitative approach which used one group pretest and posttest (T1 X T2) to answer the research question. The population of this research was the second-grade students of SMPN 4 Bandar Lampung. The sample of the research was VIII D class consisted of 32 students.

The data were collected through pretest and posttest. The pretest was administered to know the students vocabulary mastery before being given treatment using song in teaching vocabulary, and the posttest was administered to know the improvement of students' content words vocabulary.

After obtaining the scores of pre-test and post-test, the researcher analyzed the data using Statistical Package for Social Science (SPSS) to calculate the mean scores of the pre-test and post-test as well as the normality of the data. The normality of the test is used to determine if the data was set well-modeled by a normal distribution and to compute how likely it was for a random variable underlying the data set to be normality distributed. More operationally, the data were tested by One-sample Kolmogorov-Smirnov Formula (SPSS16.0 for Windows). To analyze the quantitative data, the researcher use paired sample T-Test to find out the significant difference in students' reading comprehension achievement. Then, the researcher interpreted and concluded the T-Test data.

III. RESULT AND DISCUSSION

To address the research question on students' reading comprehension, paired sample T-Test was run. Based on the analysis, it can be seen that there is an improvement of the students' vocabulary mastery before and after being taught through songs, as shown in the following table 1:

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

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	VAR00001	73.43	326.948831	2.22839	
	VAR00002	81.32	325.42487	9.95899	

From Table 1, it can be seen that the students' mean score improves from pretest to posttest, that is, from 73.43 to 81.32. The gain scores, that is, the improvement of the mean score of the pretest and posttest are 7.89. Besides, it can be seen that song can improve the students' content words vocabulary.

Table 2. Hypothesis Testing

Paired Samples Test							
Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		Sig. (2-tailed)
					Lower	Upper	
							t
							Df
Pair 1	Pretest – Posttest	7.890625	6.83501	0.004719	939755.841507	85431.000	

Table 2 above shows that T value is 7.854 while the t-table is 2.045. It means that $7.854 > 2.045$. This indicates that the research hypothesis is accepted, that is, there is an improvement in students' content words vocabulary before and after the treatment.

Discussion

The result of this research shows that there was an improvement of students' content words vocabulary after they are taught by using song. This is proved by the improvement of students' post-test after they got treatment through song. The mean score of students' pretest was 75 and this score improved in the posttest after they got treatments in the teaching learning process of reading by using song. The mean scores that the students got for the posttest were 80 where the improvements were 5 points and this way influenced by using song.

On the other hand, this research is contrary to research which was conducted by (Indah Permata Sari, 2019), where the objective of her study is to improve students' vocabulary mastery using English song. It can be seen from the students' score on vocabulary test which increased from three vocabulary tests given in the Cycle I and cycle II. The result indicates that song has significant impact on improving students' vocabulary mastery.

IV. CONCLUSIONS AND SUGGESTIONS

Based on the results of the data analysis and discussion, the following conclusions are drawn:

There is an improvement on students' content words vocabulary after they are being taught by using song. It could be seen from the mean score of pre-test and post-test. Since the mean score of the post-test is higher than the pre-test, it can be concluded that the student's content words vocabulary improved. It happens because song has been found to build students' vocabulary. It means that song give an impact to improve the students' content words vocabulary.

Considering the conclusion of the research, researcher would like to recommend some suggestions. The English teacher is suggested to use song as one of the strategies to improve students' content words vocabulary. This is because song helps students to improve students' content words vocabulary.

This study is limited to discuss only the improvement on students' content words vocabulary. Therefore, further researchers can add another instrument such as questionnaire to find out students' responses towards song in order to support the result of the research.

In brief, those are the conclusions of the research findings and the suggestions for English teachers who want to try using song in teaching vocabulary and for further researchers who want to investigate the research about this technique.

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The effectiveness of using Mind Mapping Technique to improve students' reading comprehension in the Narrative Text

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Abstract. The objectives of this research were to investigate if there was an improvement in students' reading comprehension and to find out students' attitudes toward the implementation of the mind mapping technique for teaching reading comprehension. The samples of this research were 30 students of first-year students of SMAN 1Natar. The data were obtained through a pre-test and post-test in which the results were analyzed by using *Paired Sample T-Test*. The results of the research showed that there was a significant improvement in students' reading comprehension since the t-value was 9.253 with the significance level of 0.00 and the student's attitude toward the implementation of the technique was positive. It can be concluded that the mind mapping technique enables students to improve their reading comprehension and they have a positive attitude toward the use of the strategy for teaching reading.

Keywords: *mind mapping technique, reading comprehension, students' attitude*

I. INTRODUCTION

There are four skills in English that students need to acquire, i.e., listening, speaking, reading, and writing. Those skills are related to each other and cannot be separated. Therefore, learners need to master all of the four skills. Chitra and Thiagarajan (2001) state that mastering language skills will determine students' communicative competence in the target language. In communication itself, there are two macro skills of language, they are receptive and productive skills. Speaking and writing are parts of productive skills for communicating and delivering learners' ideas while listening and reading are parts of receptive skills from which learners receive and understand language as well as gain the meaning of the message (Masduqi, 2016).

As a receptive skill, reading plays an important role in expanding students' knowledge of a language through its important activities (Patel and Jain, 2008). It is not simple because the readers should combine their background knowledge with the information from the text (Anderson, 2008). According to Pang, Angaluki, Elisabeth and Michael (2003) reading consists of two related processes, word recognition and comprehension; word recognition refers to the process of perceiving how written symbols correspond to the spoken language and comprehension refers to the process of making sense of words, sentences, and connected text.

According to Suparman (2005), there are two major reasons for reading, reading for pleasure and reading for gaining information. In order to gain information from a text, learners need more comprehension for understanding the content of the text. McNamara (2006) states that a reading comprehension strategy is a cognitive or behavioural action that is enacted under particular

contextual conditions to improve some aspects of comprehension. For example, when students find a new word in the text that they do not know the meaning of, they consult their dictionary to find the word as a behaviour action and read the word's definition in a dictionary as a cognitive action. It is in line with Shihab (2011) reading is sophisticated activity, which includes psychological, linguistic, and sociological aspects. In the reading process, we cannot separate reading from comprehension because we take something from reading and derive meaning from those words in reading text.

The researcher found a problem that the students did not understand the lesson well because most of them weren't reading the text effectively. As a result, the students did not comprehend the text optimally. It implies that the teacher did not implement an effective technique to make the students more active and to encourage them to increase their reading comprehension ability. Thus, to solve those problems mentioned, it could be concluded that the teachers need an appropriate technique to facilitate the students in reading. Teachers have to apply a suitable technique to improve their students' reading comprehension ability. One of the appropriate techniques which can improve students' reading ability is the mind mapping technique. Mind mapping technique orders many keywords in every branch. The keywords in the branches could suggest a new idea or topic make the learners comprehend text easily. In other words, it helps students to associate ideas, think creatively, and make connections in a sentence.

Buzan (2007) says that by using mind mapping, people could represent ideas into visualization and graphic forms where one idea is connected to another idea by using branches. Besides, he also says that by using mind mapping, it is easy for people to put information into their memory. Mind mapping is a diagram that has functions as a way to organize ideas and represent words, tasks or another link that arranges a central keyword by branches and typically it contains words, colours, short phrases and pictures (Buzan, 2006). Buzan also says that mind mapping is a primary tool used for stimulating thought that shows ideas that are generated around a central theme and how they are interlinked. He also says that the education system primarily focuses on the left and right brain strengths which includes the use of language, logic, numbers, sequence, looks at detail, linear, symbolic representation and judgmental characteristics.

Therefore, the researcher decided to investigate the improvement of students' reading comprehension ability after the implementation of the technique and to find out students' attitudes toward the implementation of the technique. Based on the explanation above, the researcher was interested in researching the effectiveness of using the mind mapping technique to improve students' reading comprehension in the narrative text.

II. METHODS

This research used a quantitative method which used a one-group pre-test post-test design. The researcher investigated whether there was a significant improvement in students' reading

comprehension ability by using the mind mapping technique and found out students' attitudes after the implementation mind mapping technique. The instruments of this research were reading tests and attitude's questionnaires. The researcher took one class through purposive sampling as a sample of this research. The population of this research were the first-year students of SMAN 1Natar and the sample was X science 1 consisted of 30 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 was conducted three times. To know the result, the researcher gave a 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 the mind mapping technique.

Table 1. Improvement of Students' Reading Comprehension

Mean Score Pre-Test	Mean Score Post-Test	Gain
62.1	75.4	13.3

Table 1 shows that the mean score of the pre-test is 62.1 and the mean score of the post-test is 75.4. It is clear that the students' reading comprehension increased after the implementation of the mind mapping technique with the gain is 13.3.

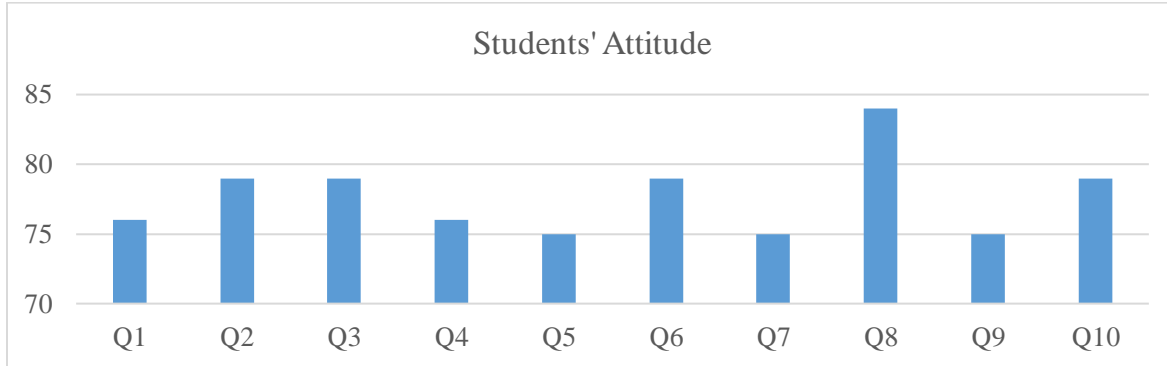
Table 2. Analysis of the Hypothesis Testing

Paired Samples Test

		Paired Differences				T	df	Sig. (2-tailed)	
Pair 1	Posttest – Pretest	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
		13.3200	7.8843	1.4395	10.3760	16.2640	9.253	29	.000

Table 2 provides evidence that the result of the computation of the value of two-tailed significance is 0.000 which is lower than 0.005. It means that H_1 is accepted and H_0 is rejected. It proves that there is an improvement in students' reading comprehension from pre-test to post-test after being taught by using the mind mapping technique. Thus, if the t-value (9.253) is compared with the t-table (2.045), it can be seen that the student's reading comprehension is increased since the t-value > t-table. As a result, there is an improvement in the students' reading comprehension after being taught by the mind mapping technique for the first-grade students of SMAN 1Natar. Therefore, the hypothesis was accepted.

Graph 1 Result of the Questionnaire



Graph 1 shows the result of the attitude's questionnaire. Based on the data obtained from the questionnaire, it was found that the majority of students agree to use the mind mapping technique to apply in reading comprehension. It can be concluded that the student's attitudes toward the use of the mind mapping technique were positive.

Discussions

1.The Improvement of Students' Reading Comprehension using Mind MappingTechnique

The purpose of this research was to investigate whether there was a significant improvement in students' reading comprehension ability and to find out the attitude after the implementation of the mind mapping technique. The students' scores in pre-test and post-test were compared to know the improvement of students' reading comprehension. The result of the research indicated that an increase in students' reading comprehension scores in the experimental class after treatment is given. The data showed the improvement of reading comprehension ability was at the significance level with significance < 0.05 . The data were gotten after the researcher implemented the technique. Then, this study found that the implementation of the mind mapping technique was effective. After conducting pre-test and post-test, the data were run by SPSS 16.0 for windows and analyzed by using *Paired Sample T-Test*. As a result, the students' scores of pre-test and post-test were compared to determine the students' significant improvement.

Hallen and Sangeetha (2015) found that the mind map method could be of much help to the teacher to teach English moreeffectively and believe that the same technique may bring positive results if applied in theteaching of other branches of other English subjects.This is in line with Buran and Filyukov (2015) also found that the use of mind mapping techniquethe mind mapping technique can be successfully implemented in the language classroom, providing a creative and available tool for students, educators, and researchers.

Furthermore, the highest increase of the result is in making inference and the lowest improvement is in identifying the main idea. The improvement of students' scores is caused by all the processes of applying the mind mapping technique. It helps students to associate their background knowledge and information from the text that they have read. This is in line with Graesser and Wiemer (2001) says that inference is the output of the interaction between the reader's knowledge and the

information in the text. In the learning process, the researcher asked the students to make a concept mind map from the text that they have read and identified the relation of each word in their mind map along with summarizing their form of mind map to know their output after they read the text. As the result, it helps them to comprehend the text easily.

On the other hand, the lowest improvement is identifying the 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 technique 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 improvement.

2. Students' Attitude toward Mind Mapping Technique

The second research question of the research is to find out how the students' attitude using mind mapping technique in teaching reading comprehension. After the implementation of the mind mapping technique, the attitude's questionnaire was administered. The questionnaire consisted of 10 statements that could illustrate whether the implementation of the mind mapping technique could give students' a positive attitude and improve their reading comprehension ability or not. According to Mothersbaugh and Hawkins (2016) attitude is divided into three components, cognitive, affective, and conative. Those three components show students' beliefs, emotions, and also behaviours toward the mind mapping technique.

Based on the data, the first component is cognitive. The item numbers of the questionnaire are statements one until three. The first statement is "*Saya memahamipapa yang dimaksuddengan mind mapping technique*". The second statement is "*Saya yakinbahwa mind mapping technique akanmenimbulkanhubungan timbal balik yang salingmenguntungkanantarasiswa dengan guru*". The third statement is "*Saya memahami bahwa mind mapping technique bertujuan agar siswaberperanaktifdalamsetiap pembahasan*". The researcher found that most of the students preferred the researcher applying the mind mapping technique in reading comprehension. It is because the mind mapping technique makes them interested in reading comprehension. It made the students know the benefits of using the mind mapping technique to comprehend the text.

The second component is affective. The item numbers of the questionnaire are statement four until seven. The fourth statement is "*Saya merasa senang karena mind mapping technique bermanfaat untuk proses pembelajaran*". The fifth statement is "*Saya merasasenangdengan mind mapping technique karenasayadapatberpartisipasidalamsetiap pembahasan*". The sixth statement is "*Saya merasatermotivasiikutdalam pelajaranbahasainggrismenggunakan mind mapping technique*". And the seventh statement is "*Saya merasalebihpercaya dirisaat menggunakan mind mapping technique dalam pembelajaran*". Based on the data, the researcher stated that the students enjoy using mind mapping technique in the learning process. It happened because mind mapping technique could make the students enthusiastic about using the technique.

The third component is conative. The item numbers of the questionnaire are statement eight until ten. The eighth statement is "*Model pembelajaran mind mapping technique dalam proses*

pembelajaran membuat saya rajin untuk membaca untuk mendapatkan pengetahuan”. The ninth statement is *“Dengan melakukan pembelajaran menggunakan mind mapping technique memudahkan saya untuk menulis ringkasan dari teks yang telah dibaca”*. And the tenth statement is *“Setelah melakukan pembelajaran menggunakan mind mapping technique, saya dapat menjawab pertanyaan-pertanyaan berdasarkan teks yang dibaca dengan baik”*.

After the implementation of the mind mapping technique, it can be implied that the students felt the effect of using the mind mapping technique in reading comprehension. It was obtained because the technique could increase their reading comprehension.

After the implementation of the mind mapping technique, it can be implied that the students felt the effect of using the mind mapping technique in reading comprehension. It was obtained because the technique could increase their reading comprehension. The result of the questionnaire is positive, which can be concluded that most of the students agree with using the mind mapping technique in the learning process of reading. This is in line with Karahan (2007) who states language attitudes let learners have a positive influence on learning English and play a crucial role in students' success or failure in language learning processes.

The positive influence and students' motivation shows that the effective utilization of the mind mapping technique in reading activity can make them curious about the text by making mind map concept to recall their memory after reading. The mind map concept that they have formulated could help them to comprehend the content of the text. It could trigger the students' creativity, organization, productivity, memory and improve their reading comprehension. Furthermore, the students feel motivated and enjoyable in implementing the mind mapping technique in teaching reading. In line with Buzan (2005) that mind mapping is a creative thinking tool reflecting the brain's way to work. It enables the brain to use all its images and association in the pattern of radial and brain internally. It is the easiest way to place information that goes out from the brain. Mind mapping is a way to write creatively and effectively. The improvement of the students after the implementation of the mind mapping technique was supported by the result of the attitude's questionnaire. The data showed that 77.73% of students agreed that the implementation of this technique could help them increase their reading comprehension ability. It means that the technique made the students be more active and enjoy comprehending the text well.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data analysis and discussions, the researcher concludes that there is a significant improvement in students' reading comprehension before and after the implementation of the mind mapping technique. It can be seen from the result of the hypothesis that the significance level is lower than alpha ($0.00 < 0.05$). It can be concluded that the use of the mind mapping technique improved students' reading comprehension.

Besides that, students' attitude toward the implementation of the mind mapping technique in teaching reading comprehension is positive. The majority of students agree if the technique is applied. They seem to enjoy the learning process.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher, it is suggested to apply the mind mapping technique as an alternative technique in teaching reading because it can help the students comprehend the text easier. Students should preview the text at home. The teacher also has to make a clear instruction in order to control the class, to make sure that the students can follow the instructions and focus on the material. The teacher can apply other kinds of text like descriptive text, recount text, report text, etc.

Secondly, for the further researcher, it is suggested to conduct this technique more than three meetings in order to get more accurate results of data. A longer frequency of the treatment day is needed to get a better finding. It is also suggested to include another proper method of data collection like the interview to make the result of the data more informative. Moreover, the researcher also suggests other researchers apply different kinds of text and find out the effect of using mind mapping technique in other skills such as reading, listening and speaking.

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The effect of using Scrabble Game on students' vocabulary mastery through blended learning at the eleventh grade of SMAN 14 Bandar Lampung

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ABSTRACT

This research was aimed to find out whether there is any significant improvement in students' vocabulary mastery after using of scrabble games, and how are students' response in learning vocabulary after using of scrabble games. The subjects of the research were 32 students of class XI at SMAN 14 Bandar Lampung. One group pre-test post-test design was used in this research. The researcher conducted the research in six meetings which consisted of try out test, pre-test, three times of treatment, and post-test. The data were analyzed by using Repeated Measure T-Test in which the significance was determined by $p < 0.05$ and hypothesis testing was computed using Statistical Package for Social Science (SPSS). Based on the calculation, the result of the research showed that the mean score of pre-tests is 77.625 and the post-test is 84.0625 in which the gain is 6.4375. The results of t-value (10.376) is higher than t-table (2.0395) and the value of two-tailed significance is $0.000 < 0.05$. It showed that the hypothesis is accepted that is, there is a significant improvement of students' vocabulary mastery after the use of guessing games. The result also shows that the most improving aspect of vocabulary is verb with the mean score of pre-tests is 77.86 and the mean score of post-tests is 86.46. The improvement of the verb is 8.60 with the percentage is 33.74%. In opposite, the lowest improvement aspect of vocabulary is a noun. It showed that the mean score of pre-tests is 93.23 and the mean score of post-tests is 97.14. The gain is 3.91 with the percentage is 15.34%. Moreover, the researcher used the open-ended questionnaire to find the students' responses in learning vocabulary by using a scrabble game. The result of the questionnaire showed that the majority of the students work with no pressure, have some fun, and get some new information. Therefore, based on the result, it is concluded that scrabble game technique can be applied to improve the students' vocabulary mastery and it is recommended as a reference to teach English in vocabulary class.

Keywords: *vocabulary, scrabble game, students' respons.*

1. INTRODUCTION

This chapter presented several points such as background of the research, research questions, objectives of the research, uses of the research, scope and limitation of the research, and definition of terms.

Background of The Research

Language, in daily life is a very important tool for information. This is reasonable because it is used by people in the world as a means of communication in order to share their aims and purpose, for example asking questions and sharing ideas. Language in practice may have different meaning, so they will try to understand what other people say if they have different language. For this reason, people have to be able to know the meaning of language or words which is spoken or written by people to understand their aims. In relations to this, Indonesia has formulated the policy that English is the first foreign language which is taught as a compulsory subject, which has been officially taught since 1967 under decision of Minister of Educational and Cultural. As the present time, English has been introduced since the level of elementary school or even in play groups. It is also a compulsory foreign language taught in junior high school.

In reference to the explanation above, this study conducted a research mainly dealing with the effectiveness of using text twist game to find out the improvement of students' vocabulary mastery at the eleventh grade of senior high school students. Thus, the title of this research is "The Effect of Using Scrabble Game on Students' Vocabulary Mastery through Blended Learning at The Eleventh Grade Of SMAN 14 Bandar Lampung".

II. RESEARCH METHODS

Design

This research used quantitative and qualitative research. This research aimed to find out whether there is any significant improvement in students' vocabulary mastery after the use of scrabble game online and to find out how is students respond after the use of scrabble game.

To answer the first research question, the researcher used quantitative research. The design involved one group as the subject and it involved three steps, those were pre-test, treatment, and post-test. The data were analyzed by the t-test formula. The research design would be presented as follows:

The design could further be described as follows:

T1 refers to pre-test

T1 X T2

X is concerned with scrabble game

T2 relates to the post-test

(Setiyadi 2006)

Try-Out of the Instrument

Tryout test is administered to the students before the researcher applied the technique. The test is in multiple-choice consisting of 60 items related to content words of vocabulary which had four options (a,b,c,d). The time for doing the test is 80 minutes. The test aimed to know the quality of the vocabulary test. The class that is selected for try-out test is XI. The test could be specified well if it had good reliability, validity, and also the test is not too difficult and not too easy. The composition of the test items is presented in the table below.

Table 3.1 Specification of Try-Out Test

No.	Aspect to be measured	Item	Total	Percentage
1.	Noun	1,2,3,12,18,19,20,28,29,37,43,44,45,51,52	15	25%
2.	Verb	4,8,9,13,14,24,25,30,31,38,39,46,47,53,54	15	25%
3.	Adjective	5,6,11,15,21,22,32,33,36,40,48,49,55,56,57	15	25%
4.	Adverb	7,10,16,17,23,26,27,34,35,41,42,50,58,59,60	15	25%
Total		60		100%

Result of the Try-Out Test

Before the researcher administering the pre-test, the try-out test is conducted the eleventh grade students of SMAN 14 Bandar Lampung analyze the reliability, level of difficulty, and discrimination power of the test. The students are given 60 items of multiple-choice questions. There are 60 items in the try-out test.

Table 3.2. Result of Try-out Test

Criteria	Items	Decision
Poor	9, 16, 19, 21, 30, 34, 38, 43, 49, 56	Dropped
Satisfactory	2, 3, 4, 7, 10, 11, 13, 14, 15, 17, 18, 22, 24, 25, 26, 27, 29, 33, 35, 36, 37, 39, 40, 41, 44, 45, 50, 51, 53, 54, 55, 57, 58, 59, 60	Administered
Good	1, 5, 6, 8, 12, 20, 23, 28, 31, 32, 42, 46, 47, 48, 52	Administered

Qualitative Data

In qualitative data, questionnaire is administered. In analyzing the data of qualitative instrument, the researcher checked the validity of the questionnaire.

Questionnaire

The researcher administered the questionnaire to answer about students' responsusing blended learning model on students' vocabulary mastery of scrabble game onlineat SMAN 14 Bandar Lampung. The questionnaire is delivered at the end of treatment. The questionnaire consisted of 10 questions about aspects of vocabulary and students' interest in scrabble games online. Question number 1-4 are about the aspect of vocabulary and question number 5-10 are about students' interest in learning vocabulary by using a scrabble game online.

Validity of the Questionnaire

The type of the questionnaire in this research was open-ended questionnaire. The students are required to answer the questionnaire by choosing Yes/No and write their reasons based on the question. According to Sugiyono (2016), the questionnaire is valid if the instrument could be used to measure what should be measured. The researcher analyzed the validity of the questionnaire by using interrater. In this research, there are two raters. The first rater is the researcher and the second rater is the English teacher at SMAN 14 Bandar Lampung.

Consistency of the Questionnaire

To find out the consistency of the questionnaire, the researcher conducted triangulation. Its aim to make sure the data which is collected by the researcher to identify the students' response which occur during implementing of scrabble game onlineis consistence.

Data Analysis

In analyzing the data, the researcher used quantitative and qualitative data inorder to answer each of the research questions. To analyze the first researchquestion about the significant improvement of students' vocabulary mastery, the researcher used quantitative data. The researcher used the test which was tryout test, pre-test, and post-test as the instruments. The data analyzed using the T-test in SPSS. In order to find out the students' progress in mastering the vocabulary, the researcher analyzed the data using some steps as follows:

1. Scoring pre-test and post-test.
2. Finding the mean of the pre-test and post-test using a formula. The researcher computed the formula which is designed by Arikunto (2006), as follows:

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

The design can further be described as follows:

X denotes as mean score

$\sum x$ relates to sum of individual score

N refers to number of students

3. Drawing conclusion by comparing the means of the pre-test and post-test, the analysis by using SPSS to test how significant the improvement between score of the pre-test and post-test, in which the significant be determined by $p < 0.05$.

Moreover, to answer the second research question the questionnaire was used as the instrument to find out the students' response of using a scrabble game to improve students' vocabulary mastery.

Hypothesis Testing

After collecting the data, the researcher analyzed to find out whether there is an improvement in students' vocabulary mastery after being taught through a scrabble game. The researcher used *Repeated Measured T-Test* to determine whether the hypothesis is accepted or rejected. The researcher analyzed at a significance level of 0.05 in which that the probability of error in the hypothesis is only about 5%. The hypothesis is drawn as follows:

Ho : There is no significant difference of the students' vocabulary mastery after being taught through scrabble game.

H1 : There is a significant difference of the students' vocabulary mastery after being taught through scrabble game.

The criteria for accepting the hypotheses are as follows:

1. Ho will be accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$).
2. H1 will be accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

This chapter had discussed the research design, data source, variables, research instruments, data treatments; validity and reliability, research procedure, data analyses, and hypothesis testing.

III. RESULT AND DISCUSSION

Teaching and Learning Process

In this research, the researcher held six meetings to get the data. In the first meeting, the researcher administered the try-out test in XI class before giving the post-test. The second meeting was to get the result of the pre-test in XI class. In this study, the aim of giving the pre-test was to know the students' vocabulary mastery before getting the treatment and also to know the problem of the students in vocabulary. In conducting the treatment, the researcher used scrabble game as the treatment to teach vocabulary.

Result of the Research

This section attempts to answer the research question. This research was directed to figure out whether there is any significant improvement of students' vocabulary mastery after the implementation of the technique and the students' response in learning vocabulary using the technique.

This research was conducted in SMAN 14 Bandar Lampung on April 05th – April 23th 2021. This research used two classes, the first class was XI S2 as the try out class and the second class was XI S

4 as the subject of the research. The first class consisted of 32 students and the second class also consisted of 32 students.

The try-out test was administered first in XI S 2 class to analyze the reliability, level of difficulty, and discrimination of power to achieve good test instrument criteria. The pre-test and post-test were administered in XI S 4 class to investigate the improvement of students' vocabulary mastery after being taught using a scrabble game. After that, the questionnaire also conducted in XI S 2 class to investigate the students' response in learning vocabulary using scrabble game.

IV. CONCLUSION AND SUGGESTION

Conclusion

1. Scrabble game can give significant improvement to students' vocabulary mastery. Based on the result, there is an improvement of students' vocabulary mastery after being taught by using scrabble game. It was proved by the increase of the students mean score in the post-test which was higher than in the pre-tests. Indicatively, the students' mean score increased from 77.625 to 84.0625 which the gain was 6.4375. It happens since the students were capable to get involved actively in the process of scrabble game activity.
2. The majority of the students give a good response in learning vocabulary by using scrabble game. The students' response are positives such as the students' feel happy and enjoy while learning. Besides that, the students become confident, they can communicate with others in group, and learn without pressure. It makes the students' vocabulary is improved after the use of scrabble game.

5.2 Suggestions

In reference with the conclusion above, some points of recommendations are put forward as follows:

5.2.1. Suggestions for English Teachers

1. Since there is a significant improvement on students' vocabulary mastery after being taught using scrabble game, English teacher are suggested to apply this technique in teaching vocabulary. Considering scrabble game, this game is such attractive and challenging game. It is able to increase students' motivation in learning more about vocabulary so that they can improve their vocabulary mastery.
2. To minimize the time, the teacher needs to manage the time properly. When it is introducing the rules of the game, the teacher is suggested to explain it as clear as possible in order to avoid some questions from the students. During the activity, the teacher needs to be consistent with the time given in every section of the game.

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