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The correlation between students' vocabulary mastery and their reading comprehension

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ABSTRACT

The goal of this research is to find the objective condition from the correlation between students' vocabulary mastery and students' reading comprehension which was observed and analyzed from SMA N 1 Bandar Lampung. Moreover, the purpose of this study is also to get the information and the empirical data about the correlation of students' vocabulary mastery and their reading comprehension. The populations of the research are 178 students and 36 students were being the sample of the research. All of the objects are from the second semester of IPA 5 SMA N 1 Bandar Lampung. This research was using correlation through the application of quantitative methods by collecting the data from the test. According to the result of the analysis and statistical calculation, it is found that r_{xy} is 0.678 and r_t is 0.329 and 0,339 with the degree of freedom ($df=N-nr$) is 34. By comparing the values of r_{xy} and r_t , it means that r_{xy} is bigger than r_t and the statistic hypothesis states: If $r_o > r_t$ significance: there is correlation and H_a accepted. If $r_o < r_t$ non signification: there is no correlation and H_a is rejected. The result of hypothesis is r_{xy} bigger than r_t which means the alternative hypothesis is accepted. Based on this finding from this study, it can conclude that having more vocabulary or vocabulary mastery significantly affects the comprehension of the students reading activity. Moreover by having many vocabulary the students' can easily get the information and fun story written in English which finally in can enrich their knowledge by reading a lot of books.

Keyword : *Correlation, Vocabulary Mastery, and Reading Comprehension.*

I. INTRODUCTION

Studying English has become a necessity because it is considered a global language. Therefore, English is used as an official language almost all around the world. According to Nunan (2010) as a foreign language, English is an important language in the world. As different people from different parts of the world speak various languages, by having an international language like English, people from different parts of the world can communicate with each other easily.

Some skills are promoted by language, they are receptive skills, listening and reading and productive skills speaking and writing (Haycraft, 1978). Reading is the process of interpreting a message. It means that reading can help the students to expand their knowledge about the text and enrich their information easily. Besides, English consist of some language components which can be taught to the students. Those components are vocabulary, pronunciation, grammar, structure, phonology. The students can get much information from those above components. In education, English is one of the foreign languages used to improve students' ability. As quoted in Law on The National Education System (2003, p. 13), "Foreign

language can be used as the language of instruction in a particular educational unit to support foreign language learners". That is the most important reason why English is learned at school.

Based on River (1983), obtaining sufficient vocabulary is essential for the successful use of a second language because, without a large vocabulary, we will not be able to use the structures and functions we might learn to understand communication. Suyanto (2007) states that vocabulary is one of the English components to link the four skills of listening, reading, speaking, and writing. To communicate well in English, students should master several words and should know how to use them accurately. As stated by Ratnawati (2006), vocabulary consists of the knowledge of meaning as the main component of a language, it should be taught together with reading, structure, and conversation. So, ideally, vocabulary should be part of the reading course because one needs the mastery of vocabulary to comprehend the reading passage.

Besides the students' vocabulary mastery, Reading as one of the skills that need vocabulary mastery means perceiving a written text to understand its contexts. Hornby (2000) states that reading is an action of a person who reads texts by reading activities; students are required to have good interaction with the texts and need more attention from the reader so that students get exact or close meaning of the texts as well. Alyousef (2006) defines reading as an interactive process between a reader and a text to direct the reader to become fluent in understanding the meaning of a passage. In this process, the reader interacts with the text when he or she tries to understand the meaning and in which various kinds of the text knowledge they have used. It means that the reader requires the interactive process to understand the text that they read so that the reader understands the purpose of the text. However, vocabulary and reading are two things that cannot be separated from one another. When learning reading students need a vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way in learning vocabulary. Therefore, if the students know a lot of vocabulary they will comprehend written english text easily.

Reading comprehension and vocabulary mastery have a great relationship. It is in line with Sedita in Furqon (2005) who states that vocabulary knowledge is essential in reading comprehension and determining how well students are in comprehending the texts.

As explained above, vocabulary is essential in learning English. Wallace (1982) states that vocabulary is a vital aspect of language. It can be ascertained that someone cannot use the language they want to master well without a good vocabulary mastery. Students should have a lot of vocabulary because a lack of vocabulary often brings problems for English learners. Therefore, the conclusion cannot be denied that vocabulary is a key component of reading for meaning. If students know the meaning of a word, they will be able to read and consider it within a sentence.

II. METHODS

This research is a quantitative study to determine the correlation between students' vocabulary mastery and students' reading comprehension. In addition, correlational research is used to find out whether there is a significant correlation between one variable to another variable. In this research, there are two variables, the student's vocabulary mastery which is an independent variable, and the students' reading comprehension which is the dependent variable. Independent variables are variables that cause or influence other variables. The dependent variable is the variable affected by the independent variable (Marczyk, 1964: 46). To find out the correlation between students' vocabulary mastery and

students' reading comprehension, the researcher used design by Karl Pearson in 1896 (Pearson, 1896), the design of the research as follows:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

Where :

n = Number of data pairs X and Y

x = Total Sum of Variable X

y = Total Sum of Variable Y

x² = Square of Total Number of Variables X

y² = Square of Total Number of Variables Y

xy = Multiplication Result of Total Number of Variable X and Variable Y

The population of this research was 168 eleventh-grade students of SMA N 1 Bandar Lampung. Each class consists of 30- 36 students. In selecting the sample the researcher used cluster random sampling to determine the sample for this research. The researcher took one class that is the eleventh-grade students of IPA 5 SMA N 1 Bandar Lampung. There are 36 students as the sample of this research. It is applied based on the consideration that the students of the population have the same chance and to avoid subjectivity in the research (Setiyadi, 2006: 39).

In this research, the researcher used two kinds of tests. They are vocabulary tests and reading comprehension tests. This research used multiple choice test consisting of 50 questions formulated in operational concept in vocabulary mastery. For the test of reading comprehension the researcher also used a multiple-choice test, the students are asked to take a reading test it consists of 50 items. The test was conducted on the same day. The first test is a vocabulary that provides a time of about 65 minutes and the second is a reading test by the same time about 65 minutes.

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 vocabulary mastery was 98 and the lowest score was 64. While the highest scores of reading comprehension was 84 and the lowest score was 24.

The main goal of this study is to find out whether or not a positive correlation between vocabulary mastery and reading comprehension of the eleventh grade students of SMA N 1 Bandar Lampung in the academic year 2020/2021. To find out the correlation between two variables above, the writer used the

Pearson's product moment formula to compute the data. There are two variables; vocabulary mastery as variable X and reading comprehension as variable Y. The computation can be seen below.

$$\frac{36(187596) - (2688)(2480)}{\sqrt{\{36(203296) - (2688)^2\}\{36(175764) - (2480)^2\}}}$$

$$\frac{6753456 - 6666240}{\sqrt{(7318656 - 7225344)(6327504 - 6150400)}}$$

$$\frac{87216}{\sqrt{(93312)(177104)}}$$

$$\frac{87216}{\sqrt{16525928448}}$$

$$\frac{87216}{128553}$$

$$= 0.678$$

From the result of data analysis, it was found that there was positive correlation between students' vocabulary mastery and students' reading comprehension. It can be said that having a lot of vocabulary makes the students understand the text easily. Although strategy of reading and experience of students help them in comprehend a text, but vocabulary mastery is more important in helping the students to comprehend the text.

Discussions

From the result, this research shows that there was positive correlation between students' vocabulary mastery and students' reading comprehension. It can be said that the important factor in learning reading comprehension is students' vocabulary mastery. It was strengthened by Sedita in Furqon (2005) who states that vocabulary knowledge is essential in reading comprehension and determining how well students are in comprehending the texts. Vocabulary is a key component of reading for meaning. If students know the meaning of a word, they will be able to read and consider it within a sentence.

To investigate whether there was a significant correlation between student's vocabulary mastery and their reading comprehension, the researcher had tested their vocabulary mastery and their reading comprehension. It can be seen from table above that $r_{xy} = 0.678$ with $N = 34$ ($df = N - 2 = 34$) are significant. It means H_a was accepted that there was a significant correlation study between vocabulary mastery and reading comprehension. Based on Interpretation of r correlation by Arikunto (2004) it show that 0.678 is classified interval 0.600 – 800 in the indexes of correlation is Sufficient correlation.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of this research was to find out whether there was a significant correlation of student's vocabulary mastery and their reading comprehension or not. In relation to results and discussion of the study, it is concluded that there is a significant correlation between student's vocabulary mastery and their

reading comprehension. Statistically, it could be seen from the gain of the students' student's vocabulary mastery and their reading comprehension scores. Students who have better score in vocabulary test they get the better score in reading comprehension too. However, there are some students that still have low score in vocabulary. Students with low score in vocabulary usually get low score in reading comprehension too. It proves that students' vocabulary influences their reading comprehension. Having a lot of vocabulary makes the students understand the text easily. Although strategy of reading and experience of students help them in comprehend a text, but vocabulary mastery is more important in helping the students to comprehend the text.

Suggestions

In reference with the conclusion, the researcher gives some suggestions. The first to get a good mastery in reading comprehension, the students have to master vocabulary, because vocabulary contributes to the mastery of reading comprehension. In addition, to get a good achievement in reading comprehension, the students have to master vocabulary very well. Because vocabulary lesson is not explicitly specified in the curriculum, the teachers have a duty to help their students in improving their vocabulary. And for English teacher at SMA should get informed of the finding so that they can take necessary steps to address the situation. 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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Improving reading comprehension using descriptive text related to the local culture at the second grade of SMA Negeri14 Bandar Lampung

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ABSTRACT

This research was aimed to find out whether there is significant difference after the implementation of descriptive text related to the local culture toward students' reading comprehension and to investigate how the students' appraisal after the implementation. Adapting quantitative approach, this research was conducted through one group pre-test and post-test design. The result showed that there was significant difference of students' reading comprehension after they were taught through descriptive text related to the local culture concerning the gain of their score from the first to the second test. It could be seen from the computation that the significant value of the test were lower than alpha ($0.00 < 0.05$) while the t-value (9.342) was higher than t-table (2.0322). It was also revealed that students had a positive appraisal after the implementation. It could be seen from the computation that frequency of students above 70% with range frequency (70-100%) who had a high appraisal were 25 and the frequency of students under 55% with range frequency (1-54%) who had a low appraisal were 6. Most of the students accepted the implementation of descriptive text related to the local culture. Thus, local culture can be used as reading material in teaching and learning English. The students have a good score after implementation and they also enjoyed the activities and learning process of reading that has been provided.

Keywords: *improving, students' reading comprehension, descriptive text-local culture, students' appraisal*

I. INTRODUCTION

English is known as a foreign language in Indonesia. In learning English, students are expected to master four skills which include listening, speaking, reading, and writing. Reading skill is one of abilities which must be learned in English, and as an important component for supporting other skills in activity to get meaning, information and messages. Wallace (1992) states that reading is an activity of interpreting which means reacting to a written text as a piece of communication; in other words, we assume that reading is an interpretative part of written communication.

Most of the reading materials provided in English seem limited in relation to the student's background knowledge of local culture. Whereas, the role of background knowledge is very important for readers to understand the reading text as described in Schema Theory. Widdowson & Cook (1989) in Qian Huang journal emphasize the cognitive characteristics of schema that allow us to related incoming information to already known information. In Carrell's (1987) said students remembered the most when both the content and rhetorical form was familiar to them. Unfamiliar content causes more difficulty for readers. It was found that readers understood texts about their own

culture more accurately than others. Thus, students better understand and remember parts that are similar in some ways to their native culture, or that are considered more familiar to them.

The development of teaching materials in the form of descriptive text is important. (Nurfatuhiah, 2017). By the use of descriptive text as the teaching materials based on local culture, students found the information and recognize own local culture before getting to know the Indonesian culture more broadly. The most effective way to preserve local culture can be done through education. The realization of a society that always improve the better culture in the future, then the education itself will be better. With the development of teaching materials in reading comprehension using a descriptive text related to the local culture was expected to be more varied, creative, and attract students to be active in learning, and can form the personality of students who love the local culture.

Students' reading comprehension also depends on the learning process in the classroom, especially in presenting the material. Considering the need of local culture in the teaching and learning process, it is hoped that it can be utilized effectively as reading material in the classroom. By presenting material in the form of local Lampung culture in their environment, it is hoped that students will experience ease in understanding the content of the text and also feel interested and motivated in improving reading comprehension. One example is when the teacher provides material for one of the Lampung cultures, namely Siger. Of course, students feel familiar with the material, and they also find easier to describe in their imagination about Siger, so they can easily understand the contents of the text. If they can understand the material that have been presented about local culture of Lampung around them well, it makes their reading comprehension can increase well too.

II. METHODOLOGY

The research used quantitative design to determine whether there was an improvement in students' reading comprehension using descriptive text related to the local culture. The design using pretest-posttest design. The design of this research could be illustrated as follows:

T1 X T2

Where:

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

X = Treatment before the post test

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

(Setiyadi, 2018)

1. Population and Sample

The population of this research is second-grade students of SMAN 14 Bandar Lampung in academic year 2020–2021 which consist 369 students. There are eleven classes which consists seven classes of science and four classes of social. The researcher used simple random sampling. The sample of this researcher is XI MIPA 7 class which consists of 34 students.

2. Research Instruments

There were two kinds of instruments used in this research, i.e reading comprehension test and questionnaire. Reading comprehension test consists of pre-test and post-test and each test consists of twenty multiple-choice question that must be answered by students with choices A, B, C, or D. The

questionnaire consists of ten statements with four choices and has a scale, starting from strongly disagree =2, disagree =3, agree =4, and strongly agree =5 that must be answered by students according to the actual situation.

III. RESULT AND DISCUSSION

1. Result of Pretest and Posttest

To get the required data, the researcher conducted two kinds of reading comprehension 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 Pre-Test

Statistics		
Reading Test (Pre-Test)		
N	Valid	34
	Missing	0
Mean		64.26
Median		65
Mode		65
Std. Deviation		10.4
Minimum		50
Maximum		85
Sum		2185

Table 2. Table of Result of Post-Test

Statistics		
Reading Test (Post-Test)		
N	Valid	34
	Missing	0
Mean		76.62
Median		75
Mode		80
Std. Deviation		9.02
Minimum		60
Maximum		95
Sum		2605

It can be seen from the table above that there is an increase of students' reading comprehension with the increase number of 12.36. It is because the mean of posttest is 76.62 was higher than the mean of pretest is 64.26. Hence, it can be concluded that students' scores was improved after implementation through descriptive text related to the local culture.

2. The Hypothesis Testing

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

Ho : There is no significant differences after the implementation between descriptive text and descriptive text related to the local culture in students' reading comprehension.

H1 : There is any significant differences after the implementation between descriptive text and descriptive text related to the local culture in students' reading comprehension.

The researcher find out whether the hypothesis proposed in this study is accepted or rejected using Paired Sample T-test through Statistical Package for Social Science (SPSS). The result of the analysis is provided in the following table.

Table 3. Paired Samples Test

		Paired Samples Test							
		Paired Differences					T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair					Lower	Upper			
1	PRETEST - POSTTEST	12.353	7.710	1.322	9.663	15.043	9.342	34	.000

The table shows that the result of the significance of two-tailed value is 0.000. It is proved that the H1 is accepted since 0.000 is lower than 0.05. Besides, if the t-value (9.342) is compared with the t-table (2.0322), it can be seen that the student's reading comprehension increase since t-value > t-table. By comparing the result of pre-test to post-test and paired sample t-test, it can be concluded that there is any significant improvement after learning using descriptive text related to the local culture in students' reading comprehension.

3. The Aspect of Reading Between Pretest and Posttest

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

Table 4. Aspect of Reading Comprehension Between Pretest and Posttest

Variable	Mean		Mean Difference
	Pre-Test	Post-Test	
Main Idea	13.67	14.85	1.18
Specific Information	12.64	14.71	2.07
Inference	13.23	15	1.77
Reference	12.20	15.88	3.68
Vocabulary	12.5	16.18	3.68

According to the table, there was a significant improvement in each aspect of reading comprehension between pre-test and post-test. Firstly, the mean value main idea aspect of post-test was 14.85 higher

than the mean value main idea aspect of pre-test was 13.67 with a mean difference was 1.18. Secondly, the mean value specific information aspect of post-test was 14.71 higher than the mean value specific information aspect of pre-test was 12.64 with a mean difference was 2.07. Thirdly, the mean value inference aspect of post-test was 15 higher than the mean value inference aspect of pre-test was 13.23 with a mean difference was 1.77. Fourthly, the mean value reference aspect of post-test was 15.88 higher than the mean value reference aspect of pre-test was 12.20 with a mean difference was 3.68. Fifthly, the mean value vocabulary aspect of post-test was 16.18 higher than the mean value vocabulary aspect of pre-test was 12.5 with a mean difference was 3.68.

4. The Result of Questionnaire

In this part, researcher shows the percentages to classify students' appraisal is displayed in the table below.

Table 4.11 Criteria of Students' Appraisal

No	Percentage	Frequency	Criteria
1	≥ 85%	10	Very positive
2	70% - 84%	15	Positive
3	55% – 69%	3	Moderate
4	40% – 54%	6	Negative
5	≤ 39	0	Very negative

Based on the table above shows it was found that most of the students' appraisal was above 70% with total frequency of 25 students which in the high category. It concluded that students had a positive appraisal after the implementation of descriptive text related to the local culture in improving students' reading comprehension. Therefore, learning using descriptive text related to the local culture is considered successful and students feel interested and enjoy during the learning process.

5. Discussion of The Findings

All of the data have been gathered successfully conducted by following the research process. There were four meetings used in conducted this research. In the first meeting, the pretest was given to the students to know the students' initial ability before treatment. After that, the treatment was conducted three times in the second meeting. During this step, the researcher provide and explain the material about descriptive text related local culture using power point at the first time, and at the second and third time the researcher distributed question exercise, then students must be answered the question exercise, after that discuss the answer together. Then in the third meeting, the posttest was given to know whether there is an increase in student scores after treatment. Lastly, the questionnaire was distributed in four meetings to know the students' appraisal after the implementation. Furthermore, the researcher collected and analyzed the data in order to know the answer of the proposed research questions.

Regarding the first research question, it was found that students' reading comprehension was improved after being taught through descriptive text related to the local culture since the mean of posttest was higher than the mean of pretest. This finding is supported by several evidences. According to the table aspect of reading between pre-test and post-test, there are five aspects that must be in reading comprehension. The implementation of descriptive text related to the local culture can be said successful in improving reading comprehension if the students can understand every

aspect of reading. When the researcher do treatment using descriptive text related to the local culture the students can easily understand because they already have background knowledge about the material that has been provided.

Another evidence is nowadays the development of reading text teaching materials in the form of descriptive texts based on local culture has not been conducted. This is certainly an important and effective way in improving students' reading comprehension. This is also supported by the statement of Adaskou, Britten, & Fahzi (1990) that reading texts can be considered as an ideal medium to expose cultural content in ELT materials. Students can more easily understand the material or content of reading texts in the form of descriptive texts because they are already know several cultures around them.

Additionally, the use of local cultural materials in teaching descriptive texts attracts students' interest because the materials presented are familiar to them. When learning activities students become easy to understand the content of English texts and also increase their vocabulary. Also reviewed from the finding of Estuarso, Basthomi, and Widiati (2016) stated that the students need cultural reading material about their area as a learning resource. Then, students like to read English about their own culture, and also like to read about places that are familiar to their experience. Therefore, it can be said that the use of local culture materials in descriptive text is the best way for teaching in improving students' reading comprehension.

Then, teaching reading comprehension using descriptive texts based on local culture makes students participate in preserving their cultural identity. They can learn about the culture of Lampung and also learn English in one unit. As stated by Dalimunte and Tipka as cited in Cahyono (2013) mentions that teaching English through local culture provides several advantages such as activating students' background knowledge, making students interested and motivating them to talk about their own culture, and providing relevant material for the needs of many students.

One effort to provide knowledge about students' local culture was by presenting it in reading materials. Incorporating the local culture of Lampung in developing reading materials is necessary. As reported by Sopian, Inderawati, & Petrus (2019) and Elviana, Inderawati, & Mirizon (2020) that providing materials based on local culture could motivate students as well as enhance their reading comprehension, which the result of their studies showed most of the students achieved the mastery criterion using their developed product which based on local culture. Therefore, it can be concluded that local culture can be used as teaching material to attract students' interest and help them understand reading texts more easily.

Furthermore, concerning the answer of the second research question, from the results presented before, it can be seen that the students had a positive appraisal after the implementation. It can be seen from the frequency of students was above 70% who have a high appraisal was 25 and the frequency of students under 55% who have a low appraisal was 6. It means that the frequency of the students' who have a high appraisal with range frequency (70-100%) was higher than students who have a low appraisal with range frequency (1-54%). Most of the students accepted the implementation of descriptive text related to the local culture and they feel enjoyed during the learning process.

Additionally, learning descriptive texts related to the local culture makes students motivated, interested, and familiar, so that they get the best results from the material that has been given. The developed material provided new knowledge about Lampung culture and English at the same time. This is also reviewed from the finding of Ningtiyas (2016) in Ayu, Machdalena & Fiftinova (2018) state that the positive appraisal of students have shown students' motivation, interest, and enthusiasm and get better results in reading comprehension after the implementation of descriptive texts related to local culture.

In conclusion, the implementation of descriptive texts related to the local culture could help students in improve reading comprehension. It can be seen from the score of students were increased and also gave a positive appraisal after the learning process. Students feel more interested, motivated and enthusiastic about the material provided, and more easily in understand the contents of reading text. They also enjoyed the activities and learning process of reading that have been provided.

IV. CONCLUSION AND SUGGESTION

This chapter discusses the conclusions and suggestions related to the results of the research which are elaborated in the following section.

There is a significant improvement after the implementation of descriptive text related to the local culture in students' reading comprehension. It could be seen from the computation of the significance of the two-tailed value is 0.000 which is lower than 0.05. Besides, if the t-value (9.342) is compared with the t-table (2.0322), it can be seen that the student's reading comprehension increase since $t\text{-value} > t\text{-table}$. In addition, students showed an effective increase in students' reading comprehension after the implementation of descriptive texts related to local culture. This is evidenced by the mean value of students' reading comprehension on the pre-test (64.26) and post-test (76.62).

Students had a positive appraisal after the implementation of descriptive text related to the local culture in improving students' reading comprehension. It can be seen from the responses that students gave in questionnaires of students' perception. Therefore, it can be concluded that learning considered successful and students feel interested and enjoy the learning process.

According to the conclusion above, the researcher draws several suggestions as follows:

First suggestions for English teachers, the learning process must be conducted effectively by considering the material to be given to students. Teachers should provide material that can attract students, especially material about reading. Furthermore, it would be better if the teacher provided material related to the around culture accompanied by pictures, so that the process of describing or imagining a text can be done easily by students. This can help teachers to stimulate students' interest and motivation during the learning process. Teachers can provide a lot of reading comprehension exercises so that students are more accustomed and experience ease in analyzing and understanding the content of an English reading text.

Second suggestions for further researchers, this research was conducted at the second level of high school. Therefore, further researchers can try to conduct research on first-year high school students or at different school levels, such as junior high school level. In addition, further researchers can also add strategies in learning reading comprehension. Furthermore, the researcher can add questions for the pre-test and post-test about Lampung culture which is still much to be explored.

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Improving students' ability in writing descriptive text through guiding question at SMPN 13 Bandar Lampung

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ABSTRACT

The aims of the research were to find out whether there was an improvement of the students' writing ability in descriptive text and students' perceptions after the implementation of Guiding Question. The research was a quantitative-qualitative research. The design used in this research was one group pretest and posttest. The subjects were 24 students of class VIII E of SMP Negeri 13 Bandar Lampung. The instruments were writing test and interview protocol. The data were in the form of scores and transcripts taken from the pretest and posttest and those were analyzed by using Paired Sample t-test. The results showed that students' writing score was gained 13.75 points from 50.16 in pretest to 63.91 in posttest and the statistical result showed that the significance score was 0.00 it means that there is a significant improvement on students' ability in writing descriptive text since $0.00 < 0.05$. Furthermore, the result of the interview showed that students found it easy and enjoyed while learning descriptive text through Guiding Questions so it can be concluded that students had positive perceptions during the implementation of guiding questions technique in the class. The result of the interview also shows that most students did not feel any difficult, stressed or frustrated and they were also interested and motivated when this media was applied. It can be concluded that Guiding Questions provides a positive impact for the students when it was applied in the class as a teaching media.

Keywords: *guiding questions, writing ability.*

I. INTRODUCTION

English has been positioned as a compulsory subject at middle school, high school and university levels. The goal of teaching English based on curriculum 2013 is to enable the students to communicate in English in both spoken and written forms. To achieve the goal, the students should learn four language skills; listening, speaking, reading, and writing. Writing skill is important for students to master because it shows how capable students are in their language mastery since writing engage all five important components of language; content, organization, vocabulary, language use, and mechanics. If the students are able to write well, it means that they comprehend those five components well. Raimes (1983) says that writing is a skill in which we express the ideas, feelings, and thoughts arranged in words, sentences, and paragraphs using eyes, brain, and hand. Geyser (2007) states that writing gives student sufficient time to process the information whereas speaking does not. Meanwhile, Nik (2010) states that writing is not just putting pen to paper or writing down ideas but it is how these ideas are presented or expressed effectively. Since early 1950s, students' perceptions also have been an important issue in a

research. Studies were carried out relating to the intelligence, interests, aptitudes, students' personality characteristics and achievements in school. As Shuell (2011) writes, "it is the students' perceptions, prior knowledge, and beliefs that determine what they learn something approximating the instructional goals of the teacher. However, there are still so many students in Indonesia who cannot express their ideas well through writing. This is probably caused either by their environment which does not support them or by their English teachers who do not give adequate motivations and aids for them to write. It was found that there were many students who were confused about what they should write. Sometimes, they made some repetitions of what they had written. They are unable to generate their idea. They get confused how to start to write, how to express their idea in written form, and how to develop their idea. For that reasons, in order to overcome the students' difficulties in writing, the researcher chooses a technique to facilitate the students in writing. One of them is the guiding question. According to Traver (1998), a guiding question is a fundamental query that directs the search for understanding and basically the teacher gives a series of questions related to pictures so that the students will be helped by it. The following specific research questions guided the study:

1. Is there any improvement of students' writing achievement of descriptive text before and after being taught using guiding question?
2. What are the students' perceptions toward the implementation of guiding question in teaching writing descriptive text?

II. METHOD

Participant

The Participants of this study were 24 students of SMPN 13 Bandar Lampung.

Instrument

The instrument of this research were a writing test and also interview protocol.

Data Analysis

In order to get the results of this research, the researcher divided the analysis into quantitative and qualitative data analysis using some steps as follows:

A. Quantitative Data Analysis

1. Scoring the pre-test and post-test.
2. Tabulating the results of the tests and calculating the means of pre-test and the posttest.
3. Drawing conclusion from the tabulated results of the test given, that is by statistically analyzing the data using Paired Sample t-test to show the differences between pre-test and post-test of experimental class for answering the hypothesis. The data was computed through SPSS.

B. Qualitative Data Analysis

1. Record the students' answer during the interview.
2. Analyzing the students' answer based on the recorded interview and the transcript.

III. RESULTS AND DISCUSSION

Results

The pre-test and post-test were administered in the experimental class to find out whether there is an improvement in students' ability in writing descriptive text. Both pre-test and post-test was given in the form of essay test with time allocation was 80 minutes. The pre-test was conducted in order to know the students' writing skill before being given treatments. Meanwhile, the post-test was conducted in order to find out the students' improvement in writing descriptive text after being taught by guiding questions. The frequency results of the pre-test and post-test are listed as follows:

Table 1 Students' Pre-test and Post-test Result

No	Score	Frequency of Pre-test	Frequency of Post-test
1	34-43	2	-
2	44-53	15	-
3	54-63	7	10
4	64-73	-	11
5	74-83	-	3
6	84-93	-	-
TOTAL		24	24
MEAN		50.16	63.91

The pre-test column in the table shows that the students still attained low quality of writing descriptive text before being given treatments. It was found out that the mean score of the pre-test was 50.16 with the highest score was 60 and the lowest score was 40. Besides, the post-test column in the table shows that there is an improvement on students' score after being given the treatments. It was found out that the mean score of post-test was 63.91 with the highest score was 74 and the lowest score was 54.

The researcher used Paired Sample T-Test to test the hypotheses and this was the result of the test.

Table 2 Paired Sample Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	63.9167	24	6.05710	1.23640
	Pretest	50.1667	24	5.37034	1.09622

Table 3 Paired Sample Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Posttest & Pretest	24	.508	.011

Table 4 Paired Sample Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	13.75000	5.69706	1.16291	11.34434	16.15566	11.824	23	.000

In the table above, we can see that the results showed that the computation of the value of two tailed significance is 0.000. It means that H1 is accepted because $0.00 < 0.05$. It proves that there is improvement on students' writing skill from pre-test to post-test after being taught by guiding questions for writing descriptive text. Then, if the t-value (11.069) compared with t-table (2.0518), it can be seen that the students' writing improves since $t\text{-value} > t\text{-table}$. It can be concluded that there is an improvement of students' writing in descriptive text through guiding questions for the first grade students of Junior High School 13 Bandar Lampung.

The data of students' perceptions was gained from the guided interview. In the interview, the researcher took 8 students from the class to be the respondents and they were asked about their perceptions after the implementation of guiding questions. To make sure they gave consistent answers, the researcher also made sound records during the interview session. There are five categories of perceptions to bring up students' perceptions such as: difficulty level, stress, confidence, interest, and motivation. The responses for each category were symbolized (+) and (-) for coding purposes. The (+) symbol means positive perception from the respondents for the categories while (-) symbol means respondents' negative perceptions of the implementation of guiding questions. Furthermore, the data of students' perception is showed in the table below:

Table 5 Result of Students' Interview

No	Categories	Number of Students' Feedback	
		+	-
1.	Difficulty level	8	0
2.	Stress	7	1
3.	Confidence	7	1
4.	Interest	4	4
5.	Motivation	6	2

Discussion

The results of the research showed that the students' writing skill improved after being taught by guiding questions at the first grade of Junior High School 13 Bandar Lampung. From the results presented before, it can be seen that the score of the students' post-test was higher than the score of pre-test. This can be seen from the mean score of the pre-test was 50.16 which is improved to 63.9 in the post-test. In this research, there was only one class used as the sample of the research. The research was begun by conducting the pre-test. The aim of the pre-test is to see how far the students' skill to write descriptive text. In the pre-test, the researcher found out many students did not have a good idea or content to produce a good text. It can be seen from the students' work, they had limitation in developing the idea. Researcher also still found the problem in the organization that the students were confused to organize their paragraph coherently. The research about students' perceptions that had been conducted by the researcher showed that at least there are five categories of students' perception that can be evaluated as adapted from Mahpul (2014). The result shows that the students had different perceptions after the implementation of guiding questions. It can be seen from all the respondents' answer. Most of the respondents did not feel any difficulties, stressed or frustrated when the media applied in the class. They were also interested and motivated whether this media is applied in further study. It can be concluded that Guiding Questions provides a positive impact for the students when it were applied in the class as a teaching media.

IV. CONSLUSIONS AND SUGGESTIONS

Conclusions

The implementation of guiding questions was good to improve students' writing ability. Based on the result of the tests and analyzing the data, there was an improvement in students' writing ability after the implementation of guiding questions. It could be seen from the improvements of students' writing score in the pre-test and post-test. The mean score was improved from 50.16 in pre-test to 63.9 in post-test. Meanwhile, the students had different perceptions after the implementation of guiding questions. It can be seen from all the respondents' answer. Most of the respondents did not feel any difficulties, stressed or frustrated when the media applied in the class. They were also interested and motivated whether this media is applied in further study. It can be concluded that Guiding Questions provides a positive impact for the students when it were applied in the class as a teaching media.

Suggestions

In reference to the conclusion above, the writer gives some suggestions as follows:

A. Suggestions for English Teachers

1. Considering the advantages of guiding questions, the researcher suggests that English teachers of the class to apply guiding questions as an alternative way in teaching writing especially descriptive text.

2. The learning process should be done effectively by considering the time to apply guiding questions in teaching writing because the teacher need to prepare the learning tools such as printed files of guiding questions and other stuffs.

B. Suggestions for Further Researchers

1. This study was conducted in a junior high school level. Therefore, further researchers may try to find out the effect of using guiding questions in different level of school: senior high school and university level.

2. This study was aimed to find the students' perceptions after the implementation of guiding questions in the class. Therefore, further researcher can try to find out the responses, motivation or attitude of the students. Due to the pandemic condition, the researcher realized there is still any limitation in this research which less take an attention in students difficulty in writing text.

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**Using Silent demonstration to increase students' writing in procedure text
at the second grade students of SMK-SMTI Bandar Lampung**

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ABSTRACT

This research was aimed to find out whether there is a significant improvement of students' writing ability before and after being taught through Silent Demonstration. By applying quantitative approach, the researcher intended to discuss the difference of students' procedure text writing. The researcher chose XI APL 2 at SMK-SMTI Bandar Lampung students as a sample, which the number of students reached 37 people using purposive sampling. This study employed one-group pre-test and post-test design by comparing the mean score of the tests. The result showed that the mean of post-test, which is 79.49 is higher than the mean of pre-test at 64.03. In addition, the significance of the test is 0.000 lower than 0.05. It can be also supported by the evidence that verifies the statement was the t-value which showed higher number than t-table by having the result $19.407 > 2.0281$.

Keywords: *teaching writing, procedure text, silent demonstration, students' writing ability*

I. INTRODUCTION

English is a universal language because this language is widely used by several countries as their main language. For this reason, English is very important to be mastered. In Indonesia, English is a compulsory subject learned in elementary to college level. There are four skills that should be mastered by language learners especially in English, such as listening, speaking, reading, and writing. Among the four language skills, Richard and Renandya (2002) state that writing is the most difficult skill to be mastered by students. This is an important aspect in language learning. Writing consists of words and those words are put together in particular formations to make sentences which are then grouped together into paragraphs (Creme and Lea, 2003).

The ideas that have been created are then made into written form through some thinking process. In addition, it is necessary to have aspects that support in order to achieve a proper composition. According to Jacobs et al. (1981) state that there are five aspects in the process of writing that should be considered in order to make the writers successful in their writing. Content contains ideas from the writer which are developed into a productive communicative information which is then realized into written form. The ideas that have been created are then expressed into a series of cohesive and logical paragraphs so as to produce a writing that is clearly understood by the readers, it refers to organization aspect. Third, the right choice of words are very necessary in conveying meaning to the reader through writing, so that the writers are required to have a lot of vocabulary. Then, language use that refers to the use of appropriate language by paying attention to tenses with several time sequences, grammatical patterns and choosing the right syntactic patterns. The last, correct mechanism in writing includes spelling,

punctuation, capitalization and paragraphs are needed.

Writing is grouped into several types of text. One of types of text is procedure text which refers to the daily life that is usually done. A procedure explains how to do something. According to Anderson et al., (1997), the procedure is a piece of text that gives us instructions for doing something. As said by Derewianka (2004: 23-27), this text is related to people's daily lives, with examples in giving instructions to make something, in game rules, in recipes, manual steps, direction of goals. In writing procedure text, the learners must be able to know the sequential steps that they will explain clearly in the text, so that the readers can understand the steps and they can do the same activity.

In SMK-SMTI Bandar Lampung, students have difficulty in their writing ability, especially at the second grade of students. Based on the preliminary observation and interview with one of the English teachers in that school, he explained that students' scores in writing procedure text were still low. The factors that causes it was that students were less confident in writing in writing subject, they were worried about making mistakes and getting problems in writing subjects. In addition, students are not able to write procedure text accurately. Some of the students were less motivated in learning writing English. Thus, students do not know what things they should improve in writing. Therefore, these problems need to be resolved with a development in students' understanding of writing.

In writing procedure text, there are several problems faced by students. Hence, to solve those problems, this research offers a solution by implementing silent demonstration. According to Brown (2007:147) demonstration is a teaching technique which often combines oral explanation with the handling or operation of equipment and materials. It means that demonstration not only explain about how something works orally but also involves showing what and how something works in action. But, the strategy that will be used in teaching this text procedure is in a situation where the teacher gives a little explanation or in silent. In line with Petty (2009) defines that Silent Demonstration is a strategy that the teacher explains the demonstration without explanation and asks the students to watch carefully as they will later be asked exactly what was done, and why.

In its application, this study the researcher used video as a media. The reason for using silent demonstration videos in improving students' writing ability is because in English education, the use of video with sound and explanation is commonly used to improve student learning outcomes in writing. Therefore, the researcher did a different treatment by modifying the silent demonstration to have a little explanation about the video, so that the students could digest what they had seen and then applied it in writing a complete and coherent text procedure. By using silent demonstration as a method of teaching, students will not find difficulties in getting an idea to write, because it illustrates how to do something in a step-by-step. Animated videos were utilized in the teaching and learning process. By using it, hopefully could help students to improve their writing ability.

Supported by the other researchers, who had conducted the same research previously, Ani Hayah (2011) students become interested in learning, especially in learning procedure text which contains sequential steps to do or make something. Moreover, the research by Ratna

(2017) and Rosa Hasliana (2020) showed that silent demonstration was considered capable of improving students' writing ability, especially in procedure text.

Based on the explanation above, the formulation of the problem is formed, namely: Is there any significant increase of students' writing ability before and after being taught through silent demonstration?. In line with the problem, the objective of this research is to find out whether silent demonstration can increase students' procedure text writing ability after being taught through silent demonstration. Silent demonstration is chosen as a method in teaching writing procedure text because student can be mentally alert after learning process. This method is recommended for a teacher to teach procedure text because it covers all the necessary step in effective learning order. The demonstration steps give student the opportunity to see the detail to do or make something then they write into a procedure text.

II. METHODS

By applying quantitative approach, the researcher intended to discuss the difference of students' procedure text writing after were taught through silent demonstration. The researcher chose XI APL 2 at SMK-SMTI Bandar Lampung students using purposive sampling. Setiyadi (2018) stated that the motive of purposive sampling is to determine which subject on population could represent the case of the research. Based on this, the selected sample must be in accordance with the problem and research objective. The english teacher said that class has a lowest score in writing subject. Therefore, the researcher chose XI APL 2 students as a sample, which the number of students reached 37 people.

The researcher choose experimental research as the most suitable design. Creswell(2012: 294), argues that the experiment design is a traditional approach to do a research quantitatively. Moreover, Lodico et al (2010) defines that experimental research isto determine whether a particular approach or way of doing something different is better than a more traditional approach that has served as the standard practice. The type of experimental research used by the researcher is quasi-experiment or pre-experimental research. According to Creswell (2008), quasi-experimental research includes an assignment, but the participants are not randomly assigned to conditions or orders of conditions (Cook and Campbell, 1979). Sugiyono (2014:109) explained, this design only includes one group or class given pre and post-test without the presence of a control or comparison group.

There are two variables in this study, the variable X which is commonly referred to as the independent variable. Independent variable is the attribute or characteristic that affect an outcome or dependent variable (Creswell, 2012:116), then the variable X itself is silent demonstration, whereas the effect of independent variable or variable Y (Creswell, 2012:115) referred to students' ability in writing procedure text.

Five meetings have been conducted in this study, with the details: two meetings were held face-to-face in classroom and the rest were only held online via zoom. Moreover, in every treatment, the students were always given feedback by their pair (other students) if the class was held offline, while the teacher itself would provide corrections if the class was conducted online. In pretest, the students were asked to write their own procedure text. The researcher recorded the scores that students produce in this first test. Giving a pre-test to student was used as a benchmark for the success of the silent demonstration later. After that, the students were given

treatment by using video in the form of silent demonstration for three meetings. In the last stage of this research was to conduct a posttest. The students were asked to write a procedure text again from the selected topic to re-measure their writing ability based on the treatment that had been given previously. The students' writing should be based on appropriate aspects of writing.

This study employed one-group pre-test-post-test design by comparing the mean score of pre-test and post-test, then utilizing Repeated Measure T-Test to analyze the data using SPSS (Statistical Program for Social Sciences) version 22.0 for windows. The consistency of this writing test can be seen from the use of inter-rater reliability. It means that there were two raters, the researcher and also the teacher, who examine the students' writing test. The results of the two raters were compared to determine reliability. Therefore, the researcher used Rank Spearman Correlation to identify the correlation between the two raters. The students' writing results were examined with aspects of the research proposed by Jacobs et al. (1981) which consist of content, vocabulary, grammar, language use, and mechanics. The two tests were compared to find out the significant differences used to answer the research question.

III. RESULTS AND DISCUSSIONS

Result

This study is focused on the implementation of silent demonstration in both offline-online learning situation to teach writing in order to know its effect to the improvement of students' procedure text writing in senior high school level. The teaching and learning process was held directly and virtually for three weeks starting from October 21 to November 5 at SMK-SMTI Bandar Lampung. There were about 37 students of XI APL 2 with 16 male students and 21 female students as a sample. A total of six meetings were held in this study. Pre-test was given at the first meeting. After that, further explanation of the text procedure material and also introduction to students in the use of silent demonstration videos in writing this type of text was carried out at the second, third and fourth meetings. Finally, students were asked to do a post-test at their last meeting.

Table 4.1 Mean of Students' Pretest and Posttest

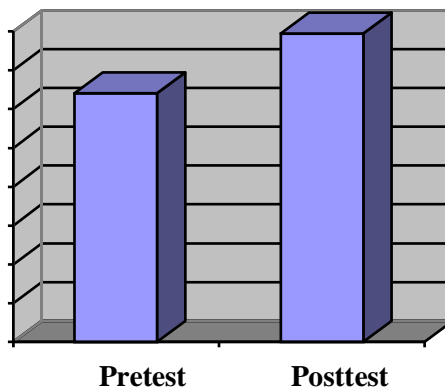
	N	Min.	Max.	Mean	Std. Deviation
Pretest	37	54	74	64.03	5.236
Posttest	37	73	87	79.49	3.501

Based on the result of the data shown in the table 4.1, most of the students with a total of about 33 people did not reach the Minimum Mastery Criterion which is the minimum standard value in English lesson is 72. The rest of the students, which was four people, got enough scores in this first test. The results of the first test of students are still not able to fulfill the standards in English lessons. Whereas, after receiving treatment using silent demonstration videos for several times, students were given a post-test as the final result of this study which aims to see whether there was an increase in students' writing ability in procedure text. It can be summarized that the average result of the pretest is 64.03, while the posttest score was achieved by 79.49. The highest score obtained from the posttest was 87 and the lowest value from the

pretest was 54.

In addition, the comparison of students' writing test between pretest and posttest can be seen graph 4.1:

Graph 4.1 Comparison of Students' Writing Test



The hypotheses test by *Shapiro-Wilk Formula* was applied to know whether the data are normally distributed or not. A value of 0.05 is used to measure the level of significance. H0 is accepted if the result of normality test is higher than 0.05 ($sign > 0.05$). The result of normality test is shown in the table 4.2 :

Table 4.2 Test of Normality

Test	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.100	37	.200*	.973	37	.486
Posttest	.099	37	.200*	.982	37	.810

Those data have been proven to be considered distributed normally. As can be seen that the pretest result is 0.486 while the value of the normality of posttest is 0.810. So, H0 is accepted as the data from both tests are higher than 0.05 which indicate that the test have normal distribution.

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

Table 4.3 Repeated Measure T-test

	Mean	Std. deviation	Lower	Upper	t	Df	Sig.
Pretest							
Posttest	15.459	4.845	13.844	17.075	19,407	36	.000

Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is accepted because the t-test is $0.000 < 0.05$. It can be also supported by the evidence that verifies those statements is the t-value which shows higher number than t-table by having the result $19.407 > 2.0281$.

Table 4.4 Gain of Students' Writing Aspects

Writing Aspects	Mean of Students' Pretest	Mean of Students' Posttest	Gain
Content	18.7	24.37	5.67
Organization	14.5	16.94	2.44
Vocabulary	14.3	16.62	2.32
Language Use	14.3	18.08	3.78
Mechanics	3.1	3.68	0.58

The gain of the writing aspect of students which have the most prominent value is content. Based on these data, the content aspect has a value comparison that is quite far compared to other aspects, which is around 5.67. This is because with the help of silent demonstration, students will understand more about what ideas they will develop from the topic. Meanwhile, the mechanic aspect which is not too focused in this research, has the lowest gain among other aspects.

Discussion

Learning is something that must be considered in the process in order to get the goals of the learner itself. In line with Abidin in Dewi and Sobari (2018), learning is a creative process requires students to do a number of activities so that students can build knowledge independently and develop their creativity. Therefore, one of the solution that can be done in overcoming problems in student difficulties is silent demonstration video. According to Cole and Chan (1994:124), the advantage when teacher uses demonstration as a media for teaching because it is useful to capture students' attention. In this study, a silent demonstration is shown using a video which is different in every meeting. They can see how something is done or made through animated videos.

The use of silent demonstration through video was applied in improving students' writing ability in procedure text. By taking a sample of one of the second grade SMK SMTI Bandar Lampung, namely XI APL 2, the researcher conducted a pretest, three meetings with treatment and a posttest. First, the researcher gave a writing test without being given any explanation or assistance. This initial test was taken to measure their ability before being given anything. After that, students were given treatment using silent demonstration videos and explanations of procedure text material for three times for writing their text. At the end of the meeting, students were asked to take their tests to measure their abilities after being given treatment. All assessments were recorded at each meeting for a total of five times to see the progress that was in each of their writing results.

The data on student scores cannot be separated from the writing aspect. In the two tests, they should be able to write in a proper composition with the aspects proposed by Jacobs et al. (1981) that are content, organization, vocabulary, language use and mechanics. At the first meeting, the students had a low score in procedure text writing. The data were supported by

observation from every aspect of students' writing. Most of students find it difficult to develop their main ideas into coherent and clear steps. The students sometimes skip to write one of the steps, they even forget the structure of writing in procedure text itself. For example, one of the students chose "how to make instant noodle". In her writing, the steps in making it were not clear. Moreover, the writing was not in order of making noodles as usual. For example, "heat the water until it really boils, add instant noodle. When cooking boiled noodles, use the old boiled water for the sauce. No need to replace the new one". This was clear from the examples provided that the steps were not described in detail. So, because it made the readers confused, they did not understand the contents of the steps that have been written by the writer. Inappropriate organization will make the content of the writing incomprehensible to the readers.

After conducted the research, the students seem to be able to write procedure text appropriately. According to the results, the two most prominent aspects were content and organization. Student scores on both aspects had a high increase before being treated with silent demonstration videos. Content and organization were two aspects that have improved significantly. As in the posttest example taken from one of the students in writing "how to make fried rice", that is "First, prepare a frying pan and pour the cooking oil. Next, turn on the stove and heat the frying pan by using a medium heat". This example was proved that the students' writing, especially the content and organization, were clear and detailed in every step. Besides that, the other three aspects, such as vocabulary, language use and mechanics, have also made a good change compared to before.

According to those data, silent demonstration is considered capable of improving students' writing ability. The demonstration method can be applied to make it easier for someone in the process writing, especially in writing procedure text. This method is intended for students who are still under ability to produce a procedure text. Lack of student ability in making procedure text against the background of the lack of planned learning made by educators, are less precise in using learning method in continuity of teaching and learning.

The findings of this research, in line with the previous research by Ratna (2017), the students who were taught using silent demonstration strategy got higher score. Silent demonstration gives beneficial contribution in increasing the student writing achievement during the instructional process. Furthermore, the implementation of silent demonstration videos as a way to improve students' writing ability was successful. This can be proven by an increase that occurs in the results of the posttest scores of students after being given a video procedure in making or doing something with a silent demonstration.

IV. CONCLUSION AND SUGGESTIONS

Conclusion

The implementation of silent demonstration can create a fun learning process. Students are very enthusiastic about watching animated videos in the form of silent demonstrations that can support their ability to write procedural texts. Furthermore, students are involved in an active learning process, because the use of demonstrations creates a new atmosphere for students in the classroom. The students experienced positive progress during the teaching and learning process. They can clearly see how something is made or done. by recording some points from the video they have watched, then the ideas from these points are developed into a proper procedure text.

Suggestions

The use of silent demonstration through video can be applied by the teachers, especially in learning to write procedure text. Students will be more interested if the process of learning activity is accompanied by an interesting way when compared to the conventional. Providing silent demonstration video in animated form is a good choice. In addition, the students will participate more actively in learning that is not monotonous. In its application to students, teachers should pay more attention to what must be prepared in applying silent demonstration videos in their teaching. This is because this media requires a lot of preparation and sufficient time management. The teacher must also be able to ensure that all students understand what step in demonstration is being carried out. Lastly, the researcher considers getting validation from further research on the same topic, as this silent demonstration can be used in other schools. The researcher hopes that the use of the video method in this silent demonstration can improve better results in learning and teaching writing procedure text.

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The correlation between students' reading fluency and their reading comprehension

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ABSTRACT

As stated in the literature, it is widely accepted that reading fluency and comprehension are critical components of English learning. Reading fluency, which refers to a person's ability to read a text quickly and accurately, is a necessary skill for students when learning English, and numerous studies on reading fluency and comprehension have been conducted. However, research on the relationship between reading fluency and reading comprehension at the high school level is still uncommon. Therefore, this research sought to determine the relationship between students' reading fluency and reading comprehension. This study took a quantitative approach, collecting data from 36 students in Class XI IPA 1 at UPT SMA Negeri 3 Empat Lawang using an oral reading fluency test and a reading comprehension test. The data were analysed using the Person Product-Moment correlation analysis in SPSS Version 20 for Windows. This study found a strong correlation between reading fluency and reading comprehension ($0.000 < 0.829$). The higher the reading fluency of students, the higher their reading comprehension achievement will be. On the contrary, the lower the reading fluency of students, the lower their reading comprehension achievement. The implications of the study's findings and suggestions for future research are also discussed.

Keywords: *Correlation, Reading Fluency, and Reading Comprehension*

I. INTRODUCTION

Reading is an active thinking activity that involves the text, the reader, to get information and to build the meaning based on the readers' prior knowledge is important to be learned and mastered by every learner. Reading is an important skill that must be mastered by students, because the students must be able to read and understand an English text. It requires learners to understand the ideas conveyed by the writer. The process of combining information from a text and reader own background knowledge to build meaning is called reading (Nunan, 2003). It means that the meaning does not rest in text nor does it rest in reader because the readers' background knowledge integrates with the text to build the meaning.

According to Armbruster (2000), comprehension is the goal for reading. Actually, the readers are not really reading when they can read but cannot get the point of what they are reading. It can be said that reading comprehension is an act of understanding what you are reading. Reading comprehension can be defined broadly as a process of constructing a supportable understanding of a text (Neufeld, 2011). Without comprehension, reading is just an activity to decode printed materials with no understanding. Then, Pardo (2004) describes that comprehension skill is the basis for reading, and in order for students to obtain and use effective comprehension skills they must possess a variety of skills, including decoding and fluency. It is also supported that reading comprehension is a very complex skill (Armbruster, 2000). It is much more than decoding. This skill involves elements like in reading a text accurately and fluently, sufficient background knowledge and vocabulary to make sense of the content.

In recent years fluency has been an interesting topic in language learning. Fluency is the bridge between decoding and comprehension (Pikulski, 2014). Decoding refers to a child's ability to

recognize words. Fluency also allows a reader to notice that meaning is not only carried through by word, but by expression, punctuation, and phrasing (Rasinski, 2004). Once a student can learn to accurately, effectively, and effortlessly decode words, he or she can begin to read passages and stories naturally, and they can focus on understanding (Rasinski, 2012).

Therefore, to achieve success in language teaching and learning process especially English as a foreign language (EFL), reading fluency is one of important one. Fluency is the ability to read a text accurately, quickly, and with expression (Rasinski, 2004). It is important because it provides a link between word recognition and comprehension. Thus, student's reading fluency will help them to improve their reading comprehension ability (Hudson, 2012). Simultaneously, reading comprehension and reading fluency ability are both interrelated and/or many readers problem with recognition can lead to problems with fluency, which can lead to problems with comprehension (Habibah, 2015)

According to Talada (2007) in her dissertation, she found that almost every time her students read without fail. Therefore, she assumed that if her students read aloud a selected passage fluently without errors, the students would have a perfect score on comprehension questions. Then, she is interested in analyzing the relationship between oral reading fluency and comprehension. Her research found that students from the second and third grades of Catholic elementary school in New York have strong relation of oral reading fluency and reading comprehension.

It is quite similar when the researcher was doing an internship (*Pengenalan Lingkungan Persekolahan* (PLP)) at UPT SMA Negeri 3 Empat Lawang last semester. She found that reading was a hard activity for the eleventh-grade students. The students found it difficult to read a text. They were not fluent when asked to practice reading and most of them seemed confused to comprehend what they read. They found it difficult to identify information and to find a main idea of a text. The researcher, during the internship, gave them a text to practice reading followed with a reading comprehension test with ten questions related to the text they had read. The results indicated that their reading fluency was poor. Besides that, their reading comprehension was also low. Considering that issue, the researcher was interested in conducting this research.

II. METHOD

In this research, researcher was intended to find: there is correlation between students' reading fluency and their reading comprehension. The researcher used correlational study. Correlation study means the researcher use one group and take the data in one time without giving treatment. The data will be collected by seeing the correlation between cause and effect that might happen (after the fact) (Setiyadi, 2018). Since this research is intended to investigate the correlation between the students' reading fluency and their reading comprehension, the researcher will not give a treatment or experiment to the subjects. The researcher gains the data from the tests that measured each variable.

The population of this research was the eleven grade students of UPT SMA Negeri 3 Empat Lawang. The total number of populations was 268 students divided into 8 classes. According to Sugyono (2011) sample is part of populations or a representative of population which is observed or analyzed. Sample is a representative part of the total population. The sample will be taken by using cluster sampling technique. Cluster sampling technique involves obtaining a random sample of clusters from the population, with all members of each selected cluster invited to participate and each cluster has the same probability of being selected, independently of all others. Thus, the researcher will choose one class or cluster randomly.

In collecting the data, researcher used two kinds of test. They are oral reading test for the reading fluency and written test for the reading comprehension. The purpose of the test is to measure students' ability. Test is important point in this research because the researcher wants to know the students' ability in reading comprehension. In oral reading fluency the students were asked to read the passage in one minute to get the students' rate. Then, to know the student students' accuracy the researcher assessed the number of words read correctly in one minute. Last, to know the score of

students' prosody, the researcher used the dimension of expression and volume, phrasing, smoothness, and pace (sections of minimal disruption). The scoring rubric that adopted from (Jerry Zutell, 1991) the scoring rubric can be seen in appendix. At conclusion of one minute, the researcher records the students score for oral reading fluency test. Then, the reading comprehension test was taken from existing test, namely *Penilaian Tengah Semester* (PTS) or Mid Semester. The multiple-choice questions have five possible answers labeled A,B,C,D, E, the students was choosing one answer per question. The reading comprehension test covers five parts of reading aspects. It implies that, there are 5 aspects in every part of reading comprehension.

The compared the students, reading fluency scores and reading comprehension scores at the eleventh-grade students of UPT SMA Negeri 3 Empat Lawang. The test results are in form of scores or interval data. After the researcher obtaining these results, the researcher would analyze the relationship between students' reading fluency and their reading comprehension.

III. RESULT AND DISCUSSIONS

Result

The result of students' reading fluency and reading comprehension taken from the students' scores. The highest score of reading fluency was 92 and the lowest score was 25. While the highest scores of reading comprehension test was 95 and the lowest was 40.

In this research, to find out the correlation of students' reading fluency and their reading achievement, Pearson Product Moment Coefficient is applied. The correlation coefficient is found whenever the p-output was lower than 0.05 (Pallant, 2005). The analysis result is figured out in the table below.

Table 13 Result Analysis of Measuring Correlation from Students' Reading Fluency and Reading Comprehension

Correlation		Reading Fluency	Reading Comprehension
Reading Fluency	Pearson Correlation	1	.829**
	Sig. (2-tailed)		.000
	N	36	36
Reading Comprehension	Pearson Correlation	.829**	1
	Sig. (2-tailed)	.000	
	N	36	36

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

Based on the statistical analysis it is found that correlation coefficient of reading fluency and comprehension achievement was ® 0.829. This indicates that there is high correlation coefficient (0.829) is between 0.80 – 1.00 (Sugiyono, 2012). It is also found that there is significant correlation between students' reading fluency and reading comprehension achievement at Sig. 0.000.

Discussions

The discussion in this research is presented based on the result of findings and also discusses the review of related theory and analyses the data to clarify the findings. The researcher focuses on the correlation between students' score of reading fluency and reading comprehension at UPT. SMA Negeri 3 Empat Lawang. Here is the result above were discussed by relating them to previous researches.

Some findings are consistent with previous research. Firstly, the result show that there is correlation between students' reading fluency and their reading comprehension. In the previous research, the researcher correlated with reading comprehension. For example, reading fluency has a statically positive relationship with reading comprehension scores of the students in the second grade. The expected relationship is that the students that fluently at grade level will also thoroughly comprehend. Correspondingly, Students are unable to read fluently at their grade level will also be unable to thoro ughly comprehend (Talada, 2007).

Secondly, reading fluency have correlation with writing fluency and reading comprehension (Hardianto, 2019), she finds that reading fluency not only have correlation reading comprehension. But also reading fluency have correlation with writing fluency. The result shows there is a statically significant strongly positive correlation between reading comprehension and reading fluency. The research also showed a strong positive correlation between reading fluency and writing fluency in the posttest measurement. In the quasi-experimental study, the experimental group do not outperform the experimental group: both groups made significant progress.

Likewise, based on Habibah (2015) students' reading fluency gives 70.0% to their reading comprehension achievement. It can be said that the role of students' reading fluency was very high.

On the other hand, Rasinski (2004) stated that reading fluency is important because it provides a bridge between word recognition and comprehension. Because fluent reader do not have to concentrate on decoding the words, they can focus their attention on what the next means. Fluent readers recognize words and comprehend at the same time. Less fluent readers, however, must focus their attention on figuring out their words, leaving them little attention for understanding.

Last but not least, it is found that the students of UPT SMA Negeri 3 Empat Lawang in table 8 shows students' reading fluency score, the mean of the score is 64. It can be concluded that students in the XI grade were in developing category and it means quite good but still need many improvements inreadingfluencybecause reading fluency will help students to improve their reading comprehension ability and reading comprehension is one of the important skills in learning language (Hudson, 2012).

While every student has a different way to study especially in learning English, they have their own characteristic while learning. Through assessing students' score of reading fluency, the students will know how to develop a strategy in improving their reading fluency in the classroom. Readers study how to understand text verbally by listen to others read to them in a communicative and evocative approach. Hearing someone read aloud increases students' vocabulary, comprehension, and motivation for reading and it provides a model of how a passage may be interpreted orally (Patel M F, 2008). Learning how to orally be reading properly is not only from text books but it can be learned by other ways such as listening to the teacher or friend who read in classroom.

Based on the finding in table13, it shows students' reading comprehension score, the mean score is 72.6, the highest score is 95and the lowest score is 40. Most of students got the reading comprehension scores lower than standard scores. It concluded that students of UPT SMA Negeri 3 Empat Lawang in the XI grade were need many improvements in reading comprehension because comprehension is important for students in learning language especially English. In comprehending, sometimes students do not know the meaning of words or unfamiliar words,so that it can disturb their comprehension.

In order to explore the correlation between Reading Fluency and Reading Comprehension, correlation analysis is conducted using SPSS version 16.0. Based on the result of the correlation between students' reading fluency and reading comprehension in table13can be seen that has significance (Sig.=0.000) and Pearson Correlation=0.829. It means that between reading fluency and reading comprehension does correlate each other variable and degree of correlation is very high. The result affirmed theory correlation Pearson Product Moment thatif significance correlation < 0.05 it has

correlation between two variables. The details of the theory correlation coefficient were explained the degree correlation number is 0.0-199 is very low; 0.20– 0.99 is low; 0.40–0.599 is moderate; 0.60–0.799 is high; 0.80 – 1.000 is very high (Sugiyono :2012).

Table 14 "r" score Interpretation

Strength of Correlation	
Interval Coefficient ®	Correlation Level
0.00-0.199	Very Low Correlation
0.20- 0.399	Low Correlation
0.40- 0.599	Middle Correlation
0.60- 0.799	High Correlation
0.80- 1.000	Very High correlation

Sources: (Sugiyono, Metode Penelitian kuantitatif Kualitatif dan R&B, 2012)

In the final analysis, this research came to a conclusion that the students' reading fluency and reading comprehension has significant correlation. The better students' reading fluency, the better their reading comprehension achievement and vice versa.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

In comparing reading fluency and reading comprehension, the research came to the results of getting the relation between reading fluency and reading comprehension. The students were doing the test of fluency for measured the capacity of students' accuracy, automatic and expression. By comparing the test, as the result is there is relation between reading fluency and reading comprehension. In other words, the better students' reading fluency, the greater their reading comprehension achievement will be, and the lower students' reading fluency, the worst their reading comprehension achievement.

Suggestions

The result shows that when students' reading fluency in good score, their reading comprehension will also in good score and vice versa. Because of that, the teacher must keep in mind the level of students' reading fluency while teaching due to the fact having acknowledged them will then determine the techniques teachers used, what strategies a good way to teacher used to enhance students' reading fluency, because reading fluency can improve their reading comprehension achievement. subsequent, the teacher needs to be conscious in what level their students' reading fluency, through knowing this, the teachers can encourage students' interest about something, after which the students begin to read to make their fluency be better, and to get information wanted themselves. with any luck, the present research will also make contribution to be carried out new research to raise awareness of reading fluency for students' reading achievement and increase knowledge relative to reading fluency and its relationship with reading comprehension achievement, and other reading skills.

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Improving students' reading comprehension through visualization strategy

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ABSTRACT

This research was aimed to improve students' reading comprehension ability through the visualization strategy, and also to investigate students' perception toward the use of the visualization strategy. The subjects were 30 students of class VIII at SMPN 1 Seputih Raman. One group pre-test and post-test designs were used in this research. The instruments used in this research were reading comprehension tests (pre-and post-test) and questionnaires. The result of this research showed that the student's average progress score from pre-test was 52.37 and became 70,67 in post-test. After that, the Paired Sample t-test confirmed the hypothesis proposed by the researcher that there were significant differences in students' reading comprehension ability at the $p < 0.05$, $p = .000$. The results of the questionnaire to answer the second research question showed that most of the students' perceptions above 70% were in the high category. Therefore, based on the result, it is concluded the student's perceptions toward the use of visualization strategy were classified as a positive perception.

Keywords: reading, reading comprehension, visualization, students' perception.

I. INTRODUCTION

Reading is the important skills besides listening, speaking, and writing that needed by the student from elementary school through university levels. According to Janette, Vaughn, and Boardman, (2007) reading is an activity that has a purpose. Students may read in order to get the information or expand students' knowledge. Whereas according to Nation and Newton (2009), reading is a source of learning and a source of enjoyment.

A study about comparing Indonesian reading ability based on local tests and on Progress in International Reading Literacy Study (PIRLS) test shows that reading comprehension for fourth grade students is low in both tests (Suhardjono, Waras & Basuki, 2009). It reaches only 35.64% for local test and 33.27% for PIRLS test. The local test scores correlated significantly with the PIRLS test ($r=0.673$). There is a significant influence based on student factor which is mainly due to their habit of Indonesian language speaking habits, reading at home, and reading at school. Moreover, these factors are often linked to reading aspects such as reading experience, process, and comprehension. Suhardjono, Kamdi, & Basuki (2009) also mentions that some factors related to the problems of Indonesian reading ability based on PIRLS 2006 come from students and from teachers and schools.

In fact, many factors can solve students' reading comprehension ability problems. The teacher should know how to teach the students well. The correct method, strategy, or media is very important that the students can understand the lesson easily. Besides, the use of interesting teaching strategies, methods, and media can improve the student's enthusiasm and motivation to learn English.

Based on that, researcher decided to use visualization strategy to improve the students reading comprehension. According to Puett Miller (2004), visualization is a proven strategy that used to improve reading comprehension. Through guided visualization, students learn how to create mental

pictures as they read. They use sensory images like sounds, physical sensations, smells, touch, and describe the emotions to help them picture the texts.

Visualization is being read by drawing and speculate what may happen in our mind, to help students improve their ability (Stephanie Harvey and Anne Goudvis, 2000). This strategy can make the student focus on the text that they read and also can develop student's interest to read the text by speculating what may be happening with the characters in the text. In summary, the teacher can determine whether the students truly understand the text or not. Additionally, the researcher found some studies related to the use of visualization strategy in teaching reading comprehension. The research was conducted by Seyyed Mahdi Erfani, Abutaleb Iranmehr, and Hossein Davari (2011) in their study which focused on the extent to which visualization can improve student's ESP reading comprehension. They found that this strategy did help Iranian students ESP reading comprehension. In summary, based on the results of this study, the following pedagogical implications can be presented: First, visualization as a key to effective reading comprehension strategy can be a useful alternative to ESP classes. Second, the teacher's notes show that visualization triggers students to participate more actively. Third, strategies such as visualization might remove the tightness and formality of language learning classes and allow students to be more actively involved. Finally, the teacher's creativity to use effective strategies such as visualization may cover some of the obvious shortcomings of textbooks.

Moreover, Ade Norma Fitria (2014) found there was a significant effect of using Visualization strategy in narrative text of the second-year students at Senior High School 2 Tambang Kampar Regency. She found that teaching through visualization strategy can be used to improve students' focus on the text and has a positive result in teaching-learning activities in the class.

Another research was done by Dalilah Fitri (2017). She investigated improving students' reading comprehension through visualization strategy in the descriptive text in the first grade of senior high school. She stated that students feel easier to memorizing the text. Besides, students feel that the visualization strategy is more interesting, and improves their creativity.

The previous research has investigated about teaching reading through visualization strategy in narrative text, and descriptive text. It seems that the previous research has not conducted a research of teaching reading comprehension through visualization strategy especially in 2013 curriculum. Considering the problem above and regarding the advantages of visualization strategy above, the researcher is interested to conduct a research entitled "Improving Students Reading Comprehension through Visualization Strategy".

II. METHODOLOGY

This research aimed to find out the improvement in reading comprehension of the students after practicing using visualization strategy. The researcher used the one-group pretest-posttest design in which there was one group as the sample. The pre-test was provided to measure the students' capability before the treatment, and the post-test was given to measure how far the students' performance was after they completed the treatment. The research design can be represented as follows:

T1 X T2

Which are:

T1 : Pre-test

X : Treatment (using visualization strategy)

T2 : Post-test

(Setiyadi, 2006).

Population and Sample

The population in this research was the second grade of SMPN 1 Seputih Raman for the 2020/2021 academic year. The class consists of 30 students. In this research, the researcher only used one class as the sample of the research. The researcher wanted to know how visualization can improve the students' reading comprehension as well as their perception toward the use of visualization strategy.

Research Instruments

In collecting data, the researcher used a reading comprehension test and questionnaire. The reading comprehension test consisting of pre-test and post-test. This test was used to find how far the students have improved after being taught using visualization strategies. The pre-test and post-test consisted of 30 multiple-choice reading comprehension items with four choices a, b, c, and d include identifying main ideas, identifying specific information, determining references, making conclusions, and understanding vocabulary. For the questionnaire in this research was used to measure the students' perception toward the use of visualization strategy. The questionnaire consisted of 10 close-ended statements which were modified from Hedwigis (2018) with 4 scales that could be chosen by the respondent; strongly agree, agree, disagree, and strongly disagree. The scale was given based on the Thurstone Scale.

III. RESULTS AND DISCUSSION

The Result of Pre-test and Post-test

This section below will show the results of the reading comprehension score before and after the treatment. This table shows the comparison between the students' scores in the pre-test and post-test:

Table 1. Comparison of Frequency of Students' Reading Comprehension Scores in Pre-test and Post-test.

No	Score	Classification	Pretest	Posttest
1	80-100	Very good	-	05
2	66-79	Good	05	20
3	56-65	Enough	06	05
4	40-55	Less	15	-
5	30-39	Very less	04	-

From the results above, it can be seen that the score has increased. In the pre-test, no students reach the "very good" criteria, and fifteen students have the "less criteria". But, their scores increased in the post-test. There were 20 who got a good score. Nonetheless, five students still get enough scores.

Surprisingly, five students have a very good score. To prove this result, *paired samples t-test* were used below:

Table 2. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Test - Pre_Test	18.300	7.447	1.360	15.519	21.081	13.459	29	.000

Based on the table, it can be seen that the mean difference of students' reading comprehension in pre-test and post-test was improved since the significant (2-tailed) value was .000 lower than 0.05. It proves that the implementation of the visualization strategy has a significant effect and influences the students reading comprehension ability.

The Result of the Questionnaire

This research was oriented to find out the students' perception towards the use of visualization strategy to improve the students reading comprehension ability. The researcher has already collected the data from the students using the questionnaire. The researcher analyzed the data with a formula as follows:

Table 3. Result of the Questionnaire

No	Students Initial	1	2	3	4	5	6	7	8	9	10	Total
1	AJA	2	4	2	3	3	3	3	3	3	3	29
2	ACN	4	4	2	4	4	4	3	4	4	4	37
3	BGD	3	3	2	4	4	3	3	3	3	3	31
4	CNCA	4	4	3	3	2	3	3	4	3	3	32
5	CNR	3	3	3	3	3	3	3	3	3	3	30
6	DP	2	4	3	3	3	4	3	2	3	3	30
7	EP	4	2	3	3	3	2	2	4	4	4	31
8	FAR	3	3	3	3	4	3	3	3	3	3	31
9	GS	3	2	3	3	4	2	2	4	3	3	29
10	IGAG	3	3	3	2	3	3	3	3	3	3	29
11	IGFS	4	2	2	3	3	3	4	3	4	3	31
12	IMBWDA	3	3	3	3	3	3	3	3	3	3	30
13	IPFA	4	3	4	3	4	3	3	4	3	4	35
14	IWPS	2	3	3	4	2	4	3	3	3	3	30
15	KA	3	3	3	4	4	4	3	3	4	3	34
16	KAZ	4	2	3	3	2	3	4	3	3	4	31
17	MHA	4	3	4	3	4	3	3	3	4	4	35
18	MRR	3	2	2	3	3	2	3	3	3	3	27
19	NNMS	4	3	4	3	3	3	3	3	3	3	32
20	NPAMN	3	4	3	3	4	3	3	4	4	3	34
21	NWMK	3	3	3	2	4	2	3	4	3	4	31

22	PJ	3	2	3	3	3	4	3	3	3	3	30
23	RP	3	3	4	3	4	3	3	4	4	3	34
24	RR	4	3	2	3	3	2	3	3	4	3	30
25	RNIS	3	3	3	3	3	3	4	3	3	4	32
26	RAP	3	2	3	3	3	3	2	3	3	3	28
27	RBR	3	3	4	3	3	3	3	3	3	3	31
28	SPCL	3	4	3	3	4	3	4	3	3	4	34
29	SA	3	3	4	3	3	3	2	4	3	3	31
30	TAW	3	3	3	3	4	3	2	3	4	3	31

To find out the percentages the researcher used the formula as follows:

$$\frac{T}{Y} \times 100$$

Where:

T: Total score

Y: Total of high score

In order to classify the students' level of perception, the data below shows the percentages as well as the categories based on Ratminingsih et. Al (2017):

Table 4. Criteria of Students' Perception

No	Percentage	Frequency	Criteria
1	≥ 85%	6	Very positive
2	70% - 84%	23	Positive
3	55% - 69%	1	Moderate
4	40% - 54%	0	Negative
5	≤ 39	0	Very negative

Based on the table above shows that 76,6% of the students were in the positive criteria, 20% in the very positive criteria, 3,3% in moderate criteria and there were 0% in the negative and very negative criteria. Most of the students' perceptions were in the high criteria, which was above 95%. It means that the students have positive perceptions toward the use of visualization strategy to improve reading comprehension.

Discussions

Answering the first research question, the result of this research showed that the use of visualization strategy improves the student's ability in reading comprehension. There was an average progress score from pre-test 52,37 and became 70,67 in post-test. We can see that there was an improvement in the average score and total of the students who passed the test from pre-test to post-test. The student's scores improved because the student was already trained with visuals as a strategy. It was a strategy for learning individuals to make the students easier to explore their ideas, feeling, and experiences that the students get their comprehension and improved reading comprehension.

During the pre-test, some students could not answer the questions because they had difficulty getting information from the text. While the treatment on the use of visualization strategy, students understand the reading material because they can see images from the text they read through their

imagination. Students are very interested in using visualization because they can imagine what they read. This makes them more creative and has a strong impact on their memory. In line with the above findings, Reynolds and Miller (2003) stated that in working memory, there are two ways of processing information; verbal and visual. Verbal models come from words spoken through the sense of hearing while visual models come from images or words that are printed through visual sensory memory. Both of these are used in visualization and can make students remember things in long-term memory.

Moreover, The students were active during the group discussion. They enjoyed the group discussion because they shared their ideas freely. However, the students become passive during the teaching and learning process of reading. The students read the text by themselves and tried to understand the text by themselves without asking anyone. It happened due to several factors such as lack of learning interest and anxiety problems. But, after getting the treatments, their interest and reading skills become better. Students can freely describe their ideas without feeling anxious and afraid. They also show their interest such as opening the dictionary more often and asking the teacher. It means good for the students because the visualization strategy builds their interest in reading and understanding English. As mentioned by Dalilah Fitri (2017), she stated that students feel easier to memorize the text. Besides, students feel that the visualization strategy is built their interest and improved their creativity.

To answer the second research question, the researcher already distributed the questionnaire to students. Based on the results of the questionnaire, it can be seen that most of the students gave a positive response about visualization strategy for learning reading comprehension. Table 4.18 shows that most of the students' perceptions were in the high/very high category, which is above 70%. Following that criteria, the student's perception toward the use of visualization strategy to improve the student's reading comprehension was classified as positive perception. As mentioned by Ratna Dyah Anggraeni (2009), she stated that the students were happy and could enjoy reading by using visualization strategy. The improvement of the students made the students have positive perceptions. The perception was a step to understanding a concept of information. Since it was easier for the students to understand the topic, it was also easier for them to understand the concept of information (Hedwigis, 2018).

Based on the results above showed that students were already interested in learning with visualization strategies. In line with it, Fatemipour and Hashemi (2016) stated that visualization can be effective and can make students motivated and the classroom environment more interesting. When students were interested in a learning method, they will tend to give a good perception. It was supported by Vermon (1963), who stated that interests, movies, and desires could affect someone's perception.

IV. CONCLUSION AND SUGGESTION

The purpose of this research was to determine whether visualization strategies can improve students' reading comprehension or not and to determine students' perceptions of visualization strategies. The conclusions of this research were as follows:

Based on the results of the implementation of the Visualization Strategy in reading comprehension ability, this strategy can be used effectively and as an alternative way of teaching reading. This strategy is easy to implement and interesting which makes student learning activities more enjoyable.

The students were actively involved in the teaching-learning process. This strategy makes it easier for students to understand the material.

In addition, to find out whether there was an improvement in student's reading comprehension ability after using visualization strategy, the researcher already tested the significant level of pre-test and post-test. It can be seen that from the computation in which the mean score of the student's pre-test was 52.37 and became 70,67 in post-test. It means there was an improvement in the average score and total of the students who passed the test from pre-test to post-test. Therefore, the researcher concludes that the visualization strategy can be used to improve the student's reading comprehension ability.

By analyzing the student's questionnaire, the researcher found that the use of visualization strategy brought a positive side to the student's perception. This can be seen from what has been explained in the previous chapter that most of the students' perceptions were in the high/very high category, which is above 70%.

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

First suggestions for the English teacher, this technique has the disadvantage that it will use a long time. Because of that, the teacher must consider the time learning to apply this strategy. Teachers can overcome the use of longer time by providing text or images that are simpler but also attractive. In addition, English teachers also need to be aware of the level of anxiety, and the level of students' vocabulary, both are very important in learning using visualization strategies and can be an obstacle in teaching-learning activities. If the teacher can overcome these obstacles by creating a good atmosphere in the classroom during the teaching-learning activities of reading, the students will feel comfortable and pleasant during the discussion.

Second suggestions for the other researchers who want to research with the same strategy, they must prepare the better material or different kind of text. They have to explain every step clearly to avoid student's misunderstanding. They also have to know how to solve the student's problem with this strategy. This research was done at the junior high school level. Therefore, further researchers can try to find out the use of visualization strategy in different levels of schools.

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Improving students' pronouncing of Friction consonants through dubbing video at the first grade of SMA Negeri 1 Way Jepara

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ABSTRACT

The current study aimed to find out whether the use of dubbing video technique could improve students' achievement of pronouncing the Friction consonants. It was conducted at the first grade students of SMAN 1 Way Jepara, in the academic year 2021/2022. The study was a quantitative approach with the design of true experimental where two classes (experimental and control classes) were involved (X IPA 1 and 2), each of which consisted of 30 students. The data were collected through the pretest and the post test in the form of friction consonants list for students to pronounce. The gain scores of both classes were compared using SPSS software 22. The results showed that i) dubbing video technique significantly improved the students' achievement of pronouncing friction consonants with significant level 0.05, and ii) there was statistically significant difference achievement of friction consonants between the students taught through dubbing technique and those through conventional learning method without dubbing video technique. The result showed that the students taught with dubbing video techniques had better achievement than those with conventional learning techniques. This suggests that dubbing technique facilitates students to improve their achievement of pronouncing friction consonant sounds.

Keywords: *Dubbing video, teaching pronunciation, friction consonants.*

I. INTRODUCTION

English has 4 skills that are reading, writing, listening, and speaking. Speaking ability has an important aspect, namely pronunciation. According to (Yates & Zielinski, 2009) pronunciation has a role as a key in learning English, this is due to a lot of attention being paid to the pronunciation of English. Talking about pronunciation, it will be familiar with English Speech Sounds. According to (Ashby, 2005) English speech sound can also be referred to as a phoneme which is defined as the smallest unit of sound that distinguishes one word from another. Phonemes are abstract units and exist only in the mind of the speaker/listener and it consists of 44 phonemes and is divided into 2 categories, 20 vowel sounds, and 24 consonant sounds (Roach, 1991).

In English, consonants are divided into 2 types, voiced and voiceless. Voiced consonants are sounds that are produced when the vocal cords vibrate during the pronunciation of phonemes. Voiceless consonant sound is sound that does not require the use of vocal cords (Roach, 1991). Based on place of articulation, English consonant sounds are divided into six types namely plosive, affricative, nasal, lateral, fricative, and semi vowel. (Roach, 1991) also explains that fricative consonant or friction consonant sound are consonants produced by squeezing air from a small opening or gap in the mouth. If we have enough air in our

lungsthen we can continue to produce it without interruption, this is because fricatives are continuous consonants.

There are 9 friction consonant sounds which are divided into two, namely voiced and voiceless. In voiced there are *v*, *ð*, *z*, and *ʒ*. While in voiceless there are *f*, *θ*, *s*, *ʃ*, and *h*. The sounds of the friction consonants are intended so that the listener can clearly know what the speaker's utterance means. This is in line with the statement of (Hasibuan, Yusriati, & Husni, 2019) that pronunciation has an important role in communication, it can affect the clarity of what someone is saying. However, the researcher encountered that many students have difficulty in pronouncing English words. They often mispronounce English words or sentences, they find it difficult to distinguish the pronunciation of English consonants, especially fricative sounds or friction consonants where they sound almost the same, for the example the sounds /f/ and /v/ are referred to as labiodental sounds. So that, if the teacher does not provide or teach general rules and principles of pronunciation that are easily accessible to learners, they will not implement them either.

Teachers are needed to find new techniques to provide feedback, demonstrate, and practice pronunciation of words or sentences in English that are easy, simple, and effective to students. As explained (Gilakjani, 2012) that teachers must understand well what is in the curriculum, what teachers should do with students, and be aware of how this can have a relationship with the structure of the sound.

In identifying the need for pronunciation, speech function, and the context in which it is likely to occur, the goals and objectives of oral communication must be established (Morley, 1998). Based on (Burston, 2005) dubbing video techniques can give foreign language learners a good opportunity to create linguistic abilities. Dubbing video technique can help the learners to hone their speaking skills, including pronunciation. Because this technique prioritizes sub skills in speaking such as pronunciation. Through dubbing video techniques students were required to say or pronounce words and phrases clearly, which means it covers supra-segmental aspect which consisting of stress, intonation, and pitch. Not only on the supra-segmental aspect but also on the segmental aspect which consists of vowels, diphthongs, trip thongs, and consonants.

Therefore, the researchers tried to use the dubbing video technique for improving students' pronouncing of friction consonants. the researcher tried to carry out an experimental research entitled "Improving students' pronouncing of friction consonants through dubbing video at the first grade of SMA Negeri 1 Way Jepara".

II. METHODS

This study use quantitative approach and true-experimental design, using control and experimental classes. The researcher investigated whether the use of dubbing video technique provides a significant improvement in the pronunciation of friction consonant sounds. The instruments of this research was an oral pretest and posttest, an oral test with the aim of knowing how many students mastered pronunciation. The test are given during the pre-test and post-test. The pre-test was done by asking students to practice the script that is

given individually. This was done in order to find out to what extent and how high is the student's pronunciation ability before giving the treatment. The experimental group gets a new intervention, namely the use of dubbing video techniques and the control group gets a conventional learning method without using dubbing video technique. Around 347 students of first class on SMAN 1 Way Jepara that consist of 10 classes are used as the population in this research. Then, the researcher took two classes as samples by using the technique of random sampling, the researcher get XI IPA 1 that consist of 30 students as the experimental class, and XI IPA 2 that consist of 30 students as the control class. To know the result from the test that has been conducted the researcher used a Statistical Package for the Social Sciences (SPSS) to see the differences on students' pronouncing of fricative consonants before and after giving treatment.

III. RESULTS AND DISCUSSIONS

Results

After carrying out the research and processing the data obtained from the results of the pretest and posttest after giving the treatment, the researchers obtained the following results.

Table 1. The Comparison Between Individual Gain Between Experimental and Control Class

No.	Result of N-Gain Test		Score Difference
	Experimental N-Gain Score(%)	Control Class N-Gain Score(%)	
1.	18,52	-11,11	29,63
2.	16,00	0,00	16,00
3.	30,00	0,00	30,00
4.	35,48	0,00	35,48
5.	34,62	0,00	34,62
6.	36,67	3,13	33,54
7.	39,29	-7,14	46,43
8.	53,33	-3,23	56,56
9.	39,29	0,00	39,29
10.	14,81	-6,90	21,70
11.	8,33	-4,17	12,50
12.	32,26	3,13	29,13
13.	40,00	0,00	40,00
14.	25,00	0,00	25,00
15.	8,00	-3,57	11,57
16.	43,75	9,09	34,66
17.	23,81	-4,17	27,99
18.	43,75	0,00	43,75
19.	45,16	3,23	41,93
20.	36,67	-3,23	39,90
21.	40,00	3,45	36,55
22.	15,38	0,00	15,38
23.	22,58	0,00	22,58
24.	27,59	6,25	21,34
25.	4,17	-3,45	7,62

26.	32,14	0,00	32,14
27.	19,35	0,00	19,35
28.	28,13	0,00	28,13
29.	32,26	0,00	32,26
30.	22,22	0,00	22,22
Mean	28,9518	-,6230	29,5717
Minimum	4,17	-11,11	15,28
Maximum	53,33	9,09	44,24

Table 1. showed the comparison between individual gain between experimental and control class. Where the N-Gain score of each students on experimental was bigger than control class. Each student in the experimental class compared to the control class has a fairly large difference in value, the first student on experimental class had 18,51 bigger than the score that the first student had on control class (-11,11) with the difference score 29,63, the second students on experimental and control class had score of 16,00 > 0,00 with the difference score of 16,00. The third students (30,00 > 0,00) with the difference score of 30,00, and so on as shown in table 4.5 with the average diferensial obtained by each pair (30 pairs) of students in the experimental and control class students 29.5717. These results were obtained through the calculations through the SPSS 22 application for windows with the following formula by (Hake, 1999).

$$G = \frac{sf - si}{\text{maximum score} - si}$$

G = Gain
Sf = post test
si = pre test

After obtaining the results of the N-Gain test, it was necessary to test the data using the paired T-test with the basis for making decisions in the paired sample T-test according to (Arikunto P. D., 2013).

1. If the value of Sig. (2-tailed) < 0.05 then there is a significant difference between the results on the pretest and post test.
2. If the value of Sig. (2-tailed) > 0.05 then there is not a significant difference between the results on the pretest and post test.

Table 2. Statistical Calculation of the Comparison between Individual Mean Experimental and Control Class

		Paired Samples Test							
		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	post test - pre test ex class	8,467	3,946	,720	6,993	9,940	11,753	29	,000

Pair 2	post test - pre								
	test co class	-,133	1,167	,213	-,569	,302	-,626	29	,536

Based on the basis for making these decisions from (Arikunto P. D., 2013), it could be concluded that the Sig. (2-tailed) results of the T-test pre-test and post-test in the experimental class was less than 0.05 ($0.000 < 0.05$). Meanwhile, for the pre and post test on the control class the Sig. (2-tailed) was bigger than 0.05 ($0.536 > 0.05$). In other words, there were significant differences in learning outcomes in the experimental class, while in the control class there were no significant differences in learning outcomes.

DISCUSSIONS

A series of tests have been carried out and results have also been obtained on the effectiveness of using dubbing video techniques to improve pronunciation on the segmental feature of the consonant section, namely friction consonants. For the comparison of N-Gain and paired T-test, the result for N-Gain test on experimental were bigger than control class. While on paired T-test, the experimental class had the significant value $0,000 < 0,05$, and on the control class the significant value was $0,536 > 0,05$.

Related to the theories and procedures of dubbing video which has been discussed on chapter II, dubbing could significantly improve the students' pronunciation of friction consonants because the technique and procedures of dubbing required the students to pronounce every sentences, words, and also the sound of English vowels and consonants clearly by inserting their voices into the video in a different language from the original language in the video. Based on (Burston, 2005) the steps of dubbing that possibly lead students to improve their pronunciation is when the students copying the manuscript to ensure the correctness and context of the manuscript so that it could be used as a pronunciation practice material.

Based on the procedures and strategies used, the experimental class was better than the control class. This was because, in the experimental class, the teaching procedure there was an additional strategy by using video dubbing, where with the addition of this technique students were required to practice continuously (active students) so that they could improve students' pronunciation skills especially on pronouncing friction consonant sounds. While in the control class, the use of conventional methods has not been able to improve students' speaking skills even though the teacher has provided examples and detailed explanations. This was because the use of conventional methods makes students more active just to listen while for practice it was less (active teachers).

IV. CONCLUSSIONS AND SUGGESTIONS

CONCLUSSIONS

Referring to the discussion of the findings in the research, the researcher concludes dubbing video technique significantly improved the students' achievement of pronouncing friction consonants. With a significant level $0,000 < 0,05$ and the improvement at 8,467, and the use of dubbing video technique is effective in teaching pronunciation of friction consonant.

Besides that, There was statistically significant achievement of friction consonants between the students' taught through dubbing technique and those through conventional learning method without dubbing video technique. Out of 30 students on experimental class the N-Gain score was bigger than the 30 students on control class, which the difference in the value of each students had an average of 29,5717.

SUGGESTIONS

Based on the results of research that has been carried out and associated with the objectives and benefits of the research that has been stated previously, the researchers provide suggestions to several parties. Firstly, for English teacher who play an important role in the learning process, it is recommended that they apply the learning process by using the dubbing video technique, and It is recommended for teachers to master the technology and applications that used to perform dubbing video. Not only that, It is important for the teacher to choose the material that used to apply the dubbing video technique such as material short functional text. English teachers are also advised to use media in providing material during pronunciation learning such as using short videos from native speakers on how to pronounce properly and correctly.

Secondly, for further research it is suggested to find out the use of English songs at different levels of school or different settings. This research was aimed to find out the friction consonants' improvement through dubbing video technique. Therefore, further researchers can try to find out the different types of techniques (e.g. role play, story telling, etc).

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Investigating English teacher's teaching strategies in teaching reading comprehension

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ABSTRACT

This study aims at investigating types of teaching strategies used by an English teacher and analyzing how she implemented them in teaching reading comprehension in senior high school. In order to observe the teacher's strategies and how they were being applied, this study employed qualitative design. The instruments used to collect the data were observation, interview and document. The subject was an English teacher at SMAN 11 Banda Aceh. The result of the observation indicates that teacher used partial questioning strategy, review strategy, and feedback strategy. However, the teacher did not elaborate questioning strategy in her lesson plan. The teacher mixed questioning and review strategies at the beginning of the lesson and continued with feedback at the end of the lesson. Those strategies were very useful in attracting students' attention, boosting up their confidence and keeping them focus on the lesson if managed properly.

Keywords: Teacher Strategies, questioning strategy, review strategy, feedback strategy, Reading Comprehension,

I. INTRODUCTION

An English teacher plays an important role in students learning process to help the students master English. The teacher's success in teaching depends on many factors; one of them is teaching strategies (Nunan 1999, p.249). The ability to involve students is very important if we want them to learn as much as possible. Questioning is one of the most effective ways for teacher in involving both teacher and students in teaching learning process, so questioning is a teaching strategy. According to Eggen and Kauchak (2012), there are five strategies in teaching learning process; Questioning strategy, Teacher's Act, Focus, Feedback, and Review. Questioning strategy helps shy students to be more active and participate during the lesson, and train students' comprehension by repeating the same question to the different students. By questioning the students, the teacher can also assess students in learning. Teacher's act and believe are also important in creating the positive and happy vibe in the classroom, motivating students during the learning process. "Focus" is another strategy needed. All of the lessons begin with focus. Before the teacher asks the students to be focus, firstly the teacher needs to focus to the students. The teachers should be attractive and able to keep the students' focus along the lesson to make the students learn as much as possible. By giving the focus towards the students means the teacher could use instruments as the materials in teaching learning process such as camera documentation, slide shows, video, songs, models, or whatever possible to keep the students attracted and focus to the lesson. Feedback is also important in giving students the motivation they need since it provides information about their competition and rate in the classroom, it also helps them understand about their own development (Brophy, 2014). The effective Feedback contains three characteristics, they are; specific, focus and positive emotional

tone. The last strategy is review which is some kind of summary of the lesson to help students link the previous lesson with the present lesson that they will learn. Review actually can happen anytime, in the beginning, in the middle or in the end of the lesson.

Reading is one of language skills that attract more attentions from the Indonesian government as for the past several years reading takes a big part in the national examinations especially for high school students. Reading also has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. It encourages students in finding the main ideas, supporting details, factual information and meaning of the words. Graham (2007:8) states that reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between reader and what they bring to the text as well as variables related to the text itself. Reading in this study refers to comprehensive reading and the process of understanding written text. Knowledge is the basic element for the comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain

The students must have reading skills if they want to get more knowledge from text or others. Therefore, teacher should try to make reading interesting, enjoyable, meaningful, and challenging. Unfortunately, the expected goals of comprehending text as stated in 2013 English Syllabus have not been accomplished yet, especially in Aceh. A preliminary study in some schools shows that most of students still got difficulties in understanding the texts they read. One of an English teacher mentioned she has tried to use some strategies such as questioning, feedback, and review strategy to approach the students in learning process especially in reading comprehension. The English teacher has known that the use of those strategies to actively involve the students into learning process may increase student's confidence and interest towards the lesson, give the motivation they need, and also help the students keep their focus and attention while answering the question from the English teacher.

Some researchers had conducted researches that focused on teachers' strategy in teaching reading comprehension. Ahmad (2013) conducted a research about strategies for teaching speaking and reading comprehension skills. He concluded that the teachers applied three kinds of stages in teaching reading. There are pre-reading, whilst reading, and post-reading stages. On the other hand, Nurmadia (2017), who did a research about teachers' strategy in teaching reading comprehension found that there were two strategies used by the English teacher, namely scaffolding and QARs (question answer relationship). In applying those strategies, the teacher knew how far the students comprehended the text given by the teacher, and also guided the students to be more focus on the text, and understood the content of the text.

Departing from the explanation above, further detail analysis is needed to investigate how the teacher implements teaching strategies in teaching reading comprehension. This study is intended to investigate what types of teaching strategies are used by the teacher and how she implemented those strategies in teaching reading comprehension.

II. METHODS

The research design used in this study is a descriptive study with a qualitative approach to establish the existence of phenomena that occur in reading class activities.

Participants

The subject of the research was an English teacher at SMAN 11 Banda Aceh who taught reading comprehension skills and 28 students in her class.

Instruments

The data were collected through classroom observation, interview and document analysis. The researchers used blank papers to fill the result of classroom observation in transcription form. The observation was done in 3 meetings in which 1 meeting was for general observation and 2 meetings were for Focused Observation. The Interview notes were collected during the interview with the English teacher. In collecting data, the researcher used observation checklist adapted from Eggen & Kauchak (2012) while the interview protocol was adopted from Marzano interview protocol (2013). In addition, the teacher's lesson plan document was also analyzed.

Data analysis

The researcher collected the data in three steps; first, classroom observation to investigate teachers teaching strategies and how they are applied followed by an interview to the teacher. The last step was the document analysis. To gain data accuracy and validity of the data the researchers did for triangulation. The data then analyzed into 3 steps; data reduction, data display, conclusion drawing or verification. Data reduction is the process when the mass of data gained from the observation, interview, and document analysis were reduced and organized by coding, writing summaries, and discarding the irrelevant data. Data display was used to draw conclusion from the mass of data. Third is conclusion drawing or verification.

III. RESULTS AND DISCUSSIONS

The results of the observation analysis shows that teacher used only three strategies in teaching reading comprehension; Partially Questioning strategy, Review strategy, and Feedback strategy. The teacher mixed questioning and review strategies at the beginning of the lesson, after that she continued with feedback at the end of the lesson. According to the teacher, mixing those strategies was very useful to gain the students' attention and kept their focus towards the lesson. Referring to Eggen & Kauchak (2012) theory, the teacher did not use two other types of teaching strategy: Focus and Teacher's Act. The teacher used one strategy for at least 20 minutes before she turned into other strategies.

From the data obtained, the first strategy applied by the teacher was questioning strategy. The teacher uses some strategies in questioning. First teacher used questioning strategy at the beginning of the class. This strategy was very useful in attracting students' attention at the beginning of the class; not only for that, by questioning students also improved their speaking ability and their confidence while answering the questions. In the beginning of the class, the teacher used questioning strategy to attract students' attention and also made the class full of fun and happy atmosphere. The teacher asked the students condition before starting the class. The

questioning strategy had a good impact as the students' answered the question with full of excitement and positive behavior; and the impact towards the teacher herself was the teacher could start the class with full of expectation to the students.

The teacher also provided many questions to the whole students and sometimes asked the same question to different students. She applied questioning strategy randomly or asked the question to a specific student. When the student could not answer, the teacher repeated the question and asked another student to answer. The teacher did not wait for much more time for the answer. For the students who did not know the answer, the teacher did not push them to get the right answer, but the teacher passed the question to another student. The purpose of asking the question was to keep the students' focus. The students anticipated their turn to answer the question, so the teacher could easily keep their focus and attention, and manage the class at the same time. Referring to this condition, the way the teacher applied the questioning strategy was slightly different from Eggen and Kauchak's theory. Eggen & Kauchak (2012) stated that prompting is crucial in applying questioning strategy. The teacher has to push the students to try answering the question until they get the right one in order to accomplish the learning goals.

The teacher sometimes asked the question in English, and then repeated the question in Bahasa Indonesia. The purpose was to make sure all of the students understand the questions, and for some of the students who were afraid to answer could feel free to answer in both English and Bahasa. The teacher allowed the students using two languages during the learning process. This strategy helped students much.

The second strategy being used was review. Review strategy gave good impact towards the students' interest and their knowledge about the text given by the teacher. The students lose their interest if they could not remember or follow the current lesson. When teacher applied the review strategy, most of the students' enjoyed answering the questions given as they already knew the answers because they learned about that on the last meeting. They looked enthusiastic to answer the question and tried to remember what they have learned. Every student participated well. In addition, the researcher also found that the students gave full attention when the teacher did the review strategy. They answered the question directly after the teacher asked. More than half of the class raised their hand, and then the teacher pointed to one student, and she answered the question well. It showed that review strategy helped the teacher link the previous lesson to the current one and really helped the teacher prepared the students to deal with the lesson that they will learn. The students also showed their interests in learning process as they did not only answer the questions being asked by the teacher, but also gave the reason after every answer. It indicated that the students paid attention during learning process and they also comprehended the previous lesson by responding with correct answer.

The last strategy used by the teacher was feedback. The teacher only gave the oral feedback on the students work at the end of the class session. While giving the feedback to the students, the teacher talked passionately. The purpose of this strategy was to make the students felt confident and eager to do the next lesson and fully focus toward the lesson. However, the teacher was not patience in commenting and praising the students' work, as she talked very fast, even some of them did not really understand what has been said by the teacher. The teacher also explained which parts should be revised and which part was wrong and why that was wrong.

In order to get more detail and valid data, the researcher interviewed the English teacher about the strategies that she used in teaching reading comprehension. Here is the teacher's statement:

T: In teaching reading comprehension, I usually do questioning the students a lot, in order to keep their focus towards the lesson, also I give them feedback on every exercise they made, I remind them about the previous study so it will be easier for the students to follow.....

The teacher's also responded:

T: Yes, I often use it after opening the class; usually I also use questioning strategy in order to give the review about the last lesson.....

The following statements show how the teacher applied or gave the feedback to the students:

T: /mmm/ yes. I give feedback to the students in every meeting..... Before I pointed to the wrong part, I told my students that their sentence is already good, but they have to improve your vocabulary and grammar..... /mmm/ I did that in order to make them understand where the wrong part is, and why it was wrong..... we cannot only criticize, it will make them down and don't want to learn.

In the interview, the teacher states that she would praise the students first, and then she would point out the wrong parts of students' work and told them why that was wrong, and told them the right answer. The purpose of the strategy was to make the students know their own learning progress, and also know which aspects that they should improve. This strategy could boost up their confidence in the classroom.

Concerning with the results of the document analysis, Teacher's Lesson Plan, it was found that the teacher used scientific approach and team work for the method. The teacher also wrote cooperative learning as the teaching model but she did not mention any strategies used. The teacher did not write any activities that include questioning the students but she wrote about reviewing the previous lesson before beginning the lesson. The teacher also wrote about praising and giving the suggestion to the students at the end of the class session, it could be categorized as feedback strategy. Judging from the teacher's lesson plan, the researchers concluded that the lesson plan was not in accordance with the observation and interview results. The teacher employed different activity from what she said in the interview, also on what she did during teaching learning process.

The researcher found that the English teacher applied the strategies similar to Eggen & Kauchak theory about teacher strategies but the implementation was slightly different. In applying the questioning strategy, the teacher did not use any prompting. When the student couldn't answer the question, the teacher passed it to another student. Actually the questioning strategy would be more effective if the teacher prompted and pushed the students to answer; the answer doesn't have to be right, but the students should be given the opportunity to answer the question, and the teacher could help and guide until the student found the right answer. (Eggen & Kauchak, 2012,

p. 105). The students who did not know the answer actually did not put any effort in answering the question, because the teacher quickly passed the question to another student. In addition, the teacher did not ask a lot of questions in the middle and in the end of class session. The teacher only used the questioning strategy in the beginning of the lesson; According to Eggen & Kauchak (2012) the frequency in giving the question to the students was one of the important things to be noticed; the effective teacher asked more questions comparing with the ineffective one. Moreover, the question should have the connection to the learning purpose, the teacher should be more focus in deciding the learning purpose, and by that, the teacher will automatically give good question with good frequency also (Leinhardt & Steel, 2005). In addition, the teacher modified the strategies as she used two languages; Bahasa Indonesia and English while questioning the students. The researcher personally thought that it was very helpful, considering the students' background differences, and the obstacle while studying foreign language especially in understanding English texts. The use of their mother tongue or their L1 helped them understand the question and feedback better.

Lastly, in applying the feedback strategy, it was very important to give the attention to the details such as giving the specific information to the students about their works, the feedback also should depend on students' performance, and the teacher herself should use the positive and emotional tone in order to make the students feel confidence and have the willingness to do better (Eggen & Kauchak, 2012). Feedback plays an important role in helping students achieve their goals in reading English texts as Graham (2007:8) states that reading comprehension involves a multi-component, complex process that involves many interactions between reader and what they bring to the text as well as variables related to the text itself.

To sum up, in order to make the strategies applied in teaching reading comprehension work, the teachers need to decide the purpose of the lesson before starting the class, then the strategy would automatically work and run into the correct direction. Because the successful set of strategies would fail if they were managed incorrectly (Jonas, 2009).

IV. CONCLUSIONS AND SUGGESTIONS

Based on detail analysis and discussion, it can be concluded that there are three types of teaching strategies used by the English teacher in teaching reading comprehension. Those three strategies are partially questioning strategy, review strategy, and feedback strategy.

The teacher used questioning strategy in the beginning of the class session. During the lesson, the teacher asked the same question to the different students, pointed at the specific student to answer the question. However, she did not use any prompting technique which is crucial in helping the students understand the lesson. The teacher also only used questioning strategy in the beginning of the lesson. The teacher used the review strategy in the beginning of the class session along with questioning strategy in order to remind the students about the previous lesson. While applying the feedback strategy, the teacher clearly gave an opinion and told the students about which part should be improved. In another word she directly corrected the students' mistakes. The teacher talked too fast and made some students did not really get the point.

It is recommended that teacher apply other different types of teaching strategies, consider learners individual differences and learning goals. Other researchers who want to conduct the similar research about teacher strategies in teaching reading comprehension may focus on different learner's characteristics and background.

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The implementation of the Listen-Read-Discuss Strategy to improve the eleventh-grade students' reading comprehension at SMAN 1 Penawar Aji

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ABSTRACT

The aim of this research was to find out whether there was an improvement in students' reading comprehension after they were taught by using Listen-Read-Discuss (LRD) Strategy. The sample of this research was 30 students in eleventh grade of IPS 3 in SMA Negeri 1 Penawar Aji in the academic year 2019/2020. The data were obtained after conducting the pretest and posttest. The result of this research shows that there is a significant improvement in students' reading comprehension. It can be seen in the mean score of pretest which was 63.4 which improved to 71.2 in post-test and the t-value is 22.015 with df 19 meanwhile in t-table of 19 is 2.0930. It means that the t-value is higher than t-table ($22.015 > 2.0930$). The significant value was 0.00, which was lower than 0.05. It indicated that H_1 is accepted, and that there was a significant improvement in students' reading comprehension after they were taught using Listen-Read-Discuss Strategy. It can be concluded that Listen-Read-Discuss Strategy could be used as an alternative technique to improve students' reading comprehension.

Keywords: *listen-read-discuss, Listen-Read-Discuss Strategy, reading comprehension.*

I. INTRODUCTION

Reading is an activity with many purposes. Someone may read for many reasons, for instance to gain information and exciting knowledge, or in order to critique a writer's ideas or writing style. Reading is one of the basic communicative skills, but it has very complex process. It can be concluded that reading is a process in which reader finds information given by the writer in the written form. Reading comprehension is a complex process which involves not only read the text but also their ability to understand it. Suparman (2005) states that whether it is for pleasure or for information, reading should be meaningful besides efficient and effective. Therefore, to achieve the purpose of teaching reading, the teachers should find an appropriate technique to be used that can stimulates students to be actively involved in learning process. Reading comprehension is not just reading with a loud voice but also establish the meaning of word, sentences, paragraph and the sense relationship among ideas as it is. Because of its complexity, many English teacher at junior and senior high school find difficulties in all teaching reading. Most of the students think that reading is not an interesting activity in the class; because they are cannot understand the text. This condition happens because the students have less mastery vocabulary, grammar especially in tenses, so that it is difficult for them to know the kind of the text. More than that, the students also have low interest in studying English. This might be caused by the students' perspective that studying English is difficult. And the important problem, the strategy that used by the teacher were not variety so that make the students not interested at it (Ifill, 2002). In order to solve the problems above, the researcher tried to find out the effective ways to improve the students' reading comprehension. The reason why the researcher chooses this technique is

because Listen-Read-Discuss were an effective technique that can help the teacher to stimulate the students' knowledge while they listen to the teacher explanation about the topic. Otherwise, Ibrahim (2017) states that Listen-Read-Discuss strategy is an appropriate strategy in teaching reading since here the students will get an explanation about text from the teacher before they read and the students could enhance their comprehension of the text by doing discussion. Concerning the background above, the problems were formulated as follows:

Is there any significant improvement on students' reading comprehension after the students are taught by L-R-D strategy at SMAN 1 PenawarAji?

II. METHOD

Participant

The population of this research was the grade eleven of SMAN 1 PenawarAji. Each class consisted of 25-30 students.

Instrument

The instrument of this research were reading pre-test and post-test.

Data Analysis

For collecting the data, the researcher gave pretest and posttest of reading. The test was given before and after the treatment as follows :

1. Pretest

The pretest was conducted before the treatment of teaching reading comprehension through Listen-Read-Discuss strategy. The purpose of the pretest was to see the students' reading comprehension before the treatment. The pretest was given as an objective test in multiple choices form. There were 40 items of multiple choices of comprehension questions which each of it has five alternative answers (A, B, C, D and E). The students were required to finish the test within 45 minutes. The material was given based on 2013 curriculum of senior high school, which consider suitable vocabulary, grammar, and structure.

2. Posttest

The posttest was given to the students after the treatments in order to find out the significant difference between the score of the students' reading comprehension achievement after they were taught through Listen-Read-Discuss strategy. The result of the posttest was compared with the result of pretest. The test consisted of 40 items of multiple choices of comprehension questions that each of the question had five alternative answers (A, B, C, D and E).

III. RESULTS AND DISCUSSION

Results

The researcher gave a pretest in the experimental class in 90 minutes in order to declare the students' basic reading comprehension before they were given treatments. The number of items in the pretest was 40 of multiple-choices test. The researcher used SPSS to analyze the scores on the pretest in the experimental class. The frequency distribution is presented in the following table:

Table 1. Students' Pretest Score

Pretest

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	53.33	4	13.3	13.3
	56.67	5	16.7	30.0
	60	5	16.7	46.7
	63.33	3	10.0	56.7
	66.67	5	16.7	73.3
	70	3	10.0	83.3
	73.33	3	10.0	93.3
	76.67	2	6.7	100.0
Total	30	100.0	100.0	

Statistics		
Pretest		
N	Valid	30
	Missing	0
Mean	63.4447	

Based on the tables above, most of the students had not qualified the standard in reading comprehension that had been tested. In general, the result of the pretest was not satisfactory since there were all students who got lower than 70. It indicated that their achievement was still low.

Then the posttest was provided in order to determine whether there was a significant difference of the students' reading comprehension or not after the treatments. There were 30 items of multiple choices that related to the topic of narrative text. The researcher used SPSS to analyze the posttest scores. The distribution score of the post test is explained in the following table:

Table 2. Students' Posttest Score

Posttest					
	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid	56.67	2	6.7	6.7	6.7
	60	3	10.0	10.0	16.7
	63.33	2	6.7	6.7	23.3
	66.67	4	13.3	13.3	36.7
	70	4	13.3	13.3	50.0
	73.33	4	13.3	13.3	63.3
	76.67	4	13.3	13.3	76.7
	80	4	13.3	13.3	90.0
	83.33	3	10.0	10.0	100.0
Total		30	100.0	100	

Statistics		
Posttest		
N	Valid	30
	Missing	0
Mean		71.2223

From the tables above, it could be assumed that there were lots of students who had qualified achievement in reading comprehension that had been tested. So, the result of the posttest was satisfactory since more than half of the students gained score 70 or higher.

Discussion

In this research, the researcher used Listen-Read-Discussstrategy for teaching reading especially about narrative text. The result showed that the students' reading achievement was improved. It could be seen in the hypothesis testing. It was known that there is a significant difference of the students' reading achievement after they were taught through Listen-Read-Discussstrategy, it meant $t\text{-value} > t\text{-table}$ ($22.015 > 2.0930$). The finding confirms the first objective of this study there is a significant difference of the students' reading achievement after they were taught through Listen-Read-Discussstrategy at the first-grade students of SMAN 1 PenawarAji. The statistical results can be seen as follows:

Table 3. Paired Samples Statistics

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Posttest	67.0000	20	8.94427	2.00000
	Pretest	41.0000	20	7.53937	1.68585

Table 4. Paired Samples Correlations

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Posttest & Pretest	20	.808	.000

Table 5. Paired Samples Tests

Paired Samples Test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Posttest - Pretest	26.0000	5.28155	1.18099	23.52816	28.47184	22.015	19	.000

After administering the treatments through Listen-Read-Discuss strategy, the researcher found a difference of the students' reading comprehension. In learning process students, there is a difference of the students' comprehension in answering the questions because of the procedures of implementing Listen-Read-Discuss strategy which helps students to answer the questions well. It is also supported by Manzo and Rasinski (1985) as cited in Ngatimah (2018) states that Listen-Read-Discuss strategy is a powerful tool for engaging struggling readers, especially for learners. This is also in line with Elabsy (1985) as cited in Hanapi (2018) who states that that this strategy has the advantages in each step; first is "listen" it provides students with essential background information and text structure that makes the text more accessible to multi-level readers. The second is "read" it provides focus reading time. If done in partners, it provides

more support and a chance to discuss for struggling readers. And the last is “discuss” it provides students a chance to critically discuss the text, state opinions and use the text to support what they say. Students should gradually assume the responsibility for the discussion.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The implementation of Listen-Read-Discuss (LRD) strategy gives significant improvement on students' reading comprehension. It can be seen on the improvement of the mean score of the pretest to the posttest. Listen-Read-Discuss strategy assists the students to comprehend the text. As the result, they were paying attention when the teacher explained about the material. The content was similar to the “listening” part of the teacher's presentation, the students were active in asking the question and responding to the questions given when they discuss with their groups. Listen-Read-Discuss strategy makes students more interested in learning reading comprehension and it makes them more cooperative in classroom by discussing with their groups.

Suggestions

Regarding the conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher, it is suggested to apply Listen-Read-Discuss (LRD) strategy as a variation of technique since the researcher found out that the technique could be used to improve students' reading comprehension. The teachers should have good preparation before starting the class since the materials have to be explained to the students clearly. It is important to pay attention to the teaching material which is going to be used and to use the text which is easy for the students to understand the text. Secondly, further researchers may conduct this technique on the different level of students, different skill or different type of text and is highly suggested to balance the number of students since the Listen-Read-Discuss strategy requires the students to have a partner or group to share the information about the materials. It is also suggested to extend the number of participants or students to get more accurate result.

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Improving students' writing achievement using *Visual Thinking* strategy for junior high school students

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ABSTRACT

The aim of this study is to find out: 1) whether there is statistically significant difference of students' writing skill in describing people between the pretest and the posttest in the implementation of visual thinking strategy, 2) which aspect improved the most after the implementation of visual thinking strategy. This research was quantitative research. The subjects of the research were 30 students at the first grade of SMPN 1 Rawajitu Timur. The writing test was administered as the instrument of the research. The data were analyzed by using Paired Sample T-test in which the significance level was determined by $p < 0.05$. The result of the research showed that the value of significant level was $0.00 < 0.05$. It means that there was an improvement in students' writing ability of descriptive text after the implementation of visual thinking strategy and the aspect of writing that improved the most after the implementation of visual thinking strategy was grammar. Moreover, the mean score of posttests (70.5) was higher than the pretest (56.7) with the gain was 13.8. Overall, regarding to the results above, it can be stated that visual thinking strategy is effective to improve students' writing skill in describing people.

Keywords: *visual thinking strategy, writing, describing people*

I. INTRODUCTION

Writing in junior high schools is one of the four English skills the students have to learn. Teaching writing English in Indonesian junior high schools is not an easy task. In academic purposes, the students require not only able to speak but also to write in English. To get excellent achievement in writing, they had to master the five aspects such as; content, organization, grammar, vocabulary, and mechanics.

Moreover, based on the observation at SMPN 1 Rawajitu Timur, the researcher found out that the students' writing skill was still low, because of the lack of students' competence in writing sentences especially in grammar and mechanics, and the low use of visual sources. They had boring activities in the English class. The teacher used textbook-based technique when teaching English. She rarely used other media to support his teaching and focused only on what the students might have in the UN (*Ujian Nasional*).

Another problem that appears in writing was in term of content and vocabulary. The students had limited sources to learn vocabulary and expand their ideas. Instead, the teacher was the only source. They also lacked self-confidence and motivation. They tended to be passive and merely listened to the teacher. The teacher controlled most of the activities and used minimum media to support the teaching of writing. Based on this reason, the researcher applied the use of visual media to engage the students' attention and motivation during teaching writing. To conclude, the use of visual media such as: pictures and videos as the source in order to improve the students' writing ability.

In line with this reason, as cited from Krcevic and Skeldar (2015), "Today's students live in a predominately visual world, exposed to the media, technology, and overabundant of digital stimuli, where the proverb 'A Picture is worth a thousand words' applies more than ever". Moreover, they said that visual tools, such as pictures and videos in any available format, can be used for a wide range of activities, from speaking to writing to enhance students' skills. Thus, support by Snow, Burns, and Griffin (1998), they say that children's development of emergent literacy skills begins early in their life. Their reading and writing ability develop as their visual and motor skills develop. From this statement, we can assume that children have visual interests in which parallel with their writing ability.

As a foreign language, English education in Indonesia taught formally since Elementary school. But English learning will be more focused at the Junior High School level. Based on this condition, we can assume that most of the students start their competence in English learning at the seventh grade. It can be concluded that students are demanded to develop communicative competence, especially in writing at Junior High School. As stated early, that writing is an important skill to mastery and children have visual interestin which parallel with writing. Hence, this study uses visual thinking strategy (VTS) which is developed by Abigail Housen. This strategy is a method that uses visual tools for discussion that guide the learners' critical thinking. Furthermore, Housen (2002) created, three core questions that engage VTS, such as: 1) what do you see in the picture? 2) what do you see that makes you say that?, and 3) what more can we find?.

The initial study of VTS by Housen and De'Santis (2009), affirmed the efficiency of using visual thinking strategy in reading and writing. They found that the majority of the students who participated in VTS have comprehension skills in reading and express the concept in writing easily. Moreover, writing is more about the process rather than just a product. The use of media in the process of teaching writing will be helpful in determining the product of writing. During the process of writing, students should be stimulated and motivated using appropriate media. The use of VTS in students' writing activity is helpful to stimulate and motivate them. It is believed that the use of VTS in the students' writing class will give a positive contribution to their writingskill.

The findings of several studies which have been conducted to investigate the impact of VTS through visual media in classrooms indicate their powerful role in the teaching and the learning process. According to Rafik-Galea (2005), her analysis revealed that the students improved tremendously after VTS treatments. Moreover, she added, the students could see and plan how to organize their writing in terms of tenses, expressions, and appropriate language. Studies have also reported some advantages to the implementation of VTS with visual media into foreign language classes. For instance, VTS helps in reorganizing students' thought and expand students' content in writing Eun (2018); increase the students' motivation to learn the language Krcelic and Skeldar (2015); can improve students' grammar aspect in writing Kartika (2013) Widodo (2012); and fosters stronger thinking and allows for vocabulary development and expansion of communication abilities Hazem (2018).

From the findings, it can be concluded that there are some reasons for using VTS in teaching writing. First, the use of visual media in VTS is interesting for students. Secondly, it is useful for teaching writing. Third, it can improve writing aspect, such as expand writing ideas, help the students reorganizing their writing, increase students' vocabulary and improve their grammar skills. Related to this, the researcher decided to use VTS to find out whether or not visual thinking can solve the problem. Thus, the researcher is interested to know about the student's ability in descriptive text writing before and after the treatment and to find out aspect of writing mostly improved after being taught by visual thinking strategy with the title "Improving Students' Writing Achievement using Visual Thinking Strategy for Junior High School Students".

II. METHODS

This research is a quantitative research with one group pre-test post-test design. The population of this research was the first grade students of SMPN 1 Rawajitu Timur in academic year of 2018/2019. Then, there were only one class which was consisted of 30 students. Then, the result of students' pre-test and post-test is analyzed by using Paired Sample T-test in SPSS 16.0 to find out whether any significant improvement of students' writing ability of descriptive text. To know the aspect of writing improved the most, the researcher calculates the percentage increase in each aspectmanually.

III. RESULTS AND DISCUSSIONS

Results

To address the research question on students writing achievement, after conducting the research, the researcher gathered the result of pretest and posttest as follows on the next page. The analysis shows that there was a difference of students' writing skill in describing people after being taught by using Visual Thinking Strategy and it answers the first research question.

Table 1. The Difference of Students' Writing Score in the Pretest and Posttest

	Pre-test	Post-test	Gain
Visual Thinking Strategy	56.7	70.5	13.8

The result shows from the table 1, the mean score of pretest result is 56.7 while in the posttest is 70.5 and the gain score is 13.8. It means there is significant difference after the implementation of Visual Thinking Strategy.

Table 2. Paired Sample T-test

Pair	Pre-test - Post-test	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2- tailed)
					Lower	Upper			
1	-	1.458 33E1	10.7856 6	1.96918	18.61076	10.55590	-7.406	29	.000

Table 2 provides evidence that the mean difference of students' writing score in post- test and pre-test is significant since the significant (2-tailed) is 0.00 in which lower than 0.05. It indicates that after the implementation of visual thinking, students' writing ability significantly improved.

Table 3. Improvement of the Students' Writing Aspects in Descriptive Text

Aspect of Writing	Pre-test Score (PrS)	Post- test Score (PoS)	Maximum Score (MS)	Aspects Improvement (PoS – PrS)	Improvement (PoS – PrS / PrS) x 100
Content	64	72.5	100	8.5	13.28%
Organization	57	70.7	100	13.7	24.04%
Vocabulary	56.6	72.3	100	15.7	27.74%
Grammar	50.3	65.5	100	18.3	36.38%
Mechanics	50	67.1	100	17.1	34.20%

Table 3 shows that visual thinking strategy improved all aspects of students' writing descriptive text. The aspect of content increases from 64 to 72.5 in which gain is 13.28%. In organization increases from 57 to 70.7 in which gain is 24.04%. In vocabulary increases from 56.6 to 72.3 in which gain is 27.74%. Then, grammar increases from 50.3 to 65.5 in which gain is 36.38%. And mechanics also increases from 50 to 67.1 in which gain is 34.20%. From the table above, the researcher compares the pretest and posttest scores to know the students' score

improvement and what the most improved aspect after the students were taught through mind mapping technique, and for the result, it can be seen that the highest improvement is grammar aspect, in which the posttest score improved to 65.5 from 50.3 in the pretest(36.38%).

Discussion

The result of this research showed that there was a significant improvement of the students' writing ability after being taught using Visual Thinking Strategy. It was taken from hypothesis testing. The result of paired sample t-test showed that significant level was 0.00 and it was lower than alpha level ($0.00 < 0.05$). It means that the H_1 was accepted and H_0 was rejected. The improvement of the students' writing ability can be seen from the comparison between the students' pretest score and posttest score. The result of the mean score of the pretest was 56.7 and the posttest was 70.5. The increase of the means score was about 13.8. It means that there was significant improvement of the students' writing ability of descriptive text after being taught using visual thinking strategy. This finding confirmed the previous study conducted by Rafik-Galea (2005), there is tremendously improvements of students writing ability after the implementation of VTS. Moreover, she add, the students could see and plan how to organize their writing in terms of tenses, expressions, and appropriate language

Another research conducted by Eun (2018) about the use of visual thinking and picture book in narrative writing, the result indicated that the VTS implementation helps the student generate their ideas into written form. The data proves the students develop or gain their ideas from the picture they have seen. It occurred because the students were guided by visual thinking strategy questions. This led to the improvement of the students' ability with VTS in discussion. From the statement it can be assumed that the improvement in students' writing is the result of repetitive treatment by VTS questions within the interesting topic discussion.

Moreover Putriani (2016) and Fitriani (2009) research show the improvement of students writing after treatment using visual media. By seeing the picture, they gain their critical thinking and curiosity, since the teacher asked provoking questions towards them, the students intentionally looked for new vocabulary. It indicates that the students learn new vocabularies intentionally because they can see into the picture. They figured the details and collected the information from the source.

Hence to answer the second research question, which was the most improved aspect in writing after the implementation of VTS towards junior high school students, the researcher finds out grammar is the most improved aspect with the gain 18.3 from 50.3 to 65.5. The gain happened because of the implementation of VTS in the classroom. By the teacher guide and the visual source, it eased the students especially with low ability to construct the sentences in the simple present form. Therefore, providing the students not only the basic form of sentences but also the model to be imitated indeed helps the students to learn grammar better. This statement in line with Kartika (2013) and Widodo (2012) research about improving students writing skills with VTS and visual media, the media helps the students attained the greater score in grammar. Furthermore, it supports the idea of several studies from Yenawine and Miller (2014), Eun (2018) and Hazem (2018) VTS and visual aids help in increasing the grammar score of the students as they learn how to use certain words and to produce sentences correctly. The students tend to use more complex sentence after the treatments. Moreover, VTS is useful because it is flexible enough to apply in multidiscipline area of studies.

As Housen (2002) constructed the aesthetic stage of learning into 5 stages. During the third stages, the teacher or instructor had to reinforce students by rephrase students' answer in correct grammar. Hazem (2018) in his research said, while, the instructor paraphrases each response, it fosters stronger thinking and allows for grammar reinforcement, and expansion of communication abilities. This result could happen when the instructor taught the learner implicitly through paraphrasing their ideas. Moreover, she added, teaching the English language and its grammar implicitly is more effective than teaching it explicitly through the use of VT contexts. This helps in acquiring the application of grammar rules without wasting effort

and time on recalling the rule, which leads to speaking and writing improvement and writing fluency.

From the explanation above, it can be concluded that Visual Thinking Strategy (VTS) can significantly improve the student's writing ability of descriptive text and can improve all aspects of writing. In which, the aspects of writing which improved the most was grammar.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

This research has shown the implementation of VTS within visual media for teaching writing had given a positive effect on the students' writing ability in describing people. Based on the result presented before, it can be proved that there is a significant improvement in the students' writing ability in terms of content, organization, grammar, vocabulary, and mechanics. The final score shows the improvement from 56.7 to 70.5. Moreover, the implementation of VTS towards students' writing achievement showed a positive result in improving students' grammar aspect in writing. Since the highest gain is grammar score, it can be said that grammar is better to be learned by using visual media with Visual Thinking Strategy.

Suggestions

The researcher would like to recommend some suggestions to English teacher to apply visual thinking strategy (VTS) to improve students' writing descriptive text. Besides, it is necessary to use various visual media in VTS so that the teachers could explore the media into some useful activities that can help the students improve their writing ability. The English teachers also need to provide other learning sources besides the coursebook to give more knowledge to the students in learning English. It is necessary to find the proper visual media which are suitable with the core competencies, basic competencies, and the students' proficiency level. Second, the researchers should be more creative in using various media and designing other activities so that the students have more opportunities to learn in an interesting way.

It is also suggested that future researchers can also investigate the implementation of Visual Thinking into different language skill, such as speaking, reading, and listening. Moreover, this research's treatments only delivered twice during the implementation of VTS. As seen from the students' result, the mean score still considered low, because of the limitation of treatments. The researcher suggests to further researcher to multiply the durations or the treatment to get more satisfying results of the students' improvement.

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The correlation between peer interaction and students' English proficiency at SMAN 5 Bandar Lampung

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ABSTRACT

This research is aimed to investigate the correlation between peer interaction and students' English proficiency. This research is conducted in SMAN 5 Bandar Lampung with the population of eleventh grader students. The sample of this research is obtained by cluster random sampling technique. The cluster chosen from the cluster random sampling is 11 MIPA 3 with 36 objects. To analyze the correlation between peer interaction and students' English proficiency, the researcher used Pearson Correlation Coefficient analysis. Results are based on the guiding of the research questions. Based on the data obtained, 38.9% of the students have good English proficiency. To test the significance of the correlation, the r is 0.728 and the N is 36. Based on the result of the analysis, it is found that there is a strong correlation between peer interaction and students' English proficiency since $r=0.728$. According to the testing of significance which has been done by the research, it resulted that the alternative hypothesis is accepted.

Keywords: *Correlation, Peer interaction, English Proficiency Test.*

I. INTRODUCTION

English subject has been becoming an important subject in Indonesia's Schools although English still plays the role of a foreign language (Mappiasse& Bin Sihes, 2014). As a foreign language, English is at an essential level as a discretionary substance for elementary school and instructed as an obligatory subject from junior high school to senior high school and college as commanded in the public Indonesian educational program (Lauder, 2008); it even appears in final national examination in Junior High School and Senior High School.

Humans are social entities (Baker, 2015). Every human needs one another to fulfill their life necessities. This case also applied to students' social lives. Every student needs a friend to be with during their teenage stage. This social life cycle can also be applied in the school where students learn together with their classmates and share ideas. However, it is common for a teenager to have the closest friend in their school since they meet each other every day in the same place.

At the point when the students learn English at school, they get a similar treatment and the same mater as one another; nevertheless, the English proficiency levels will be different from each other. There are many reasons why their English proficiency levels are different. Students' English proficiency levels are representing how they are accustomed to utilizing English in their daily lives. This means students' social interaction gives the most influence on the students' English habits. Gass (2003) stated in 'The Handbook of Second Language Acquisition' chapter 9: Input and Interaction that interaction "takes as its starting point the assumption that language learning is stimulated by communicative pressure and examines the relationship between

communication and acquisition and the mechanisms (e.g., noticing, attention) that mediate between them” (pp. 224).

As interaction is the starting point that stimulates language learning (Gass, 2003), the researcher believes that peer interaction will significantly affect students’ English proficiency levels. The basic English communication skill should be mastered by Senior High School students in Indonesia as stated in Curriculum 2013 (Kemendikbud, 2013). On the other hand, the teacher in class more intensely teaches the students equally although students’ English proficiency level shows the different level result. Despite this fact, Epple et al. (2002) stated that grouping students in classes by potential will also have a major effect on student success, based on the extent of peer factors.

In the scope of peer interaction, Burke & Sass (2008) had done research related to peer interaction and its effect on students’ achievement in math and reading. The research result showed positive and highly significant peer effects within every level of schooling and for both reading and math. However, the correlation between Peer interaction and Students’ English proficiency research has not been done by any researcher before. This strongly supports the researcher to do the investigation on this topic.

II. METHODS

This research is using a quantitative approach. The researcher is intended to look at statistics on the correlation between peer interaction and English proficiency. This research applies the Pearson correlation coefficient analysis. Pearson correlation coefficient is used by the researcher to measure the correlation between two continuous variables (Setiyadi, 2018).

The research was done by administering an English proficiency test and distributing the questionnaire. The English proficiency test was administered to see students' level of English proficiency. At the end of the test, the researcher gave the questionnaire to the students to identify the students' peer interactions.

Participants

In this research, the population were from 11th grade in SMAN 5 Bandar Lampung. To obtain the sample, the researcher used the cluster random sampling technique. Each class in the Eleventh grade is recognized as one cluster of random sampling. Each class had the same opportunity to be chosen as the sample. Based on the result of the cluster random sampling, 11 MIPA 3 is chosen as the sample of the research.

Research Instruments

Peer Interaction Questionnaire

The questionnaire statement was adapted from: Relationship between Peer Group Influence and Students' Academic Achievement in Chemistry at Secondary School Level (Uzezi&Deya, 2017).

The format of the questionnaire consists of three parts:

- 1.Introduction: the title of the questionnaire.
- 2.Identity: the respondent’s identity (name, age, class)

3.Content: 15 closed-ended questions based on the respondent's reality dealing with students' peer interaction network.

Since the questionnaire consists of three different kinds of scales, so the researcher used standardized scoring. The formula of standardized scoring is:

$$Z = \frac{x - \mu}{\sigma}$$

Z = standard score

x = observed value

μ = mean of the sample

σ = standard deviation of the sample

English Proficiency Test

To measure students' English proficiency levels, the researcher used the booklet guide for beginner English tests based on the Language in Use Beginner Test (2000). All the scores of multiple-choice questions and writing tests were accumulated and the total score is 70 if the respondent can answer the entire questions correctly. To get the mark band score, the accumulated score was divided by 7. The mark band defines the level of English proficiency of the respondent.

Data Analysis

Analyzing the correlation between the questionnaire and the test result using Pearson's r. The formula is:

$$\text{Pearson's } r = \frac{\sum(X_i - \bar{X})(Y_i - \bar{Y})}{\sqrt{\sum(X_i - \bar{X})^2 \sum(Y_i - \bar{Y})^2}}$$

Where:

X_i = Variable 1

Y_i = Variable 2

X̄ = Mean of X_i

Ȳ = Mean of Y_i

Pearson's r summarizes the relationship between two variables that have a straight line or a linear relationship. If the two variables have a straight-line relationship in a positive direction, then r will be positive and above 0. If the linear relationship is in the negative direction, so that increases in one variable, are associated with decreases in the other, then r < 0. The potential r values vary from -1 to +1, with values close to 0 suggesting a slight relationship between the two variables (Gingrich, 1992).

III. RESULTS AND DISCUSSIONS

Results

The Result of The English Proficiency Test

Based on the data obtained, 38.9% of the students have good English proficiency. The analysis of the students' score is shown below:

Mark Band	Description	Total of the students	Percentage	total score

9.0 - 10.0	Expert user	0	0	
8.0 - 8.9	Very good user	2	5.50%	
7.0 - 7.9	Good user	14	38.90%	
6.0 - 6.9	Competent user	12	33.30%	
5.0 - 5.9	Modest user	7	19.40%	
4.0 - 4.9	Limited user	1	2.80%	241.7
3.0 - 3.9	Extremely limited user	0	0	
2.0 - 2.9	Intermittent user	0	0	
0.0 - 1.9	Non-user	0	0	

The Responds of The Peer interaction Questionnaire

Based on Uzezi&Deya (2017). The mean of each item should be more than 3.00 to be classified as a positive response. The first segment of the questionnaire investigates students' achievement in English through peer interaction, 76% of the students agree that their achievement was getting better by doing peer interaction. The second segment analyzes their perception of English language skills in students' life and 82% of the students agree that English plays an important role in their study. The third segment examine the behavioral pattern of the students and 67% of the students agreed that English play role in their communication with their peer. In the fourth segment, the students were asked about their frequency of utilizing English in their communication with peers, and 79% of the students claimed that the frequency of using English affects their English skills. To analyze the peer interaction questionnaire, the researcher summed up the score from questionnaire item number 1 into number 15. The total score of the questionnaire is 54, to get the score of the 10-scaled score, the researcher divides the sum by 10. Based on the scores of the students, the mean of the peer interaction questionnaire response is 38.36 out of 54 and the standard deviation is 6.179.

The Correlation between Peer Interaction and Students' English Proficiency

To analyze the correlation between peer interaction and students' English proficiency, the researcher used Pearson correlation coefficient analysis. Based on the analysis on SPSS 25, the correlation between peer interaction and students' English proficiency is 0.728 which is interpreted as a strong positive correlation (Gay et al., 2012).

Discussion

This research was done in one class as the chosen cluster from the random cluster sampling. This research was using a correlational study. As it had been discussed in the first chapter, the aim of this research was to find out the correlation between peer interaction and students' English proficiency. It had been mentioned in the first chapter that in a collaborative project or operation, peer-to-peer interaction was described as an approach to interaction and cooperation between participants characterized by network-based organizational structures, a shared

collective resource base, and an expectation that all participants can make productive contributions. Based on Fernández Dobao (2016), working in pairs allowed the students to have more opportunities to interact since they are forced to collaborate at work. Students can practice using English as their resource base to communicate through the interaction that happened in pair work so it will enhance the students' ability in English skills.

To investigate the correlation between peer interaction and students' English proficiency, this research used Pearson correlation coefficient analysis. Based on the analysis, the correlation between peer interaction and students' English proficiency is 0.728 which is considered a strong correlation as $r > 0.70$. The mean of the students' marks is 6.7 so most of the students get a good mark on their English proficiency test. The mean of the peer interaction questionnaire is 38.36 out of 54 and the standard deviation is 6.179.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

Several studies have been undertaken on peer interaction and students' English proficiency, such as the study conducted by Chesterfield et al. (1982), which discovered that peer interaction had a significant impact on students' English competence in terms of the second language. However, no study has been conducted on the correlation between peer interaction and students' English proficiency as a foreign language. As a result, it is hoped that this study would inspire more research into peer interaction and English proficiency in Indonesia.

Following the completion of the research, the writer reaches to conclude that there is a strong correlation between peer interaction and students' English proficiency as it is shown by the result of the Pearson Correlation Coefficient analysis that the value of the correlation is 0.728 which categorized as strong positive correlation and the research is statistically significant since the derived $t = 6.192 > \text{critical } t = 2.0322$.

Suggestion

Based on the findings of the study, the following recommendations were made as follows; students have to build good peer interaction since peer interaction is one of the social interactions which will affect students' learning habits in English skills learning, further research should be done on a larger population, and it should find out which aspect of peer interaction affects students' English skills the most. In addition to that, further research should develop the questionnaire in more detail to adjust the aspect of peer interaction more clearly.

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The correlation between students' frequency of watching English movie and students' vocabulary knowledge

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ABSTRACT

This research was aimed to know : “There was significant correlation between students' frequency of watching English movie and students' vocabulary knowledge at SMAN 15 Bandar Lampung in 2020/2021 academic year. The researcher methodology of this research was a quantitative. The population of the research was the twelve grade students of SMAN 15 Bandar Lampung in 2020/2021 academic year, the number of students was 35 students. The researcher gave a questionnaire to know students' frequency of watching English movie, and test to know the students' vocabulary knowledge. The data that has been gathered was analysed by Pearson Product Moment Correlation. Data Analysis shows that there is significant correlation between two variable since $p < 0.05$ ($p = 0.345$). It can be happened because most of students use their time to watching English movie and it can enrich their vocabulary.

Keywords: *Frequency of Watching English Movie, Vocabulary Mastery*

I. INTRODUCTION

In Indonesia, English is considered the first foreign language to be learned, the Indonesian government has chosen English as a first foreign language to be taught in schools. In formal education, English is taught from elementary school until universities. As a subject of learning process, English is considered as one of a subject that less comfortable by the students.

As a part of language components, vocabulary has an important role in learning English. Without mastering vocabulary, it is impossible to master English well. The students who get more vocabulary, they can improve their English Language easily. Teaching English in conventional ways is not an easy task. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoy the learning of vocabulary. Therefore, the teacher must provide the media in order to help the students enriching their vocabulary.

Brett and McKay (2012) state that by building vocabulary, we can get the ability to say what we mean; help us in understanding other people, in understanding what we read, in becoming a more informed and involved citizen, in communicating effectively; can bolster the ability to grasp ideas and think more logically and incisively; boosts powers of persuasion, and help us in making a good impression on others. Therefore, the learner of a foreign language should think more about building vocabulary as many as possible before starting to master language skills.

Everyone has their habits. Some student uses it to fill their free time, explore their own potential, their daily needs, and even learn about something to get used to. Habits are routine behaviors done on a regular basis. They are recurrent and often unconscious patterns of behaviors and are acquired through frequent repetition. Many of these are unconscious as we don't even realize we are doing them. So, we can see that habits define our character and our usual behaviors, and because they are repeated frequently, we became 'better' at them.

In brain research, habituation is a case of non-acquainted learning in which there is a dynamic lessening of social reaction likelihood with a reiteration of a boost. It is presuming that habitual learning is learning by using repetition in a method of learning. The students accomplish something repeatedly and over again and these activities are utilized as a way of learning something to improve their accomplishment. To put it plainly, habitually learning by using habit. Some Indonesian students presumably prefer to use their habits in watching English movies to enrich their vocabulary.

Nowadays, people love to watch anything in order to entertain them, get information, or even learn something from it. Based on the researcher's experience, from movie, we can learn something new like vocabulary especially, from the English movies. Most people also have different frequencies of watching English movies.

By watching English movie students able to learning language, able to improve knowledge, enrich the information, etc. In this era, people not only use a movie as entertainment but also in pedagogic purposes. An experiment conducted by Ismaili (2013) shows that movies can develop students' listening and communication skills. Ismaili noted that watching movies in foreign languages give benefits for students, such as (1) their ability in understanding spoken language increases, (2) their pronunciation improves (3) they acquire new vocabulary, (4) they can develop students' self' expression ability, and (5) they unconsciously adapt to the language's grammatical forms and sentence patterns in context. Furthermore, Al-Sarhan (2013) states that watching movies can improve students' vocabulary knowledge. Students may have good vocabulary achievement with a high frequency of watching English movies. Conversely, the students with a low frequency of watching English movies may have less vocabulary knowledge. The more they watch English movies, the more vocabulary they get.

To know the students' frequency of watching English movies, it can be measured by using the close-ended questionnaire. The questionnaire consists of three phases, those are students' frequency of watching English movies, students' repetition of watching English movies, and the last is students' behavior of watching English movies.

II. METHODS

This research used quantitative method which used ex-post facto design. The researcher investigated whether there was correlation between students' frequency of watching English movie and students' vocabulary knowledge. The instruments of this research were vocabulary test and questionnaire. The researcher took one class through purposive sampling of this research. The population of thus research were the third year students of SMAN 15 Bandar Lampung and the sample was XII science 1 consisted of 35 students. The researcher conducted the vocabulary test to measure the students' vocabulary knowledge. After giving the test, the researcher gave the questionnaire to measure the students' frequency of watching English movie . then, the researcher find theresult of the correlation by using *Pearson Product Moment*.

III. RESULTS AND DISCUSSIONS

Results

After conducting the research, the researcher gathers the results of vocabulary test and questionnaire.

Table 1. The Result of Students' Vocabulary Test

HIGH	76-100	7 RESPONDENTS
MODERATE	60-75	24 RESPONDENTS

LOW	45-59	4 RESPONDENTS
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Table 1 shows that 31 of the students have reached the required size of vocabulary. It was proved 20 % of the students achieved score in high category (76-100). Yet, it showed that the 69 % third grade students at SMAN 15 Bandar Lampung were had average size of vocabulary and 11 % students had minimum vocabulary size.

Table 2. Result of Students' Questionnaire

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
frequency	35	8	17	2.618	2.161
repetition	35	8	14	2.582	1.827
behaviour	35	8	13	2.283	1.521
Valid N (listwise)	35				

The table shows that students frequency got the highest mean score (2.618). On the other hand, students' behaviour of watching English movie got the lowest mean score (2.283) among the two factors. It shows that students' frequency of watching English movie has the biggest affect towards students' vocabulary knowledge

Table 3. The Correlation Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge

		Correlation Pearson Product Moment	
		questionnaire	vocabularytest
questionnaire	Pearson Correlation	1	.342*
	Sig. (2-tailed)		.045
	N	35	35
vocabularytest	Pearson Correlation	.342*	1
	Sig. (2-tailed)	.045	
	N	35	35

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

From the result of calculation, it was found that the coefficient correlation between students' frequency of watching English movie and students' vocabulary knowledge was 0.342 at the significant level of 0.05, which meant that there was a correlation between students' frequency of watching English movie and their vocabulary knowledge.

Discussions

1. Students' Vocabulary Knowledge

Based on the result of students' vocabulary test, the students' mean score was 70,02 which considered as a good score. With the mean score above, it shows that students' vocabulary knowledge of the third grade at SMAN 15 Bandar Lampung was qualified in the medium level. With the score above, it also can be a assume that the students are able to comprehend 80% text coverage.

There are several factors that make students' mean score was in the medium level. Students' background knowledge can be the factor that affect students' vocabulary knowledge. If the student had been known some vocabulary at first, it is possible that the students are able to understand and

answer the test easily. On the other hand, if the students had no background knowledge about English, they will find it difficult to comprehend and answer the vocabulary test.

Next, the students' motivation toward English also become one of the factors that affect students' vocabulary knowledge. The higher the level of students' motivation towards learning English, it will have positive effect on their ability to understand English words.

2. Students' Questionnaire

Based on the result of the students' questionnaire, it can be concluded that students' frequency of watching English movie is the most aspect that make the correlation significant. Students' nowadays spend their time to watch English movie and they have their own time to watch the movie, to get a new vocabulary and to gather more information about grammar that mostly used in the movie. Sometimes, they also find new difficult words from native speaker. Indirectly, students will learn about English vocabulary by watching movie.

3. Correlation Between Students' Frequency of Watching English Movie and Students' Vocabulary Knowledge

From the data analysis above, it can be inferred that there was significant correlation between students' frequency of watching English movie and Students' vocabulary knowledge. The result showed that the frequency of watching English movie was correlated with their vocabulary knowledge.

There is significant correlation because Students' habit in watching English movie is a possible way to enrich their vocabulary. Interest in watching movies can lead students to learn vocabulary more often and more repetition in an activity might form a habit. Students who likes watching English movies usually will learn to those movies again and again. By doing so, the habit of watching English movies will form in students' mind. It can give opportunities to the students to study vocabulary of the language. It means that quite effective and very fun especially for the students who have a hobby of watching English movie.

Ismaili (2013) states that movie as a video material can also be used as a media in classroom learning. When teachers bring movie into their English classroom, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore, they could increase their knowledge in language learning. Movie as a video form also can be more motivating than other forms of authentic material. Christopher and Ho (1996) provide another reason, it can be entertaining. Music and setting elements can make for an enjoyable experience by learners. Video movies provide topics and ideas for learners to discuss.

The previous research that used movie was from Zainuddin (2016) with the title "The Correlation Between Students' Habit in Watching English Movie and Vocabulary Knowledge at The Second Year of SMAN 1 Anggeraja". The objectives of this research was to find out whether there is a correlation between students' habit in watching English movie and vocabulary knowledge. The result of the analysis showed that there was significant correlation. The different was this research used habit in watching English movie while my research used the frequency of watching English movie. Another research was conducted by Zulfa (2018) with the title "Correlation Between Frequency of Watching English Movies and Vocabulary Knowledge of The Eleventh Grade Students of Riyadhul Jannah Kuala Tungkal". The objectives of this research was to evaluate whether the frequency in watching English movies correlates with students' vocabulary knowledge. The SPSS program is used to find out the statistical correlation between students' frequency of watching English movie and their vocabulary knowledge. The result from SPSS Programs shows that there is high correlation between students' frequency of watching English movies and their vocabulary knowledge. It is in line with this research, that also used the SPSS Programs and the result also show that there is high correlation between students' frequency of watching English movie and students' vocabulary knowledge. And the last research was conducted by Gultom (2017) with the title "The Correlation Between Students' Habit In Watching English Movie And Their Vocabulary Knowledge At MTs. Islamiyah YPI Batang

Kuis In 2016/2017 Academic Year”. This research was aimed to know: “There was significant correlation between students’ habit in watching English movie and their vocabulary knowledge MTs. Islamiyah YPI Batang Kuis in 2016/2017 academic year. And the last research coming from Al-Sahran (2013) with the title “The Effect of Using Movies In Teaching Vocabulary”. This research aims to find out whether or not using movies in teaching vocabulary have significant effects in the learning test, whether or not this research has significant effects in the retention test, and whether or not using movies have the effect of attracting students’ attention. The findings of the study show that using movies in teaching vocabulary is better than the traditional strategy in the learning test. When movies are used in the classroom, the general atmosphere is going to be changed to the better. They begin to think of having fun rather than just to learn.

The differences between this research and the previous research it was found that the frequency of watching English movie has the biggest affect among the three aspects—the repetition and behaviour. As we seen from the questionnaire, the students spending more than 2 hours of watching English movies. This activity is what they routinely do in a week. while previous studies have shown behaviour to be the highest aspect that affects the high correlation that occurs more than the other aspects. Even so, it is still concluded that the frequency of watching movies is one of the activities outside of learning that has a big influence in improving one’s vocabulary skills.

From those research it can be concluded that using English movie to increase students’ vocabulary knowledge is an effective way. Besides students can enjoy it, they also can get many information from the movies. The researcher found the positive correlation between students’ frequency of watching English movie and vocabulary knowledge and the result can be recommended to the teacher as a media of teaching vocabulary.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the result of data analysis and discussions, the researcher draws conclusions that there is significant correlation between students’ frequency of watching English movie and students’ vocabulary knowledge. It can be seen from the result the correlation was 0.342 at the significant level of 0.05, which meant that there was a correlation between students’ frequency of watching English movie and their vocabulary knowledge.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, Teacher have to be more creative and selective on choosing a method in learning process. Teachers have to know what students need and want in learning process so they will be more enjoy and feel comfort during the process. The use of media is one of learning method that must be capable by the teacher. By using media, the teacher will be more helpful in teaching process because it can make students more interested to the material that the teacher wants to deliver.

Secondly, It is suggested for other researcher to complete this research by conducting other research by using English movie. Based on the explanation, the writer would like to suggest other researcher that this research will be useful as additional reference. The writer hopes that schools can add more facilities such as audio visual media so that the teachers and students will be enjoy and it is also maximize the learning process.

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The effectiveness of using dictogloss as a method to improve students' listening achievement at MTs Ma'arif 04 Rumbia

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ABSTRACT

The aims of this research are to find out whether there is significant effect of dictogloss method on the students' listening achievement and to investigate in what part of speech the students get better achievement after learning through dictogloss method. The sample of this research was the first grade that consisted of 23 students. The instrument of this research was listening test. The researcher used paired samples t-test to analyze the data, in which the significant was determined by $p < 0.05$. The result showed that mean score of pretest (24.56) and posttest (55.65) in which $t\text{-value} > t\text{-table}$ ($9.264 > 2.074$) or sig $p < 0.05$ ($0.000 < 0.05$). Furthermore, part of speech in listening test that improved the most after learning through dictogloss method was verb. As a result, it can be concluded that dictogloss method is effective to improve students' listening achievement. Dictogloss method can help the students in understanding the text easier, especially in descriptive text.

Keyword: *Dictogloss method, Listening Comprehension, Descriptive Text*

I. INTRODUCTION

English is designated as a required subject for Junior and Senior High School, in accordance with Government regulations no.35 year 2018. Based on curriculum 2013 (content standard) for elementary and secondary educations units, students should have the ability to understand and produce both oral and written text that belong four language skills (listening, speaking, reading and writing) in an integrated manner to achieve functional literacy levels. Based on content standard, listening is the initial stage for understanding the text.

Ahmadi (2016) stated whether "learners want to learn to speak, they should first learn to understand the spoken language they hear." O'Malley, Chamot, & Kupper (1989) argued that "listening comprehension is viewed theoretically as an active process in which individuals focus on selecting aspects of aural input, construct meaning from passage, and relate what they hear to existing knowledge." Heaton (1988) categorized listening test into two major parts, they are (1) test of phoneme discrimination and sensitivity to stress and intonation, and (2) test of listening comprehension. Meanwhile Harmer (2007) said that students need to be able listening to a variety of things in a number of different ways. (1) They need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. (2) They also need to be able to listen for specific information (such as times, platform numbers, etc). (3) They need general understanding (when they are listening to a story or interacting in a social conversation).

Listening is the first skill that should be learnt to understand English. Although it is important, most learners assumed listening is a difficult skill to be learned. Harmer (2007) claimed that "a major cause of difficulty for some students of English is the apparent lack of correspondence between sounds and spelling." Moreover the word in English that is written and spoken is different so that the passage that the learners listen is difficult to understand.

Most Junior High School Students misunderstand when they listen to a passage, so are the students at MTs Ma'arif 04 Rumbia 2020/2021. During pre-observation, most of students at MTs Ma'arif 04 Rumbia found difficulties in listening. There were some factors that make the students of MTs Ma'arif 04 Rumbia assumed that listening is difficult: 1) lack of vocabulary, 2) lack of grammatical knowledge, 3) perception of native speaker's speed in speaking. Those factors contributed to some difficulties. They have difficulty to find the main ideas, communicative purpose, and some specific information in the listening material.

To overcome the problems mentioned above, teachers need a good method to teach in the classroom. Some researchers have previously suggested the use of dictogloss method to improve students' listening comprehension. Vasiljevic (2010) claimed that dictogloss method makes students actively involved in the learning process and offers a useful learning experience. Dictogloss is a task-based procedure that asks learners to reconstruct a dictated text to capture as much information as possible (Wajnryb, 1990). The original dictogloss procedure consisted of four basic steps. Those steps are preparation, dictation, reconstruction, analysis and correction.

In this case, the researcher is interested in studying about dictogloss method in teaching listening. In this paper the researcher used a descriptive text, especially describing animals as the specific genre in learning material. The use of animal description is to equate with the syllabus of the first grade of Junior High School. The material of the first grade is about animals and descriptive text. The focus of this study remains on students' listening achievement. Originally dictogloss is a method in teaching grammar, so, in this paper the researcher also looked for the part of speech where the students are getting better. Each word in the sentence has their functions. According to Frank (1972) those functions are classified as different part of speech as noun (or pronoun), verb, adjective, adverb, preposition, and conjunction. The researcher only put noun, verb, adjective, adverb, and conjunction. It was because modern linguists prefer to classify prepositions as structure words rather than as part of speech.

II. METHODS

This research was quantitative in the form of one-group pre-test and post-test design. The population of this study was the students of MTs Ma'arif 04 Rumbia in the second semester of academic year 2020-2021. The researcher took the first grade as a sample which consists of 23 students by using purposive sampling to obtain the sample. this research, the researcher chooses 30 students from VIII B by using purposive sampling. The data are collected by using tests (pre-test and post-test). Then, the improvement of students' test results are analyzed by using Repeated Measured T-Test to find out whether there is significant effect of dictogloss method on the students' listening achievement.

III. RESULTS AND DISCUSSION

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

Result

Table 1. Students' score of a pretest and a posttest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	23	10.00	35.00	24.5652	7.82087

Posttest	23	30.00	85.00	55.6522	16.46652
Valid N (listwise)	23				

From the table 1, it could be seen that the minimum score in pretest was 10.00 and the minimum score in posttest was 30.00. The increase of the minimum score was 20.00. The maximum score in pretest was 35.00 and the maximum score in the posttest was 85.00. The increase of the maximum was 50.00. The mean score of the pretest was 24.56 and the posttest was 55.65. The increase of the mean score was 31.08.

Table 2. Result of Paired Sample T-test

Paired Samples Test		Paired Differences			95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	pretest – posttest	31.08696	16.09323	3.35567	38.04619	24.12772	9.264	22	.000

The table showed that the t-value is 9.264 with degree of freedom (df) was 22. While, the data significant based on the t-table pointed out at 2.074. Thus, it can be concluded that the t-table ($9.264 > 2.074$) with the significant level is 5% or 0.05. As a result, the H_0 was rejected and the research hypothesis (H_1 : there is a significant effect of dictogloss method on the students' listening achievement) was accepted. The table also revealed the increase of the mean is 31.08.

In order to answer research question in what part of speech the students get better achievement after learning through dictogloss method, the writer analyzed every part of speech in a pre test and a post test. There were five part of speech measured in this research by the test. The table below provided the results of part of speech in a pretest and a post test:

Table 3. Result of the Improvement of Each Part of Speech

No	Part of Speech	Pre-Test		Post-Test		Gain
		Correct Answers (Total)	Percentage (%)	Correct Answers (Total)	Percentage (%)	
1	Noun	35	30%	52	45%	15%
2	Verb	14	15%	54	59%	44%
3	Adjective	28	30%	59	64%	34%
4	Adverb	28	30%	63	68%	38%
5	Conjunction	8	12%	29	42%	30%
Total		113	23%	257	56%	33%

Based on the table above, it showed that there is an increase in each part of speech of students' listening achievement after learning through dictogloss method. The improvement of noun was 15%, verb was 44%, adjective was 34%, adverb was 38%, and conjunction was 30%. It could be inferred that verb was the most part of speech improved better.

Discussion

The main purpose of this research was the use of dictogloss method to improve students' listening achievement and to know in what part of speech improved better in a test. The research conducted in the first grade at MTs Ma'arif 04 Rumbia. The data were analyzed by comparing the score of pre-test and post-test. A pre-test was administered before the treatments in order to know the students' basic listening achievement.

The researcher conducted treatment three times under the topic describing animals. Each treatment has same stages in the learning process. The researcher introduced dictogloss method and the procedures to the students. The lesson continued with researcher asked about general knowledge of the topic and gave some vocabularies included on the passage. Then they listened to the audio third times. First they are asked to listen carefully followed by the researcher delivered a piece of paper containing a script from the audio with a few blank words. Then they should fill in blank space with words they heard from audio that played again. After listening to the audio in a second time, they were asked to listen once more to correct their task. By the end of listening section they were asked to create a group with members of 3-4. They should find information from texts they worked on before. When it was over, the researcher asked some questions about the text. The last session was correcting the right answers from the text by listening to the audio.

After conducting the treatments, the researcher administered a post-test in order to know the improvement of the students' listening achievement. The instrument that is used in a post-test was the same as a pre-test. Based on the result of the research, there was an improvement to the students' listening achievement after they are taught using dictogloss method. The mean score of a post-test (55.65) was higher than the mean score of a pre-test (24.56). By comparing the mean score before and after the researcher conducted the treatments, it can be concluded that dictogloss method is an effective method in teaching listening at MTs Ma'arif 04 Rumbia.

Moreover, they enjoyed in the class when the researcher using dictogloss method in teaching listening. It is in line with vasijevic (2010) who claimed that this method is an interactive method in teaching listening.

Dictogloss positively could improve the students' listening achievement in every part of speech, they were: noun (15%), verb (44%), adjective (34%), adverb (38%), and conjunction (30%). It means that there was different improvement in each part of speech considered by students' understanding in part of speech. In this study also found that the most improvement in part of speech was verb (44%). The total score in a pre test was 14 (15%) and a post test 54 (59%). Every part of speech in this study has increased, and this is in accordance with the purpose of using the dictogloss method. According to Wajnryb (1990) dictogloss is a task-based procedure designed to help language learning students towards a better understanding of how grammar works on a text basis.

However, verb is also the most used word in daily. Harmer (2007) stated that students should have as much opportunity as possible to listen to spoken English. Every sentence that is used should have verb, so they have more opportunity to listen part of speech of verb.

IV. CONCLITIONS AND SUGGESTIONS

Conclusions

After doing the research, the researcher concluded that through dictogloss method, students' listening achievement increased and students became enthusiastic to listen. Dictogloss method has a systematic learning process. It makes students able to understand the text they hear easily

without getting confused. By practicing listening more often, students are more familiar with English words and pronunciation.

Moreover, Students are also able to understand part of speech in English, and the most improvement was verb. Part of speech is the basis for understanding language. If the steps of the dictogloss method are taught correctly while studying, it will make it easier for students to understand English, especially listening.

Suggestions

Considering the finding of the study, the researcher would like to recommend some suggestions as follows: the researcher recommends for English teacher to use of dictogloss method in teaching listening. However, dictogloss is a method that has been shown to be effective in improving students' listening achievement. The four stages of dictogloss method make students more active in the learning process. And also, the researcher suggests further researchers to research at different levels such as second or third grade or may be for senior high school students. Further researchers also can use a description of a person or place. Further researcher may also use the other kind of text.

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