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## **The effect of Time Token Arends as Cooperative learning types on the students' speaking skills at eleventh grade of SMAN 1 Bandar Lampung**

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### **ABSTRACT**

This research was aimed to find out the effect of Time Token Arends to students speaking skills aspects. This research applied qualitative and quantitative research by using the cooperative learning method. In taking the sample, the researcher used the purposive sampling technique. The number of the sample is 36 students at XI MIPA 1 SMAN 1 Bandar Lampung. The instrument of this research was an observation sheets, documentation and speaking test. There were 2 lesson plans and worksheets for the speaking test. The finding showed that there was a significant difference of students after being taught by using Time Token Arends strategy. Mean score of Pre-test was 58.7 and mean score of first Post-test was 69.1 and second Post-test was 76.1. Accent aspect increased 4.00, vocabulary aspect increased 3.33, comprehension aspect increased 3.34, fluency aspect increased 2.80, and grammar aspect increased 1.73.; it assumed that this technique has positive effect toward students speaking ability.

**Keywords:** effect, Time Token Arends, students' speaking skills

### **I. INTRODUCTION**

Speaking is one of the language skills which is taught by English teachers as a foreign language. Through language, all humans can communicate with each other, transfer, and express some ideas, and so on. The primary function of language is exchange of thoughts and ideas about one or more topics between two or more speakers (Greene, 1963:91). It focuses on communication and it is an important thing when we want to interact with other people.

In fact, it is difficult for the learners to speak well especially in speaking performance. According to Brown (2001), students were often under pressure from their friends so they were afraid to express their ideas. As a result, they were unwilling to share their opinions in the classroom and they feel fear if they make mistakes. Interesting activities for students can be obtained from teaching speaking, the teacher can adopt various methods and techniques to teach English especially for speaking. Therefore, Cooperative learning is claimed to be a very effective teaching method in foreign/ second language classrooms Richard (2005), Moreover, the cooperative learning method has many techniques and each technique has its benefits and effectiveness to foster the students' language learning. One technique was known as Time Token Arends (TTA) which was developed by Arends in 1998.

In this strategy, the students were engaged in cooperative activities where they help each other in understanding the topics during learning process. The main procedure of Time Token activity was every student in a group given a coupon to talk about the material. If the students already use all the coupons, they were not allowed to participate to talk again. In addition, Arends (2012: 384) states that some students dominate to speak and some others who were shy and never say anything when they do the discussion. It means that this strategy can give the students the same opportunity to speak and give their opinions in the classroom.

The Effectiveness of Using Time Token Areds in the teaching and learning process has been proved by some researchers. Research on speaking was conducted by Kurniantoin 2017. His research was about “The Improvement of Speaking Ability Through the use of Time Token Areds and Multimedia” was showed effective in teaching and learning speaking. However, the writer conducted, differs from the previous one. If the previous combined between Time Token Areds and the use of multimedia, this research conducted Time Token Areds as one model of cooperative learning. Another study was proved by Mira Nurjanah in 2018 about “Teaching students Speaking Ability Using Time Token Areds”. Her research took senior high school in Cianjur as the sample of the research with aims to increase their confidence, while this research was conducted in Lampung province and one of the schools was chosen as the sample of the research.

Based on the descriptions above, the researcher was interested in conducting the research entitled “The Effect of Time Token Areds as Cooperative Learning Types on Students speaking Skills” because the writer concludes that Times Token Areds was able to encourage students to learned and to improved their initiative and participation. This research was applied Time Token Areds as the only model of cooperative learning technique. Furthermore, to describe in detail about the method and the implementation of TTA on the class in terms of speaking.

## **II. METHODS**

The design of the study was online learning of Classroom Action Research (CAR) using WhatsApp media. Kunandar (2012) defined Classroom action research is research aimed to improve the quality of learning practice, that focuses on the process of teaching and learning in the class. Besides that, classroom action research is one of strategies to solved the problem which uses real action and develops capabilities to detected and solved the problem.

This research was conducted in two cycles, to solve the problems discovered in teaching and learning process. One cycle, consisted of four phases, there were planning, acting, observing, and reflecting. The researcher has made planning for many purposes, such as to prepare the action. There were several things that important to prepared in planning, for example is lesson plan. The second step was action that the researcher applied based on the planning. The third step was observation that was done at the same time as the action being done. Based on the observation, the researcher made the fourth step which was a reflection. The researcher did a reflection to evaluate the result of the action.

There were four important components of Classroom action research design of Kemis and Taggart model including planning, acting, observing, and reflecting in each cycle. Qualitative and quantitative data were used in this research. These data were showed to find out the answers to the problems. In contrast, some ways such as observation sheet were implemented to get the data.

The participants of this study were eleventh-grade students of SMAN 1 Bandar Lampung consisted 36 students in academic year 2020/2021. The objective was because eleventh-grade students of SMAN 1 Bandar Lampung were expected to have sufficient knowledge about the materials that were in line with the technique. The purpose was to make sure that they already get the knowledge about the expressions, suggestions in terms of speaking ability.

### **Research Instruments**

Based In this research, the procedure of collecting data was performed in quantitative and qualitative. The researcher presented the act of collected data as follow:

Quantitative data is used to describe what can be measured.

Test

To collected and seen the improvement of students' speaking skills. The researcher computed the score of speaking in the following formula:

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

X = Mean of the students' score

$\Sigma x$  = Total of score

N = Number of the students

To categorized the number of competent students, the following formula was applied:

$$P = \frac{R}{T} \times 100\%$$

P = The percentage of those who get the point 75

R = The number of students' who get the point up to 75

T = The total number of the students

### **Qualitative Data**

Qualitative data were used to describe data that not enabled to be counted. Qualitative is empirical research where the data were not in the form of numbers (Punch, K, 1998). The explanation about those kinds of data was explained as below:

### **Observation Sheet**

The Observation sheet consisted of the activities that were applied in this research. The checklist was taken to check whether the researcher applied or not to the activities. There were 4 observation sheets on this research. In this part, the researcher tried to notice all of the activities in the physical classroom activity. It might be about the teacher's performance, students' responses and students' participation during teaching and learning process using cooperative learning with time token Arends type.

### **Field Notes**

The researcher used field notes. David (2010:116) field notes is a way of reporting observations, reflections, and reactions to classroom problems. The notes pointed in cycle I and II were done from June 28 until July 1, 2021. The researcher acts as teacher and he has done based on the lesson plan that was prepared, the researcher tried to repair all of the activities that the researcher did in the first meeting. However, the researcher continued to improve and correct all of the errors that exist in every meeting. Therefore, there were some improvements to the researcher and the students in the next meeting.

### **Documentation**

Method of documentation that was needed for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, etc. (Arikunto: 2014:274). In this case, the data contained a note and takes photographs as proof of teaching-learning activity, which is by using camera (photo) and field note.

### III. RESULTS AND DISCUSSIONS

#### Results

This research was accomplished in two cycles. Each cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle including pre-test and post-test 1 conducted in 2 meetings, and the second cycle was conducted in two meetings with post-test 2 in last meeting. So, there were four meetings in this research.

No	The Initials of The Students	Score		
		Cycle I		Cycle II
		Pre-Test	Post-Test I	Post-TestII
1	Students 1	53	67	67
2	Students 2	56	77	77
3	Students 3	56	60	74
4	Students 4	60	75	75
5	Students 5	56	64	75
6	Students 6	61	77	79
7	Students 7	67	79	83
8	Students 8	66	75	77
9	Students 9	75	75	77
10	Students 10	66	75	75
11	Students 11	53	60	75
12	Students 12	51	56	60
13	Students 13	60	77	79
14	Students 14	60	75	75
15	Students 15	53	67	77
16	Students 16	51	60	75
17	Students 17	53	64	75
18	Students 18	53	67	79
19	Students 19	75	77	83
20	Students 20	53	52	75
21	Students 21	57	73	77
22	Students 22	51	64	75
23	Students 23	53	67	77
24	Students 24	67	75	75
25	Students 25	60	75	77
26	Students 26	51	60	75
27	Students 27	53	64	77
28	Students 28	53	75	75
29	Students 29	53	75	77
30	Students 30	51	60	73
31	Students 31	51	53	75
32	Students 32	60	75	79
33	Students 33	75	77	83



34	Students 34	75	77	77
35	Students 35	75	79	83
36	Students 36	53	59	73

Total $\Sigma x$	2116	2487	2740
The mean score	58.7	69.1	76.1

Aspect of Speaking	Pretest Score (PrS)	Posttest Score (PoS)	Maximum Score (Ms)	Aspects Improvement (PoS - PrS)
Accent	9.20	13.20	20	4.00
Vocabulary	10.53	13.86	20	3.33
Comprehension	11.06	14.40	20	3.34
Fluency	9.33	12.13	20	2,80
Grammar	10.53	12.26	20	1,73
<b>Total</b>	<b>58.7</b>	<b>76.1</b>	<b>100</b>	<b>15,20</b>

From the table 4.16 above it was known that students' mean score in pre-test were 50,65 and rise up to 65.85 in the post-test from maximum score 100 which means there were difference in students' speaking skill after being taught using Time Token Arends technique, and all aspects of speaking were improved; Accent score was improved 4.00, vocabulary score was improved 3.33, comprehension was improved 3.34, fluency was improved 2.80, and grammar was improved 1.73, it means that accent was the aspect that improved the most.

### Discussion

To confirm the result found, according to Saur, T. (2014) Time Token Cooperative Learning Model is a social skills method, mean structure which is used in social teaching. By applying Time Token Arends as cooperative learning types the teacher should be able to deliver the material and manage the learning activities well, and the students can understand the material easily and enjoy the learning activities. So, the use of this technique can give positive effect on the students.

It is also supported by previous research findings by Ismiatul (2016) In her research, she also used two cycles. The research findings showed: The mean of Pre-test 64.625, the mean of Post-test 1 68.125, and the mean of Post-test 2 74.291. It showed that the implementation of Time Token Arends method significantly improve students speaking skills. Score of Pre-test was higher than the score of First Post-test and second Post-test. Based upon the findings of the data it can be concluded that using Time Token Arends increase students speaking skills.

However, in this research the lesson plan for first cycle, the researcher didn't give motivation to the students, and the students didn't speak based on the time given by the researcher. Furthermore, it is difficult to conducted this technique in pandemic situation (using online learning) in order to make an effective class the researcher tried his best all the mistakes in the first cycle, didn't happen in the

second cycle Besides that, based on diary notes, students were more active day by day. As a result, the students became active in the class.

Therefore, based on the result of the quantitative and qualitative data, it can be approved that Time Token Arends was an appropriate strategy in teaching speaking skill. Briefly, students' speaking skills were improved through cooperative learning with time token Arends type at the eleventh-grade of SMAN 1 Bandar Lampung.

#### **IV. CONCLUSION AND SUGGESTIONS**

##### **Conclusion**

Speaking interaction can occur in offline or online classroom. In the final analysis, the score of Post-test which is higher than in the Pre-test. Students' mean scores in the pre-test were 58.7, Post-test 1 69.1 was and Post-test 2 was 76.1. By using Time Token Arends strategy, they also have a better fluency to practice their speaking ability, it was proved by the increase of students mean score after being taught using this technique. It can be concluded that Time Token Arends technique was useful to students speaking skill at SMAN 1 Bandar Lampung.

##### **Suggestions**

1. For the English teacher, it was necessary for the English teacher to improve students' understanding by providing various exercises, Furthermore, it was admitted that time management of this research was not coherent in online class so consider the time allocation is needed.
2. For other researchers, It was suggested to conduct similar research to control the class carefully, because using cooperative learning with Time Token Arends type to teach speaking skills a little bit noisy, The researcher admitted it was difficult to apply in the class that has many students, especially in online class.

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## **The use of Peer-feedback via Instagram in Blended learning to improve student's Recount text writing**

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### **ABSTRACT**

Writing is one of language skills which is considered as a complicated skill to be mastered because it requires variety of abilities such as generating ideas, determining purposes, developing arguments, organizing and managing the text effectively, and revising draft. Due to that matter, this research proposed instagram as one of the effective tools used in blended learning to improve student's writing. The aims of this study are to investigate whether there is any difference in student's writing achievement after the students are taught by using Peer feedback via instagram, to find out which aspect of writing that improves the most after being taught by using Peer feedback via instagram and to find out what aspect of writing that students correct the most. This research used the one-group pretest-posttest design that involved 30 students of X IPS 4 class at MAN 1 Bandar Lampung in the 2019/2020 academic year. The writing tests were also used as the instruments to collect the data. The data obtained were analyzed by using paired sample t-test in which the significance level was determined by sign <0.05. With regard to the data analysis, the use of instagram can improve the Student's writing achievement in all aspects of writing: content, organization, vocabulary, language use and mechanics. It is also found that content was the aspect of writing which improved the most. However, the aspect that the students corrected the most was language use.

**Keywords:** *writing, recount text, peer feedback via instagram, blended learning.*

### **I. INTRODUCTION**

Writing is one of essential skills learners have to master in their study. It is in line with BSNP 2006 that teaching and learning of writing skill is focused on a functional level. At this level, the students are required to be able to communicate adequately both in spoken and written form. According to Brown (2000) writing is not a skill we can develop naturally because it requires process of thinking, drafting and revising. It means that writing is not an easy activity to carry out due to several procedures we have to accomplish in order to be able to produce a good writing.

In terms of psychological problem, it is believed that Indonesian EFL learners face some troubles in writing because they have to plan, draft, re-draft, edit, re-edit, re plan, etc. It makes students lazy to start writing because of several steps they have to do in their writing. Students do not have sufficient writing practice and they only write to accomplish the assignment given by the teacher. This finding shows that students are inclined to write just to fulfill their classroom task and yet to be their interest (Rahmatunisa, 2014).

In order to overcome Student's difficulties in developing their writing, blended learning is believed as a solution to help students to improve their writing skill. It is a flexible approach that provides a fully online course in addition to the face-to-face sessions. Blended learning enables the students to learn outside the class. It improves learning by giving another chance for students to stay connected with their teachers and classmates in order to get peer feedback for their writing (Adas & Bakir, 2013). Several related studies were carried out on the use of peer

feedback in teaching English. The study by Nelson and Murphy (1993) – who tried to find out if ESL students correct their drafts according to the suggestions made by their peers, showed that students made huge changes based on their peers' suggestions. Most of researchers also found that peer feedback has a positive impact on students' writing ability (Itmezh, 2016 and Astuti, 2013). They claimed that peer feedback gave a significant improvement in students' writing.

One of social media which can be used in blended learning process is instagram. With the updated feature such as Instagram stories, users may have many options. The photos or videos can be the source of ideas for Student's writing. It also provides them with the context and helps them to decide what kind of text should be written related to the post. Furthermore, by certain Instagram feature, it enables students and teacher to discuss about Student's writing. The students may have teacher's feedbacks or peer feedbacks on their writings after posting it on the Instagram. This will be a refreshing and fun teaching writing method to apply for students (Kurdi, 2017). In addition, the research conducted about peer-feedback via instagram tend to be focused on descriptive text. Thus, the researcher tried to find out the answer of following research questions:

1. Is there any difference in student's recount text writing before and after the treatment?
2. What is the aspect of writing that improves the most?
3. What is the aspect that the students correct the most?

## **II. METHODS<sup>1)</sup>**

### ***Participants***

The first grade students in MAN 1 Bandar Lampung, class X IPS 4 which is consisted of 30 students

### ***Instruments***

In order to find out the research question 1 and 2 regarding the difference in student's achievement and aspect that improves the most before and after the treatment, the researcher use writing Pre-test and post test. Furthermore, the researcher use comment section on instagram in order to notice what aspect of writing that students corrected the most on their friend's writing.

### ***Data analysis***

The data was collected from the result of students' recount text writings in pre test and post test. Furthermore, researcher employed inter-rater reliability to avoid subjective consideration on students' writings, the raters are the researcher herself and English teacher who has been teaching for 7 years. The raters analyzed every single words, sentences, and paragraphs of the students writings based on scoring rubric by Heaton which consisted of content, organization, vocabulary, language use, mechanic. After scoring the student's writing tests, the researcher analyzed the data by utilizing Statistical Package for Social Science (SPSS). It was used to find out the means of pre-test and post-test, the improvement and the most improved aspect of writing.

## **III. RESULTS<sup>2)</sup> AND DISCUSSIONS**

In this research, the researcher conducted writing pre-test and post test in order to find ut the difference and what aspect of writing that improved the most before and after the implementation of the treatment. In addition, the data collected was analyzed by using SPSS 16.0 with the result which can be seen below.



**Table 1. The result of pre-test**

No.	Interval	Frequency	%	Category
1	56-63	20	66,6%	Bad
2	64-71	6	20%	Average
3	72-79	4	13,3%	Good
4	80-87	0	0%	Very good
	Jumlah	30	100%	
	Mean : 63,1			

**Table 1. The result of post-test**

No.	Interval	Frequency	%	Category
1	56-63	6	19,9%	Bad
2	64-71	16	53,2%	Average
3	72-79	6	19,9%	Good
4	80-87	2	6,6%	Very good
	Jumlah	30	100%	
	Mean : 68,3			

The table above shows that the mean of the pretest is 63,1. It could also be seen that the Student's scores are varied; there are 20 students who gain score ranging from 56-63, 6 students ranging from 64-71, 4 students ranging from 72-79.

Meanwhile in the posttest, there are 6 students with the ranging scores 56-63, 16 students ranging from 64-67, 6 students ranging from 72-79, and 2 students ranging from 80-87.

The table above also indicates that the mean of posttest is 68,3. It can be concluded that there is an increase between students pretest and posttest. The increase of the pretest and posttest is 5,2.

After finding the difference of student's writing achievement, the researcher tried to find out aspect of writing that improved the most after the implementation of the treatment by comparing the mean score in the pretest and post test. The result can be seen as below:

**Table 2 The Difference of Each Aspect of Writing from the Pre Test to the Post Test**

No	Aspect of Writing	Mean of Post test	,Mean of Pre test	Improvement	T- value	The Significance
1	Content	21,43	19,72	1,72	4,082	.000
2	Organization	14,57	13,75	0,82	3,751	.001
3	Language Use	14,48	13,47	1,02	1,774	.000
4	Vocabulary	14,20	13,33	0,87	3,616	.001
5	Mechanic	3,58	2,83	0,75	7,883	.001

Total	68,27	63,10	5,16
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From the table above, it could be seen that there are statistically improvements in all aspects of writing with the significance of levels less than 0,05. Content is an aspect that improved the most with the improvement 1,72 , followed by language use, vocabulary, organization, mechanic.

The researcher used Paired Sample t-test to test the hypothesis of this research.

H0 : There is no any difference of the Student's writing achievement after being taught by using Peer feedback via instagram .

H1 : There is a difference of the Student's writing achievement after being taught by using using Peer feedback via instagram .

Besides, the researcher also compared the result of t-value and t-table to determine whether the alternative hypothesis can be accepted or not. The result is shown in the following table:

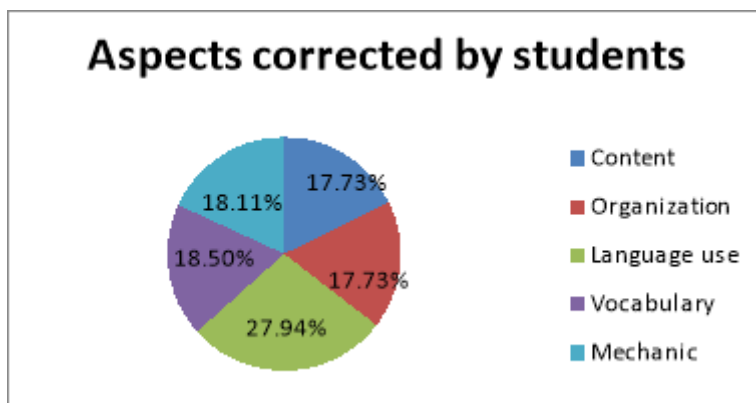
**Table 3 Paired Sample T-test**

		Paired Samples Test				T	Df	Sig. (2-tailed)	
		Paired Differences							
		Mea n	Std. Deviasi on	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper				
Pai r 1	pretest – posttest	- 5.16 667	5.5883 7	1.02029	- 7.25340	- 3.07993	- 5.06 4	29	.000

Table 4.3 showed that H1 is accepted since the significant value is lower than 0.05 (0.000 < 0.05). From this result, it proves that the treatments which were given by the researcher had better effect towards Student's achievement in writing.

Then, if the t-value (5.064) compared with t-table (2.045), it can be seen that the Student's writing is increased since t-value>t-table, which means, based on the criteria, there is an improvement on Student's writing after being taught using Peer feedback via instagram.

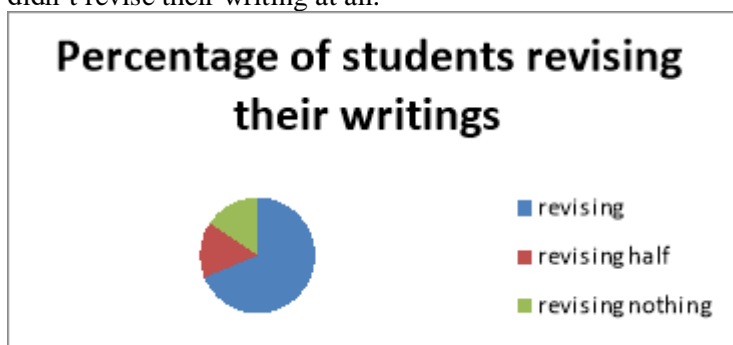
In addition, in order to find out what aspect that the students corrected the most, the researcher noticed the feedback given by students on the comment section on each students' writings on instagram. The percentage can be seen below.



Based on the diagram above, it can be seen that language use is the most corrected aspect that the students corrected the most. However, language use is not the aspect that improved the most since the students still considered it difficult to use the verb 2. Most of students used the verb 1 and verb 2 at the same time and it showed that students were still inconsistent in using verb 2. On the other hand, content aspect is the most improved one. Since Blended learning enabled the learning process done online, the students could do self correction to improve their content aspect by comparing theirs and their friends' writing while they were correcting their friends' writing on instagram.

In conclusion, the aspect of writing that students corrected the most is language use.

In addition, after the students gained the feedbacks, they had to revise it and it turns out that some of the students didn't revise their writing after they got feedback from their friends. It can be seen from the percentage above that 73,33% of students revised their writings, 16,67% revised half of mistakes based on the feedback given by their friends, and 10% of students didn't revise their writing at all.



#### IV. CONCLUSIONS AND SUGGESTIONS

##### Conclusion

This study was a small-scale study, and the results obtained cannot be generalized to other educational contexts. Referring to the discussion of the research findings on the previous explanation, the researcher comes to the following conclusion.

1. The implementation of peer feedback technique was an effective technique to improve the student's writing achievement. Based on the result, there was an improvement of the Student's writing after the implementation of instagram in blended learning. It can be seen from the Student's mean score of the pretest and the posttest which improved from 63,1 to 68,3. with the gain 5,2 and the significance levels of less than 0.05. It also improved all aspects of writing, namely: content, organization, vocabulary, language use, and mechanics.

2. Content is an aspect of writing which got the highest score than other aspects since the researcher assumes that the use of Instagram in blended learning enables the students to do self-correction outside the class by reading their friends' writings on Instagram and comparing them to their own writings.

3. In addition, the aspect that students corrected the most is language use. However, it is not the aspect that improves the most since the researcher noticed that there were still common mistakes related to the use of verb 2. The students tended to use verb 1 instead of verb 2.

### **Suggestion**

1. Considering the advantages of the use of Peer feedback via Instagram, the researcher suggests that English teachers of the class should apply Peer feedback via Instagram as an alternative way in teaching writing.

2. The mechanic aspect got the lowest achievement among other aspects of writing. For this reason, the teacher should pay more attention to the mechanic and give more information about aspects of writing and guide the students while giving feedback in the class.

3. The language use aspect is the most corrected by students. However, language use is not an aspect that improves the most since the students still used verb 1 instead of verb 2. For this reason, the implementation of Instagram in blended learning should be done more than 2 times. Besides, the teacher should give more explanation about the use of verb 2 in the offline teaching and learning process in order to increase the student's achievement in language use aspect.

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## Communicative language teaching in improving Student's speaking achievement

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### ABSTRACT

The aim of the research was to find out whether there is an improvement in the students' speaking achievements after being taught through the weak version of the Communicative Language Teaching method. The population of the research was the students of the second year of SMKN 2 Bandar Lampung. The sample of the research was twenty students of Eleventh Grade BKP (Bisnis Konstruksi dan Property) 3. The research used one group pre-test post-test design and the data were taken from the tests. The data were analyzed by using SPSS statistics 20. The result of the research indicated that there was a significant improvement in the students' speaking achievement after being taught through the Communicative Language Teaching method. The mean score of the post-test (9.8) was higher than the mean score of the pre-test (7.2). By using the t-test, it was found that the sig (p) value is less than the sig level 0,05 ( $0.000 < 0.05$ ) and the t-value (8.664) was higher than the t-table (1.729). It can be concluded that the implementation of the weak version of the Communicative Language Teaching method significantly improved students' speaking achievement.

Key Words: *Communicative Language Teaching method, speaking achievement*

### I. INTRODUCTION

Speaking is one of the ways to deliver our thoughts in communication. It is typically the most important ability to communicate. According to Thornbury (1989, p.198), stated that speaking the language means knowing the language itself. Efrizal (2012) claimed that to be able to communicate, the students need to implement the language in real communication. Bailey (2003, p.48) mentioned that speaking happens in real time, the person you are talking to is waiting for you to speak at the moment, and when you speak you cannot edit or revise what you wish to say as you can do in writing. In conclusion, speaking is a skill that must be mastered by the students. As an institution of education, SMKN2 Bandar Lampung also teaches its students in speaking English.

To speak fluently in English is not easy for some students. According to the researcher's observation during the internship (PLP) in SMKN 2 Bandar Lampung, the researcher found that

most of the students of SMKN 2 Bandar Lampung have difficulty in speaking English. Furthermore, students have low confidence and motivation when it comes to speaking English. Besides, the students do not have much exposure to practicing their speaking. In addition, in a foreign language setting, the students of SMK N 2 Bandar Lampung are not used to communicating in English in their everyday conversation. According to Efrizal (2012), English teachers are required to be creative in choosing the learning methods for teaching students in the class, so that the learning process does not seem monotonous.

The teachers as a facilitator should be innovative and use an effective method in teaching speaking in the class so that the students will pay attention and will absorb the lesson effectively. One of the methods that are effective to be implemented in the class is the Communicative Language Teaching method. Jabbarova (2020) stated, "Communicative language teaching is based on real-life situations



that require communication”. With this method, the students will have the opportunity to communicate with each other using English in the class. In this method, the teacher creates real-life communication or communicative content in the class. Efrizal (2012) conveyed that Communicative Language Teaching is a set of beliefs that included a re-examination of what aspect of language to teach and how to teach. The “what to teach” aspect of this method stressed the significance of language function rather than only focusing on grammar and vocabulary. Lastly, the “how to teach” of communicative language teaching is related to the idea that plenty of exposure and opportunities to use the language will shape the students’ development and skills. Howatt (1984) distinguishes the Communicative Language Teaching between the “strong” and “weak” versions. The strong version claims that language is acquired through the language itself, meanwhile the weak version stresses the importance of using the language for communicative purposes in language teaching.

From the facts above, the researcher wants to investigate the improvement of the students’ speaking achievement after being taught through a weak version of Communicative Language Teaching (CLT).

## **Literature Review**

### **1. Concept of Speaking**

According to Richards (2008) for second-language and foreign-language learners, the mastery of speaking skills is a priority. Furthermore, Byagate (1987) stated that speaking is a skill that deserves as much attention as literary skills, in both the first and second language. Meanwhile, Bailey (2003, p.48) stated that speaking is a skill that happens in a real-life. Basically, the person you are talking to is waiting for you to speak. Hamidova & Ganiyeva (2020) mentioned that speaking involves three areas of knowledge; knowing how to use correct grammatical words, being able to use logically connected sentences which are appropriate to a specific context, and using the word with the correct pronunciation.

From the definitions of speaking above, it can be concluded that speaking is the ability to convey information verbally in a way the listener can understand the information well

### **2. Aspect of Speaking**

Brown & P Nation (1997) defined the formal aspects of speaking as follows:

#### **a. Pronunciation**

Pronunciation is the way students utter words clearly when they are speaking. It plays an important role in communication through speaking because if we utter the words in wrong pronunciation, it may lead to some misunderstanding and lead to other meanings that we haven’t intended to. Burns & Seidlhofer (2010) stated that our pronunciation is responsible for our intelligibility- whether or not we can get our message across.

#### **b. Grammar**

Grammar is part of a discourse which is an essential feature of reading and speaking and is difficult to separate from vocabulary (Batstone, 1994). The mastery of grammar has become the priority for students to engage in communication.

#### **c. Vocabulary**

Vocabulary is word knowledge and its meaning. Vocabulary is a familiar word used in

communication by a person. Furthermore, vocabulary is the collection of words that can be used for people to make a sentence in communication. Without having many kinds of vocabulary knowledge in their minds, they will face difficulty to produce a good sentence and difficulty to understanding what they hear in communication. According to Diamond & Gutlohn (2006), vocabulary knowledge does not only imply the word's definition but also implies how the word fits into the world.

#### **d. Appropriateness**

Appropriateness is the extent to which the utterance is well perceived in a particular situation and occasion. Furthermore, Adetugbo (1980) stated that appropriateness is “a specification of what kinds of things to say, in what message forms, to what kinds of people, and in what kinds of situations”.

### **3. Communicative Language Teaching**

Communicative Language Teaching is a set of principles by which communicative competence is the goal (Richards, 2006). Communicative competence is the learner's ability to understand and use language appropriately to communicate in authentic (rather than simulated) social and school environments. Furthermore, Mulyanah, Ishak, and Dewi (2018) defined Communicative Language Teaching as a method that is designed to help the students use the language in their daily conversation and to improve the students' knowledge and skill. This approach involves developing language proficiency through interactions inserted in meaningful contexts. In addition, Brandl (2008, p. 5) claimed that CLT is based on the theory that the primary function of a language is to use it in communication, it is the best way to learn the language through communicating. Liao (2000) stated, “CLT views a language as a functional system”. From the explanations of the theories above, it can be concluded that Communicative Language Teaching is a method or approach that mainly focuses on learning the language through communication. The Communicative Language Teaching method has some characteristics as follows:

- The Communicative Language Teaching method engages the learners in real-life situations in the classroom so that they can understand how to communicate in the real world.
- CLT agrees with the perception of individual work.
- It focuses on the use of techniques that encourage the learners in participating and pair work, etc.
- In CLT, grammar is the second option of the learners and they discover and internalize the grammatical rules and functions themselves.
- It gives the importance of the necessity of the learners and attempts to explain it.
- In CLT, errors are considered a natural phenomenon.
- Normally, CLT focuses on the fluency of the learner rather than the accuracy of the grammar and acquires their accuracy gradually and naturally.
- CLT also believes that communication is the fundamental objective of language and the learners need to develop all the skills of language.
- It offers opportunities to join in teacher-learner and learner-learner in the classroom.

### **Strong and Weak Version of Communicative Language Teaching**

Since Communicative Language Teaching is a broad method, there are a variety of classroom procedures used in the lesson, they are “strong version” and “weak version”. According to Liao (2000) the “strong version” of CLT provides communicative practice at the beginning of instruction without first building individual skills; pronunciation, grammar, and vocabulary. For instance, the “strong version” claims that students will acquire the language through the language itself. Meanwhile, gaining enough individual skills such as pronunciation, grammar, and vocabulary is the component that makes the students able to communicate effectively (Liao, 2000). The “weak version” stresses the importance of using the language for communicative purposes in language teaching. Regardless of the existence of “Strong” and “Weak ” versions of CLT, it is very common that the weak version prevails in a teacher training context (Howatt 1984). In conclusion, a weak version of communicative language emphasizes providing the opportunity or activity for the students to use the language. According to Liu (2015), there are a few characteristics of weak version and strong version of the Communicative Language Teaching method as follows:

#### **A. The Characteristics of weak version**

- The strong version of Communicative Language Teaching holds the opinion that Communicative Language Teaching is not only a question of activating a kind of inert knowledge that has already existed in language learners, but at the same time it is a problem of fostering the growth and development of language itself from the perspective of language learners.
- The ‘strong’ version of communicative teaching, on the contrary, proposes the view that language is learned and gained in the process of language communication, and therefore, “it is not merely a question of activating an existing but inert knowledge of the knowledge, but of stimulating the development of the language system itself

#### **B. The characteristic of the weak version**

- The weak version attaches great value to supplying learners with abundant chance to use their English to communicate with other learners in authentic context.
- the weak version which has become somewhat standardized practice in the past few years, and the importance of providing learners with opportunities to use their English for communicative purposes and characteristically has been stressed, and additionally, teachers and researchers have intended to develop such activities into programs of language teaching in a wider scope.

### **Teaching Speaking Through CLT**

Communicative Language Teaching is a set of principles about the goals of language teaching which include how learners learn a language, what kinds of classroom activities are best for learners, and the role of teachers and learners in the classroom (Richards, 2005). According to Sari (2018), CLT means to teach students a language to the extent that the students will be able to communicate with each other in their everyday conversation. Furthermore, Mulyanah, Ishak, & Dewi (2018) stated that a balanced activities approach that includes language input, structured output, and communicative output can develop the students’ communicative efficiency in speaking. In conclusion, teaching speaking through CLT requires the teachers to set a real-life environment that enables the students to

practice speaking communicatively. According to Liu (2015) teachers and students have their role in the classroom regarding to the CLT method as follows:

A. The role of teacher in CLT's activities in the classroom.

- Teachers have to provide the students with various activities and texts to facilitate the communicative process in the classroom and fosters the communication and connection among all the students while making sure that the students feel secure, unthreatened and non-defensive.
- Teacher also plays the role of communication in the learning process. Teacher also cooperates with the learning teaching group.
- Sometimes, the teacher plays the role of a guide in the classroom activities. He/She mentors the errors of the students and delivers some positive feedback among the students.

B. The role of students in CLT's activities in the classroom

- The role of teacher in CLT's activities in the classroom and other students in the classroom.
- The Students should be more interactive and create an interactive environment in the classroom to make the learning process more easy and attractive.
- Students have to create some groups among themselves for the learning purpose and taking care of how they are able to perform in the classroom.
- Students have to cooperate and support each other in the group to complete all their tasks assigned by the responsible teacher.

## II. METHOD

### A. Participants

The population of this study is Eleventh Grade students of SMKN 2 Bandar Lampung. There are 16 classes of 11th-grade students in SMKN 2 Bandar Lampung which consists of 30–32 students each class. In this research, the researcher used the purposive sampling method to select the sample. Purposive sampling refers to intentionally choosing a sample according to the need of the research. The sample of this study is the students of class XI BKP 3 in SMKN 2 Bandar Lampung.

### B. Instrument

The speaking test was administered to find out whether there is an improvement in students' speaking achievement after being taught through the Communicative Language Teaching method. The speaking test was conducted twice. The first speaking test as a pre-test was administered before the treatment is given. Meanwhile, the second speaking test or the post-test will be administered after giving the treatment.

### C. Data analysis

The data collected in this study are analyzed quantitatively. Quantitative research is social research that employs empirical methods and empirical statements and the data collected in quantitative research is numerical. The quantitative data that was obtained from the speaking performance was analyzed by using SPSS statistics 20.

## III. RESULT AND DISCUSSION

### 1. Validity and Reliability of The Speaking Test

Validity refers to the extent to which the concept is measured accurately. The content and construct validity of the test are measured. Content validity refers to the extent to which the test covers all the aspects of theories that must be measured. Meanwhile, construct validity refers to the extent to which the

research instrument or the test is actually in line with the theory of what it means in the language and measures the intended construct (Roberta & Alison, 2015). The construct validity in this research is in line with the theory from Brown & P Nation (1997). To make sure that the test has content validity, the researcher matches the test with Standard Competence 11 and Basic Competence (KD) 11.2 of class X (KTSP 2006). The genre of the text that is going to be included in the instrument test is Narrative

**Table 1 Standard Competence and KD (Basic Competence)**

Standard Competence	Basic Competence (KD)
11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative</i> , <i>descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative</i> , <i>descriptive</i> , dan <i>news item</i>

Reliability refers to the consistency of the research instrument. It will have the same result if it is used in the same situation and on repeated occasions (Roberta & Alison, 2015). This research used inter-rater reliability. The researcher was the first rater and the English teacher was the second-rater. Furthermore, interrater reliability can be defined as the level of agreement among raters. Based on the standard of reliability that had been explained in chapter 3, the speaking test should reach the range of 0.60 or more to be considered highly reliable. In addition, after calculating the result of students' speaking test, the reliability of the pre-test and post-test is presented as follows;

a) The Reliability of Pre-Test

$$r = \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$r = \frac{6 \cdot \sum 373.5}{20(20^2 - 1)}$$

$$r = \frac{2241}{20(399)}$$

$$r = \frac{2241}{7980}$$

$$r = 1 - 0.280827068$$

$$r = 0.719173 \text{ (High Reliability)}$$

b) The Reliability of Post-Test

$$r = \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$



$$p= 1 -$$

$$p= 1 - \frac{6 \cdot \sum 757}{20(20^2 - 1)}$$

$$p= 1 - \frac{4542}{20(399)}$$

$$p= 1 - \frac{4542}{7980}$$

$$p= 1 - 0.569172932$$

$$p= 0.430827 \text{ (Medium Reliability)}$$

The result showed that the reliability coefficient of the pre-test was 0.71, which means it has high reliability. Meanwhile, the post-test was 0.43. It can be concluded that the post-test has medium reliability since the range of the criteria is 0.8 – 1.0 (Arikunto, 2006).

## 2. Pre-test and Post-test Result

The researcher gave a pre-test to the students a week before the treatment was given. Before conducting the test, the topic was explained. The students were asked to watch a video of the narrative text “A story of Cinderella” and asked to make a summary and deliver it through a video. The videos were sent through many ways, such as WhatsApp, Zoom, and Google Classroom because some of the students faced some problems with their application such as limited storage, signal, etc. The students were asked to speak clearly so that the raters would record their voices. The recording was aimed to help both the teacher and the researcher to give scores accurately. The researcher used Statistical Computation with SPSS 20.0 for Windows to analyze the scores of the students’ pre-test. The following table shows the result of the pre-test.

**Table 2. The result of the Pre-test and Post test**

Pre-test		Post-test	
Students’ Score Interval	Frequency	Student’s Score Interval	Frequency
5.0 – 5.9	10%	7.0 – 7.9	5%
6.0 – 6.9	25%	8.0 – 8.9	10%
7.0 – 7.9	40%	9.0 – 9.9	30%
8.0 – 8.9	10%	10.0 – 10.9	30%
9.0 – 9.9	15%	11.0 – 11.9	25%

Table 2 is the score interval and the score frequency of 20 students in the pre-test and post-test result.

**Table 3. The mean score of the pre-test and post-test result**

Test	N	Mean Score
Pre-test	20	7.2
Post-test	20	9.8

Table 3 is the mean score of the pre-test and post-test result, it shows that the mean score of the post-test

is higher than the mean score of the pre-test. It indicates that there is improvement in the students' speaking achievement after being taught through the weak version of the Communicative language teaching method.

### 3. Hypothesis testing

The researcher tests the hypothesis of the research question through analyzing the data by descriptive static SPSS Statistic 7 for Windows and answers the hypothesis of the research question by comparing the students' results of pre-test and post-test. The hypothesis is as follows:

$H_1$ : There is an improvement in the students' speaking achievement after being taught through a weak version of the Communicative Language Teaching method.

The criteria for hypothesis acceptance is: if the significant (p) value is less than the significance level (0.05) and t-value is more than the t-table, it shows that there is a significant improvement in students' speaking achievement after being taught through CLT.

**Table 4. Pair sample test**

	Mean	t	df	Sig.(2-tailed)
<b>Pre-test Post-test</b>	-2.65000	-8.664	19	.000

Based on the table 4 above, it can be assumed that there is a significant improvement of the students' speaking achievement after being taught through the weak version of the Communicative Language Teaching method because the value of the sig is lower than 0.05 ( $0.000 < 0.05$ ) and based on the paired samples test's result the t-value was 8.664 is higher than t-table 1.729 (see appendix 5). In conclusion, the implementation of the CLT method significantly improved students' achievement in speaking. In other words, the hypothesis was accepted.

#### e. Improvement of The Students' Speaking Achievement

In the speaking test, five aspects were used as the basic foundation for scoring students' speaking achievement. According to Brown (2001), there are five aspects of speaking such as grammar, vocabulary, pronunciation, fluency, and comprehension. In this study, each aspect was scored objectively by using a scoring rubric proposed by Brown (2001).

**Table 4. Improvement of the students' speaking aspects**

Aspect	Pre-test	Post-test	Gain
Grammar	1.4	2.0	0.6
Vocabulary	1.6	2.4	0.8
Fluency	1.4	2.2	0.8
Comprehension	1.5	2.1	0.6
Pronunciation	1.1	1.1	0

Table 4 shows the improvement of speaking aspects after the implementation of a weak version of the CLT method. In the pre-test and post-test, the highest point is vocabulary. The point of the vocabulary in the pre-test is 1.6 while in the post-test the point of it is 2.4. The aspect of speaking, which had the highest improvement was fluency and vocabulary. It showed that in the pre-test the point of fluency was

1.4 and gained 0.8 in the post-test to be 2.2 and vocabulary gained 0.8 from point 1.6 to 2.4. On the other hand, pronunciation did not improve in the post- test. It means students had difficulty pronouncing the word correctly.

### **1. Discussion**

The result of the tests showed that students' speaking achievement was improved after the implementation of the method. It can be seen from the hypothesis testing. There was a significant improvement of students' speaking achievement after the treatments were sig (2 tailed) is lower than 0.05. It indicated that the hypothesis that was proposed by the researcher was accepted. In other words, the implementation of a weak version of the Communicative Language Teaching method can improve students' speaking achievement.

In conducting the research, a pre-test was administered before the treatments were given while the post-test was administered after the researcher completed the treatments. From the result of this research, the highest score of the pretest was 9.5 while the highest score of the post-test was 11.5. The gain of the score was 2.0. On the other hand, the lowest score of the pretest was 5.0 and the lowest score of the post-test was 7. The gain of the score was 2.

After comparing the results of pre-test and post-test it was found that the mean score of pre-test was 7.2 and the mean score of post-test was 9.8 where the gain score was 2.6 after being taught through a weak version of CLT. It can be concluded that a weak version of CLT can improve students' speaking achievement.

## **VI. CONCLUSION AND SUGGESTION**

### **1. Conclusion**

The research was concerned with the use of a weak version of CLT in improving students' speaking achievement at the eleventh grade of students in SMK N 2 Bandar Lampung. Based on the research findings and discussion, the researcher would like to state the conclusions that there is a significant improvement in students' speaking achievement after being taught through a weak version of CLT. It can be seen from the mean score of pre-test which was 7.2 and the mean score of the post-test which was 9.8 with the gained score was 2.6. Furthermore, by using the t-test the t-value (8.664) was higher than the t-table (1.729). Hence, it can be concluded that a weak version of CLT can improve students' speaking achievement and the hypothesis was accepted.

In addition, the use of a weak version of CLT also helps to improve four aspects of speaking such as; Grammar has improved from 1.4 to 2.0. This aspect of speaking gained 0.6 points. It can be seen from the post-test result which was higher than the pre-test result, which means the grammar that students used was better. Vocabulary has improved from 1.6 to 2.4. This aspect of speaking gained 0.8 points which can be seen from the post-test and pre-test results. It means that the students' word knowledge has improved. Fluency has improved from 1.4 to 2.2. This aspect of speaking gained 0.8 points which was the highest improvement among the four aspects of speaking. It means that students could deliver their speaking smoothly. Comprehension has improved from 1.5 to 2.1 which the gained score was 0.6. It means that students have understood more and were able to express their ideas well and correctly related to the topics given and discussed. Otherwise, there is no improvement in the students' pronunciation. The mean score of the pre-test result was 1.1 and the mean score of post-test was 1.1 which has no improvement. It means that the students still had difficulty in pronunciation. To help the students to improve all of aspects of speaking in the Communicative Language Teaching method, a teacher is

required to achieve benchmarks of English proficiency to express his knowledge and know how to teach it to the students.

## **2. Suggestion**

Considering the findings of the research, the researcher would like to recommend some suggestions as follows:

### **2.1 Suggestion for English Teacher**

1. According to the results of this study, the students' pronunciation has no improvement compared to the other aspects of speaking. For this reason, an English teacher first is required to achieve a benchmark of English proficiency to express his knowledge and know how to teach it and apply some strategies to improve students' pronunciation. For example, give students the example of the correct pronunciation of the words (English teacher can use an online dictionary that provides the example of the correct pronunciation of the word) and give enough time for students to practice how to pronounce the words. By doing this the students can pronounce the word correctly.
2. English teachers are suggested to use a weak version of CLT because it provides the students the chance to expose their speaking by communicating meaningfully. This method can also be implemented because it improves students' speaking achievement and helps the students to speak communicatively with some modifications.
3. English teachers are suggested to give students more chances to speak and express their ideas in communication in the class because it can improve students' speaking achievement.

### **2.2 Suggestion for The Future Researcher**

1. This study applied the weak version of CLT online. Therefore, future researchers can apply this method in an offline or face-to-face classroom to get new insights. Future researchers also are suggested to motivate the students to speak confidently and tell them that they don't need to be afraid of making mistakes in speaking English because some of the students are afraid to speak loudly in English. After all, they are not confident.
2. This research applied the method to the Eleventh Grade students of senior high school. Moreover, future researchers can apply this method in different levels of education such as for Tenth or Twelfth Grade students or even for junior high school students, etc. Future researchers also are suggested to monitor the students' progress in all aspects of speaking so that all of the aspects can improve.
3. The research presented in this paper has many limitations to consider. For example; this research used only 20 students as the sample, which is not enough to obtain a generalizable result.

4. This research only used two meetings which may affect students' performances. For future researchers, it may be better to use more than two meetings to obtain a more convincing result.
5. Last, this study was conducted online due to the pandemic caused by Covid19, which the learning process was not effective because there were many external problems faced by the researcher and students such as; bad internet connection, students' limited data to access the internet, etc. Furthermore, for the future researchers are suggested to be well prepared if want to teach through the online platform.

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## Teaching speaking through Picture series media at the second grade of SMP Negeri 4 Natar

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### ABSTRACT

The objective of this research is to find out whether there is an improvement in students' speaking ability after they are taught by using picture series at SMPN 4 Natar.

This research was conducted at the second-grade students of SMPN 4 Natar in the academic year 2020/2021. There were five classes in the second grade of SMPN 4 Natar. Each class consisted of 23 students. The researcher took class VIII D. This research used one group pretest-posttest design by giving the pre-test, treatments, and the post-test. The instrument used to get the data in this research was speaking tests. Speaking 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 using picture series can improve students' speaking ability. It can be seen from the mean score of the pre-test and post-test which was analyzed through SPSS 16.00. The mean score of the pre-test was

53.7 and it was improved to 70 in post-test and the gain was 16.3. The result of the t-test shows that the level of significance is  $p < 0.05$  and the significant two-tail is  $p=0.000$ . It can be said that using picture series can improve students' speaking ability.

**Keywords:** *improving, speaking, picture series*

### 1. INTRODUCTION

Speaking is the important skill that can support the process of mastering and increasing the quality of English for communication. It might be the skill that must be emphasized to increase students' quality of English for communication.

Speaking is an oral communication that is used to express ideas, feeling and thought among people. speaking skill includes many complex aspects: 1. Fluency (smoothness of flow which sounds, syllables, words, and phrases are joined together when speaking), 2. Pronunciation (the way for students to produce clearer language when they speak), 3. Grammar (the rule of study of language inflection), 4. Vocabulary (the words used in language), 5. Comprehension (the achievement of understanding the speaker's intention and general meaning).

Picture series is one of the media to help the learners to recall their imagination into a realistic idea to create an oral form of information, a type of picture is an object, people, and animal. By using picture series. Picture is an images or likeness of objects, persons, places, things or ideas on flat surface by means of drawing, painting, or photograph. Picture series is a series of picture that explains about the events in a story.

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



## II. METHOD

To conduct this study, the researcher applied a quantitative research design as the research methodology. This research compared the result of pre-test and post-test (T1 X T2) to answer the research question. The population of this research was the second-grade students of SMPN 4 Natar. The sample of the research was VIII D class consisted of 23 students.

The data were collected through pretest and posttest. The pretest was administered to know the students' speaking achievement before being given treatment using picture series in teaching speaking, and the posttest was administered to know the improvement of students' speaking achievement.

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' speaking achievement, paired sample T-Test was run. Based on the analysis, it can be seen that there is an improvement of the students' speaking achievement before and after being taught through picture series media as shown in the following table 1:

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

Aspect of	Mean Score	Mean Score	Maximum	
Speaking	of Pre-test	of Post-test	Score	Improvement
Pronunciation	9.2	11.7	20	2.5
Grammar	9.5	13.7	20	4.2
Vocabulary	9.2	16.4	20	7.2
Fluency	12.6	13.8	20	1.2
Comprehension	13.2	14.4	20	1.2
Total	53.7	70.1	20	16.3

Based on Table I above, it can be seen that the mean of students score is improved from 53.7 to 70.1. So, it means that the students' mean score of pre-test and post-test improved about 16.3 point after being taught by using picture series media as the treatment.

**Table 2. Hypothesis Testing**

	Mean	Std. Deviation	Std. Error Mean	Paired 95% Confidence Interval of the		t	df	Sig. (2-tailed)
				Lower	Upper			
Pair 1 Pretest	-							
Posttest	1.6347	5.70971	1.19056	-18.81680	-12.87876	-12.721	22	.000

The table above shows that the value of significant level is 0.00 and it is lower than alpha level ( $0.00 < 0.05$ ). Therefore, it can be concluded that the research hypothesis was accepted; since there was an improvement on students' speaking achievement.

### Discussion

The result of this research shows that there was an improvement of students' speaking ability through picture series media. This is proved by the improvement of students' post-test after they got treatment through song. The mean score of students' pre-test was 53.7 and this score improved in the posttest after they got treatments in the teaching learning process of speaking by using picture series media. The mean scores that the students got for the posttest were 70.1 where the improvements were 16.3 points.

On the other hand, this research is contrary to research which was conducted by Windihastuti (2013) took a sample class which consisted of 32 students. As the result, the research found that there was significant improvement in speaking achievement between the students after the implementation of picture-series as the media. Litasari (2010) in SMA Negeri 2 Banjarbaru, her thesis state that the appearance of picture series as a media in teaching writing narrative text has improved the students' writing achievement in writing narrative text.

### IV. CONCLUSIONS AND SUGGESTIONS

There was an improvement on students' speaking achievement after being taught by using picture series media. 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 pre-test, it can be concluded that the students' speaking achievement improved. It happens because picture series media has been found to build students ability to speak. Furthermore, the aspect that improve the most after being taught by using picture series is vocabulary aspect. It means that picture series gives impact to improve the students' vocabulary achievement. As a result, their speaking achievement improved due to their activeness in expressing their idea.

The English teachers are suggested to apply picture series media as one of the alternative media to improve students speaking achievement. It is because the media help students to improve students' speaking achievement. English teachers should apply the picture series media in teaching speaking with the format of pair or group discussion.

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# Improving students' reading comprehension in Narrative text through Schema activation strategy at third grade at SMPN 1 Bukit Kemuning Lampung Utara

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## ABSTRACT

The objectives of this research are to investigate whether there is a significant difference in the students' reading comprehension achievement before and after the implementation of schemata activation strategy and which aspect that improves the most in reading comprehension after being taught schema activation strategy.

This research was conducted at the third-grade students of SMPN 1 Bukit Kemuning in the academic year 2020/2021. The researcher took class IX. The instrument used to get the data in this research was a reading comprehension test. Reading 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 schemata activation gives a positive effect on students' reading comprehension achievement. In addition, determining reference was the aspect of reading skills which improved the most after being taught by Schema Activation Strategy. This evidence proved that teaching reading using Schema Activation Strategy facilities more in determining reference. In conclusion, this study suggests that Schema Activation Strategy can be used to improve students' reading comprehension.

**Keywords:** *improving, reading comprehension, schema activation strategy.*

## I. INTRODUCTION

One of the important skills to master is reading skill. Compared to the other skills, reading may be considered the most frequently used skill in school. The students are expected to read the information that is mostly written in English. In addition, reading will also be useful as they achieve a higher level, for instance: TOEFL and IELTS. In other words, reading dominates the teaching material and tests in students and higher levels.

Furthermore, the aim of teaching reading is to enable the students to understand and comprehend a short English text. For reading to be meaningful, it must be accompanied by comprehension. To achieve comprehension, the students are expected to be able to identify the aspects such as identifying the main idea, explicit and implicit specific information, reference, word meaning, phrase, and sentence of the short simple essay.

In Junior high schools, teaching reading focuses on seven types of text, recount, narrative, procedure, descriptive, discussion, exposition, and news item. Among the texts offered, the narrative should be easily understood. On the contrary, the students think that narrative is difficult to learn. They often find difficulty in finding the answers for narrative texts.

The narrative text itself is the way humans communicate ideas chronologically and this type of text is usually used by the students to learn English more interestingly. A narrative is a text that tells a story or an account of a sequence of events that focuses on a specific participant; a narrative is written to gain readers' interest by entertaining them. So, by reading narrative text, the students can engage themselves in fictitious experiences. Besides, they can take wisdom from the story. According to Willingham, D.T. (2004) stories are easy to comprehend and easy to remember, and that's true not just because people pay close attention to stories; there is something inherent in the story format that makes them easy to understand and remember. Thus, this research uses familiar text to make the students easy to comprehend the reading text. Nevertheless, the purpose of narrative text is to amuse and entertain the reader, it could not be reached if the student's reading ability is poor.

After conducting the pre-observation at SMPN 01 Bukit Kemuning, several problems were objectively found. For example, the students frequently find it difficult to comprehend the text. As a result, they should open a dictionary to translate word by word into Indonesian to know the content of the reading text. This unfortunate condition is

sometimes found to indicate that many students had difficulties in understanding and comprehending the text since they were not able to understand and obtain knowledge of the content that has been explained in the text. It is now clear that the students' reading comprehension was still low. During the interview with the teacher, she said that the mean score of the students' reading test was under 70 the minimal standard (KKM) because they were not able to understand required the elements of reading skills.

To address this problem, the researcher resorts to students' schema. According to Al-Isa, Ahmad (2006) reading is a multilevel and interactive process in which readers construct a meaningful representation of text using their schemata. He suggests that the ability of the students to comprehend or to understand the printed text to get some information connected to students' background knowledge to the printed text.

Understanding the role of schema in the reading process provides further insight into why students may fail to comprehend text material. For example, when students are familiar with the topic of the text they are reading (i.e. possess content schema), aware of the discourse level and structural make-up of the genre of the text (i.e. possess formal schema), and skillful in the decoding features needed to recognize words and recognize how they fit together in a sentence (i.e. possess language schema), they are in a better position to comprehend their reading assignment. Deficiency in any of the above schemas will result in a reading comprehension deficit (Carrell P.L. 1988). In addition, Al Salmi, M. (2011) states that schema is the prior knowledge that is gained through experiences that are stored in one's mind. It is an abstract structure of knowledge. It means that the more the students have schemata the more they can comprehend the reading text.

The researcher chooses SMP Negeri 1 Bukit Kemuning as the setting of this research to implement the schema activation strategy. The researcher focuses this research on reading comprehension and he uses schema activation strategy as the solution as student's schemata is very likely to have an impact to increase student's reading comprehension achievement and schema activation strategy could encourage students to actively be engaged in constructing meaning from text (Shahan, T., and Lomax, R. G. 1986). Because of the importance of reading strategy in improving students' comprehension of the source text, this study is conducted to find out whether or not schema activation strategy can improve students' achievement in reading comprehension of narrative text. Therefore, the researcher expects that teaching narrative text through schema activation strategy can overcome the difficulty in reading comprehension.

## II. METHODS

The designs of research are qualitative and quantitative design. This research was conducted in the third grade of SMPN 01 Bukit Kemuning, the researcher chose IX A as the object of research by using random sampling. The object was chosen since the class reached the highest score in doing English exercise among all of the classes. Moreover, the instruments were reading test. On other hand, reading test was adapted from final examination by Ministry of Education and Culture. To know the improvement in students' reading comprehension after being taught by using scemata activation strategy. The data were analyzed by using SPSS 16.0 paired sample t-test.

## III. RESULT AND DISCUSSIONS

After the pretest and posttest were administered, the researcher compared the results of pretest with the results of posttest in order to analyze the difference of students' reading comprehension after being taught by using schema activation strategy. It showed in the following table.

**Table 1. The Distribution of Students' Scores of Pretest and Posttest**

	N	Minimum	Maximum	Mean
PRETEST	32	42.5	67.5	55.81
POSTTEST	32	70	85	77.27

Table 1 shows the result of the students' pretest mean 69.27. While the result of the students' posttest mean 77.27. It indicates that there is an improvement of students' reading comprehension of narrative text by using schema activation strategy.

**Table 2 Hypothesis Testing**

Tests	n	Descriptive Statistics	Paired T-Test		
		M (std. D)	t	Df	Sig.(2-tailed)
<b>Pre-Test</b>	32	55.78 (6.24)			
<b>Post-Test</b>	32	77.27 (5.29)	19.969	31	.000

Table 2 shows that the result of computation is analyzed by using Paired Sample t-test  $p < 0.05$  ( $0.000 < 0.05$ ). It means the proposed was accepted. Thus, it can be concluded that there is a significant improvement of students' reading comprehension of narrative text after being taught by using schema activation strategy. It also could be seen from the result of T-value compared to T-table in which T-value  $>$  T table ( $19.969 > 1.696$ ). To answer the second research question of aspects of reading that improved the most after the students' being taught by using schema activation strategy will be showed in Table below:

**Table 3 Students' Improvement of Each Aspect of Reading Comprehension**

No.	Aspects of Reading Comprehension	Mean Score of Pre-test	Mean Score of Post-test	Gain	Percentage
1.	Main Idea	10.86	12.66	1.80	8.38%
2.	Specific Information	11.64	16.95	5.31	24.71%
3.	Inference	11.02	14.92	3.90	18.15%
4.	Reference	10.08	15.70	5.62	26.15%
5.	Vocabulary	12.19	17.03	4.84	22.52%
	<b>Total</b>	<b>55.78</b>	<b>77.27</b>	<b>21.49</b>	<b>100%</b>

Table 3 shows that there is an improvement of students' reading comprehension in each aspect of reading. All the aspects improve, but the aspect that improves the most is reference and the aspect that improves the least is main idea. It proves by the mean pretest of reference is 10.08 to 15.70 or the gain is 5.62, in addition mean posttest of inference is 10.86 to 12.66 or the gain is 1.80. This is the reason why reference is higher than main idea aspect.

### Discussion

Teaching reading through schema activation strategy could improve the students' reading comprehension in narrative text because schema activation strategy can improve their motivation, fun, inspiring, make the class more attractive, increasing their enthusiasm, and increasing their focus, and make the material become easier to understand. It is because schema activation strategy is unique and different from another strategy. In line with Bransford (1985), Norris and Phillips (1987) who says Schema theorists have advanced the understanding of reading comprehension by describing how prior knowledge can enhance a reader's interaction with the text. Accordingly, comprehension occurs when a reader can use prior knowledge and experience to interpret an author's message. Educators and researchers have suggested numerous instructional strategies to help students activate and use prior knowledge to aid comprehension.

It also in line with the previous studies. The first previous study was done by Hastuti (2015) who asserted

the implementation of Schema Activation Strategy as the learning strategy can improve the students' reading comprehension. Ohoiwutun (2014) states that the use of schema activation strategy can help the students to be familiar with the text they are going to read and the English teacher should not neglect the pre-reading activities which can attract students' to try use this strategy before reading an English text.

In addition, schema activation strategy in teaching reading comprehension improved all the aspects of reading i.e., main idea, specific information, reference, inference and vocabulary. The majority of the students answer the questions regarding inference was the highest score than the other aspects. The score of finding reference was 129 in the pretest and 201 in the posttest. It got the highest gain score 72 (from 129 in the pretest to 201 in the posttest). The improvement of students' score caused they made some questions which helped them to finding reference from the text. In the learning process, the improvement happened because the students could connect one object to another object quickly. Hence, it was easy for the students to connect the pronoun that used in the text with the object before. Besides, the lowest score was determining main idea. The score of determining main idea was 139 in the pretest to 162 in the posttest. The gain score was 23 (from 139 in the pretest to 162 in the posttest). The improvement of students' score caused when the students had a question about the main point of the passage by summarizing its passage and looking for repetition of ideas or words.

#### IV. CONCLUSION

After the researcher has conducted the study at the second grade students of SMPN 01 Bukit Kemuning, North Lampung, and has analyzed the data, it can be concluded that there is a significant improvement after the students being taught by using schema activation strategy in reading comprehension. It proves that mean score from in the pretest 55.78 to 77.27 in the posttest with the most improve is reference and aspect that improve the least is main idea.

This study also has some implications. It is proved that schema activation strategy as the strategy in reading comprehension can make a positive impact to students' reading comprehension. Therefore, English teachers are expected to apply this strategy in the class to help students increase their reading comprehension.

However, this study also has some recommendations for future researchers. The strategy in this research was applied at third grade of junior high school, so that for future researchers are expected to apply this strategy to other levels of students such as elementary students and senior high school level with different number of sample and the further researcher can add another instrument such as a questionnaire to find out students' responses towards schema activation strategy to support the result of the research. Furthermore, this study was conducted by using narrative texts and for future researchers can apply other kinds of texts.

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## **The implementation of animated-narrative-video to improve students' vocabulary mastery in an orphanage**

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### **ABSTRACT**

Mastering adequate vocabulary is necessary for English as a Foreign Language learners to perform their skills in English better. In fact, some EFL learners still have a relatively low vocabulary mastery and difficulty in acquiring English vocabulary. This study was conducted to find out whether there is a significant difference in students' vocabulary mastery before and after being taught through animated narrative videos. The subject of this study was seventeen students at Al-Husna Orphanage, Bandar Lampung. This study applied a one-group pre-test and post-test design. The instrument used in collecting the data was vocabulary test, fifty multiple-choice items. The data were gathered through a quantitative approach, then analyzed using Repeated Measure T-Test. The result shows that there is a significant difference in students' vocabulary mastery after being taught through animated narrative videos. It could be seen from the calculation that the t-value is 9.263, higher than the t-table in 2.120 and the significant value is lower than alpha ( $p=0.000<0.05$ ). It could be said that animated-narrative-video is effective in teaching vocabulary to EFL learners.

**Keywords:** *animated video, difference, EFL learner, orphanage, vocabulary mastery*

### **I. INTRODUCTION**

English as a second/foreign language learners should have a number of competencies and skills in order that they could acquire the language optimally. As stated by Mansour (2014) that in acquiring a language, it is necessary to master and perform skills and competencies in that language. Vocabulary is one of the pivotal elements in a language. Vocabulary is the basis of a language, there is no language that exists without a word. As the crucial component of a language, vocabulary should be mastered in order to communicate effectively. In learning English as a foreign language, beginners need to know the vocabulary first and understand the meaning of the words. Lehr, Osborn, and Hiebert (in Kamil and Hiebert, 2005: 2-3) define vocabulary as knowledge of words and word meaning in both oral and written language and in productive and receptive forms. Huyen and Nga (2003) stated that vocabulary plays an important role in the four skills in learning a language—speaking, writing, reading, and listening. Vocabulary mastery is not only about understanding the meaning of words, but also having no difficulty in pronouncing, spelling, and using those words in context. The purpose of vocabulary mastery is to make the learners have good language proficiency in the language skills. As early as possible the learners need to master vocabulary because the sooner they could master vocabulary excessively, the better their performance will be.

There are still many students who have difficulty in expressing their ideas, opinions, and feelings in a foreign language due to a very limited vocabulary. Wilkins (1972) said that without

grammar very little can be conveyed, but without vocabulary, nothing can be conveyed. If learners do not have good grammar mastery, they can still understand the information even though it is not precise; unfortunately, the language will tell them nothing if learners do not master the vocabulary. Thus, EFL learners should master the vocabulary that they will definitely use in communicating. It will be very inconvenient if learners do not master the vocabulary as early as possible since English is the most widely used language in all realms.

How important it is to master the vocabulary as it is already known, now the problem is in acquiring the vocabulary itself. Vitasromo & Candra (2019) stated that students feel bored also discouraged when facing the number of words in English, they feel disappointed when their vocabulary does not last long. It indicates that their tendency to refuse to learn English is caused by their lack of vocabulary and difficulties in acquiring it. In the real condition, many students lack knowledge of how to use words in real contexts as they think that learning vocabulary is learning the list of new words accompanied by their meaning in the students' native language. Therefore, there must be some ways that can be implemented to trigger students' interest in learning English since their interest is one of the main factors to achieve the goal of the teaching-learning process.

Many techniques and media are offered at this time rather than implementing the traditional way of learning a foreign language. By using attractive tools, students can focus more on learning so that they can achieve the learning objectives. One of them is the use of animated videos in learning new vocabulary. According to Wood (2001), this audio-visual tool engages students' senses which will allow them to have a meaningful learning experience.

According to Kabooha & Elyas (2015), videos give a positive impact on developing EFL learners' vocabulary comprehension. Videos on YouTube could provide statistically significant improvement in the learners' vocabulary acquisition. Moreover, learners' perceptions toward videos in facilitating the acquisition of new English vocabulary are positive. The video selected should be appropriate and meet the learners' needs so that it would be beneficial for the learners in increasing their vocabulary mastery as well as their motivation in learning the target language.

Animated video is a story of community and/or related to daily activities narrated in a video form which allows the learners to grasp the message of the story in a more interesting way. In learning activities, the animated video makes the teaching-learning process alive; while the students try to understand the meaning of words associated with the scenes that they watch on the screen, students are also exposed to the pronunciation of words and the written form of words simultaneously. It will be an exciting activity for students in the language learning process to learn vocabulary through animated videos. It is reinforced by Sukriah (2020) who asserted that learning English vocabulary by implementing animated video as the media could increase students' motivation and interest in the teaching and learning process so that the students become more active in the classroom and could acquire new vocabulary to the fullest.

There have been several studies regarding the implementation of animated videos in teaching English vocabulary. The first is by Aisyarani (2014) aimed at finding out whether there is a significant difference in students' vocabulary mastery; the result revealed that there is a significant difference of students' vocabulary mastery since the t-value (9.58) was higher than

the t-table (2.04) in the level of significance 5%. Handayani (2015) conducted Classroom Action Research (CAR) that was conducted in two cycles to improve students' vocabulary mastery. The findings indicated that the implementation of this audio-visual aid was successful in increasing students' vocabulary mastery. Another research was conducted by Amalia (2017) to find out the improvement of students' vocabulary mastery after they were being taught through movies as the audio-visual aid. The results showed that the students were able to improve their vocabulary mastery as seen from the improvement of students' mean scores in the pre-test and the post-test. To be more precise, Riyantika (2019) conducted a study analyzing the impact of using audio-visual input to facilitate vocabulary meaning recognition of Indonesian EFL learners. The results showed that the mean vocabulary score in post-test (27.42) was higher than in pre-test (14.07) and it could be said that audio-visual aids significantly helped learners to understand the meaning of English vocabulary items.

Another research on the use of animation video to improve students' vocabulary mastery is by Wahyuni (2019) that there is a significant difference between students' mean scores on the pre-test and the post-test. The mean of students' pre-test scores was categorized as very poor by having a score of 1.21 and the mean of students' post-test was categorized as good at 5.12. The researcher concluded that animation videos could provide influence toward students' vocabulary mastery in contextual teaching. Moreover, Andrean (2019) tried to solve a problem faced by junior high school students in mastering English vocabulary. The students were given treatments by applying animated videos as the media in teaching and learning English vocabulary. Vocabulary test was used as one of the instruments to see the improvement of students' vocabulary mastery. The result of the study showed an improvement in students' achievement from 64.4 on the pre-test to 80.4 on the post-test.

Previous studies were carried out in different student circumstances, this present study was also carried out under different circumstances, i.e., in an orphanage by emphasizing the implementation of animated videos to master vocabulary belonging to content words—noun, adjective, verb, and adverb. This study aimed at investigating whether there is a significant difference in foster students' vocabulary mastery after the students were taught using animated videos. Also, this current study attempted to prove the effectiveness of animated video to improve EFL learners' vocabulary mastery.

The differences in the background in this study to the previous studies are expected to contribute to proving that animated videos could effectively and efficiently help EFL learners learn and acquire new English vocabulary in order to enrich their vocabulary mastery and outperform their skills and competencies in English.

## **II. METHODS**

The current study employed a quantitative approach in analyzing numerical data and used a one-group pre-test-post-test design. The pre-test was given to know students' prior vocabulary mastery and the post-test was given to investigate whether there is a significant difference in students' vocabulary mastery after the implementation of animated videos in learning English vocabulary. Referring to Setiyadi (2018), the research design is illustrated as follows:

**T1 X T2**

Notes:

T1 : Pre-Test

X : Treatments (the implementation of animated video)

T2 : Post-Test

### ***Participant***

The population of this study is middle-school foster students in Bandar Lampung. The researcher applied the purposive random sampling technique to select the participant. Purposive random sampling is a technique to determine the subject in accordance with the aims to be addressed. The participant of this study is seventeen junior high school students at Al-Husna Orphanage, Bandar Lampung with an age range between 11 and 13-year-old. Ten of them are female and seven of them are male.

### ***Instrument***

Instrument refers to the measuring tool which was used to measure the variable items in the data collection process.

In this study, vocabulary tests were used with the aim of finding the answer to the research question, whether there is a significant difference in students' vocabulary mastery after the students were taught using animated videos in learning English vocabulary. These tests—pre-test and post-test—intend to measure foster students' English vocabulary mastery before and after the implementation of animated videos in the teaching and learning process by comparing the mean scores of pre-test and post-test. The tested vocabulary is content words, i.e., nouns, adjectives, verbs, and adverbs taken from the 8th-grade English textbook entitled *When English Rings a Bell* that were randomly selected from the vocabulary range in the book by using systematic random sampling. The test consists of 50 multiple-choice questions, in which the students must choose one of the four options provided (A, B, C, and D).

Several steps have been carried out in this study which are described as follows:

#### 1. Trying out the Instrument

The try-out test was carried out to determine the quality of the test items. All of the test items must meet the criteria for a good test. The test items that meet the criteria have been used for items on the vocabulary tests as the research instrument.

#### 2. Administering the Pre-Test

The pre-test was administered in the first meeting at Al-Husna Orphanage, Bandar Lampung to discover foster students' prior vocabulary mastery before the students were taught through animated videos in the learning English vocabulary process.

#### 3. Conducting the Treatments

The treatments were conducted for five meetings and each meeting lasted 90 minutes. Five animated videos were implemented in the teaching and learning process. The foster students were guided to understand the single words in form of content words (noun, adjective, verb, and adverb) by providing exercises.

#### 4. Administering the Post-Test

The post-test was administered to find out the progress of students' vocabulary mastery after the students were given the treatments. The test items for the post-test are the same as the pre-test,

50 multiple-choice items with four options (A, B, C, and D), but the order of the questions is different.

#### 5. Scoring the Tests

The pre-test and post-test were scored with a value scale of 0-100 to see the difference in foster students' English vocabulary achievement.

#### 6. Analyzing the Data

The data were analyzed by comparing the foster students' mean scores on the pre-test and the post-test, which were then analyzed using the Repeated Measure T-Test to find out whether there is a significant difference in students' vocabulary achievement.

#### *Data Analysis*

Quantitative approach was employed in order to answer the research question. The vocabulary tests were assessed by dividing the total number of correct answers by the number of items. Afterward, the scores were calculated to find the mean scores of both tests which were then compared to see the difference. Also, the T-Test in Statistical Package for Social Science (SPSS) was used to analyze the data to see whether there is a significant difference in students' vocabulary achievement.

### III. RESULTS AND DISCUSSIONS

#### *Results*

This section reports the findings of the research to answer the research question. Five meetings of treatment were run to teach new English vocabulary to the foster students with one animated video for each meeting as the media. Vocabulary tests, pre-test and post-test, were administered to find out the difference in foster students' English vocabulary achievement after the students were taught using animated videos in learning English vocabulary. Table 3.1 below shows the distribution of students' pre-test scores.

**Table 3.1 The Distribution of Students' Pre-Test Score**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	14	1	5.9	5.9
	18	1	5.9	11.8
	20	1	5.9	17.6
	22	3	17.6	35.3
	24	1	5.9	41.2
	26	2	11.8	52.9
	28	1	5.9	58.8
	32	1	5.9	64.7
	34	2	11.8	76.5
	40	1	5.9	82.4
	52	1	5.9	88.2
	62	1	5.9	94.1
	68	1	5.9	100.0
Total	17	100.0	100.0	

Based on Table 3.1, the lowest score of students' pre-test scores is 14 with the frequency of one student so as the highest with the score of 68. The range of students' scores is relatively low since there are still many students (82%) who got scores 40 and below. There are 3 students (17%) who got scores 20 and below; 11 students who got scores 22-40; 1 student (6%) who got score 52; 2 students (12%) who got scores 62-68; moreover, the mean of students' pre-test scores is 32. Meanwhile, the post-test was analyzed to see whether there is a difference in students' English vocabulary achievement.

**Table 3.2 The Distribution of Students' Post-Test Score**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44	1	5.9	5.9
	46	1	5.9	11.8
	50	4	23.5	35.3
	52	1	5.9	41.2
	60	1	5.9	47.1
	62	1	5.9	52.9
	64	1	5.9	58.8
	68	1	5.9	64.7
	70	1	5.9	70.6
	72	1	5.9	76.5
	76	2	11.8	88.2
	78	2	11.8	100.0
Total	17	100.0	100.0	

Table 3.2 shows the distribution of students' vocabulary post-test scores and it reveals that there is a difference, which is an improvement, in students' vocabulary mastery after the treatments. The lowest score of the post-test is 44 and there are two students who scored 78 as the highest score on the post-test. There are 8 students (47%) who got scores 60 and below; 9 students (53%) who got scores 62-78; in addition, the mean of foster students' post-test scores is 61.53. Furthermore, none of the students scored below 40 on the post-test. Although there are no students who got a score of 80 and above, the students' vocabulary mastery could be said to have increased as seen from the change in scores from the pre-test to the post-test which is getting better.

Afterward, the results of students' vocabulary tests were compared. Based on the analysis of the pre-test and the post-test, there is an increase in the mean score. It indicates that the use of animated video as the media in the teaching and learning process could improve students' achievement in vocabulary mastery.

**Table 3.3 Differences in Students' Vocabulary Achievement**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test Score	17	14	68	32.00	15.379
Post-Test Score	17	44	78	61.53	12.156
Valid N (listwise)	17				



Table 3.3 compares the results of the two tests, pre-test and post-test, which shows the mean score of the pre-test is 32 and the mean score of the post-test is 61.53 with a standard deviation of 15.379 on the pre-test and 12.156 on the post-test. It could be explained that the mean of students' scores on the pre-test and post-test are different and increased from 32.00 to 61.53 and the standard deviation on the post-test is lower than in the pre-test which identifies that the improvement in students' vocabulary mastery improves significantly.

### ***Discussions***

Based on the results of this study, the researcher found that teaching vocabulary through animated video as the media provides a significant difference to the students' vocabulary achievement. It could be seen from the students' pre-test and post-test scores. Based on the data, the mean score increased by 29.53. Furthermore, the researcher tested the significance level of the pre-test and post-test. The result shows that the significance level of students' improvement is 0.000 which is lower than 0.05. Hence, the hypothesis in this research is accepted that there is a significant difference in students' vocabulary achievement after being taught through animated videos. This proves that animated videos help students to improve their vocabulary mastery significantly.

The gain of the foster students' meanscores on the pre-test and the post-test is significant and it supports the previous research findings by Wahyuni (2019) that the students' vocabulary mastery before they were given treatments was categorized as very poor, then have increased to be a good category of vocabulary mastery.

These findings support previous research findings by Amalia (2017), she tested the hypothesis by looking at the significance level between the results of the pre-test and the post-test which indicates that there is a significant difference,  $p=0.000 < 0.05$ . This means that the proposed hypothesis is accepted, specifically, there is a significant difference in students' vocabulary mastery after being taught by using movies. Thereto, it supports the research findings by Hasanah (2016), who reported that in the significance level of 5%, there was a significant effect of cartoon movie toward vocabulary score with the significance of 0.002 which was lower than 0.05. Besides, it is in line with the findings of Adhannisa (2020) that there was a significant difference in students' vocabulary mastery after being taught by using animation film, proved by the gain scores in the pre-test and the post-test. The students' mean score in the pre-test was 47.44 and improved to 72.28 in the post-test. Also, the two-tailed significance was lower than 0.05. It means that there was a significant difference in students' vocabulary mastery after the implementation of animated films.

Relating to improving students' vocabulary mastery, the students were also taught about the correct pronunciation and spelling of the words. Students become aware to pronounce English words correctly. Since the first, students still pronounced English words using the pronunciation of the Indonesian alphabet. After being justified by the teacher, only then could students pronounce the words correctly; for example, *someday*, viz. /'sʌm.deɪ/; *always* /'ɑ:l.weɪz/, before, they always said English words with Indonesian alphabet pronunciation /*alwais*/ for *always* /'ɑ:l.weɪz/; /*rabit*/ for *rabbit* /'ræb.ɪt/; /*bear*/ for *bear* /ber/; /*yong*/ for *young* /jʌŋ/; /*gret*/ for *great* /gret/; /*autsid*/ for *outside* /,aʊt'saɪd/; /*plai*/ for *play* /pleɪ/; /*bal*/ for *ball* /ba:l/, etc. In terms of spelling words, both orally and in writing, students experienced changes for the better.

In this case, the researcher asked the students to rectify their writing if there were still errors in spelling the words; for example, the students wrote *sohpping* instead of *shopping*, *plei* instead of *play*, *studi* instead of *study*, *slepp* instead of *sleep*, *luky* instead of *lucky*, and *remen* instead of *remind*. After being given reinforcement by asking the students to make simple sentences using those words, students can be more exposed to the new vocabulary.

In line with these findings, Devi (2012) stated the results of her research that animation videos can improve students' vocabulary mastery. It could be seen from some indicators: (1) students could spell the vocabularies; (2) most students were able to pronounce words correctly; (3) students could grasp the meaning well; and (4) students could recognize the vocabularies. In addition, Riyantika (2019) revealed the results of his research that the use of audio-visual aids could facilitate meaning recognition significantly in helping students understand the meaning of English vocabulary items. The learners not only understand the content of the movie and the vocabulary items, but also some other aspects of language such as pronunciation, idiomatic expression, and cultural knowledge. As conveyed by Andrean (2019) that animated video could help EFL learners in memorizing new words easily and improving their vocabulary mastery since the audio-visual input makes it easier for the learners in recognizing new words.

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

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

The objective of the current study is to find out whether the implementation of animated videos as the English teaching media could provide a significant difference in students' vocabulary mastery. In line with the results of the tests and data analysis, there is a difference which is an increase in students' scores on the post-test of the other test with the value of sig. (2-tailed) 0.000 lower than 0.05. Based on the results, it is concluded that animated video is effective to improve students' vocabulary mastery as it brings content, narrative, and context so that the students could learn the new vocabulary and grasp the meaning easily. Animated videos could be considered to be implemented as the teaching media in learning English vocabulary.

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

Regarding the conclusion that the implementation of animated video has a positive impact, namely enriching English vocabulary mastery for the foster students. Thereupon, further research could examine the same variables, but in other orphanages to find out whether there are differences in the findings obtained; yet, taking into account the researcher's experience, the future researchers have to organize the length of time that will be given during treatments carefully since some unexpected things could happen and their time is limited for other activities, also prepare the materials and explain the instructions bilingually in English and students' native language. Moreover, orphanage administrators may collaborate with English teachers to provide additional English learning to the students at the orphanage, since the students have the desire to learn English, however, they do not get the opportunity.

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## The analysis of high school students' errors of word order in Recount text writing

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### ABSTRACT

The objectives of this research are to investigate the kind of errors that students frequently made in the use of word order in recount text and investigate the reason why students make errors in the use of word order in writing recount text. This study takes a qualitative approach, with 15 high school students who lived in LKSA Budi Utomo Metro, Indonesia as the data sources. The instruments used in this research were writing test, interview guideline, and recorder to collect the data. The data results showed that 119 errors appear frequently in the writing test which then were classified into two types such as in sentence structure which there were 97 errors or 81% out of total and noun phrase were 22 errors or 18,5%. Additionally, the students' interview response showed that first language interference and carelessness became the reasons why they made errors.

**Keywords:** *word order, word order error, error analysis*

### I. INTRODUCTION

Writing is a skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the idea (Morris, Rupperd, and Hurried,1992:22). To be good and to be able in English communication not only in oral but also in written form, the student needs to learn writing as a productive skill in learning English in a way to make good written communication. The most important of all basic skills are speaking and writing by Alexander LG (1975).

English as a foreign language in Indonesia has different concepts in the use of structure and vocabulary, learning to write English is considered difficult by most Indonesian students which makes them frustrated. Writing skill is a complicated skill for students to master because it involves a complex activity that requires a variety of skills. Bryne (1988:4) states that writing was difficult for most people both in their mother tongue and in a foreign language. In writing English, students get confused with some components in writing such as grammar, word order, punctuation, spelling, and the use of paragraphs.

Word order refers to the way words are arranged in a sentence. The sequence of the words is critical when communicating in English because it can impact the meaning of what is tried to say. Word order in the sentence become one the difficulties that have to be faced by the students and it is common for students to make errors in writing a complete sentence. An error refers to an identifiable alteration of the grammatical elements of a native speaker, presenting the learners' competence in the target language (Brown, 2007;257-259). Error is different with goof, while error is breaking the rule in the process of writing and goof is breaking the rule as a product of learning process.

As the researcher has conducted the observation in the researcher' society, high school students still make errors in their writing especially in ordering the word in correct pattern, furthermore in the interview the researcher found that the students who lived in LKSA Budi Utomo Metro also still lack of English mastery.

Based on the explanation above the researcher interested in investigating the kind of errors that may appear in students' writing test also the reason behind it.

## II. RESEARCH METHOD

This study used a descriptive qualitative approach to collect qualitative data on students' errors. Qualitative research is an approach called an investigative approach because the researcher usually collects the data by direct contact and does the interaction with people in a research place (McMillan and Schumacher, 2003 in Syamsudin and Damayanti 2007) The data sources in this research were 15 students consisted of grade X,XI, and XII lived in LKSA Budi Utomo Metro who came from different schools background. Writing test, interview guideline, and audio recorder were used as the instruments in this research. The data results were analyzed by comparing the students' writing with the correct one after that all of the errors were calculated and classified into the types of errors then finally calculated into the percentage using descriptive analysis technique to get qualitative results by (Bluman, 2004:68).

$$P = \frac{F}{N} \times 100\%$$

P= Percentage of each error type

F= Frequency of each error type

N= Number of overall errors

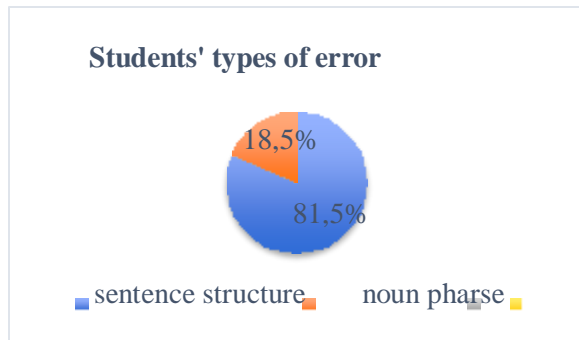
Furthermore, the interviews' result analyzed by relating the errors found in written test and the interview results with the theory about causes of error to strengthen the data analysis.

## III. RESULTS AND DISCUSSION

### Results

#### 1) The Kinds of Error That Frequently Made in The Use of Word Order in Recount Text

Writing tests were undertaken to 15 students to find out the kinds of error that frequently made by the students in the use of word order in recount text writing. After the data were collected then they were analyzed by comparing the students' writing test with the correct one. The data collected were also corrected by some experts to make the data valid. The researcher found there were 119 errors that they have made in writing recount text, which consist of 2 kinds of word order error such as in sentence structure which consist of past tense form and subject verb agreement and word order error in noun phrase.



There were 97 errors of sentence structure and 22 errors in noun phrase so the total of the errors were 119. The percentage was calculated using the formula which percentage of each error type (P) is frequency of each error type (F) per number of overall errors (N) times 100 percent. So, for the percentage calculation of sentence structure there were 81,5 percent errors and 18,5 percent errors in noun phrase. Based on the calculation the common error occurred in the use of word order in writing recount text was in sentence structure.

## 2) The Reason Why The Students Made Error in The Use of Word Order in Writing Recount Text

Interviews conducted to investigate the reason why they made errors in their writing test. The interview was held one by one to all participants who had been done the writing test. The students answered differently. The questions were asked in Bahasa Indonesia to ensure that the questions were understandable and communicative by the students and based on the interview result, the researcher found that almost all of students made errors because they translated their texts based on their knowledge of Bahasa Indonesia's structures into English also, they lacked willingness to learn since they believed English was difficult, which caused them into carelessness and perform poorly on the test.

Almost every student made an error in their work because first language interference since they did not comprehend the English structure and instead used the Bahasa Indonesia structure and the rest of the students made errors because carelessness since they did not recheck their work after finishing and they lost focus while doing the test.

There were 10 students stated in the interview that first language interference became the factor they made error in their writing.

(student1)

"Based on the English words that I know and often heard, moreover I have not understood the English structure"

Student 1 made error in the noun phrase (Room my uncle, child my uncle and some verbs) which instead of ordering the noun and the adjective in the correct structure of English noun phrase, she mis ordered it with Bahasa Indonesia's structure. She assumed that errors were correct because she thought in the way Bahasa Indonesia is structured. The same case happened in almost all of the students.

The second popular cause of error is carelessness. Carelessness relates to the motivation of the students in learning the language, in this case English as a target language that being learnt by the students. Some students believed that English is hard so when the researcher asked the students to do writing test, they got



feel annoyed and want to quickly get out of the room without rechecking their writing test was correct or not. This proved by the students' answers in the interview.

Some students said

(student 4)

“As far as I'm aware, that is an English word, I got confused while doing test, I know the English structure about tenses that has formula, but I did not focus and do not understand that it supposed to use past tense because the test happened unexpectedly”

This student made some errors in noun phrase and past tense because she did not focus about the instruction if the test and she did not recheck her writing test.

(student 9)

“I have no time to recheck my work, I was in hurry in doing the test because I want to get out the room to play futsal”

This student and the other three students they are student 10, 14 and 15 also did the writing test in hurry because they wanted to get out quickly to play futsal in the field so they did not concentrate in doing their writing and did not recheck their work that lead into the errors.

(student 15)

“I wrote it based on my knowledge and by copying the book because the other students have finished so I was in hurry copying and have no time to recheck it”

Student 15 made error in sentence structure and he wrote unrelated sentences into his writing because he was copying the book also, he did not recheck his writing because he was in hurry.

## **Discussion**

### **1. The kind of errors that students frequently made in the use of word order in recount text writing**

The finding shows from 15 students who did writing test there are 119 errors which consisted of two types of error such as 97 errors in sentence structure or 81,5 percent of total errors and 22 errors in noun phrase or 18,5 percent of total errors.

It can be inferred that the most frequent error committed by students in this study was sentence structure error which consist of subject verb agreement that consisted of past tense form and subject verb agreement also in noun phrase. The researcher agrees with the findings of a study conducted by (Rosidani, 2011), which title is "Common English Grammar Errors in Recount Texts Made by Senior High School Students." Her research revealed that the most common errors made by students were in the use of verb groups, such as verb agreement, past tense, to be, and etc. From the data result shown above, the researcher agrees with the research result were undertaken by (Amaliah, 2012), which her objective research was to analyze the students' error in writing recount text and to know the highest frequency of the types of error made by the second grade of SMP Al Kholidin. The result from her research showed that the higher error that the students made was in tenses area which was 55,4 percent form the total errors.

Besides, there is a distinction between this study and both previous studies, the researcher found errors in noun phrase as the second types of error that students made in doing writing.

## **2. The reason of the students made error in the use of word order in writing recount text**

This study also sheds insight on the reasons why students make errors in word order in recount writings. The researcher conducted an interview with students live at the LKSA Budi Utomo Metro, after which the data was analyzed then the researcher found the reason why they made error in their writing that were similar with (Norrish 1983). But in this research finding, the research only found 2 of them such as mother tongue interference and carelessness.

This study also find similarities with previous research finding by (Saiful Bahri, 2008) the objectives of this study are finding out the forms of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009, and finding out the causal factors of difficulties in writing in vocabulary and grammar of the second year students of SMP 1 Selong East Lombok West Nusa Tenggara in the school year 2008/2009. The findings show that (1) the eight most common errors in students' writing were verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions; (2) verb-tense errors ranked first (23.76 percent), followed by article errors (20.85 percent), and word form errors (10.62 percent); and (3) the most common errors in students' writing were: verb-tenses, articles, word forms, capital letters, punctuation, missing words, spelling, and prepositions (2) Negative interlanguage and intralingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form interference, overgeneralization, ignorance of rule restriction, and incomplete application of rules caused the students to make errors in their writing skills. This research is different from this research because this research only emphasizes on 3 aspects that cause students to make errors in their writing so that the focus of this research is more detailed.

## **IV. CONCLUSION AND SUGGESTIONS**

### **Conclusions**

Writing test to find types of errors that students made, the data collections found there were two types of errors such as error in sentence structure which consist of subject verb agreement and past tense also the error in noun phrase. With the percentage of errors were 81,5 percent of sentence structure errors which were 97 errors and 18,5 percent of noun phrase errors which were 22 errors from the total errors.

In a way to know the reason why the students made errors in the use of word order also the factor which affected, interviews were conducted to all the participants. The researcher found some reasons such as lack of knowledge of English structure and vocabulary also lack of motivation to learn English. The reasons and responses of the interview were then evaluated to identify the factors that influenced it, and two factors were identified, namely first language interference and carelessness.

### **Suggestions**

Since the students who live in the orphanage less exposure in English. English teachers should assist in providing additional English exposure in order to meet the students' English mastery and pay more attention to students in their learning process. In addition, the teacher can work with the orphanage to monitor the children' learning process in order to enhance their motivation. Furthermore, the teacher can instruct the students to double-check their work once they have completed it to ensure that they have not made an error and to pay close attention to the specifics of their writing. Due to the students' lack of concentration during their writing test, the teacher must also pay attention to the learning environment to ensure that students are

focused on the learning process rather than glancing around and losing their concentration. Since this study primarily focuses on assessing their errors through writing tests, future researchers are suggested to undertake experimental research to determine whether there will be errors appear after conducting treatment.

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**The effect of the online learning model of Rumah Belajar Muhammadiyah (Rubelmu) on students' vocabulary achievement at second grade of SMP Muhammadiyah 3 Bandar Lampung**

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**ABSTRACT**

The research objectives were to find out (i) whether online learning using Rubelmu has a significant difference in students' vocabulary mastery at SMP Muhammadiyah 3 Bandar Lampung and (ii) the students' perceptions of online learning using Rubelmu. This was quantitative research with one pretest-posttest design. The subjects use 30 samples taken from the second grade of SMP Muhammadiyah 3 Bandar Lampung. The one group gathered from the result of the pretest-posttest to measure the significant difference was collected through the pretest and post-test. Questionnaires were used to find the students' perceptions. The data collected were compared by using SPSS. The outcome showed that online learning using Rubelmu had a significant difference in students' vocabulary mastery. There was an improvement in students' vocabulary mastery based on the gain of mean score that was indicatively increased from 59.5 to 80.5. The questionnaire was distributed to measure the students' perception of Rubelmu. As expected, the finding shows the students had a positive perception of online learning using Rubelmu.

**Keywords:** *Rubelmu, vocabulary, online learning*

**I. INTRODUCTION**

Learning English has been gaining a higher position in terms of its function to connect the world rather than another foreign language. Wijaya (2016) stated that English plays an important role in the world because it is the most widely spoken language. It makes sense that most educational institutions in Indonesia put English as their subject on a weekly schedule. But, the English proficiency average of Indonesian gives the opposite result. This was answered by Caine's statement: more importantly, with English seemingly permanently installed as the international language, what issues and concerns need to be addressed by English language teaching (ELT) professionals? (Caine:2008). But, most teachers were not putting vocabulary as the first thing to be taught. Thornbury (2002) stated that most language courses were (and still are) organised around grammar syllabuses. This was not linked to the statement about the importance of vocabulary as the main part in composing meaningful context. Mahpul (2014) stated that teaching-learning activities commonly pay more attention to engaging learners in memorising vocabulary lists and grammatical rules, rather than providing them with meaningful activities that enable them to communicate in English. Vocabulary was like scattered leaves that had to be collected to get a pile. It is needed to understand what people are saying or to comprehend the ideas of any text. Being realised or not, vocabularies became the main problem of many students when communicating using English. The self-confidence and grammar rate even can be ruled out by someone who projects a good communication ability.

Moving to another point of view, we know that to acquire English comprehension there are skills that need to be mastered. They are listening, speaking, reading and writing. Those skills complement each other and need to be supported by language aspects. Yufrizal (2017) stated that linguistic competence covers three aspects : pronunciation, grammar and vocabulary. The statement means we were not able to deliver meaningful communication if we missed one of the aspects mentioned before. As mentioned on Mahpul (2018) that writing is in fact, a transaction with words. It is vocabulary, which has an important part to support the primary skill of English because vocabulary means a stock of words in a language. This reinforced that vocabulary is important to be used in mastering language

skills and it can be concluded that vocabulary is the most important part of language because when we are reading, listening, speaking or writing we need to combine some words into a meaningful context.

In February 2020, Corona disease broke out in Indonesia. Even Though the vaccination of this virus had been discovered by the medical industries, the spread of this vaccine was partially done to only some people, especially in Indonesia. This issue had made a very crucial problem and caused the educational elements to find it difficult to hold a conventional learning process at schools. Therefore, the government had to take action and arrange a new system of teaching and learning process. The ministry called it *Belajar Dari Rumah (BDR)*. This regulation was formally announced in March 2020 and had been actively done by the school for more than a year since the first it was declared.

The shifting system of teaching and learning process gave a huge difference on many aspects of its process. The presence of online learning was filling all the meetings on every subject. The emotional relationship between students and teacher can not be obeyed when a face to face meeting is going on. But, Chan Lee (2009) said one of the most significant changes in the field of education in this information age is the paradigm shift from teacher-centred to learner-centred education. Along with this paradigm shift, understanding of students' e-learning adoption behaviour among various countries is urgently needed. The result of this system change will show a difference between the "before and after" process.

The researcher tended to decide this kind of research because the school institution will be needing some adjustments on the teaching and learning process. Based on those statements, the researcher was interested in conducting a study about the students' vocabulary after being taught using virtual learning during Covid-19 Pandemic. Similarly, the students' perception on the usage of the platform in this research was also important for the teacher to determine which method or technique was the most appropriate to be applied.

The research objectives were to find out (i) whether online learning using Rubelmu has a significant difference on students' vocabulary mastery at SMP Muhammadiyah 3 Bandar Lampung and (ii) the students' perceptions of online learning using Rubelmu

Theoretically, the result of the research was expected to give information to the teacher about the significant difference of online learning on vocabulary teaching. Practically, the result of the research could be used as a new reference for the teacher about online learning using Rubelmu to improve students' vocabulary. Similarly, this research could be used by the government to make a sustainable system that supports all kinds of online and offline learning processes.

Rubelmu or Rumah Belajar Muhammadiyah is a learning management system created by Majelis Pendidikan Dasar dan Menengah Muhammadiyah Provinsi Lampung (Muhammadiyah Elementary and Intermediate Education Assembly of Lampung) in July 2020. It is a web based system that is used by Muhammadiyah schools at Lampung Province to provide online learning due to Covid-19 pandemic that constrain the whole system of education process to be done virtually.

The researcher had conducted the research for three weeks in the eighth year of SMP Muhammadiyah 3 Bandar Lampung. This research was quantitative research which focused on the result of students' vocabulary after being taught with online learning during Covid 19 pandemic. The online learning process that became the research target was only the learning action using Rubelmu (Ruang Belajar Muhammadiyah) as the platform. The respondent of data of the research was taken from one class. This study, specifically, focused on content words rather than function words. Content words itself are the words that name objects of reality and their qualities. Those usually consist of nouns, adjectives, verbs, and adverbs. The increase of students' vocabulary achievement was measured by a set of pre and post tests in the form of multiple choice tests by using google form as the tools on collecting data. On the other hand, the students' perception was analysed after administering groups of questions that reflect their perceptions.

## II. METHOD

This research was quantitative research. The researcher focused on the effect of online learning during the pandemic on students' vocabulary mastery at second grade of SMP Muhammadiyah 3 Bandarlampung by using numerical data. In conducting the research, the researcher used one group pretest-posttest design. This was a research design where the researcher gave a pretest to one group and then assigned a post test after the treatment condition had been administered by the teacher. The pretest was conducted to measure students' vocabulary achievement before treatment and the post test was conducted to find the students' vocabulary achievement after being taught using Online learning application.

### Population and Sample

Population of this research was the second grade of students in SMP Muhammadiyah 3 Bandarlampung. This school was located in the middle of Bandarlampung City so the researcher assumed that the students of this school come from various kinds of backgrounds. Moreover, SMP Muhammadiyah 3 Bandarlampung was the only private junior high school which was holding online learning using Rubelmu as the platform. The population was 30, based on the members of 8C students which were chosen randomly. The researcher was using population research. Arikunto (2010) stated that if the number of subjects is less than 100, the whole population can be administered as target research. On the other hand, if the subjects number more than 100, the sample of the research was taking 10-15% or 20-25% or more. Hence, the researcher conducted the research steps to the whole population.

### Data Collection Method

The research instrument was a pretest and posttest vocabulary test in the form of an objective test. The item number of pretest and posttest were 30 in multiple choice questions (a,b,c,d). The pretest-posttest was used to measure the significance difference on students' vocabulary improvement. Questionnaires were used to find the students' perceptions on online learning using Rubelmu. There are 30 questions for both pretest and posttest. The questions were administered from the result of a tryout test after dropping the invalid items. In this case, the researcher focused on vocabulary which was dealing with content words. They were nouns, verbs and adjectives. The distribution of the word type in the vocabulary test can be seen below.

Table 1. Specification of Vocabulary Test Items

Aspect	Items	Total	Percentage
Noun	1, 2, 3, 4, 5, 6, 7, 8, 9,10	10	30.3%
Adjective	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	10	30.3%
Verb	21, 22, 23, 24, 25, 26, 27, 28, 29, 30	10	30.3%
	Total	30	100%

The questionnaire was composed by arranging 12 close-ended questions in accordance with the students' perceptions. In the first part of the questionnaire, the researcher explained about the kind of research and the purpose of the research. The second part was demographic information, the students were asked to fill in their main identity like name, gender and student number. The last part was the

main part of the questionnaire. The students should express their opinion by choosing the most representative option about online learning. The questionnaire included four points of Likert type scale with the options that represent the level of students' agreement, they are : 'strongly agree', 'agree', 'disagree', 'strongly disagree'.

The third method was using documents as supportive data of the main result of the questionnaire. Sugiyono (2015) stated that documentation research is a technique of data collection by getting information from books, archives, documents, and written reporting. and The source of this research would consist of the history, teachers and students list, and the school achievement.

### **Research Procedure**

The research design was using T1T2 design where T1 as the pretest and T2 as the posttest. The tryout was held by the researcher to guarantee that the test is giving the best result. This process was used to find that the test was related to the validity, the reliability, the level of difficulty and the discrimination power.

The pre-test aimed to measure students' mastery of vocabulary before the researcher gave the treatment. This test consisted of 30 multiple choices where the students are asked to finish the task by choosing one correct answer from options a,b,c and d. The students had 60 minutes to finish the questions. The result of this pretest had been compared with the posttest to see their achievement.

Posttest had be given after the researcher was done with the treatment. It was aimed to discover the students' improvement of vocabulary. The question was the same as the pretest, but the researcher was going to make some changes on the order of questions and the distractors in order that students are not only remembering or memorising the answers but they can really understand the questions. The post-test consisted of 30 multiple choices. Time allocation was 60 minutes.

### **Data Analysis**

The researcher analysed the data in order to identify the difference of students' vocabulary achievement before and after being taught using Online learning application. The questionnaire was administered to give supporting data about students' perception that the result would be an extensive judgement about the whole data. After doing the try out test, researchers dropped the invalid items and made them as pretest and posttest. The next phase was scoring : the pre-test and post-test score was analysed using a table on Microsoft Excel to find the distribution of data and the statistics that can be analysed on the next step. The data would be examined using repeated measure T-Test since in this research using only one experimental class . The research was statistically analysed by using Statistical Package for Social Sciences (SPSS).

## **III. RESULT AND DISCUSSION**

After collecting the posttest and the questionnaire, the data was analysed by transforming the score into graphics and numbers. Each phase of research was giving a result that supported the discussion which can be used to answer the research question. The discussion was divided into two sections based on the research question that was exposed in the first chapter. Those research questions were talking about the difference of test score and the students' perceptions of the online learning process.



## The Effect of Rubelmu on Vocabulary Achievement

Table 2. Distribution Frequency after the Treatment

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	63	2	6.7	6.3
	67	2	6.7	13.3
	70	1	3.3	16.7
	73	2	6.7	23.3
	77	4	13.3	36.7
	80	4	13.3	50.0
	83	4	13.3	63.3
	87	5	16.7	80.0
	90	4	13.3	93.3
	93	2	6.7	100.0
Total	30	100.0	100.0	

Table 2 shows an improvement on students' score after conducting the treatments. There were two student (6.7%) who earned 63, two students (6.7%) who got 67, a student (3.3%) achieved 70, two students (6.7%) gained 73, four students (13.3%) obtained 77, four students (13.3%) got 80, four students (13.3%) reached 83, five students (16.7%) earned 87, four students (13.3%) got 90, two students (6.7%) gained 93. Overall, their average score was 80.5 with a maximum score of 93 and a minimum score of 63.

Table 3. Students' Score of Pretest and Posttest

	Pretest	Posttest
Mean	59.5	80.5
Median	60	81.5
Modus	63.3	86.6
Range	30	30
Lowest	43	63
Highest	70	93

It could be seen that the highest score of pretest was 70 and the highest score of posttest was 93. It means that students' scores improved 23 points. Beside that, the lowest score of pretest was 40 while the lowest score of posttest was 60. The gain score was 20. The improvement of students' vocabulary could be seen by comparing the mean scores of pretest and post test. The mean score of the pretest was 59.5 points and the posttest was 80.5 points, the gain score of the pretest and the posttest was 21.0

points. Therefore, it indicated that the mean score of pretest and posttest significantly improved after the treatments.

Vocabulary is not one of the main aspects of the English language : writing, speaking, listening and reading but it holds the most important rule of the language. Wilkins (1983) who says that without grammar little things can be conveyed, without vocabularies nothing can be conveyed. A sentence with grammar errors is still understandable but if one sentence has missing words it is even can not be interpreted perfectly or directs the reader to the misunderstanding. Frankly, before someone is able to construct a sentence, the vocabulary mastery has to be finished earlier. An increase of vocabulary mastery means a step closer to an ability to arrange a meaningful text.

Considering the data that showed vocabulary improvement, we can assume that Rubelmu can be used as an alternative platform to maintain online learning during a pandemic of Covid-19. There were some previous researches which were mentioned in the second chapter that support this statement. Faridi (2009) discovered that there are some ICT sources to be used as language learning innovation. The tools are used as media in the process of teaching and learning to enhance the course goals. Another finding came from Kurnia (2016) which gives a more detailed explanation. His research was focusing on students' vocabulary improvement after being taught using the Duolingo application. The result was Duolingo gives a significant effect to increase students' vocabulary. in order to give a wider view about online course variety, Bensalem (2018) who did research on measuring vocabulary improvement using Whatsapp application. The result showed that the vocabulary test outperformed the traditional method and the students' gave a positive impression on the usage of Whatsapp application.

Covid-19 pandemic had given a constant pressure to most education institutions in Indonesia. Based on the Indonesian Ministry of Education and Culture Guide Book, the teaching and learning process is regulated as the following: the Educators had to facilitate distance learning by using online or combining both online and offline methods based on the condition and the presence of teaching tools at schools.

Perception has its literal meaning which was written in Oxford Dictionary : an idea, a belief or an image you have as a result of how you see or understand something. Related to that, Amir (2020) stated that perception can also be considered an individual's interpretation of something. In accordance with the teaching and learning process, students' perception had a huge influence on the result of the learning process.

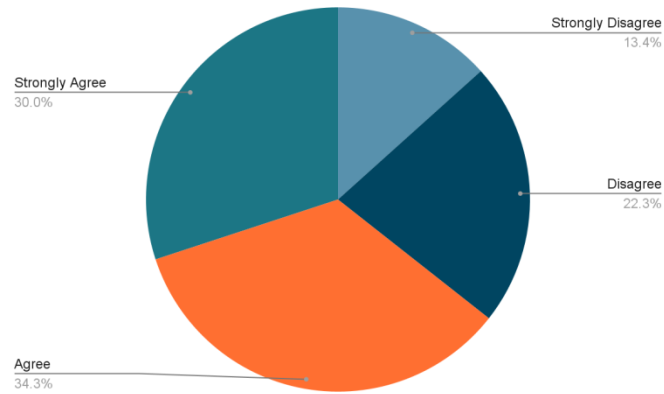
Furthermore, the students' perception about online learning using Rubelmu had positive feedback referring to the result that the positive statement had significantly chosen. The perception and the result of students' improvement had a pretty close relation. This might happen because students get more motivation and enjoy the learning process. This statement is related to Kauffman (2015), students' negative perceptions can lead to poor learning outcomes and decreased learning motivation and persistence. The result of questionnaire showed in the table below

Table 4. Students' Perception in Online Learning Using Rubelmu

Statement	Option							
	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
1- Rubelmu help me to be more focus on my learning process	2	6.7	3	10	11	36.7	14	46.7

2- Rubelmu has been increasing my motivation to learn	0	0	3	10	14	46.7	13	43.3
3- Learning English with Rubelmu is fun	3	10	2	6.7	10	33.3	15	50.7
4- I got the feedback easily when I use Rubelmu	1	3.3	4	13.3	19	63.3	6	20
5- Rubelmu has been increasing my understanding	2	6.7	4	13.3	10	33.3	14	46.7
6- My learning result have increased	0	0	2	6.7	13	43.3	15	50
7- Rubelmu helps me to understand difficult chapter	2	6.7	1	3.3	16	53.3	11	36.7
8- Rubelmu helps me to learn English	1	3.3	2	6.7	20	66.7	7	23.3
9- I have been able to self-evaluate my learning process	4	13.3	1	3.3	14	46.7	11	36.7
10- Rubelmu is effective to fix my misunderstanding	1	3.3	1	3.3	13	43.3	15	50
11- I have been able to self-evaluate my learning process	1	3.3	1	3.3	14	46.7	14	46.7
12- I have more possibilities to work at my own pace.	1	3.3	6	20	13	43.3	10	33.3

Table 4 show the percentage of students' perception were classified into three different statements: strongly disagree, disagree, agree, and strongly agree. The statements then divided into the positive and the negative statements by grouping the strongly agree and agree statements into the positive; and the strongly disagree and disagree statements into the negative. The result was showing that the positive statement gained 64.3% of the data. This explained that the students' had a positive perception on online learning using Rubelmu.



Gambar 1. Diagram of Students' Perception on Online Learning Using Rubelmu

Since Rubelmu was a web page that is only used by Muhammadiyah school in Lampung, the researcher found that there were some strong and weaknesses on the use of Rubelmu on teaching vocabulary at eighth grade of SMP Muhammadiyah 3 Bandarlampung. The strengths were : (1) The specific scope of users made the data privacy safer because the system maintenance was done by the internal admin; (2) Rubelmu was a free and easy to use platform. Students did not need to pay any subscription fee or download an application; (3) The online learning using Rubelmu made students become more focused because they will get less distraction. The learning process was nearly the same as the process of watching Youtube's video, but Rubelmu was built to make a good learning environment for the process without showing the algorithm recommendation which had possibilities to not be relatable with the subject.

On the other hand, there were also some weaknesses of online learning using Rubelmu. They were : (1) On the teacher's side, this web page took time to be used because it can only be used as a platform to post the embed link material of the subjects and assignments. The teacher needed to use another application to create the contents; (2) There was a chatting feature on Rubelmu but it was still less interactive, so that the students and the teacher had to communicate with Whatsapp; and (3) The bandwidth was limited. When Rubelmu was used together with other users, it might work slower.

The collection of data was done in 2020-the early breakout of the pandemic, and finished in 2021. This meant the process of collecting and analysing the data of this research took too much time so that the result of this research might not be related anymore to the recent condition if being compared to the condition on the time this research was started.

#### IV. CONCLUSION

Generally, online learning could make a significant difference to students' vocabulary mastery. Based on the result, there was an improvement of students' vocabulary mastery after being taught using Rubelmu. It was proved by the increase of the students' mean score in the post-test which was higher than in the pre-test. Indicatively, the students' mean score increased from 59.5 to 80.5 while the gain score was 21.0.

Besides, a questionnaire that had been distributed to the students was to measure the students' perception about the use of Rubelmu. As expected, the finding showed the students had a positive perception of the online learning using Rubelmu in terms of improving vocabulary mastery. It was in line with some previous studies (Faridi, Kurnia and Bensalem)

#### Suggestions for English Teacher

English teachers as the main role of the process on delivering the subject is the first component to be objected as the suggestions receiver of the result of the research. Since the online teaching was classified as new method on our education system, the teachers hopefully able to provide more

exercises dealing with vocabularies in interesting technique; guide the students to consult more to their dictionary; and must be able to adapt with the kind of online communication to make sure the students are receiving the materials properly.

### **Suggestions for Further Researcher**

This research might not answer the whole needs of English education development, so the researcher arranged some recommendations for further researchers. This was expected to be obtained to get a better future of English education. In the teaching learning process, media was the only one thing that supported the students' achievement. The researcher suggested other researchers find out some variables related to online learning such as the effect on students' motivations or the teaching vocabulary using other online platforms. Another point, this research was conducted by online learning using Rubelmu in junior high school, so further research was suggested to conduct this technique for different levels of students such as senior high school students, or even the elementary students.

The future researcher should have a more comprehension on the subject that is being analysed. For example, the explanation about students' vocabulary improvement could be completed with the information about which aspects of vocabularies that had gained the highest score and which one that got the lowest. This kind of target research was expected to give the specific result that is applicable to be practised by the teacher.

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## **The correlation between students' activity in playing English video games and student's vocabulary mastery at SMAN 1 Bandar Lampung**

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### **ABSTRACT**

The primary goals of this reasearch are to find out the correlation between students' activity in playing English video games and students' vocabulary mastery. This research was conducted in SMAN 1 Bandar Lampung. The subject were 36 students of XI MIPA 2 as the subject of the research. Questionnaires and vocabulary test were used to collect the data. This research was using correlation through the application of quantitative methods by collecting the data from the test. The result of questionnaires showed that there were 20 students who had high level of playing English video games, 13 students had medium and 3 students had low. Meanwhile, the result of the vocabulary test showed that there were 2 students got outstanding level of vocabulary mastery. 18 students got good, 10 students got satisfactory, and 6 students got very weak. According to the result of the analysis and statistical calculation it is found that  $r_{xy}$  is 0.604, which means there is significant correlation between students' activity in playing English video games and students' vocabulary mastery.

**Key Word** : *Correlation, Video Games, and Vocabulary Mastery*

### **I. INTRODUCTION**

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all the world. In oxford learner's pocket dictionary (2008) defined as language is system of communication in speech and writing used by people of a particular country. We use it to communicate with each other, to solve problems, to express emotions, idea and everything in their mind. In other words, language is one of the most important to help about our activities of life. Language is also a communication of thoughts and feelings through a system of arbitrary signals such as sounds, gestures, or written symbols

In Indonesia, English is a foreign language. It is not confused that TEFL (Teaching English as Foreign Language) is presented as a practice using them as the basis for written and spoken communication (Richard, 2002). We also know that English is an international language that is used almost all of the countries in the world, as an international language it is used in international activities, such as in the airport. These dimensions are assumed to be significant contributors that determine the success or failure in acquiring English language learning. In learning English there are three components, include pronunciation, grammar and vocabulary.



Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also have a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Mastering vocabulary will help them to improve their English knowledge, as it is mentioned by Jennings (1978): "If you already have an interest in words (vocabulary) using them can improve your reading, writing, talking, and thinking". From the quotation above, we can take a reference that the basic component, which must be mastered by them to get a success in learning English is vocabulary. They will find some difficulties in their learning process without mastering it, since most learning activities such as listening, reading, thinking and talking need a large and solid vocabulary. As it is stated by Bennet (1991) "Yet everyone, especially the English learners, need a large vocabulary to succeed in their learning process because reading and listening are the ways they learn". As it is mentioned by Canale and Swain in Jack Richard and W. Schmidt (1983) "Communicative competence was understood as the underlying system of knowledge and skill required for communication, e.g. knowledge of vocabulary and skill in using the sociolinguistics of convention for a given language". From the quotation above, we know that mastery of the vocabulary of a foreign language is the most required thing for communication. Nasr (1975) stated that language is used to communicate ideas and experiences and vocabulary is an element in a language that expresses units in our experiences.

Realizing the importance of English in our country, many people in Indonesia are learning the language. They learn it for many different purposes such as business, science, technology, and communication and also for education. Besides having different purposes in learning the language, people also have different sources in learning it. Most of them learn the language in formal education such as: schools, colleges and universities. In our country, English has been taught as a compulsory subject since the students are in the Junior High School until the University. It is also taught in some Elementary Schools and Kindergartens in Indonesia as local content from now on. In addition to learning the language in formal education, people also learn it in non-formal education. English courses and private lessons are the examples of non-formal education institutions existing in our country. People can choose one of them that are suitable with their purpose and funds. Although they are learning the language from different sources, they have a same basic wish in their learning process that they want to get a success on it in realizing their wish; they use some media that can help them in the learning process. These media can be books, magazines, newspapers, cassettes, radios and even video games.

The phenomenon of video games now is booming in this world from the developed countries until developing countries especially Indonesia, from a big city until a rural area had been known video games. A video game is an electronic game that involves interaction with a user interface or input device to generate visual feedback for a player. Nicolas (2005) says that "A video game is a game which we play thanks to an audiovisual apparatus and which can be based on a story."

Regarding language teaching and learning process, as Gee (2005), believes, games are understood as conceptual models working across formal and informal learning contexts. In language teaching, according to Warschauer and Healey (1998, as cited in Sørensen & Meyer, 2007), games have often been utilized to increase motivation and authentic communicative practices, since games have been conceptualized as an enjoyable factor in language learning. They create a fun environment in which learners and even the teacher become more interested in learning and teaching process. In addition to this, games have been found as a serious and pervasive element for providing stimulation and simulation in educational settings.

Yip and Kwan (2006) in their study entitled "Online vocabulary games as a tool for teaching and learning English vocabulary" found that learners playing online vocabulary games tend to learn more appropriately and could retain the new words for a longer period of time and retrieve more words compared to those who aren't provided with vocabulary games. Vocabulary instruction is a long-time process. If the games are fun, relaxing, motivating and confidence boosting, the learners' interest will increase. To become sure that learning continues, it is required to see if the games provide the learners with continuous motivation. Although excitement is effective in motivating learners to play a game again, it is important to become sure that the excitement element does not negatively influence the learning objectives.

Dealing with vocabulary mastery, English learners cannot develop other language elements, pronunciation, grammar, and spelling without vocabulary. Vocabulary mastery refers to the number of words a person knows. Vocabulary is very important for students. Students are expected to master reading, writing, speaking, and listening skills. Vocabulary can help students to gain an adequate understanding of a large number of words. The term mastery is not limited to recognizing the meaning of certain words. In other words, it is more accurately defined as 'knowing a word' because students are said to have good vocabulary mastery if they can recognize its meaning also know the form, grammar, collocation, meaning, and word formation. Vocabulary mastery can be interpreted as several vocabulary words or words in the memory of users or students'.

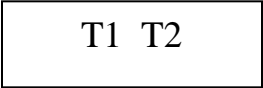
As explained above, vocabulary is important in learning English. Students must increasingly master vocabulary because lack of vocabulary often brings problems for English learners. When they are writing something in English, sometimes they get into trouble because they do not know how to express their ideas in the written language. It cannot be denied that vocabulary is one of the important things in English communication. In this case, the researcher wants to see whether students who play video games have an interest in learning English vocabulary and know vocabulary more than students who do not play video games. So, he conducted this research.

## II. METHODS

This research is a quantitative study to determine the correlation between students' activity in playing English video games and their vocabulary mastery. To analyze the data, he used the correlation study of Ex facto design. The researcher only collects the data to see the correlation between two variables, so there will be no treatment. (Setiyadi, 2018)

To find out students' activity in playing video games, fifteen questionnaires will be given related to students' activity in learning English from video game. For vocabulary mastery, vocabulary size test will be given as many as sixty items in which there will be 2000-3000 words level. The design of the research as follows :

T1 = Video Games  
T2 = Vocabulary Mastery



The population of this research was the second year students of the SMA Negeri 1 Bandar Lampung in the academic year 2020/2021. The samples for the all second year students of the SMA Negeri 1 Bandar Lampung. The total samples used in this study were 36 students taken from the population by applying cluster random sampling technique. Arikunto (2002) says that “If the population is 100 or less, it is better to take the whole population as the sample, if the population is more than 100 respondents, the researcher can take 10-15 % or 20-25 % or more than 25% of the population based on the capability of a researcher” (Translated from Metode Penelitian, 2002). In this research, the researcher will use one class as a sample, which is selected by using random sampling method.

In this research, the researcher used two kinds of tests. They are questionnaire and vocabulary tests. The questionnaire in this research is used to measure the students' activity in playing English video games. In this research, the writer used a rating scale form of questionnaire i.e. a statement followed by columns indicating always, often, sometimes and never. The researcher adapting the questionnaire item from The Effects of Video Game Play on Academic Performance by Jancee Wright (2011) and Video Games as Motivators of English Vocabulary Acquisition and Reading by Audrey and Sonya (2019). To deal with vocabulary mastery test, the researcher will use the test of vocabulary size Receptive Vocabulary Level Test (RVLT) which was originally created by Notion (1983; 1990), revised and expanded by Schmitt and Clapham (2001) has been used by the researcher. It is considered that RVLT is as a 'nearly' standard test since there is no truly standard test vocabulary. Normally, in the curriculum, there is a core competence, basic competence and goal which define that the high school students must achieve 2000-3000 words of vocabulary. It is in line with Senior High School English Curriculum Guidelines (1996) that senior high school students are expected to learn 2,800 words.

The researcher made the steps after conducting the research using tests; the researcher compared the students' vocabulary mastery scores and students' reading comprehension scores at the eleventh-grade students of SMA N 1 Bandar Lampung. The data obtained has been analyzed by using percentage analysis to know the students' ability in using reading comprehension and vocabulary in individual score. The test results are in the form of scores or interval data. After obtaining these results, the researcher would analyze the relationship between students' vocabulary mastery and students' reading comprehension.

### **III. RESULTS AND DISCUSSIONS**

#### **Results**

The result of students' vocabulary mastery and students' reading comprehension taken from students' answer. According to the answer, the result of the tests shows that the students has variety scores. The highest score of questionnaire was 73 and the lowest score was 38. While the highest scores of vocabulary test was 93 and the lowest score was 48.

The main goal of this study is to find out whether or not a positive correlation between students' activity in playing English video games and their vocabulary mastery and the level of vocabulary mastery of the eleventh grade students of SMA N 1 Bandar Lampung in the academic year 2020/2021. The researcher used the score of students' vocabulary test and the result from the questionnaire. Then, the data were input to SPSS and were analyze by using Pearson product moment correlation to see correlation between student's activity in playing English video games and student's vocabulary mastery. The answer is presented below.

### Correlations

		vocabtest	Kuisioner
vocabtest	Pearson Correlation	1	.604**
	Sig. (2-tailed)		.000
	N	36	36
kuisioner	Pearson Correlation	.604**	1
	Sig. (2-tailed)	.000	
	N	36	36

In the table above, it can be proved that there is positive correlation between students' activity in playing english video games and their vocabulary mastery of second year students in SMAN 1 Bandar Lampung.

To facilitate the measurement of students' vocabulary mastery, the raw scores are converted in the standard scores using the percentage correction formula. To see the mean score of vocabulary mastery, the researcher calculated the mean score of the vocabulary test and get the result of the students' average percentage of vocabulary. The result of the students' average percentage of vocabulary was :

$$X = \frac{R}{nxt} \times 100\%$$

$$X = \frac{754}{36 \times 30} \times 100\%$$

$$X = \frac{754}{1080} \times 100\%$$

$$X = 69$$

To judge the students' grade and the level of the vocabulary mastery, researcher used the student performance (Depdikbud, 2004), for the students' scores. In accordance with the categorization, the student's achievement for the 11 MIPA 2 students of SMAN 1 Bandar Lampung is classified as good criteria.

### Discussions

The finding indicates that there was positive correlation between students' activity in playing English video games and students' vocabulary mastery. It can be said that video games is one of the important factor in students' vocabulary mastery. It was strengthened by Schmitz (2010) who states that frequency of input is an important factor for language acquisition, which indicates that computer games containing a large quantity of words could aid in vocabulary acquisition. Vocabulary is a key component of learning English. If students know the meaning of a word, they will be able to read and consider it within a sentence.

Thus, students who have high activity in playing video games they get the better score in vocabulary test too. However, there are some students that still have low score in vocabulary. Students with low score in

vocabulary usually had low activity in playing video games. It means that there are positive correlation between playing video games and student's vocabulary mastery. The results correlate with Schmitz' (2010) thoughts about how frequency of input may help vocabulary acquisition, as the participants who played games moderately frequently or more had higher scores on all word levels, and therefore likely received larger amounts of language input compared to the infrequent gamers. Additionally, all of the video game-playing participants reported that they communicated in English whilst they were playing video games. This may have caused the video game-playing students to acquire vocabulary through interacting with other players.

Besides, to investigate whether there was a significant correlation between students' activity in playing English video games and students' vocabulary mastery, the researcher had tested their activity in playing video games and their vocabulary mastery. It can be seen from the result shows that  $r_{xy} = 0.604$  with  $N = 36$  ( $df = N - 2 = 34$ ) are significant. It means  $H_0$  was accepted that there was a significant correlation study between students' activity in playing English video games and students' vocabulary mastery

According to Depdikbud(2004) on students performance level, the level of vocabulary mastery of second year students of SMAN 1 Bandar Lampung is classified as good criteria. Additionally, according to Nation's (2001) interpretation framework,the students in the current study knew sufficient words from 2000 and 3000 word. This finding is also consistent with the study done by Ho-Chuen (1997). He found that the participants in his study knew sufficient words in 2000 and 3000 word level but they needed to learn more vocabularies from 5000 word level. In the present study, the participants were second year students at SMAN 1 Bandar Lampung; therefore, it is very important for the students to have sufficient academic word level in order to be able to have a successful in language learning (Nation, 2001).

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

##### **Conclusions**

The objective of this research was to find out whether there was a significant correlation of student's activity in playing English video games and their vocabulary mastery or not. In relation to results and discussion of the study, it is concluded that there is a significant correlation between student's activity in playing English video games and their vocabulary mastery. Statistically, it could be seen from the gain of student's activity in playing video games and their vocabulary mastery scores. Students who have high activity in playing video games they get the better score in vocabulary test too. However, there are some students that still have low score in vocabulary. Students with low score in vocabulary usually get low activity score in playing video games too. It proves that video games influences their vocabulary mastery. Video games can be effective in vocabulary acquisition, due to creating an interactive and motivating context where learners can easily and subconsciously share their information, and also due to the requirements and obligations encountered by them during playing, are effective in vocabulary acquisition. Students acquire the new words via the games because they are willing to be the winner. They compete and cooperate with each other in an enjoyable environment. For the vocabulary mastery level of second year students SMAN 1 Bandar Lampung academic year 2020/2021, the vocabulary achievement of second year students of SMA N 1 Bandar Lampung is in good criteria.

## Suggestions

In reference with the conclusion, the researcher gives some suggestions. The results of this study have implications for designers of educational video games, teachers, and students. Language teachers are advised to use video games in their classrooms, especially for vocabulary building. Students could use a variety of media to autonomously learn a foreign language, and as video games continue to gain popularity, it seems likely that learners will import or download foreign-language video games, using video games as an effective media for self study. Further research of similar types should be done with greater population in order to gain a wider generalization. It is also suggested to extend the number of participant or student to get result that is more accurate and gain a wider generalization.

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## **Student's perception of the TOEFL preparation course proposal team**

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### **ABSTRACT**

The purpose of this research is to explore students' perceptions about the TOEFL preparation class that has been held by the Language Center of the University of Lampung within a year, which later the results of this research can be used as material for future evaluations towards achieving better quality. This research is a type of qualitative research. In addition, observations and questionnaires will also be distributed to support interviews so that the data obtained are more valid. The subjects in this study were 11 students from various faculties who took the TOEFL class preparation course. Qualitative data related to student perceptions will be analyzed manually based on Descriptive and In-Vivo coding. As a result, from what the participants knew about the TOEFL class is they know it very well. The facilities provided are still lacking, the material provided was well packaged and quite easy to understand, the method used was still too simple and unattractive, the study schedule could be better arranged and learning could start on time. In this study, there were 5 students from various faculties who were involved as participants. Each of the students and students were interviewed. The questions asked cover several topics, namely what they know about the TOEFL class at the Lampung University language lab, the facilities provided, the material being taught, the teaching techniques used and the time management applied.

**Keywords:** *TOEFL preparation, course, student's perception*

### **I. INTRODUCTION**

In the current era of globalization, the competition to get a decent job is quite difficult. Universities face a significant challenge in producing quality graduates who will be able to compete in an increasingly competitive global environment. According to the Directorate General of Learning and Student Affairs of the Ministry of Research, Technology and Higher Education of the Republic of Indonesia (2015), education must be able to cope with the growth of free market flows, particularly in terms of job acquisition. One of the job acquisition that we mostly find is TOEFL certificate. TOEFL is regarded by some as a useful tool for assessing English proficiency in writing and orally.

TOEFL (Test of English As Foreign Language) is a test intended for people who do not use English as their mother tongue. Generally, this test is used as one of the prerequisites for someone who wants to continue their study abroad or work in a country that uses English as the language for daily communication. This test was developed and issued by ETS (Educational Testing Service) based in New Jersey, USA. This test was first introduced in 1963. Currently there are 3 types of TOEFL tests issued by ETS namely TOEFL PBT (Paper Based Test), TOEFL CBT (Computer Based Test) and TOEFL IBT (Internet Based Test). Of the three types of TOEFL, the most frequently used are TOEFL PBT and IBT.

Paper Based Test (PBT) is a form of TOEFL Test that uses an answer sheet in the form of paper. This is the first test system issued by ETS. In PBT the tests carried out include Listening, Structure and Reading

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while Computer-based Test (CBT) is one that does not require the use of paper. All tests are run on a computer with special software. This testing system first appeared in 1998. Listening, structure, reading, and writing are among the skills assessed. The test with the iBT system is the most popular and widely used test. This test system is also computer-based, it's just that this test is connected to the internet network, thus, the test is carried out online. This test system began to be published and used in 2005, but was only used in Indonesia in 2006. The skills tested include reading, listening, writing and speaking. Although this system is widely used, there are still some countries that use the PBT system.

This TOEFL preparation course intends to assist students in achieving a TOEFL ITP (Institutional Testing Program) score of 450, which is required for graduation at the University of Lampung. This TOEFL preparation course has been running for a year. However, based on the author's own experience while studying at the University of Lampung, many students are unable to acquire the required TOEFL score. Ma and Cheng (2015) investigated Chinese students' perceptions of TOEFL preparation classes at Canadian universities. From the results of the study, it is known that the quality of the TOEFL preparation class is determined by the teaching instructors, the content / material delivered, as well as the teaching instructions used in the classroom. Furthermore, the TOEFL preparation class is beneficial in terms of efficiency, TOEFL reorientation, and English language growth.

Considering that there has never been a comprehensive study of student perceptions of the implementation of TOEFL preparation classes in the University of Lampung area, this research is significant because the findings can be used as a guideline for evaluating weak points and bolstering strengths that the University of Lampung's language hall can use in the implementation of future TOEFL preparation classes. In addition, this research is different from previous studies which only discussed how students' perceptions related to the TOEFL preparation class in this study will also discuss what obstacles might arise in facing the TOEFL test and how to overcome them.

## **II. METHODS**

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

### **Participants**

The subjects in this study were 11 students from various faculties who took the TOEFL class preparation course.

### **Instruments**

The data in this study were collected using 3 instruments, namely questionnaire, interview protocol, and observation. This research is planned with the several stages.

The following stages were follows:

1. The research preparation stage consists of several stages such as arranging the instrument, instrument analysis, and instrument used.
2. The researcher conducts the implementation stage. The implementation stage is a qualitative data. First is an interview (recorder) and sup, second is transcribing, third is coding or analysis, fourth is findings (qualitative).

## **Data Analysis**

Analysis of the data in this study was grouped into 4 discussions: Analysis of student perceptions of the weaknesses of the TOEFL preparation class, analysis of student perceptions of the strengths of the TOEFL preparation class, analysis of student perceptions of the difficulties/obstacles faced, and analysis of student perceptions of the solutions offered (interview).

### **Data Interview Analysis**

Qualitative data related to student perceptions will be analyzed manually based on Descriptive and In-Vivo coding (Miles & Huberman, 1994; Saldana, 2009). According to Saldana (2009) Descriptive coding is a summary or essence of a statement, while In-Vivo is a direct quote from a statement.

### **Dissemination of Research Results**

Dissemination of research results was carried out with several media. The first is to organize a seminar on the results of this research by inviting all lecturers of the English Education Study Program. The second is submitting research reports to related units such as the English Language Education Study Program, the Department of Language and Arts Education, the Faculty of Teacher Training and Education, the Institute for Research and Community Service at the University of Lampung, and the Higher Education. The third is to present articles based on the results of this research in international seminars, and the last is to send manuscripts to be published in international journals.

## **III. RESULTS AND DISCUSSIONS**

### **Result**

In this study, there were 5 students from various faculties who were involved as participants (research subjects). They consist of 4 female students and 1 student who has taken the TOEFL class organized by the language laboratory of the University of Lampung. The students and students are Eka (Faculty of Agriculture), Dona (Faculty of Law), Rizky (FKIP), Layla (FISIP) and Dauri (Faculty of Engineering). Each of these students were interviewed quite in depth to obtain the required information. Several questions related to the TOEFL class held at the language laboratory of the University of Lampung were asked to each of them. The questions asked cover several topics, namely what they know about the TOEFL class at the Lampung University language lab, the facilities provided, the materials taught, the teaching techniques used and the time management applied. Each subject will be described as follows:

#### **A. What do they know about the TOEFL course at the Language Center of the University of Lampung**

From the five students and college students who were interviewed, they had almost the same answers regarding what they knew about the TOEFL class. The first participant, on behalf of Eka from the faculty of agriculture, stated that the TOEFL class at the language center was a tutoring place for students who did not pass the TOEFL test 3 times. Dona, who is the second participant from the law faculty, stated that the TOEFL class is a class that is attended by students who take the TOEFL test within one week in 6 meetings. Dauri from the faculty of engineering also stated the same thing, who explained that the TOEFL class organized by the Language Center of the University of Lampung was a class that was attended by students who took TOEFL lessons because they failed the TOEFL test which was carried out for 3 tests. The other two participants also stated almost the same explanation. So what is meant by the TOEFL class in this case is not a preparatory class but a class provided to provide intensive training for Lampung University students who were previously declared unsuccessful 3 times in a row in the TOEFL

Test organized by the Language Center. They are considered to need intensive training because they are not able to achieve the minimum score set at 450.

### **B. Provided Facilities**

Regarding the facilities provided, Eka, a student from law, stated that the facilities provided were inadequate, the class was hot, there was no internet/wifi connection. Dona from the law school also stated the same thing. According to her, the facilities provided were inadequate because the room was small and hot. With a capacity of 15 students in one class, the room provided is considered inadequate and even seems cramped. This was also expressed by Dauri, a participant from the engineering faculty. She stated that the facilities provided in the implementation of TOEFL tutoring were inadequate, this was evidenced by the heat of the class and the narrowness of the room. The other two participants also added that the audio equipment used for listening did not sound so clear. From all participant statements, it shows that the facilities provided are still lacking.

### **C. The Material Being Taught**

Regarding the material being taught, Eka, a student from law, stated that the material presented was appropriate and understandable. In addition, more than 25% of the material provided is almost the same as the questions they face in the actual TOEFL test. Dona from the law school also stated the same thing. According to Dona, the material she received was quite helpful in understanding the procedure for answering questions. Meanwhile, Dauri explained that the material given was quite good, but sometimes the material given in the TOEFL class was too easy so that when he was faced with questions on the TOEFL test, he actually admitted that he had difficulties. Meanwhile, according to Risky and Laila, they stated that the material provided was well packaged and quite easy to understand. The five participants stated that they received a module that made it easier for them to repeat the material that had been explained at home.

### **D. Teaching Technique**

According to Eka, a student from law stated that the teaching techniques used were appropriate and understandable. Dona from the law school also stated the same thing. According to Dona, the teaching technique used to deliver the material is very interesting. The tutors are able to explain the material well and clearly. Meanwhile, Dauri explained that his method was too easy, this had an impact on the actual test. Dauri hopes that the material presented will have the same level of difficulty as that given during the TOEFL test and the method used should not be too simple so that it will have a big impact on increasing the TOEFL scores of students who take the TOEFL test. According to Risky from FKIP stated that the method used to explain the material given was well packaged and interesting enough not monotonous so that the material was easy to understand. In contrast to Risky, Laila from FISIP stated that the teaching techniques used were less interesting and tended to be boring. This opinion is different from what was explained by other participants. Of the five participants, there were two participants, namely Dauri from the engineering faculty and Laila from FISIP who stated that the method used was still too simple and unattractive, while the other 3 participants felt it was quite good, interesting and not boring.

### **E. Time Management**

Regarding time management, Eka partisan from law stated that much needs to be evaluated. Because as long as he took the TOEFL course at the language hall, he often found the time was not punctual. Classes

that were supposed to start at 9 am were often delayed and only started at 10. According to him, this was of course very detrimental because a lot of time was wasted. In addition, management regarding registration time and the start of learning is also considered quite long, namely 3 weeks. This is considered quite an obstacle because the average student who takes this TOEFL class is a student who wants to catch up with graduation. The same thing was also expressed by Dauri, a participant from the engineering faculty. According to him, the time management of teaching in the TOEFL class was deemed less effective because it was too dense so it was difficult to absorb the material properly. The other three participants also felt the same way. They stated that time management related to implementation, the start of learning and scheduling management must also be evaluated properly. This of course greatly affects the effectiveness and efficiency of time. The participants hoped that the study schedule could be better arranged and learning could start on time.

### **Discussion**

If it is associated with other research, of course, the research discussed today has several elements of difference. For example, research conducted by Mahmud (2014) focused on students' perceptions of the TOEFL preparation class they had taken. Meanwhile, the current research focuses on the Intensive TOEFL class which is intended for students who fail to achieve a minimum TOEFL score. With regard to the research design used, there are similarities between the research conducted by Mahmud and the research discussed today, both using a qualitative design where data were taken from structured interviews. In Mahmud's research, the researcher used content and thematic analysis. Participants involved in this study were 11 first semester students drawn from a total of 108 who took the TOEFL preparation class. The researcher gave questions to participants who got the lowest score from the TOEFL ITP pre-test practice given to get data about their perceptions related to the TOEFL preparation class they took. The researcher took 100 minutes to interview them. The participants involved in this study ranged in age from 18 to 23. They consisted of 10 female participants and one male participant. Five of them have a side job while the others do not. Similar to the research discussed today, it also involved several participants who were given structured interviews, the difference in this study was that the number of participants was much smaller and the researchers did not focus on the age range of participants. In addition, the types of TOEFL discussed are also different, the previous research discussed was the TOEFL ITP while the current research focused on the TOEFL PBT.

In a previous study conducted by Mahmud, the researcher called participants one by one to be given an interview during the specified time period. Interviews that have been conducted were recorded using an audio recorder from a mobile phone. If the participants did not agree, the researcher did not record. The researcher also used google – form to record the responses from the participants. The participants were allowed to see what the researcher had written on the google form so that there was no misinterpretation and the participants could also clarify it. After the interview was conducted, the responses were collected on the internet (Google Drive). This is also similar to the current study where the participants were given interviews one by one within a certain period of time..

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

In this study, there were 5 students from various faculties who were involved as participants (research subjects). They consist of 4 female students and 1 student who has taken the TOEFL class organized by the language laboratory of the University of Lampung. The students and students are Eka (Faculty of

Agriculture), Dona (Faculty of Law), Rizky (FKIP), Layla (FISIP) and Dauri (Faculty of Engineering). Each - each of the students and students were interviewed in depth enough to get the information needed. Several questions related to the TOEFL class which was held at the language laboratory of the University of Lampung were asked to each of them. The questions asked cover several topics, namely what they know about the TOEFL class at the Lampung University language lab, the facilities provided, the material being taught, the teaching techniques used and the time management applied. Each subject will be described as follows:

#### **A. What do they know about the TOEFL course at the Language Center of the University of Lampung**

From the five students and college students who were interviewed, they had almost the same answers regarding what they knew about the TOEFL class. The first participant, on behalf of Eka from the faculty of agriculture, stated that the TOEFL class at the language center was a tutoring place for students who did not pass the TOEFL test 3 times. Dona, who is the second participant from the law faculty, stated that the TOEFL class is a class that is attended by students who take the TOEFL test within one week in 6 meetings. Dauri from the faculty of engineering also stated the same thing, who explained that the TOEFL class organized by the Language Center of the University of Lampung was a class that was attended by students who took TOEFL lessons because they failed the TOEFL test which was carried out for 3 tests. The other two participants also stated almost the same explanation. So what is meant by the TOEFL class in this case is not a preparatory class but a class provided to provide intensive training for Lampung University students who were previously declared unsuccessful 3 times in a row in the TOEFL Test organized by the Language Center. They are considered to need intensive training because they are not able to achieve the minimum score set at 450.

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## **Improving students' vocabulary achievement through picture series at the second grade of SMP Negeri 8 Bandar Lampung**

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### **ABSTRACT**

The objectives of this research were to see whether any significant improvement of students' vocabulary achievement and to find out which type of vocabulary has the most significant improvement. The design used was the one group pre-test post-test. Vocabulary test was the instrument to measure the pre-test and post-test. The result shows that the mean score of pretest is 64.33 while the mean of posttest is 75.20, with the N-gain number is 0.3047. It can be concluded that there is an improvement in students' vocabulary achievement after implementing picture series in the learning process. The students' scores in all types of vocabulary were increased. However, the most improved aspect was noun. The mean of this aspect in posttest (11,3) was higher than the mean in pretest (7,3) with the gain of 0,45977.

**Keywords:** *Picture Series, Vocabulary Achievement, Types of Vocabulary*

### **I. INTRODUCTION**

Learning English as a foreign language in Indonesia, of course, requires students to achieve good knowledge of the target language. Students are required to master four language skills that are listening, speaking, reading, and writing. The role of vocabulary in learning foreign languages cannot be avoided. Vocabulary mastery will greatly help students in mastering English and the four language skills. As evidenced by (Alhaqtahtani, 2015), vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. According to (Stahr, 2008) that Learners' receptive vocabulary size was found to be strongly associated with their reading and writing abilities and moderately associated with their listening ability.

Vocabulary mastery is the ability to get or receive many words. However, the problem often faced by students in learning a foreign language is a limited vocabulary. Due to limited vocabulary, students will find it difficult to communicate and capture information orally or in writing. Few research indicate that teaching vocabulary can be considered as problematic, as some teachers are not really sure about the best practice in the teaching and sometimes not really aware how to start forming an instructional emphasis on the vocabulary learning (Berne & Blachowicz, 2008). For this problem, the researcher needs a suitable media, strategies or media to help student's mastery in vocabulary.

The efficiency of the use of media depends on how well a teacher determined and manipulated the good media for children (Arianto, 2005). Previous study that conducted by Anita adopted by Erlina (2012:8) pointed out that picture is the media which most commonly use in study. Some excess of picture is concrete character, can overcome limitation. The price is cheap and also is easy to made and also used in the class. It means that pictures possible to be used in teaching vocabulary, because picture commonly used in study and also easy to made, found, and cheaper.

Furthermore, Raimes (2001:277), states that because everybody likes to look at pictures, their use in the classroom provides a stimulating focus for the students' attention. The arguments that picture series can be used in teaching vocabulary are supported by the numerous studies above. This makes the writer more confident that the use of media picture series will help students in learning vocabulary.

Based on the statements above, the researcher wants to know whether the use of picture series media using recount text could improve their vocabulary achievement or not on the second grade of SMPN 8 Bandar Lampung. Besides what makes this research different from other studies using picture series media is that this research will examine the improvement of vocabulary using this media.

## **II. METHODOLOGY**

This research is conducted to see the significant differences regarding the students' vocabulary mastery after the use of picture series media. To answer the questions, the writer uses a quantitative approach and one group pre-test and post-test design. The research design is illustrated below:

T1 X T2

Where:

T1 belongs to the pre-test T2 belongs to the post-test

X belongs to the treatment (The implementation of picture series media)

(Setiyadi, 2018: 113)

### **1. Population and sample**

In this research, population will be the second grade of the students of SMPN 8 Bandar Lampung in academic year 2021/2022. The second-grade students are divided into 9 classes. Meanwhile, the researcher will choose one class of sample as the representative. The sample is the students in VIII H class which consist of 30 students.

### **2. Research Instruments**

The instrument used to gain the data is a multiple-choice test. In this research kind of instrument that will be used was a multiple-choice test to know students' vocabulary achievement in pretest and posttest. Pre-test will be given at the beginning of the meeting to see students' initial achievements in vocabulary mastery. Then, the post-test will be administered after the students are thought by picture series media to indicate the improvement of the students' vocabulary achievement. Both tests will have similar instructions for taking a multiple-choice test.

## **III. RESULTS AND DISCUSSION**

### **1. Result of Pre-test and Post-test**

To get the data, the researcher arranged two kinds of vocabulary tests: pretest and posttest. The discussions of the result of both tests are presented in the following subsection.

**Table 1. Result of pretest**

<b>Statistics</b>		
Pretest		
N	Valid	30
	Missing	0
Mean		64.33
Std. Error of Mean		.955
Std. Deviation		5.228
Variance		27.333
Range		18
Minimum		56
Maximum		74

**Table 2. Result of posttest**

<b>Statistics</b>		
Posttest		
N	Valid	30
	Missing	0
Mean		75.20
Std. Error of Mean		.828
Std. Deviation		4.536
Variance		20.579
Range		16
Minimum		66
Maximum		82

It can be seen from the table above that there is an increase of students' for about 10.87 points. It is because the mean of post-test is 75.20 and the mean of pre-test is 64.33, meaning that the post-test score is higher than the pre-test score. Hence, it can be concluded that students' scores was improved after receiving the treatment through picture series.

## 2. The Significant Improvement Between the Pre-test and Post-test Score

For the first research question, the researcher proposed two hypothesis testing:

H<sup>1</sup>: There is a significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series

H<sup>0</sup>: There is no significant difference of students' vocabulary achievement in pretest and posttest after being taught through picture series

To know which hypothesis that worked, it is a must to run hypothesis testing. Hence, a Paired Sample T-test was run to know the answer. The result of the analysis from SPSS can be seen in the following table.

**Table 3. Table of Paired Samples T-Test**

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest – Pretest	10.867	6.469	1.181	8.451	13.282	9.201	29	.000

The table above shows the result of the computation of Paired Sample T-test. It is clearly seen that the significance of the two-tailed value is 0.000. It means that H<sub>1</sub> is accepted because 0.00 is lower than 0.05. Therefore, it is proved that students' scores were increased from pretest to posttest after receiving the treatment using picture series. Besides, if the t-value (9.201) is compared with the t-table (2.0452), the students' vocabulary improved since t-value > t-table. It can be concluded that there is an improvement in students' vocabulary achievement after implementing picture series in the learning process.

## 3. Mean Difference of Vocabulary Types before and after Treatment

To answer the second research question, the researcher analyzed the total score of each type vocabulary from pretest and posttest. The result of the computation is presented below.

**Table 4. Table of Mean Difference vocabulary types of pretest and posttest**

Types of	Mean	Gain
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Vocabulary	Pre-Test	Post-Test		Sig.
Verb	6.2	6.7	0.11764	0.000
Noun	7.3	11.3	0.45977	0.000
Adjective	6.1	6.6	0.12820	0.000
Adverb	2.5	3	0.25824	0.000

From the table above, we can see that the mean numbers of all of the types were increased including verb, noun, adjective, and adverb. Besides, it is also clearly seen that the lowest score of pretest is adverb by having the number of 2.5. On the other hand, the highest mean in pretest is noun with the score of 7.3. Then, in the posttest, the lowest mean score is adverb with the point of 3 while the highest mean was noun with the mean score was 11.3.

Nonetheless, the mean scores of the types then were analyzed in SPSS ver.25. It was found that the significant numbers of two-tailed value of all of the types were 0.000. After that, to know the answer for the second research question, it is needed to compare the gain score of each type in order to know which of them improved the most. From the table, it can be concluded that the types of vocabulary which got the highest gain score is noun (0.45977). It means that the type that improved the most is noun.

#### 4. Discussion of the Findings

After analyzing the result, it can be said that students' vocabulary mastery was improved by implementing picture series as the media of learning vocabulary. From the results presented before, the students' scores were increased. The mean score of posttests was 75.20 and the mean of pretest was 64.33 which mean that the score of the students' posttest was higher than the score of pretests. Then, it was also found that the students' score was gained from pretest to posttest by having the N-gain number of 0.3047. Besides, the result of Paired Sample T-test also showed that the significant number of students' scores was lower than 0.05 ( $0.000 < 0.05$ ).

Nevertheless, before receiving the treatment, students' vocabulary mastery was considered low as they cannot answer most of the questions given by the researcher. They also found themselves to be difficult in understanding some words. On the other hand, their vocabularies were getting wider after learning by using picture series. It was because during the treatment the students showed great enthusiasm in learning new vocabularies through picture series. They were interested in doing the activities when the teacher showed several pictures in the beginning. Then, when the teacher asked them to mention some words related to the picture, they gave a variety of answers. Besides, the students also put more effort to mention as many words as possible, having them learn more actively. They all enjoyed the activity even though the learning process was conducted online through WhatsApp group. Ginting (2018) shares similar idea about the use of picture series in teaching vocabulary. She said that the students will try to find the words by looking at the pictures by examining the supporting sentences and they will ask the teacher if they have a problem in finding the words. As a result, when they are shown a series of pictures, they enthusiastically answer the questions.

Moreover, added by Astuti (2014) that picture series as media has created a good atmosphere in teaching and learning process. The treatment with pictures can improve students' motivation that makes them active and involved in the learning process. It is because they are curious about what is illustrated in the

pictures. It was also revealed that students' ability in memorizing some vocabularies was increased. The representation in the pictures stimulated students to use their imagination in thinking about the words that can describe the pictures. As Ginting (2018) said that students' ability in memorizing words increased since they saw the pictures. The pictures help students to recognize the information easier which will be processed in their long-term memory. Yussa in Nurhidayah et al (2017) also believes that the use of pictures is more efficient and simpler than words or texts as they are easier to recall and to remember than words.

Furthermore, this research also comes with another interesting finding related to the types of vocabulary. It was found that students were more likely to be able to master the words noun better as this type got the highest increase in students' score mean. In the pretest, the mean was 7.3 while in the posttest the mean was 11.3 with the gain score of 0.45977. However, in the pretest, most of the students were difficult in identifying the proper noun used in the sentences. They mostly did not know the use of the noun which made them chose the incorrect answer during the pretest. On the other hand, they could answer the questions correctly in posttest as they have learned some vocabularies through picture series.

This thing happened because the use of picture series helped the students to imagine the things illustrated in the pictures. Besides, most of them could identify noun faster than the other types of vocabulary such as verb, adverb, and adjective. When the teacher asked the students to mention some words related to the pictures, they tended to give the answer by telling noun such as girl, house, and mountain. The answer from the students could be easily processed by other students who did not know the meaning because they could directly see the picture series. This finding was supported by Khafidhoh and Caroline (2019). They believe that pairs of pictures can be used to teach the language aspect one by one in detail. However, the pictures are more likely showing the illustration of the goods so the students can easily process the vocabulary of noun.

Moreover, added by Ningrum et al (2021) that picture series represents the real object. It picturizes the thing that can be seen visually to help learners imagine the words that represent the object. It also helps them memorize the word easily through the visualization of the pictures. As the result, it makes the vocabulary material to be more meaningful and be more enjoyable. Octaberlina and Anggraini (2020) also state that picture series can increase and enrich the students' vocabulary regarding noun. Besides, by using pictures, the student can understand the use of the vocabulary contextually which makes them be able to comprehend a sentence or a text.

To conclude, the students' scores were increased after the researcher implemented picture series in vocabulary learning. It means that the use of picture series can help students to improve their vocabulary mastery. It stimulates the students to be more active as they enjoyed learning new vocabularies through pictures. This chapter has discussed the findings of this study included the discussion of the result related to the implementation of picture series in teaching vocabulary.

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

Regarding the result of data analysis and discussion, the following conclusions are drawn:

Students' vocabulary mastery was improved after following the learning process using picture series as media. It was proved by the increase of their vocabulary test score from pretest to posttest. The mean of posttest was higher than the mean of pretest (75.20 > 64.33) with the gain number of 0.3047. It means that the use of picture series can help students to enhance their vocabulary. Students could understand the vocabulary better through pictures. The pictures made the students memorize the words easier. Moreover,



it was an attractive media that could take students' attention, having them to be more active in the learning process.

The implementation of picture series gave positive effect on the students' vocabulary improvement in all aspects, especially noun. The use of picture series made the students understood how to use noun properly in a sentence. It was proved by having the result that the most improved aspect of vocabulary was noun. The gain number for this aspect is 0.45977. The students were able to imagine many things shown in the picture and to mention some nouns that they saw in the picture.

In reference to the conclusion above, there are several suggestions for English teachers and further researchers which are described in the following paragraphs.

First suggestion for English teacher, in teaching vocabulary, teachers can adapt picture series as the teaching media to help the students achieve better vocabulary mastery. Teachers can give some sets of picture series in different themes to give variation in vocabulary. Moreover, teachers can also provide some exercises with picture series to gain students' interest in learning vocabulary.

In this research, in the beginning, some of the students found difficulties in identifying the words described in the pictures. Therefore, teachers can ask some questions related to the pictures to direct the students in recognizing the vocabulary. After that, let them discuss with their friends in order to identify the information of vocabularies that they get such as meaning, synonym, and antonym.

The second suggestion for further researcher, This research was intended to find the effect of picture series on the improvement of students' vocabulary mastery. Hence, it is better for other researchers to include the investigation of students' perceptions in order to know their response towards the use of picture series.

In this research, the researcher only focused on content words. Hence, other researchers are suggested to not only implement content words but also function words or substitute word in conducting similar studies. It might give more justification whether the use of picture series affects students' mastery of all types of vocabulary.

In the learning process, researchers only focus on using recount text as learning material. Therefore, other researchers are advised not only to use recount texts that allow more nouns in the text, but also to use procedure text that contain many adverbs in conducting similar research. This allows students to be able to master the type of vocabulary thoroughly. Those are the conclusions of this study and the suggestions from the researcher for English teachers and further researchers in using picture series.

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# Teaching writing through Instagram to improve students' writing skill at the first grade of SMA Negeri 15 Bandar Lampung

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## ABSTRACT

The objectives of the research are to identify the improvements to students' writing skill, and to find which aspect has the most significant improvement. This research used a quantitative method and Repeated Measures T-test used to analyze the data. The instrument is a writing test that consists of pre-test and post-test. The result shows that students' overall mean was 68.07 In the pre-test, while the mean of the post-test was 77.64. It means that there was an increase in students' scores by 9.57 points. Moreover, the most improved aspect was grammar. The mean of this aspect in the post-test (18.6) was higher than the mean in the pre-test (15.4) with the gain of 3.2. It can be said that Instagram can be applied in teaching writing to improve writing skill.

*Keyword: Instagram, Descriptive Text, Writing Skill.*

## I. INTRODUCTION

In this day, technology is developing very rapidly. The development of the media has become very diverse and interesting. With the rapid development and increasingly sophisticated, social media provides many benefits in our daily lives, including in teaching and learning process. According to Manampiring (2015) Social media can help people in various aspects of need, such as aspects of entertainment, education, health, self-expression, relationships, and others. Even today, social media cannot be separated from our daily life. Social media such a necessity that must be had, teenagers are no exception. They spend a lot of time to open their social media and expressing what they think there. Therefore, social media is very suitable to be used as a place to teach writing. This time, social media users have written and expressed their ideas and thoughts on social media. By using social media also, it is hoped that it can foster students' interest in writing.

In learning a language, writing skill is one of the important aspects that must be mastered, even writing skill is taught after students master the reading, listening, and speaking skill. By mastering the writing skill, students are expected to be able to express their ideas and thoughts properly. However, Gebhard (2000) explains several problems in writing that make students' ability is low such as, (1) some students use ineffective strategies, (2) some students have negative attitudes about writing, (3) Students do not always understand or pay attention to the content of the teachers' response to their written work.

Linse and Nunan (2005:98) stated that writing is a combination of process and product. In writing students not only express their ideas and thoughts in written form but also pay attention to aspects of writing so as to produce interesting written works. Sometimes, students cannot express their ideas in written form which makes them confused about what to write down. This makes students think that writing is difficult so that writing is considered less attractive and boring. In addition, writing is not only pouring ideas that are in mind in the form of sentences and paragraphs but there are several important aspects in writing that must be considered, namely content, form, vocabulary, grammar, and mechanics.

Therefore, besides being able to improve students' ideas for writing, students must also improve their grammar, mastery of vocabulary, even punctuation marks, and other things. These are the things that must be overcome by the teacher, namely providing new things that can make students interested in writing and make them feel less bored when writing. One of the things that can be done is the selection of media that can attract students' interest to write and express their ideas. In addition, linking learning with daily life can help students be more interested in taking part in learning. And now days, social media is the closest thing to student life. With its sophistication and easy access, social media can be a suitable medium to attract their interest in writing. In addition, according to Mason (2006) social media has sufficient capacity for good official education that is in accordance with the social context of learning and develops critical thinking in students.

The choice of Instagram as media for learning can make it easier for teachers to teach writing. Interesting features in Instagram, such as the caption column, like button, tag, hashtag, comment column, and so on can attract students' interest. Students can upload photos to make it easier for students to explore the ideas they will write based on the picture, then students can use the caption column to write down their ideas. Jackson in Wahyuni (2019) said that Instagram allowed the user to write up to 2,200 characters in a single post. With this number of characters, students can write paragraphs of descriptive text, not too long and not too short. They can interact in the comments column with other students to give suggestions, and like their friends' posts to support each other. The use of Instagram can provide new nuance for students and teachers to develop creativity and teach using Instagram. Soviah and Diana (2018) also said that photo and video sharing and social networking as the two main features of Instagram are surely a good resource to make use of in a teaching and learning setting, particularly in learning writing. Other than that, we can utilize the other features. According to Brooks (2014), the hashtag is used in social media to get notice from the other user. Instagram is also very close to students' daily lives and they use Instagram to fill their spare time or as entertainment for them. By utilizing the features and strengths of Instagram, it will be easy to attract students' attention so that make Instagram suitable for writing media.

Based on the observations of researchers during field training and discussions between researcher and English teachers of SMAN 15 Bandar Lampung, students' writing skills are still very low. Writing becomes a very difficult thing for them so they are not interested in writing. In addition, considering the conditions at that time, students had to go to school online, where they studied and carried out the learning process via mobile phones. Researcher thinks that all students must have at least an Android-based phone so that they can access social media including Instagram. For these reasons, the researcher chose the title "teaching writing through Instagram to improve students' writing skills at the first grade of SMAN 15 Bandar Lampung" to increase students' ability in writing.

## II. METHODOLOGY

In conducting research, the researcher must prepare a research design to collect the data. That is why research design is an important role in research. In this study, researcher conducted quantitative research to determine the use of Instagram in writing to improve students' writing skill. This study uses *one-group pretest-posttest* design. The research design can be seen as below:

T1 X T2

(Setiyadi, 2018:11)

Notes:

T1: A test given to students to measure students' initial abilities (pretest).

T2: A test given to students to measure the extent of acquisition after treatment (post-test).

X: Treatment before the post test

## 1. Population and Sample

This research is conducted at SMAN 15 Bandar Lampung, located in Bandar Lampung. The population of this study is the first grades students of SMAN 15 Bandar Lampung academic years 2021/2022. There are eight classes as the population. The average the class consisting of 29-36 students. The selection of samples can be using simple random sample. The sample of this research is X MIPA 1 class which consists of 30 students.

## 2. Research Instruments

The instruments of this research are writing tests. Writing test will be a pre-test where the students will be asked to write descriptive text such as based on the theme on the paper, while the post-test where the students will be asked to write descriptive text by uploading photo of place or object on the Instagram and describing it.

## III. RESULTS AND DISCUSSION

### 1. Result of Pre-test and Post-test

To get the required data, the researcher also run two kinds of writing tests namely pre-test and post-test. The further report of the tests' analysis result is served in the subsection below.

**Table 1. Table of Result of pretest**

Statistics		
Pretest		
N	Valid	30
	Missing	0
Mean		68.07
Std. Deviation		5.977
Variance		35.720
Range		20
Minimum		58
Maximum		78

**Table 2. Table of result of posttest**

Statistics		
Posttest		
N	Valid	33
	Missing	0
Mean		77.64
Std. Deviation		4.408
Variance		19.426
Range		19
Minimum		68
Maximum		87

It can be seen from the table above that there is an increase of students' for about 9.57 points. It is because the mean of post-test is 77.64 and the mean of pre-test is 68.07, meaning that the post-test score is higher than the pre-test score. Hence, it can be concluded that students' scores was improved after receiving the treatment through Instagram.

## 2. The Significant Improvement Between the Pre-test and Post-test Score

For the first research question, the researcher proposed two hypothesis testing:

H<sup>1</sup>: there is an improvement in students' writing skills after being taught through Instagram.

H<sup>0</sup>: there is no improvement in students' writing skills after being taught through Instagram.

To know which hypothesis that worked, it is a must to run hypothesis testing. Hence, a Paired Sample T-test was run to know the answer. The result of the analysis from SPSS can be seen in the following table.

**Table 3. Table of Paired Samples T-Test**

Paired Samples Test									
Paired Differences									
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Posttest - Pretest	10.400	5.733	1.047	8.259	12.541	9.936	29	.000

Table 3 shows the result of the computation of Paired Sample T-test in SPSS. 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. However, it can be seen that the significance of the two-tailed value is 0.000. So it can be concluded that H1 is accepted while H0 is rejected since  $0.000 < 0.05$ . Besides, it was also found that the t-value of the test was higher than the t-table where  $9.936 > 2.052$ . Overall, it can be said that the students got significant improvement on their writing after utilizing Instagram as learning media.

### 3. Mean Difference of Writing Aspects before and after Treatment

The researcher also calculated the mean and the gain of each aspect. The result of the computation is presented below.

**Table 4. Table of Mean difference writing aspects of pretest and posttest**

Aspects of Writing	Mean		Gain	Sig.
	Pre-Test	Post-Test		
Content	18.1	20.9	2.8	0.000
Organization	15.7	17.9	2.2	0.000
Vocabulary	15.1	16.7	1.6	0.000
Grammar	15.4	18.6	3.2	0.000
Mechanic	3.4	4.0	0.6	0.000

From the table above, it is clearly seen that all of the writing aspects were statistically improved. Moreover, the lowest mean scores of aspect in both pretest and posttest was mechanic by having the number of 3.4 and 4.0 while the highest was content with the point of 18.1 and 20.9.

Additionally, the gain number of each aspect should be compared in order to know which of the aspects improved the most, where the finding was used to answer the second research question. It can be concluded that the aspect which get the highest increase is grammar with the score of 3.2. Last but not least, the significance of two-tailed of all aspects are lower than 0.05 ( $0.000 < 0.05$ ). Hence, the H1 hypothesis of the second research question accepted that there is an aspect that improved the most which was grammar.

### 4. Discussion

All of the data have been gathered successfully by following the research process. There were five meetings used in total to run the research. In the first meeting, the pretest was given to the students as a way to identify their initial writing ability. After that, the treatment was conducted three times in the second, the third, and the fourth meeting. During this step, the researcher applied Instagram as a platform to give material and to do writing activities. Lastly, the post-test were distributed in the last meeting.



Furthermore, the collected data then were analyzed by the researcher in order to know the answer of the proposed research questions.

It can be concluded that regarding the first research question, it was found that students' writing ability was improved after being taught through Instagram since the mean of post-test (77.64) was higher than the mean of pre-test (68.07) . There is an increase of students' for about 9.57 points. This finding is supported by several evidences. The first is that Instagram can be an effective learning platform, especially in online situation. It can create enjoyable and fun atmosphere that students are interested to be active in the class's activities arranged by the teacher. As stated by Shazali, Shamsudin, and Yunus (2019) that Instagram provides a meaningful and fun learning environment for the students as they are comfortable using Instagram in completing school tasks. Moreover, the features in Instagram are easy to be used so that students have been familiar with them. Hence the students are full of enthusiasm as they feel that writing process on Instagram is more fun and easier to understand (Aliah, Nuraeni, and Shabir, 2020).

Additionally, the use of Instagram can activate students' creativity in writing. It can encourage students to think more about the information that they want to deliver. The pictures provided in their post make them able to reflect the detail. As Candra, Pratama, and Hartono (2020) said that Instagram can attract the students to be more creative to start writing and to develop their ideas because it is easy to write a description when they see the actual picture. It was easy for them to develop their own ideas into text by seeing the picture. Added by Rinda, Novawan, Miqawati (2018) some students become more creative because they are inspired by others' ideas and opinions posted previously in Instagram. Students were able to open many sources including photos and videos shared on Instagram. Those can be used as references in writing and revising.

Furthermore, concerning the answer of the second research question, the gain number of each aspect should be compared in order to know which of the aspects improved the most. Based on table 4.11, it was found that the students were able to use grammar properly because the aspect which gets the highest increase is grammar with the score of 3.2. They put more attention to the grammar as they were given feedback by their friends through personal message or comment.

The students are inspired to participate and connect with their peers (Khalitova and Gimaletdinova in Sallamah and As Sabiq, 2020). Then, they used this opportunity to give feedback to their friends that at the same time gave them advantage. As stated by Rinda, Novawan, Miqawati (2018) that students took benefit from their peers' feedback when they used Instagram to produce writing in terms of grammar. Most of the students didn't realize that their writing contained incorrect grammar. It was difficult for them to identify any errors until their friends pointed out through comment or direct message.

The second reason that why students' grammar awareness could improve is that they can see their friend's work. They tended to imitate their friends in arranging words and sentences. It was proved by the statement from Shazali, Shamsudin, and Yunus (2019) that grammatical structure can be improved by reading other people's posts. Hence, students can learn how to use word class in creating sentences by their friends' posts then make sense of the used grammar. Moreover, besides getting the correction from their friends, reading other students' writing can also build their consciousness to the grammar error. As Nurdiansyah and Abdulrahman (2020) believe that the students have free access to see everyone's writing, which also automatically provides a good chance to check their peers' mistakes. Hence they can prevent the same errors in their own writing.

In addition, the reason why grammar can be the most improved aspect is that in the learning process students are asked to analyze the examples that have been given and they are asked to find simple present

tense sentences in the text, then students are also asked to make their own simple present tense sentences. It makes students pay more attention to the use of simple present tense when writing descriptive text.

Moreover, there are several new points discovered in this research. Most of the researchers only focused on the students' improvement in general by seeing the total mean score in both pre-test and post-test. On the other hand, in this research, detailed information of the result was given by analyzing the improvement of writing aspects. Besides, by having the data of the increase of each aspect, the researcher can provide this research with a new finding that is language use as the most improved aspect. In conclusion, the utilization of Instagram could help students improve their writing ability. Their scores in all aspects of writing were increased after following the learning process through this platform.

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

Referring to the discussion of the research findings in the previous chapter, the researcher comes to the following conclusions:

Instagram can be used to teach writing as it can affect students' writing positively. Students' writing ability was improved after getting the treatment in Instagram. In the pretest, students' overall mean was 68.07 while the mean of posttest was 77.64. It means that there was an increase in students' scores by 9.57 points. The reason behind this finding is that Instagram can create lively and enjoyable learning so the students eager to be involved in the writing activities. Besides, the use of Instagram can stimulate their creativity in composing entertaining and meaningful writing.

The students' scores in all aspects of writing were increased. However, the most improved aspect was grammar. The mean of this aspect in posttest (18.6) was higher than the mean in pretest (15.4) with the gain of 3.2. It is because the students gave feedback to each other. Moreover, they could also read other students' works and could get input from their posts. Hence the students were aware of their grammar especially tenses and sentence structure.

In reference to the conclusion above, there are several suggestions for English teachers and further researchers which are described in the following paragraphs.

First suggestion for English teacher, English teacher should use Instagram to create enjoyable and effective learning process as students will be more active in the class. Using Instagram can bring a new atmosphere of teaching and learning writing. Besides, the feature in Instagram is suitable to teach writing. Teacher can use Instagram as media to share materials and students' writings.

The post on Instagram can be easily seen by other users. Hence, the teacher should be able to control students' activities during the learning process. It is suggested that teacher has to always remind the students to use appropriate words whether in comments sections or in the text that they make.

The second suggestion for further researcher, In this research, the researcher only used Instagram post as the platform for students to create their writing. Hence, it is suggested that other researchers can investigate the use of the other features in Instagram like reels and stories in teaching other language aspects such as speaking, reading, and listening.

In this study, student assignments are uploaded to their own accounts. So, further researchers can try to ask students to upload their assignments to the class account that has been created so that student assignments are collected into the same account. This will make it easier for teachers and other students to find other friends' assignments.

This research only focused on Instagram, so other researchers are suggested to compare this social media with other online platforms such as WhatsApp or Facebook in order to give variation in online teaching.

This chapter has discussed the conclusion of the research and the suggestion for both English teacher and further researcher. Hopefully, the recommendation given can be useful for both sides.

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## **The effect of using pronunciation applications on students' pronunciation abilities**

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### **ABSTRACT**

As part of speaking skill, pronunciation has an important factor in learning English as a foreign language, especially in communication. In English communication, if our pronunciation is wrong or inappropriate the result will be miscommunication, even to the point of not conveying the purpose of communication in a conversation because the meaning of a word or sentence is not conveyed properly. So far, the steps for learning and modeling pronunciation in English are done directly or face-to-face. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Regarding applications, the benefits of many applications that are suitable for learning English are; students can watch videos related to the topic, are able to save examples of learning materials, and are able to save the exercises they have done as learning evaluation material for teachers and students later. Applications which are appropriate are the methods which are not only support online learning but can also improve students' pronunciation skills. This study aims to determine whether or not using the pronunciation application have an significant effect on students' pronunciation abilities. This study is used one group pretest-posttest. This design analyzes the results of students' pronunciation abilities at the beginning and at the end of the lesson. The subjects of this study were undergraduate students of the English Education Study Program, FKIP University of Lampung. One class consists of 31 students who take pronunciation courses. Based on the data analysis, the researcher concludes that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can say that there is slightly significant improvement between pretest of posttest of pronunciation test.

*Keywords: Application, Pronunciation, Pronunciation Abilities*

### **I. INTRODUCTION**

Pronunciation is a part of speaking skill related to how humans pronounce words and produce sounds. As part of speaking skill, pronunciation has an important factor in learning English as a foreign language, especially in communication. In English communication, if our pronunciation is wrong or inappropriate the result will be miscommunication, even to the point of not conveying the purpose of communication in a conversation because the meaning of a word or sentence is not conveyed properly. In other words, pronunciation is one aspect of achieving successful oral communication because pronunciation is an important ingredient in communicative competence (Syafitri, et.al, 2018).

Distance learning or also known as online learning is currently being implemented. This online learning also applies to pronunciation courses. The Pronunciation course is one of the courses in the S1 English Education study program. As a strengthening course for speaking competency skills, this course aims to be able to understand English

pronunciation theory and be able to apply it fluently in communicating using English. Applying it includes pronouncing letters, words, and sentences fluently in communicating using English. So far, the steps for learning and modeling pronunciation in English are done directly or face-to-face. The learning materials are still in the form of printed books or PPT. In relation to online learning, the learning steps in MK pronunciation must adapt to current online learning, including the learning media must also adapt to online learning. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Appropriate learning media must not only support online learning but must also be able to improve students' pronunciation skills. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Next, appropriate learning media are learning media that must not only support online learning but must also be able to improve students' pronunciation skills. Lecturers and students also need appropriate learning media and support online learning to carry out this Pronunciation course. Finally, appropriate learning media are learning media that must not only support online learning but must also be able to improve students' pronunciation skills.

There are some benefits of pronunciation applications in online learning and pronunciation skills. Currently, the rapid development of technology has increasingly made the variety of learning media, including the use of interactive applications (Pachler et al., 2010). Technology, in terms of learning media, contributes to making learning more varied, effective and fun and makes teaching more productive in terms of improving the teaching abilities of educators (Wongsuriya, 2020).

Some learning media are very useful and suitable for assessment and distance learning and some are suitable for teaching writing and reading (Wongsuriya, 2020). In the pronunciation course, to facilitate the pronunciation of difficult words or sentences in English, several applications both on smartphones and through laptops have been created and made by several developers which are very useful to help students in modeling pronunciation and practicing both theory and practice in pronunciation of English words or sentences (Wongsuriya, 2020). In addition to applications, several websites that display examples of pronunciation of English words have also been widely spread in cyberspace with easy access.

Based on the explanations and problems described in the previous paragraph, this study was made to answer the following questions: 1. How does the use of the pronunciation application affect students' pronunciation skills?. This study aims to see the effect of using the pronunciation application on students' pronunciation abilities. This research is carried out for the sake of progressing students' pronunciation learning in learning media that is in accordance with the latest online learning regulations but can still be done later when learning has returned to offline.

## **II. METHODS**

Quantitative pre-experiment (pre-experiment) is the research method of this study. Meanwhile, the design of this study is one group pretest-posttest because this study only

uses one class. One group pretest-posttest design analyzes and processes the results of students' listening skills at the beginning and at the end of the lesson. Therefore, the data of this study will be the results of the pre-test and post-test of students in the form of answering questions on pronunciation theory and practice of letters and pronunciation words.

The procedure started from giving an initial test to students and then giving treatment in this case, namely learning using the pronunciation application and ending with a final test. The test given between the initial and final tests in the form and will be compared through the final score of each test

T1 X T2
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T1 submitted to the initial test before being given treatment using the pronunciation application and T2 submitted to the final test after being given treatment using the pronunciation application. X refers to the treatment of using pronunciation applications provided by researchers to improve students' pronunciation skills (Setiyadi, 2006).

### **Subject of the research**

The subjects of this study were undergraduate students of the English Education Study Program, FKIP University of Lampung. One class consists of 31 students who take pronunciation courses.

### **Research instrument**

To obtain data, each student was given a pronunciation test before and after the learning process to determine the development of students' abilities before and after being given treatment using a pronunciation application. The students' assessment result of the test was scored based on the formula:  $\sum = nX 2 = 100$ . The scoring is done by the lecturer.

## **III. RESULTS AND DISCUSSIONS**

### **The Results of data analysis**

#### **The result of pretest and posttest in pronunciation ability**

The researcher shared the pretest before giving the treatment. The result showed that the mean scores of the students in the pretest of pronunciation test were 74,61. Students' pronunciation ability was slightly improved after getting the treatment. The result showed that the mean scores of the students in the posttest of pronunciation test were 76,58. Further description of the data can be seen in the table 2 below:

Table 2. Descriptive Statistics of Pretest and Posttest Data

		MIN SCORE	MAX SCORE	Mean
Pair 1	PRETEST	65	82	74,61
	POSTTEST	71	82	76,58

Based on Table 2 above, it can be seen that students' minimum score in pretest was 65 and students' maximum score in pretest was 82. Thus, students' minimum score in posttest was 71 and students' maximum score in posttest was 82.

**The Difference on students' pronunciation ability before and after using pronunciation applications**

The objective of the research is to find out the significant difference on students' pronunciation ability before and after using pronunciation applications. The researcher conducted t-test to prove the hypothesis proposed toward the result of posttest. The criteria for this hypothesis test are accepted if t-observed is higher than t-table at the certain level of significant, in this case the researcher used 0.05. The calculation can be seen in the following table.

Table 5. Results of Pretest and Posttest  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRETEST	74,61	31	4,681	,841
	POSTTEST	76,58	31	3,374	,606

Table 6. Results of Paired Samples T-Test  
**Paired Samples Test**

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRETEST - POSTTEST	-1,968	3,808	,684	-3,364	-,571	-	30	,007
									2,877

Source: The Calculation of Data Reading Using SPSS 16.0

Based on Table 6 above, the result of pretest and the posttest that consist of 31 students has 74,61 mean score for the pretest and the posttest has mean score 76,58. Table 5 shows that sig (2 tailed) is 0,007. It means that  $\text{sig} < \alpha$  ( $p < 0.05$ ;  $p=0.000$ ). It can be concluded



that  $H_a$  is not accepted, that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can said that there is slightly significant improvement between pretest of posttest of pronunciation test because Table 5 indicates that students' mean score of posttest (76.58) is higher than that of pretest (74.61). In conclusion, even though there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications, but still there is an improvement to the students' pronunciation test.

## **DISCUSSION**

Unfortunately, the result of this study showed that there is significant difference of students' pronunciation ability before and after taught using pronunciation applications. It is proofed by the result of paired samples t-test result. There are probably some reasons why this is happened. The first one is because the treatment itself had done in very short time.

Pronunciation is a complex subject. It needs a lot of time to teach it and make students mastered it. Many learners of English as a second language have "major Difficulties" with English pronunciation even after years of learning the language (Gilakjani and Ahmadi, 2011). Generally, if we want to change the way a learner pronounces words, we have to change the way they think about the component sounds of those words. This goes not just for individual sounds, but for bigger elements of speech, such as syllables, stress patterns and rhythm and it needs a lot of more time (Gilakjani and Ahmadi, 2011). Pronunciation aspect is more difficult since it relates with the use of our speech organ producing proper English speech. With the short time, our tongue still cannot reach the perfect ability although it is helped by the application. After all, many native speakers, or fluent non-native speakers (NNSS), still pronounce individual sounds differently from the norm. This research treatment itself had done only in three months. Based on the explanation above, it is considered a very short time in improving students' pronunciation ability.

The second reason is because pronunciation needs individual attention. Structure, vocabulary, and pronunciation play vital role in supporting the success of using language skills in English communication. Among them, pronunciation is considered to be the difficult and complicated one for students that should be mastered by students to support the use of language skills (Aulia, 2018). This is because pronunciation learning covers individual practice on speech that determines whether the words pronounced is understandable in communication or not (Aulia, 2018). Based on the explanation above, we can said that it needs a lot of time to improve students' ability in pronunciation since researcher needs to teach/treat students one by one. The treatment itself had done for the whole class which is not focusing on students' one by one or individual treatment. The subjects of this research are 31 students so it is difficult to do the individual treatment in a very short time.

## **IV. CONCLUSIONS AND SUGGESTIONS**

Based on the data analysis, the researcher concludes that there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications. Meanwhile, we can say that there is slightly significant improvement

between pretest of posttest of pronunciation test because students' mean score of posttest (76.58) is higher than that of pretest (74.61). There are probably some reasons why there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications.

The first one is because the treatment itself had done in very short time. The second reason is because the treatment itself needs individual attention. So it is suggested that to other researcher to conduct the treatments in sufficient time. It is also suggested that to conduct a research in individual or small sample/subject. In conclusion, even though there is no significant difference of students' pronunciation ability before and after taught using pronunciation applications, but still there is an improvement to the students' pronunciation test.

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