UJET

UNILA JOURNAL of ENGLISH TEACHING

U-JET: Unila Journal of English Teaching is a quarterly journal (March, June, September and December) published by the English Language Study Program, Department of Language and Arts Education, Faculty of Teacher Training and Education, University of Lampung. It addresses a wide range of different fields in English teaching and education, linguistics, applied linguistics, arts, and literature.

The journal aims to promote the development of links between research in English teaching, linguistics, applied linguistics, as well as literature and its application in professional and educational settings. Therefore, the journal invites researchers, scholars, students to submit their research articles and literature reviews for publication in this journal.

8. Meisuri , Universitas Negeri Medan

9. Rina Listia, Universitas Lambung Mangkurat

10. Feni Munifatullah, [Scopus ID: 6706887], University of Lampung, Indonesia

Layout and Publishing

1. Novita Nurdiana, Lampung University, Indonesia

2. Lilis Sholihah, Universitas Lampung, Indonesia

3. Dian Shafwati, Universitas Lampung, Indonesia

4. Khairunnisa , Universitas Lampung, Indonesia

Secretariat

1. Nurhayati Nurhayati, Universitas Lampung

2. Suresmiyati Suresmiyati, Universitas Lampung

Table of contens

An error analysis of students' descriptive writing at Khadijah Islamic boarding school

Samara Fitri Azhari[1], Bambang Setiyadi[2], Ari Nurweni[3]

FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Bojonegoro No. 1, Rajabasa, Bandar Lampung[1,2,3]

[1]Corespondence: samaraazhr@gmail.com

Abstract

The purposes of this research are to find out the types of grammatical errors in students' descriptive writing and to find out the most frequent type of errors in students' descriptive writing. The method of this research is a descriptive qualitative method. The data were collected from 22 descriptive writings which were written by the students. The researcher used the writings as the instrument. In this research, all types of grammatical errors were classified and described based on surface strategy taxonomy by Dulay Burt, and Krashen (1982). Based on the result of the analysis, there were 670 grammatical errors found in the students' descriptive writing. Misformation error occupies the first rank with 286 errors. Then following closely is omission error with 260 errors, next is addition error with 90 errors, and the last one is misorder error with 34 errors.

Keywords: Error Analysis, Surface Strategy Taxonomy, Writing, Second Language

I. Introduction

Language skills could be grouped into two categories: receptive and productive. There are two skills that are under the productive skill category. They are speaking and writing. However, both skills are different in various ways. The most obvious difference is how a learner masters the skill. Speaking is acquired naturally for first and second-language learners because a learner needs the skill to communicate using the target language on day to day basis (Peng, 2011). Meanwhile, writing is a culturally specific learned behavior. A language learner learns to write if he/she is a member of a literate society and usually if someone teaches him/her (Özdemir and Aydın, 2015). From here, we could see that writing has different levels of difficulty.

According to Akbar and Lio (2019), writing is the hardest skill for students because they need to know the grammar, vocabulary, coherence cohesion, semantics, and syntactic. In the case of Indonesian students, many EFL learners face some difficulties in mastering writing since there are some differences between Indonesian and English such as structural and grammatical terms and styles (Husin and Nurbayani, 2017). The other common obstacle that students always face is vocabulary limitations. Students often could not voice out their thoughts because they lack adequate stock of vocabulary (Al-Khasawneh, 2010). All these challenges and difficulties often cause the students to make errors when they write.

Making errors is a natural occurrence in the process of second language acquisition. According to Corder (1981), we live in an imperfect world and consequently, errors would always happen despite our best effort. However, it is different from the meaning of mistakes; an error has resulted from incomplete knowledge. A mistake in writing is made by a learner when they lack attention, fatigue, carelessness, or some other aspect of performance. When learners did some mistakes, they normally would be aware of them and could correct them with more or less complete assurance.

There is a couple of classifications for analysing errors, and surface strategy taxonomy is one of them. Surface strategy taxonomy is the way of analysing errors made by Dulay, Burt, and Krashen (1982). There are four types of errors in this taxonomy:

(1) Omission: The absence of an item that must appear n a well-formed utterance,
Example: Frank from Autralia (**X**)
             Frank *is* from Australia (√)

(2) Additions: The presence of an item that must not appear in a well-formed utterance,
- Double Marking: Two items are marked for the same feature.
    Example: His teacher*'s* is Frank (**X**)
                 His teacher is Franks (√)
- Simple addition: The use of an item that should not appear in a well-formed utterance.
    Example: I can't meet *with* him (**X**)
                 I can't meet him (√)

(3) Misformation: The use of the wrong form of the morpheme or structure,
    Example: *His* live in Pondok Indah South Jakarta (**X**)
                 He lives in Pondok Indah Jakarta.

(4) Misorder: The incorrect placement of a morpheme or group of morphemes in an utterance.
    Example: He have *face very handsome* (**X**)
                 He has a very handsome face.

According to Corder (1981), making errors is an inevitable and necessary part of the learning process. The error provides precisely the sort of negative evidence which is necessary for the discovery of the concept of rule. Errors made by the learners are beneficial to teachers, learners, and researchers. For teachers, errors are evidence of learners' progress in language learning. Teachers can refer to it to improve learners' writing skills. For learners, errors can be the resources for their language learning. Lastly, errors provide evidence to the researcher on how learners learn and acquire the language (Corder: 1967). Presada and Badea (2014), for example, analyzed the causes of errors made by students in their translation classes and asserted that this method could help them sort out the real problems. It is confirmed that Error Analysis (EA) could lessen the number of errors in their students' work.

From the frame theory and explanation above, we could assume that using Error Analysis could have a positive effect on students' writing. The outcome of the error-based analysis of students' writing, therefore, serves as an effective means of improving students' language proficiency as it gives them an insight into some errors that they usually make in their writing. Moreover, by investigating students' errors, educators can get a real understanding of the problematic areas for learners, and they can evaluate the effectiveness of their instruction methods and materials as well (Pouladian, Bagheri, Sadighi, 2017).

II. Methods

The objectives of this research are to describe the types of grammatical errors in students' descriptive writing and to find out the errors committed the most frequently in students' descriptive writing based on surface strategy taxonomy. To fulfill those, this research used a descriptive qualitative approach which produced descriptive data. The data are collected, analyzed, and interpreted in the form of verbal description words.

The research is conducted at Khadijah Islamic Boarding school by focusing on the descriptive writing of second-grade junior high school as the research respondent. The researcher took 22 students' descriptive writing to represent the whole students. After that, the grammatical errors in those writings would be the data for this research. The data then would be documented and analyzed carefully.

In analyzing the data, the procedures of error analysis are conducted (Ellis, 1997 as cited in Murtharho, 2017). The first one is the identification of errors. The second one is the description of errors. In this step, the researcher classifies the errors that have been identified into error classification based on surface strategy taxonomy by Dulay, Burt, and Krashen (1982). The last step is counting the errors. The researcher makes a percentage of each type of grammatical error to know the most frequent type of grammatical errors. the researcher used methods by Corder in Ellis and Barhuizen's theory (2008, as cited in Solihah, 2017). The formula is as follows:

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

P= percentage

F= frequency of error occurred

N= Total number of error

III. Results and Discussion

The results of the analysis are shown in the table below:

Table 1: Inventory of Errors in Students' Samples

No	Errors	Frequency	
		N	%
1	Omission	260	38,81%
2	Addition	90	13,43%
3	Misformation	286	42,69%
4	Misordering	34	12,59%
	Total	**670**	**100%**

After the researcher counted the errors, the researcher found 670 grammatical errors in 22 papers. The most frequent error is the misformation error (286 or 42,69% of 670 total errors), and it is followed by omission error (260 or 38,81% of 670 total errors), addition error (90 or 13,43% of total errors), and the last is the misordering error (34 or 12,59% of 670 of total errors).

Misformation Error

Misformation errors are characterized by the use of the wrong form of the morpheme or structure. The learner supplies something but it is incorrect (Dulay, Burt, Krashen, 1982). The distribution of errors in misformation is presented in the table below:

Table 2: The Distribution of Misformation Errors

No	Grammatical Error	Number of Errors	Percentage %
1.	Action Verb	73	10,90%
2.	Noun	62	9,25%
3.	Determiner	33	4,93%
4.	Adjective	29	4,33%
5.	Preposition	23	3,43%
6.	Pronoun	23	3,43%
7.	Adverb	15	2,24%
8.	Auxiliary Verb	15	2,24%
9.	Conjunction	13	1,93%
10.	To- Infinitive	1	0,15%
	Total	**286**	**42,69%**

From table two, it can be seen that the misformation errors of action verbs have the highest number of errors, with 73 errors or 10,90% of the total number of errors. The lowest one is the misformation of errors of to- infinitive with 1 error or 0,15% of the total number of errors. The following sentence is one of the students' errors in misformation:

He *have* a good boy.

In that sentence, the verb '*have*' is incorrect. The student is describing someone's trait, not something that person has. Therefore, instead of '*have*', the sentence should use '*is'* as the verb.

Omission Error

Omission errors are characterized by the absence of an item that must appear in a well-formed sentence (Dulay, Burt, Krashen, 1982). The following table illustrates the distribution of omission errors conducted by the students:

Table 3: The Distribution of Omission Errors

No	Grammatical Error	Number of Errors	Percentage %
1.	Determiner	64	9,55%
2.	Auxiliary Verb	47	7,01%
3.	Third person Singular	27	4,03%
4.	Pronoun	23	3,43%
5.	Preposition	21	3,13%
6.	Simple Omission	16	2,39%
7.	Plural (-s/es)	15	2,24%
8	Past Tense (-d/ed)	11	1,64%
9	To- Infinitive	10	1,49%
10	Conjunction	8	1,19%
11.	Action Verb	8	1,19%
12.	Noun	4	0,60%
13.	Adverb	4	0,60%
14.	Progressive (-ing)	2	0,30%
	Total	**260**	**38,81%**

The highest number of errors in this category are omission errors of determiner with 64 errors or 9,55% of

the total number of errors. Meanwhile, the lowest number of errors is the omission of progressive (-ing) with 2 errors or 0,30% of the total number of errors. The following sentence is one example of students' omission errors:

He is *Ø* perfect boy.

In that sentence, the student omits the determiner before the adjective. The correct sentence should be "He is a perfect boy".

Addition Error

Addition errors are characterized by the presence of an item that must not appear in a well-formed sentence (Dulay, Burt, Krashen, 1982). There are two types of addition errors: double marking and simple addition. From the table below, it could be seen that simple addition error (55 errors or 8,96% of the total number of errors) is higher than double marking (22 errors or 3,58% of the total number of errors).

Table 4: The Distribution of Addition Errors

No	Grammatical Error	Number of Errors	Percentage %
1.	Double Marking	24	3,58%
2.	Simple Addition	66	9,85%
	Total	90	13,43%

Double Marking

Double marking is characterized by two items that are marked for the same feature. Below is the distribution of the double-marking errors:

Table 5: The Distribution of Double Marking Errors

No	Grammatical Error	Number of Errors	Percentage %
1.	Verb	8	1,19%
2.	Adverb	6	0,90%
3.	Pronoun	5	0,75%
4.	Noun	3	0,45%
5.	Auxiliary Verb	2	0,30%
	Total	24	3,58%

The most striking feature in this table is the double marking error of the action verb. There are 8 errors or 1,19% of the total number of errors. Meanwhile, the lowest double marking error is the double marking error of the auxiliary verb. It only has 1 error or 0,30% of the total errors. For example:

His teacher*'s is* Frank.

In this sentence, the auxiliary verb is produced twice. The English rule for tense formation is: it may be marked syntactically only once. Therefore, the correct sentence should be "His teacher is Frank."

Simple Addition

Simple addition errors are the additional items in a sentence that the students failed to delete that are not part of the double marking. Here is the distribution of simple addition errors:

No	Grammatical Error	Number of Errors	Percentage %
1.	Noun	10	3,70%
2.	Conjunction	9	3,33%
3.	Random Addition	8	2,96%
4.	Determiner	7	2,59%
5.	Preposition	7	2,59%
6.	Verb	5	1,85%
7.	Past Tense (-d/ed)	5	1,85%
8.	Adverb	4	1,48%
9.	Progressing (-ing)	3	1,11%
10.	To- Infinitive	3	1,11%
11.	Pronoun	3	1,11%
12.	Plural (-s/es)	2	0,74%
	Total	**66**	9,85%

In the table above, it could be seen that the highest number of simple addition errors is simple addition errors of the noun. There are 10 errors or 3,70% of total errors. It is just slightly higher than double marking errors of the conjunction. On the other hand, the lowest number of simple addition errors are simple addition errors of plural (-s/es). It only has 2 errors or 0,74% of total errors.

Simple addition errors are the "grab bag" subcategory of addition errors. If an addition error is not a double marking, it is called a simple addition. For example:

Calderioz have *as* six members.

The student has failed to delete a preposition in that sentence. The sentence should be "Calederioz has six members".

Misordering Errors

Misordering Errors are characterized by the incorrect placement of a morpheme or group of morphemes in a sentence (Dulay, Burt, Krashen, 1982). The table below shows the distribution of the misordering errors.

No	Grammatical Error	Number of Errors	Percentage %
1.	Adjective	15	5,56%
2.	Pronoun	7	2,59%
3.	Noun Phrase	6	2,22%
4.	Verb	6	2,22%
	Total	34	12,59%

Looking at the table above, it is clear that almost all of the errors are in form of phrases. In the case of this research, the students have made misordering errors that are word-for-word translations of their native language surface structure. For example:

He have *face very handsome*.

'*face very handsome*' is misordered. The English rule of adjective phrase order is the adjective should be placed before the noun as the adjective acts as the modifier of the noun. However, in this case, the student used the Indonesian language structure in writing the sentence, which was placing the adjective after the noun.

IV. Conclusion and Suggestion

In general, it could be seen that the students often make errors in their writing, especially misformation and omission errors. It is clear that the students are not familiar with the English language. They either wrote their sentences in a word-to-word translation from their mother language to the English language or if they knew some linguistic items in the English language, they were still not aware of the function of it.

For that reason, teachers should build their lesson plans and design the learning material around those weak areas of the learner's language first, focusing on those points particularly. The teachers should not move on to other weak areas without mentioning the previous material that has been taught to the learners. The teachers should keep repeating the previous material while teaching the new material so that the students would not forget the material they have learned. The teachers also have to encourage the students to be more active in speaking and writing while finding a way to correct them without making them feel discouraged.

Some limitations of this study are it only explored the surface elements of a language and was limited only analysis of the two questions. There are many gaps that future researchers that could be covered, such as the coherence and cohesion of a written text made by students, etc. There is a lot of room for research on this topic. Spoken language errors could also be analyzed to improve learners' communicative skills.

References

Akbar, A., & Lio, A. (2019). Error Analysis of The Essays Written by English Department Students of Halu Oleo University. *Journal of Language Education and Education Technology (JLEET), 4*(1).

Al-Khasawneh, F. M. (2010). Writing For Academic Purposes: Problems Faced By Arab Postgraduates Students of The College of Business, UMM. *ESP World, 9(2)*, 1-23.

Corder, S. P. (1967). The Significant of Learner's Errors. *International Review of Applied Linguistics in Language Teaching., 5*(4), 161-170. URL: https://doi.org/10.1515/iral.1967.5.1-4.161.

Corder, S. P. (1981). *Error Analysis and Interlanguage.* Oxford: Oxford University Press.

Dulay, H., Burt, M., & S., K. (1982). *Language Two.* Oxford: Oxford University, Inc.

Husin, M. S., & Nurbayani, E. (2017). The Ability of Indonesian EFL Learners in Writing Academic Papers. *Dinamika Ilmu, 17*(2), 237-250, doi: http://dx.doi.org/10.21093/di.v17i2.725.

Muthardo, M. A. (2017). An Analysis of Grammatical Errors in Academic Essay Written by the Fifth Semester Students of English Education Study Program of UIN Raden Fatah Palembang. *Doctoral Dissertation, UIN Raden Fatah Palembang*.

Özdemir, E., & Aydın, S. (2015). The Effect of Wikis on Motivation in EFL Writing. *Procedia-Social and Behavioral Sciences*, 191.

Peng, G. (2011). On The Effectiveness of Writing Strategies in Promoting 13-15 years old Chinese ESL Learners' Writing Ability. Kristianstad Uiversity, Sweden.

Pouladian, N., Sadegh Bagheri, M., & Sadghi, F. (2017). An Analysis of Errors in Writing Skill of Adult Iranian EFL Learners Preparing fot The IELTS. *International Journal of English Linguistics., 7*(3), 85-96.

Presada, D., & Badea, M. (2014). The Effectiveness of Error Analysis in Translation Classes. A Pilot Study. *Porta Linguarum, 22*, 49-59.

Solihah, D. K. (2017). *Grammatical Errors Analysis in The Fourth Semester Students' Essay Writing at Univesity Muhammadiyah Sidoarjo.(Doctoral Dissertation).* Universitas Muhammadiyah Sidoarjo.

Students' perception of using Google classroom for EFL learning

Amelia Oktaviana[1], Tommy Hastomo[2]

STKIP PGRI Bandar Lampung[1,2]
[2]Corespondence: tomhas182@gmail.com[2]

ABSTRACT

Students need to be proficient in using technology, specifically e-learning apps like Google Classroom which is created by Google. Google Classroom connects with other Google apps such as Google Form, Google Drive, and Google Spreadsheet. Google Classroom is popular for academic purposes because it is user-friendly and does not take up much device storage space. A study was conducted to determine students' perceptions of using Google Classroom. Qualitative research is the research design in this study. The questionnaire, which contained 13 questions, was administered using Google Forms and data analysis was conducted using SPSS. The results of the study indicated that students agreed with using Google Classroom, but emphasized the need to integrate it with face-to-face learning, which aids their comprehension of material. Additionally, students find Google Classroom helpful for submitting assignments or accessing supplementary materials.

Keywords:. EFL Learning, Google Classroom, Students' Perception.

I. INTRODUCTION

In this modern era, contemporary environmental learning outcomes can enhance knowledge, skills, and attitudes, resulting in behavioral change. Pedagogical practices have become more adaptable, allowing educators and students to interact via online platforms, as opposed to exclusively within the confines of traditional classrooms. In the Web 4.0 era, pupils can engage in collaborative writing with their peers, thereby reaping numerous benefits from the available applications. With the rapid advancement of technology, both learners and instructors can gain access to information and knowledge from diverse sources, independent of geographical limitations. The availability of information and materials at all times, subject to an internet connection, enables users to achieve optimal results. Proficiency in IT skills is essential in contemporary times to prevent technological setbacks and the potential omission of pertinent information (Mansur & Asmawati, 2021).

The integration of cutting-edge technology is an imperative need for students pursuing higher education. Such individuals are increasingly utilizing the latest technological advancements for educational and scholarly purposes. However, the utilization of novel technology invariably entails changes in the lifestyle of students (Iftakhar, 2016). Therefore, both educators and learners in academic settings should be well-versed with the new technology of Web 4.0. Failure to do so may result in struggling to keep up with the latest trends. In light of the ongoing COVID-19 pandemic, e-learning has gained prominence since it enables learners to continue their education from the safety of their homes. This approach to education is particularly beneficial, given the pandemic's limitations on movement and in-person learning.

Meanwhile, the utilization of e-learning can significantly augment learning efficiency and efficacy by providing students with greater opportunities to interact with instructors, peers, and academic materials (Abid Azhar & Iqbal, 2018). Consequently, e-learning applications have

emerged as a time-saving tool for learners who can optimize their schedules for other productive activities. Additionally, e-learning can enhance students' social skills, fostering relationships within and outside their institutions. By connecting with others in online learning environments, students can develop new friendships and acquaintanceships. Furthermore, online learning facilitates self-discovery and self-directed learning as students can complete tasks, exercises, and exams independently, thereby enhancing their productivity and comprehension of course materials. Ultimately, online learning ensures that students stay abreast of emerging trends.

According to previous discussion, Google Classroom is a widely-used e-learning platform developed by Google that is specifically designed for academic purposes and supports blended learning (Hastomo et al., 2021). The platform is an effective and helpful tool that poses new challenges for both teachers and learners in continuing education (Heggart & Yoo, 2018). Google Classroom is a management system that is integrated with other Google products such as Google Docs, Google Drive, YouTube, Google Forms, and Google Calendar, which enables class teachers and students to send and share multimedia files, collaborate on projects, engage in online discussions, and carry out online assessments in one place (Sukmawati & Nensia, 2019). In Google Classroom, users can create virtual classes and share class codes with students or participants, thus providing a convenient alternative to conventional classroom teaching that saves time, space, and money. With Google Classroom, students can share resources, submit assignments, and track their progress (Al-Maroof & Al-Emran, 2018). In addition, Google Classroom allows for the submission of tasks or assignments, sharing of materials, and collaboration on projects or tasks with fellow students, as well as the opportunity for discussion, thereby simplifying school or academic activities, even in situations where face-to-face meetings are not possible (Taman et al., 2021).

In today's digital age, young people are using technology such as mobile phones, computers, tablets, and e-readers on a daily basis, as they are part of a generation surrounded by the internet and technology (Hastomo & Septiyana, 2022). E-learning applications, such as Google Classroom, are increasingly being used by teachers to provide materials and assignments to students, especially in light of the COVID-19 pandemic which has made face-to-face classes difficult. Google Classroom is highly accessible and offers advanced features that help teachers save time, organize classes, and communicate with students more effectively. This application is available to everyone through Google Apps for Education, which offers a range of free productivity tools, including Gmail, Drive, and Documents (Harjanto & Sumarni, 2019). As a result of the digital era, teaching materials and lessons are now readily available online, including e-books and other resources that can be either paid or free. Therefore, apps in the web 4.0 era are highly beneficial for students, offering a multitude of advantages.

The available literature indicates that Google Classroom has been widely adopted by educational institutions globally (Brand Fonseca & Soto Peralta, 2019). The platform is user-friendly and assists teachers and students in their teaching and learning activities. However, some educators still consider traditional teaching methods superior to online methods. It is important to consider students' perceptions because this enables teachers to evaluate their effectiveness (Singh et al., 2020). Google Classroom is integrated with other Google apps, such as Google Forms, Google Spreadsheets, and Google Drive, which allow teachers to easily check their students' tasks and assignments. With this platform, teachers can automate the grading process, which is more efficient than traditional methods. Teachers who are interested in keeping up with technological developments can benefit from the ease of this technology.

According to the explanation above, the objective of this current study is to examine students' attitudes towards the use of Google Classroom for EFL learning. The research aims to evaluate the effectiveness of Google Classroom in terms of its impact on the teaching and learning process, its convenience in facilitating the submission of assignments, and its appropriateness

for the current education system. Furthermore, the study seeks to determine whether the utilization of this technology enhances students' understanding of the course material when compared to traditional teaching methods.

II. METHODS

Participants
This research employed an online questionnaire as the instrument for data collection. The questionnaire was distributed for one week via a link sent to 100 undergraduate students in STKIP PGRI Bandar Lampung who had used Google Classroom for at least one term during the Covid-19 pandemic. Out of the 100 students, 30 (7 males and 23 females) who were English as a Foreign Language (EFL) learners completed the questionnaire. The data collected was also reviewed by experts and scholars.

Instruments
The study utilized Google Forms to create a questionnaire which was subsequently distributed to undergraduate students via a link to the Google Forms website. Thirteen questions were included in the questionnaire, and a total of 30 questionnaires were completed by a random sample of undergraduate students who were EFL learners. All EFL learners had an equal opportunity to participate. The online questionnaire was deemed suitable due to its convenience, speed, and ease of completion. The questionnaire data was evaluated using both Google Classroom and SPSS.

Data analysis
This study employed several data analysis techniques, including SPSS, regression analysis, static analysis, and consistency analysis. The Cronbach Alpha calculation was utilized to evaluate the accuracy of the questionnaire, and a score of over 0.7 indicates high consistency. Descriptive statistics were also used to present the fundamental characteristics of the data and provide the readers with a clear understanding of the observations.

III. RESULTS AND DISCUSSIONS

This section presents the outcomes of the questionnaire survey conducted among 30 undergraduate students and provides a descriptive analysis of the results. The results and related discussions are presented in paragraph form.

RESULTS
The findings indicate that the respondents utilized Google Classroom as a means of learning during the Covid-19 pandemic. Additionally, the results indicate that the participants have an understanding of the components of Google Classroom, and that they agree that e-learning via Google Classroom is feasible during the pandemic. Table 1 provides an overview of the participants' demographic information.

Factor	Total of Participants in number	Total of Participants in %
Gender		
Male	7	23,4%
Female	23	76,7%
Semester		
Second Semester	8	27,7%
Fourth Semester	7	23,4%
Sixth Semester	15	50%

The data presented in Table 1 indicates that out of the 30 participants who completed the questionnaires, 7 were male and 23 were female. The majority of the participants were in their sixth semester (50%), while 27.7% were in their second semester and 23.4% were in their fourth semester. Table 2 presents the results of the questionnaire, which assessed the participants' perception and utilization of Google Classroom's features in the teaching and learning process.

Table 2. The Awareness of Students Towards The Use of The Elements of Google Classroom in The Teaching Process

No	Statement	Strongly Agree	Agree	Neutral	Disagree	Stongly Disagree
1	Google Classroom has the capability to offer supplementary educational resources.	10%	23.33%	50%	10%	6.67%
2	Google Classroom has the potential to enhance the quality of education by facilitating better communication between educators and learners.	3.33%	13.33%	66.67%	13.33%	3.33%
3	Learning to use Google Classroom can be an enjoyable experience.	13.33%	23.33%	43.33%	10%	10%
4	Google Classroom is highly compatible with modern educational practices.	50%	33.33%	10%	3.33%	3.33%
5	Google Classroom has the ability to substitute traditional face-to-face learning in schools.	3.33%	6.67%	16.67%	3.33%	70%
6	The Google Classroom application can be employed across all disciplines.	33.33%	33.33%	16.67%	6.67%	10%
7	The quantity and quality of materials received from Google Classroom may not be proportionate to the time spent on studying.	23.33%	20%	43.33%	6.67%	6.67%
8	Google Classroom has the potential to offer 24/7 access to study materials and assignments.	40%	13.33%	33.33%	10%	3.33%
9	Google Classroom is a flexible educational platform suitable for both present and future use and will become an essential	23.33%	33.33%	10%	16.67%	16.67%

	component of education.					
10	Google Classroom is appropriate for the specific field of study being undertaken.	23.33%	63.33%	6.67%	3.33%	3.33%
11	Google Classroom can enhance the efficiency of the learning process.	26.67%	33.33%	23.33%	10%	6.67%
12	Google Classroom facilitates a more contemporary approach to the use of teaching resources.	20%	33.33%	33.33%	10%	3.33%
13	Utilizing the Google Classroom platform continuously can be tedious and unenjoyable.	83.33%	6.67%	3.33%	3.33%	3.33%

The table presents 13 statements related to the use of Google Classroom as an educational platform, along with the percentage of respondents who strongly agree, agree, are neutral, disagree, or strongly disagree with each statement. According to the table, 10% of the respondents strongly agree, 23.33% agree, 50% are neutral, 10% disagree, and 6.67% strongly disagree that Google Classroom has the capability to offer supplementary educational resources. The majority of respondents (66.67%) are neutral on the statement that Google Classroom has the potential to enhance the quality of education by facilitating better communication between educators and learners. Meanwhile, 3.33% of respondents strongly agree, 13.33% agree, 13.33% disagree, and 3.33% strongly disagree with this statement.

Regarding the statement that learning to use Google Classroom can be an enjoyable experience, 13.33% of respondents strongly agree, 23.33% agree, 43.33% are neutral, 10% disagree, and 10% strongly disagree. The majority of respondents (50%) strongly agree that Google Classroom is highly compatible with modern educational practices, while 33.33% agree, 10% are neutral, and only 3.33% disagree or strongly disagree. On the statement that Google Classroom has the ability to substitute traditional face-to-face learning in schools, 3.33% of respondents strongly agree, 6.67% agree, 16.67% are neutral, 3.33% disagree, and 70% strongly disagree. On the other hand, 33.33% of respondents strongly agree, 33.33% agree, 16.67% are neutral, 6.67% disagree, and 10% strongly disagree that the Google Classroom application can be employed across all disciplines.

Regarding the statement that the quantity and quality of materials received from Google Classroom may not be proportionate to the time spent on studying, 23.33% of respondents strongly agree, 20% agree, 43.33% are neutral, 6.67% disagree, and 6.67% strongly disagree. 40% of respondents strongly agree, 13.33% agree, 33.33% are neutral, 10% disagree, and 3.33% strongly disagree that Google Classroom has the potential to offer 24/7 access to study materials and assignments. Meanwhile, 23.33% of respondents strongly agree, 33.33% agree, 10% are neutral, 16.67% disagree, and 16.67% strongly disagree that Google Classroom is a flexible educational platform suitable for both present and future use and will become an essential component of education. On the statement that Google Classroom is appropriate for the specific field of study being undertaken, 23.33% of respondents strongly agree, 63.33% agree, 6.67% are neutral, and only 3.33% disagree or strongly disagree.

Regarding the statement that Google Classroom can enhance the efficiency of the learning process, 26.67% of respondents strongly agree, 33.33% agree, 23.33% are neutral, 10% disagree, and 6.67% strongly disagree. On the statement that Google Classroom facilitates a more contemporary approach to the use of teaching resources, 20% of respondents strongly agree, 33.33% agree, 33.33% are neutral, 10% disagree, and 3.33% strongly disagree. Finally, a significant percentage of respondents (83.33%) strongly agree that utilizing the Google

Classroom platform continuously can be tedious and unenjoyable, while only 6.67% agree, 3.33

DISCUSSION

The table provides the results of a survey on undergraduate students' perceptions of Google Classroom as an e-learning platform. The survey found that while students generally found Google Classroom to be a useful platform, they had mixed feelings about its various components and features. In general, the students agreed that Google Classroom can provide additional material (23.33% agreed, 50% were neutral, and 10% disagreed), but the majority of them disagreed with the statement that Google Classroom can replace face-to-face learning in schools (6.67% disagreed, and 70% strongly disagreed).

One previous study found that the use of Google Classroom led to improved student engagement and increased access to course materials (Mansur & Asmawati, 2021). Similarly, a different study found that the use of Google Classroom improved student motivation and engagement, and led to more active participation in classroom activities (Iftakhar, 2016). These findings are in line with the current study's findings that Google Classroom is a useful platform for providing additional materials and increasing access to course materials.

On the other hand, the current study found that many students were neutral about the use of Google Classroom for improving the quality of communication between teachers and students (66.67% neutral), while a previous study found that the use of Google Classroom improved communication between teachers and students, and led to more collaborative learning experiences. This difference in findings could be due to differences in the way the surveys were conducted or the specific features of Google Classroom that were being evaluated (Abid Azhar & Iqbal, 2018).

Another interesting finding in the current study was that students had mixed feelings about the fun factor of using Google Classroom. While some students agreed that learning to use Google Classroom is a fun activity (23.33% agreed), many were neutral (43.33%) or disagreed (10% disagreed, and 10% strongly disagreed). Previous studies have not explored this aspect of student perceptions of Google Classroom in depth, and further research is needed to better understand the relationship between the fun factor and student engagement (Heggart & Yoo, 2018).

Overall, the current study suggests that while Google Classroom can be a useful e-learning platform, students have mixed feelings about its various components and features. These findings are consistent with previous studies that have found that Google Classroom can improve student engagement, motivation, and access to course materials. However, the current study also highlights the need for further research to explore how specific features of Google Classroom are perceived by students, and how these perceptions might impact their engagement and learning outcomes.

IV. CONCLUSIONS AND SUGGESTIONS

In conclusion, the study found that students have a generally positive perception of using Google Classroom as a means of e-learning during the pandemic. Students believed that Google Classroom could provide additional learning materials and improve communication between teachers and students. They also found using the platform to be a fun activity and believed it fit well with modern education levels. However, students did not believe that Google Classroom could replace face-to-face learning, and they had mixed feelings about the platform's ability to organize the learning process.

Based on these findings, it is suggested that educators should consider using Google Classroom as a supplement to traditional teaching methods, rather than a complete replacement. The platform can be an effective way to provide additional learning materials and facilitate communication between teachers and students. However, it is important to note that students still value face-to-face interaction and may not be receptive to the idea of e-learning as the primary mode of instruction. Furthermore, educators should also consider providing training and support to students to help them navigate the platform effectively. Students' mixed feelings about Google Classroom's ability to organize the learning process suggest that some students may require additional guidance in order to maximize the benefits of the platform. It is also recommended that future studies investigate the effectiveness of using Google Classroom in different subject areas and at different grade levels. This will help educators understand the limitations and potential benefits of using the platform in different contexts.

REFERENCES

Abid Azhar, K., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. *Prizren Social Science Journal*, *2*(2), 52–66.

Al-Maroof, R. A. S., & Al-Emran, M. (2018). Students acceptance of google classroom: An exploratory study using PLS-SEM approach. *International Journal of Emerging Technologies in Learning*, *13*(6), 112–123. https://doi.org/10.3991/ijet.v13i06.8275

Brand Fonseca, K. A., & Soto Peralta, F. (2019). Google Classroom: An Effective Virtual Platform to Teach Writing in an EFL Composition Course. *International Journal of English Language Teaching*, *6*(1), 27. https://doi.org/10.5430/ijelt.v6n1p27

Harjanto, A. S., & Sumarni, S. (2019). Teacher's Experiences on The Use of Google Classroom. *3rd English Language and Literature International Conference (ELLiC)*, *3*, 172–178.

Hastomo, T., Istiara, F., & Nurchurifiani, E. (2021). Google classroom : An online platform for teaching English | Hastomo | Aksara: Jurnal Bahasa dan Sastra. *Aksara Journal*, *22*(2). http://jurnal.fkip.unila.ac.id/index.php/aksara/article/view/22326

Hastomo, T., & Septiyana, L. (2022). The Investigation of Students' Engagement in Online Class During Pandemic Covid-19. *Jurnal Penelitian Ilmu Pendidikan*, *15*(2). https://doi.org/10.21831/JPIPFIP.V15I2.49512

Heggart, K. R., & Yoo, J. (2018). Getting the most from google classroom: A pedagogical framework for tertiary educators. *Australian Journal of Teacher Education*, *43*(3), 140–153. https://doi.org/10.14221/ajte.2018v43n3.9

Iftakhar, S. (2016). GOOGLE CLASSROOM: WHAT WORKS AND HOW? *Journal of Education and Social Sciences*, *3*. http://www.ucalgary.ca/~dmjacobs/phd/diss/Image74.gif

Mansur, A. A., & Asmawati, D. N. (2021). THE UTILIZATION OF ZOOM, GOOGLE CLASSROOM, AND QUIZIZZ IN MARITIME ENGLISH LEARNING. *English Review: Journal of English Education*, *10*(1), 113–120. https://doi.org/10.25134/ERJEE.V10I1.5361

Singh, C. K. S., Singh, T. S. M., Abdullah, N. Y., Moneyam, S., Ismail, M. R., Eng Tek, O., Karupayah, T., Chenderan, K., Singh, M. K. R., & Singh, J. K. S. (2020). RETHINKING ENGLISH LANGUAGE TEACHING THROUGH TELEGRAM, WHATSAPP,

GOOGLE CLASSROOM AND ZOOM. *Systematic Reviews in Pharmacy*, *11*(11), 45–54. https://doi.org/10.31838/SRP.2020.11.9

Sukmawati, S., & Nensia, N. (2019). The Role of Google Classroom in ELT. *International Journal for Educational and Vocational Studies*, *1*(2), 142–145. https://doi.org/10.29103/ijevs.v1i2.1526

Taman, P., Nasution, S. S., Hastomo, T., Sukmawati, N. N., & Kusumoriny, L. A. (2021). THE YOUNG LEARNERS' PERCEPTION TOWARDS ENGLISH INSTRUCTIONAL PRACTICES USING VIRTUAL PLATFORMS. *JOALL (Journal of Applied Linguistics and Literature)*, *6*(2), 181–193. https://doi.org/10.33369/JOALL.V6I2.15369

Improving students' ability in mastering simple present tense by using Duolingo App

Suci Handayani[1], Deddy Supriyadi[2], Fajar Riyantika[3]

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No.1, Bandar Lampung[1,2,3]

Correspondence e-mail: suciyani1609@gmail.com

ABSTRACT

The objective of this research is to investigate the significant improvement in students' ability in mastering simple present tense after being taught by using Duolingo app. This research was quantitative and used a one-group pretest-posttest design as the research design for this study. This research involved the students of VIII 1 class at SMP Negeri 1 Sukadana which consists of 30 students. In collecting the data, the pre-test and post-test were administered. The data were analyzed by using Paired Sample T-Test (SPSS 25.0 for windows) to test the hypothesis in which the significance was determined by $\alpha < 0.05$. The result of data computation of the value of 2-tailed significance was $0.00 < 0.05$ which is lower than 0.05. Based on that result it is indicated that there is a significant improvement in students' ability in mastering simple present tense after being taught by using Duolingo app.

Keywords: simple present tense, duolingo application

I. INTRODUCTION

Grammar plays a crucial part in learning English for EFL (English as Foreign Language) students in Indonesia. According to Mammadova (2020), grammar roles as the foundation of the language. The ability of mastering English grammar is very important since grammar considered as the aspect that contributes in understanding a language. Grammar plays as the backbone of any language since without the existence of the grammar those people cannot convey the messages, meaning and ideas (Taamneh (2020). Thus, people need to learn English grammar in order to fulfill their target in communications better both orally and in writing. In fact, there are four skills that should be mastered by the students in learning English, i.e. listening, speaking, reading, and writing. However, grammar is one of the main components in English language, which is crucial for being master among all those skills.

One of the important elements of English grammar which needed to learn is tenses. In the context of language grammar, tenses is the form of verb which shows the time of action or state that occur in the present, past or in the future situation (Oxford, 2008). In Indonesia syllabus, there are so many tenses that must be taught to the students, such as simple present tense, simple past tense, simple future tense, and etc. However, since there are so many tenses that taught to the students in Indonesia, the researcher more interested in a field of simple present tense.

In the case of study conducted by Komara & Tiarsiwi (2021) on 500 respondents from three different levels of education; lower secondary school learners, upper secondary school learners and university learners in Indonesia across the country by using online closes-ended and open-ended questionnaires, it was found a fact that EFL learners are Strongly Agree (SA) and Agree (A) that English grammar was still difficult to learn but crucial to learn and master. In this case of study, most of students at SMP Negeri 1 Sukadana still find difficult in mastering tenses

especially in simple present tense. Based on the information obtained from English teacher at SMP Negeri 1 Sukadana, it was found that there were many students in SMP Negeri 1 Sukadana had a lack of grammar mastery especially in field of simple present tense such as they still find difficult how to express their habitual action in English. In the teaching process, the teacher of SMP Negeri 1 Sukadana only used text book as a media for teaching grammar. It is indicated that the students used a limited media in learning grammar.

Based on the problem above, it can be concluded that learning English grammar in field of simple present tense is relatively not easy for most of students in Indonesia including for the students at SMP Negeri 1 Sukadana. One of the aspects that caused that happens because they still have a limitation media for learning grammar in which it gives an impact in field of grammar mastery. Therefore, based on this problem the teacher needs any other kinds of media to add more experience for students in learning grammar of simple present tense.

In this era, technology has become something that cannot be separated from our lives. Yudhiantara & Saehu (2017) defines mobile assisted language learning (MALL) as the technology based on mobile phone that used to support language learning. One of the applications that use in MALL is Duolingo app. Duolingo is type of application for language learning that has been already available for many years in our society. According to Yurko & Vorobel (2020), Duolingo has several aspects of language-learning exercises in which there are sentence-building exercises that makes the learners gradually demonstrate grammar rules, rather than memorizing the rules. Additionally, this kind of application also can engage students' motivation in learn English. According to Habibie (2020), it was found that the use of Duolingo app in learning English is quite effective to enhance students' motivation.

The writer chose duolingo app as a teaching media for the students of SMP Negeri 1 Sukadana because, this application gives an alternative way for the students in mastering grammar of simple present tense since this application using two languages in practically. Furthermore, it was also informed by one of the English teachers at SMP Negeri 1 Sukadana that this school never use Duolingo app as a media for teaching grammar especially in simple present tense. By using this app as a media for teaching simple present tense at students of SMP Negeri 1 Sukadana, the students would enjoy the process of mastering simple present tense. As a result, their ability improved. In this research, the researcher chose the seconds grade students of SMP Negeri 1 Sukadana as the object of the research because the topic of simple present tense is taught in the syllabus of that semester. Furthermore, there was no any research that conducted in this school regarding to this title. Therefore, further research is needed regarding whether the Duolingo application is proven or not to improve students' ability in mastering the simple present tense at SMP Negeri 1 Sukadana.

II. METHODS

The researcher used *one-group pretest-post- test design* as the research design for this study. One-group was only in one class, while the pretest and post-test used to measure the success of this study. In this research the students got the pretest before being taught with the treatment. The researcher gave the pre-test for the students in order to know students' ability in simple present tense before the treatment. The post-test used to find out the statistically improvement of students' ability after using Duolingo app. The population of this research was the second-grade students of SMP Negeri 1 Sukadana and for the sample of this research was the students of VIII 1 class which consist of 30 number of students. The researcher used *simple random sampling technique* in determining the sample. The researcher got the data from the grammar test as the instrument of the test, in order to measure their ability of mastering simple present tense. The tests were measured by using scoring system of grammar. Then, the data were analyzed by using Paired Sample T-test in SPSS 25.0 for windows.

III. RESULTS AND DISCUSSIONS

Result

The pre-test and the post-test then were conducted in VIII 1 Class of SMP Negeri 1 Sukadana in order to analyzed how the significant improvement in students' ability of mastering simple present after being taught by using Duolingo app. The frequency distribution of the pre-test and the post-test can be seen in the table below:

Table 1. Frequency of Pre-test and Post-test

Statistics		Pre-test	Post-test
N	Valid	30	30
	Missing	0	0

Pre-test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	1	3.3	3.3	3.3
	53.33	1	3.3	3.3	6.7
	56.67	8	26.7	26.7	33.3
	60.00	7	23.3	23.3	56.7
	63.33	5	16.7	16.7	73.3
	66.67	3	10.0	10.0	83.3
	73.33	3	10.0	10.0	93.3
	76.67	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Post-test		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	66.67	2	6.7	6.7	6.7
	70.00	8	26.7	26.7	33.3
	73.33	7	23.3	23.3	56.7
	76.67	7	23.3	23.3	80.0
	80.00	3	10.0	10.0	90.0
	86.67	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

In order to answer the research question, the researcher conducted the pre-test and post-test on students of VIII 1 class of SMP Negeri 1 Sukadana. Based on the data computation, it was found that there was an improvement of students' pre-test and post-test score which the result of pre-test and post-test were described as follows:

Table 2. Improvement of students' Mastery on Simple Present Tense

Mean Score of Pre-test	Mean Score of Post-test	Gain Score
62.22	74.78	12.56

Based on to the data table above, it shows that the students' ability of mastering simple present tense was increased after being taught by using Duolingo app. The mean score of pre-test which 62.22 and the mean score of post-test which 74.78, indicated there was improvement between students' mean score of pre-test and post-test after being taught by using Duolingo app.

To test the hypotheses, the researcher used Paired sample t-test and the result can be seen as follows:

Table 3. Paired Sample Statistic Result

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test	62.2227	30	6.85502	1.25155
	Post-test	74.7783	30	5.44539	.99419

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test & Post-test	30	.753	.000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Pre-test - Post-test	-12.55567	4.52059	.82534	-14.24368	-10.86765	-15.213	29	.000

Based on the data above, it revealed that the result of the computation was significant (α=0.00). Therefore, since 0.00<0.05, it indicated that $H0$ was rejected and $H1$ was accepted. In relation to that result, it can be concluded that there is a significant improvement on students' ability of mastering simple present tense after being taught by using Duolingo app, since the hypothesis was accepted.

Discussion

This part was discussed related to the research finding, which intended to answer the research question. Based on the result, this research indicated that the hypothesis proposed was accepted, which means it has proven that using the Duolingo app has significantly improved students' ability to master simple present tense.

As the result of statistical analysis of research findings, it can be seen that there is a significant improvement in students' ability in mastering simple present tense after being taught by using

Duolingo app in the VIII 1 class of SMP Negeri 1 Sukadana. The existing gain scores in the pre-test and post-test results indicated that this media was effective enough to improve students' ability to master a simple present tense. The students' mean score on the pre-test was 62.22, and the mean score on the post-test was 74.78, and as a result, the gain score was 12.56. Meanwhile, the result in the data computation of the value of 2-tailed significance was 0.00<0.05, which means that H1 was accepted.

In line with the previous research by Wijaya, R., Yufrizal, H., & Kadaryanto, B. (2016), in which they conducted research entitled "Improving Vocabulary Through Duolingo Application in Call at the Seventh Grade of SMP." They investigated whether the implementation of the Duolingo app can improve English vocabulary achievement for students SMP Negeri 1 Bandar Lampung in the seventh grade of junior high school. In this research, the researcher used a pre-experimental design in one group pretest-posttest. As the result of this research, the researcher found that the Duolingo application can apply to improve English vocabulary since the result showed that the mean scores enhanced from 61.15 to 77.25. Building upon that previous research, the research confirmed that the Duolingo application is a kind of media that effectively helps students improve their English skills. However, compared to that previous research, this study only focused on improving their grammar skills, especially in forming simple present tense sentences.

The other previous research related to this research was by Rosyada (2016). She conducted quasi-experimental research entitled "Improving Students' Simple Present Tense in Writing Descriptive Text Using Grammar Checker Application in the Tenth Grade Students of SMK IPT Karangpanas in the Academic year of 2015/2016". The objective of this research is to find out whether there is any difference before and after the students use the grammar checker application. As a result, that previous research showed that the mean score was improved from 64,6 to 80,27 for the experimental group and 64,73 to 77,67 for the control group. The writer concludes that there is a significant difference in teaching Simple Present Tense in writing descriptive text between students after being taught by using grammarly grammar checker application. Previous research has proven that using media/ online applications could be an alternative way to improve students' English skills, especially in mastering simple present tense. Afterward, compared with the previous research, this research was focused on improving students' ability to master the simple present tense by using media called Duolingo app.

In correlation with the previous research conducted by Fatah, C. A. (2019) entitle "The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge". This research used a quasi-experimental research design in which the sample consisted of twenty students. Based on the results of this research, the statistical calculations with a significant level of 5% show that the th= 2.881 is higher than tt = 1.672. The use of the Duolingo application has had a positive influence on the seventh grade of SMP Islam Taman Quraniyah South Jakarta in the 2018/2019 academic year since the use of Duolingo allows them to develop their English skills of vocabulary knowledge. However, that previous research only focused on developing students' English vocabulary instead of developing English skills in another field. In conclusion, based on the findings of all the previous research, it proved that online applications/ kinds of digital media successfully improve students' English skills, such as grammar, vocabulary, or any other field of English skill.

Additionally, in line with the concept of gamification application by Huotari & Hamari (2017), gamification application such as Duolingo created a similar experience and motivation as same as playing games. Obtained from the research, positive response from the students indicated that this application also engaged students' motivation. Based on the observation by the researcher during the research, one of student at class VIII 1 in SMP Negeri 1 Sukadana (student 3) explained that learning simple present tense through Duolingo app is really easy and fun for her

since she could learn English anytime and anywhere. She also explained that using Duolingo application is even more interesting for her since she was able to study English by phone at home and doesn't always have to be formal learning in class. From the student response before, it concluded that Duolingo application can be a great start for beginner students to learn English as it motivates them on making progress in their English skills.

In addition, in line with the study by Novitasari & Purnamaningsih (2022), it is explained that learning application such as Duolingo, Kahoot, and etc. can be used for quizzes and assignment. However, rather than other application, Duolingo has a lot of useful features rather than other application, since this application is equipped with several features and many practice exam. Furthermore, Duolingo app is the largest online language learning platform. In line with that statement, during conducting this research the researcher realized that this application is quite effective since this application can be used anywhere and anytime.

In general, based on the research findings, Duolingo is a kind of application/ digital media that has been proven effective to improve students' ability to master English skills, especially in mastering simple present tense. Considering the indicator of the research in which the ability to comprehend the formula of the simple present tense, this research found that there is a significant improvement in students' ability to master simple present tense after being taught by using Duolingo app in VIII 1 class of SMP Negeri 1 Sukadana. The researcher claimed that the improvement of students' ability in mastering simple present tense is because of the use of Duolingo app, which makes it easier for the students to master the formula in conducting simple present tense.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

According to the result of the data analysis and discussion, the researcher concluded that there is a significant improvement in students' ability in mastering simple present tenses after being taught by Duolingo app. It can be seen from the test result which is spotted that the mean score of the pre-test was 62.22, then increased in the post-test section to 74.78. In addition, the hypothesis testing result on paired sample T-test showed that the significant value was 0.000, which means that the result was lower than 0.05. In other words, it indicates that the hypothesis of this research is accepted.

As the conclusion of this research, it assumed that using the Duolingo application successfully improved students' ability in master simple present tense since the students could comprehend the form of conducting a simple present tense sentence. Furthermore, the researcher of this research claimed that the Duolingo application could be an alternative medium for teaching simple present tense since this media is effective and useful for helping students to improve their ability in mastering simple present tense.

Suggestions

1. English teachers: The researcher suggested English teachers to apply the application of Duolingo as a medium for teaching simple present tense to improve students' ability in mastering this subject. The use of a Duolingo application is supposed to help students in mastering the simple present tense by correcting students' mistakes in writing the English structure of a simple present tense sentence. Providing the base material of simple present tense, such as formulas, etc., by the teacher, then proceeding with the automatic corrections carried out by the application, has an impact on students' understanding regarding the

forming of the sentences of simple present tense. In addition, Duolingo app is necessary to make the student more understand and attract their attention to the teaching-learning process. As a result, they will feel motivated while learning this subject. With the optimizing technology of Duolingo app, the students will realize that they can learn English flexibly by using this kind of media.

2. Other researchers: the researcher suggested to the other researchers to continue any further research related to the use of Duolingo app as a medium to improve students' ability to master any other English skill, such as vocabulary and etc. In addition, the future researcher also suggested maximizing the time allocation by applying Duolingo app as a medium for teaching English in the classroom. Furthermore, since the researcher does not really have time to do further analysis on whether or not the students' achievements are consistent, the future researchers attain to analyze further whether or not the students mastered the grammatical feature by testing their consistency in terms of achieving the score towards this skill. The further researchers also can conduct some direct interviews with the students, regarding to the students' perceptions towards the use of Duolingo application as a media for learning English.

V. REFERENCES

Fatah, C. A. (2019). *The Effect of Using Duolingo Application to Develop Students' Vocabulary Knowledge (A Quasi-experimental Study at the Seventh Grade of SMP Islam Taman Quraniyah Jakarta Selatan in Academic Year 2018/2019)*

Habibie, A. (2020). DUOLINGO AS AN EDUCATIONAL LANGUAGE TOOL TO ENHANCE EFL STUDENTS'MOTIVATION IN WRITING. *British (Jurnal Bahasa dan Sastra Inggris)*, *9*(1), 13-26.

Huotari, K., & Hamari, J. (2017). A definition for gamification: anchoring gamification in the service marketing literature. *Electronic Markets*, *27*(1), 21–31. https://doi.org/10.1007/s12525-015-0212-z

Komara, C., & Tiarsiwi, F. (2021). *Exploring Indonesian EFL Learners ' Perception of English Learning Grammar*. *6*(2), 459–470. https://doi.org/10.21462/jeltl.v6i2.564

Mammadova, T. (2020). *Exploring English Language Teaching in Post-Soviet Era ountries: Perspectives from Azerbaijan*. Taylor \& Francis. Retrieved from https://books.google.co.id/books?id=F4r1DwAAQBAJ

Novitasari, I., & Purnamaningsih, I. R. (2022). STUDENTS'PERCEPTIONS OF USING THE DUOLINGO APPLICATION AS AN ONLINE ENGLISH LEARNING MEDIUM. *PROJECT (Professional Journal of English Education)*, *5*(3), 535-543.

Oxford, U. (2008). *Oxford Learner's Pocket Dictionary* (4 Edition; V. Bull, Ed.). Oxford: Oxford University Press.

Rosyada, N. A. (2016). *Sarjana Pendidikan*. University of Semarang.
Taamneh, I. (2020). *EFL Teachers ' Perspective towards the Effect of Using Games in Teaching Grammar. 13*(7), 1363–1381.

Wijaya, R., Yufrizal, H., & Kadaryanto, B. (2016). Improving Vocabulary Through Duolingo Application in Call At the Seventh Grade of Smp (Vol. 5). University of Lampung.

Yudhiantara, R. A., & Saehu, A. (2017). Mobile-Assisted Language Learning (MALL) in Indonesian Islamic Higher Education. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *2*(1), 21. https://doi.org/10.21093/ijeltal.v2i1.52

Yurko, N., & Vorobel, M. (2020). Learning English Grammar Online: the Main Resources. *Репрезентація Освітніх Досягнень, Мас-Медіа Та Роль Філології У Сучасній Системі Наук (1St. Ed)*, 115–123. https://doi.org/10.36074/rodmmrfssn.ed-1.11

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

Yunike Denasti Mandasari[1], Cucu Sutarsyah[2], Tuntun Sinaga[3]

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung

[1]Corespondence: Yunikei12345@gmail.com

ABSTRACT

This research was aimed to know : "There was significant correlation between students' frequency of watching English Cartoon movie and Students; vocabulary Mastery SMAN 15 Bandar Lampung in academic year 2020/2021. The research method of this research was a quantitative. The population of the research was the twelve grade students of SMAN 15 Bandar Lampung in academic year 2020/2021, the number of students was 32 students. The researcher gave a questionnaire to know students' frequency of watching English Cartoon movie, and test to know the students' vocabulary mastery. 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 $p<0.01$ ($p=0.98$). It can be happened because most of students use their time to watching English Cartoon movie and it can enrich their vocabulary.

Keywords: Vocabulary mastery, watching English cartoon movie, correlation, frequency.

I. INTRODUCTION

Vocabulary is considered as an important language component because it can support the learners' ability in developing language skills as quoted by Lado (1979) as cited in Novi (2013). In line with Lado, Cameron (2001: 72) emphasized the importance of vocabulary learning especially for children who learn a foreign language. She stated that vocabulary learning can serve as a stepping stone to learn and use grammar. Thus, it can be stated that vocabulary learning is also important to be conducted in the classroom because vocabulary can make the students convey their ideas both in oral and written form effectively. Their ideas can help them in understanding the subject with the teacher's guide. Regarding the statement above as quoted by Esra (2017)**,** Wilkins (1972) said that without grammar very little could be conveyed but without vocabulary, nothing can be conveyed. We are able to understand the language even if we do not understand grammar. On the other hand, we are not able to understand one single simple sentence if we are not able to recognize the meaning of vocabulary.

Based on the previous research (Thornburry, 2002) it was found that there are difficulties in teaching vocabulary in the class. The students have problems in memorizing and understanding vocabulary. They easily forgot some new words that the teacher taught and sometimes they could not remember how to pronounce it. This shows that their tendency to repel the subject of English is caused by their lack of vocabulary.

In Indonesia, English 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 considered as one of subject that less comfortable by the students. So that using teaching media is very important to help the students be more interest, as stated by Saiful (2013).

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 easily. Teaching English in conventional ways is not easy task. When students find new difficult words, they have to open a dictionary to get the meaning. Students need alternative sources to enjoying the learning of vocabulary. Therefore, the teacher must provide the media in order to help the students enriching their vocabulary.

According to Arsyad (2012:13) media is an important tool in conveying the message or the information in the learning process. There are three kinds of media, namely: visual media are using the senses of vision, audio media are using the senses of hearing and audio-visual media that combines multiple senses hearing and vision. Students would be more motivated if they can use multiple senses than if the students is only using one sense either vision or hearing. In this case, the researcher will take audiovisual media for running the research. It is English cartoon movie media.
Cartoon film is the same as animation film. The word animation was derived from Yunani "anima" which the meaning is soul and live. The word animation also has a mean is to give a live for the object by stiring the object in the specific time. From the statement above it can concluded that animation is a group of picture or object (Wordpress: 2010) It means that cartoon film is animation films that show a 2 dimension film. So the cartoon film is a picture that can move and make a sound. By using English cartoon, students are expected to enjoy learning English vocabulary, clarifying messages, saving teachers' energy, motivating students to learn, increase the quantity of teaching and learning.

Based on the researcher observation, students of senior high school prefer to watch English cartoon than Indonesian cartoon. Actually, an English-cartoon that have been translated in Indonesian, but the conversation is still spoken in English. Watching English cartoon can be an alternative media of students to improve and enrich their mastery of English vocabulary in their free time.

II. METHODS

This research used a quantitative method which used ex-post facto design. The researcher investigated whether there was a correlation between students' frequency of watching to English cartoon movie and students' vocabulary mastery. The instruments of this research were a vocabulary test and a questionnaire. SMAN 15 Bandar Lampung in academic year 2020/2021, in twelve grade the number of students was 32 students. The researcher conducted the vocabulary test to measure the students' vocabulary mastery. After giving the test, the researcher gave the questionnaire to measure the students' frequency of watching English cartoon movie. Then, the researcher found the result of the correlation by using *Pearson Product Moment*.

III. RESULTS AND DISCUSSIONS

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

Table 1. The percentage of students' vocabulary mastery level.

HIGH	76-100	17 Respondents
MODERATE	60-75	9 Respondents
LOW	40-59	6 Respondents

Based on the table above shows that from 32 students. There are 6 students in low level with percentage 18.75%, There are 9 students in moderate level with percentage 28.125%, and there are 17 students in high level with percentage 53.125%. The level students' frequency in watching English cartoon movie has high.

Table 2. Score of Students Vocabulary Mastery

NO	STUDENTS INITIAL	VOCABULARY TEST SCORE	LEVEL
1	AMNC	70	MODERATE
2	AI	66	MODERATE
3	AFK	50	LOW
4	CC	60	MODERATE
5	CWN	60	MODERATE
6	FCD	86	HIGH
7	FY	70	MODERATE
8	GTR	66	MODERATE
9	HIDA	78	HIGH
10	KPFY	92	HIGH
11	LFPD	62	MODERATE
12	MYSZ	86	HIGH
13	MA	56	LOW
14	MTT	88	HIGH
15	MAYS	56	LOW
16	MM	64	MODERATE
17	MAF	92	HIGH
18	MI	80	HIGH
19	MRRN	78	HIGH
20	NNW	76	HIGH
21	NA	50	LOW
22	NA	76	HIGH
23	PS	68	MODERATE
24	SM	46	LOW
25	SZA	92	HIGH
26	SRA	78	HIGH
27	SW	90	HIGH
28	TRCW	86	HIGH
29	TAM	76	HIGH
30	TPA	76	HIGH
31	YSIR	56	LOW
32	YPS	82	HIGH
	TOTAL	**2311**	

Based on the table above, the highest score of student's vocabulary mastery test is 17 and the lowest is 6. The score (Y) is 2311 and the participants (N) are 32. The next step is to calculate mean of students" vocabulary mastery test by this pattern:

$$Y = \frac{\sum Y}{N}$$
$$= \frac{2311}{32}$$
$$= 72,218$$

Result of Students' Questionnaire.
Based on the analysis of data about habit in which level of habit is divided into three categories. High habit is 17 students, moderate habit is 9 students, low habit is 6 students. It can be concluded that the level of behavior of watching English cartoon movie has the biggest affect towards students' vocabulary mastery.

Table 3. Score of Students Questionnaire Test.

NO	STUDENTS INITIAL	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	SCORE
1	AMNC	2	3	2	3	1	1	4	3	4	2	3	2	1	4	35
2	AI	2	3	3	2	4	1	3	4	2	1	2	1	2	3	33
3	AFK	2	2	3	1	2	3	2	1	1	1	1	1	1	2	23
4	CC	4	4	4	4	4	1	4	4	1	4	4	3	2	3	46
5	CWN	1	1	1	1	1	4	1	2	1	1	2	1	2	2	21
6	FCD	4	3	4	3	3	1	3	3	2	4	4	2	2	4	42
7	FY	2	2	2	2	2	3	2	3	2	1	1	1	1	3	27
8	GTR	2	2	2	2	2	3	2	2	2	1	1	1	1	2	25
9	HIDA	3	2	2	3	3	2	3	3	3	3	3	3	3	3	39
10	KPFY	4	4	4	4	4	1	4	4	4	4	3	3	3	4	50
11	LFPD	2	2	2	2	2	2	3	2	3	2	2	2	2	3	31
12	MYSZ	3	3	3	2	3	2	3	3	2	3	3	3	3	4	40
13	MA	1	2	2	2	2	3	2	3	2	1	2	2	1	3	28
14	MTT	4	4	4	4	1	1	4	4	3	3	3	3	3	4	45
15	MAYS	2	2	2	2	2	3	3	2	2	1	1	1	1	3	27
16	MM	1	2	2	2	2	4	1	2	3	1	2	2	1	3	28
17	MAF	4	3	3	4	4	2	3	3	2	3	4	4	4	4	47
18	MI	2	3	2	2	3	2	2	3	3	1	2	2	2	3	32
19	MRRN	3	3	3	3	3	2	3	3	2	2	2	2	2	4	37
20	NNW	3	2	2	2	3	2	4	4	2	3	3	3	3	4	40
21	NA	1	2	2	2	2	3	2	2	3	2	2	1	1	3	28
22	NA	3	3	3	3	3	1	4	3	2	2	3	3	3	4	40
23	PS	3	2	3	3	3	1	3	2	3	2	3	2	2	3	35
24	SM	1	1	1	1	1	3	2	1	1	1	1	1	1	2	18
25	SZA	3	4	3	3	4	2	4	2	3	3	3	3	3	4	44
26	SRA	2	2	2	2	2	3	2	3	4	4	2	1	2	3	34

27	SW	3	3	3	3	3	2	4	3	2	2	3	2	2	3	38
28	TRCW	4	4	4	3	4	1	4	3	4	3	3	3	2	3	45
29	TAM	2	2	2	2	2	3	2	2	2	1	1	2	1	3	27
30	TPA	3	3	2	2	1	2	3	2	4	1	2	2	1	4	32
31	YSIR	1	1	2	2	2	2	3	3	3	1	1	2	1	3	27
32	YPS	3	2	3	3	1	1	4	3	2	2	3	1	2	4	34
	TOTAL															1098

Based on the table above, the highest amount of the habit in watching English movies is 17 and the lowest is 6. The score (X) is 1098 and the participants (N) are 32. The next step is to calculate mean (X) of students behavior in watching English cartoon movies by this pattern:

$$X = \frac{\sum X}{N}$$
$$= \frac{1098}{32}$$
$$= 34,312$$

Correlation between Students Frequency in Watching English Cartoon Movie and Their Vocabulary Mastery.

The all data calculated by using product moment formula by Sugiyono (2012) in order to prove the hypothesis of this research significant or not significant. Correlation coefficient can be calculated as below:

Table 4. Correlation between Students Habit in Watching English Cartoon Movie and Their Vocabulary Mastery.

NO	STUDENTS INITIAL	X	Y	X²	Y²	XY
1	AMNC	35	70	1225	4900	2450
2	AI	33	66	1089	4356	2178
3	AFK	23	50	529	2500	1150
4	CC	46	60	2116	3600	2760
5	CWN	21	60	441	3600	1260
6	FCD	42	86	1764	7396	3612
7	FY	27	70	729	4900	1890
8	GTR	25	66	625	4356	1650
9	HIDA	39	78	1521	6084	3042
10	KPFY	50	92	2500	8464	4600
11	LFPD	31	62	961	3844	1922
12	MYSZ	37	86	1369	7396	3182
13	MA	28	56	784	3136	1568
14	MTT	45	88	2025	7744	3960
15	MAYS	27	56	729	3136	1512
16	MM	28	64	784	4096	1792
17	MAF	47	92	2209	8464	4324
18	MI	32	80	1024	6400	2560

19	MRRN	37	78	1369	6084	2886
20	NNW	40	76	1600	5776	3040
21	NA	28	50	784	2500	1400
22	NA	40	76	1600	5776	3040
23	PS	35	68	1225	4624	2380
24	SM	18	46	324	2116	828
25	SZA	44	92	1936	8464	4048
26	SRA	34	78	1156	6084	2652
27	SW	38	90	1444	8100	3420
28	TRCW	48	86	2304	7396	4128
29	TAM	27	76	729	5776	2052
30	TPA	32	76	1024	5776	2432
31	YSIR	27	56	729	3136	1512
32	YPS	34	82	1156	6724	2788
	TOTAL	**1098**	**2311**	**39804**	**172573**	**81993**

All the data is calculated by using product moment in order to prove the hypothesis of this research significant or not significant.

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

$$= \frac{81993}{\sqrt{(39804)(172573)}}$$

$$= \frac{81993}{\sqrt{6869.095.692}}$$

$$= \frac{81993}{82880}$$

$$= 0.98$$

Based on the findings by using formula product moment, there is significant relation between students' frequency in watching English cartoon movie and students' vocabulary mastery. The value r = 0,98, it is proved by the value of product moment coefficient which show that r> 0,01 which means there is a correlation between students habit in watching English movie and their vocabulary mastery.

Discussion

1. **Students Vocabulary Mastery**

   Based on the result of the student's vocabulary test, the students' mean score was 72,2 which is considered a good score. The mean score above shows that students' vocabulary mastery in the twelve grade at SMAN 15 Bandar Lampung qualified at the medium level. With the score above, it also can be assumed that the students can comprehend 80% text coverage.

   Several factors make students' mean scores were in the medium level. Students' background knowledge can be the factor that affects students' vocabulary mastery. If the student had known some vocabulary at first, the students may be able to understand and answer the test easily. On the

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

Next, the student's motivation toward English also becomes one of the factors that affect students' vocabulary mastery. A higher level of students' motivation towards learning English, will have a 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 listening of watching English cartoon movie is the most aspect that makes the correlation. Students nowadays spend their time to watching English cartoon movie and they have their time watching English cartoon movie, to get a new vocabulary and to gather more information about grammar that is mostly used in the movie. Sometimes, they also find new difficult words from a native speaker. Indirectly, students will learn about English vocabulary by watching to the cartoon movie.

3. **Correlation Between Student's Frequency of Watching English Cartoon Movie and Students' Vocabulary.**
Based on the findings by using formula product moment, there is significant relation between students' frequency in watching English cartoon movie and students' vocabulary mastery. The value $r = 0,98$, it is proved by the value of product moment coefficient which show that $r > 0,01$ which means there is a correlation between students habit in watching English movie and their vocabulary mastery.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

There is a correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery, it was found that the coefficient correlation between students' frequency of watching English cartoon movie and students' vocabulary mastery was 0.98 at the significant level of 0.01, which meant that there was a correlation between students' frequency of watching English cartoon movie and their vocabulary mastery.

In conclusion, there is a tendency that when the watching frequency to English cartoon movie is high, the student vocabulary mastery also can be high. It can be said too that the watching frequency to English cartoon movie can Increase student vocabulary mastery.

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 that other researchers complete this research by conducting other research using English cartoon movie. Based on the explanation, the writer would like to suggest to other researchers that this research will be useful as an additional reference. The writer hopes that schools can add more facilities such as audio-visual media so that the teachers and students will enjoy and it also maximizes the learning process.

REFERENCES

Al-Sahran, Ahmed Khalid. 2013. *The Effects of Using Movies in Teaching Vocabulary*. Jordan: University of Jordania Express.

Arsyad, A. 2013. *Media Pembelajaran.* Jakarta: PT Raja Grafindo Persuade.

Brett. 2012. *The Importance of Building Your Vocabulary (And 5 Easy Steps to Doing It.) Man's Life.* Personal Development.

Burton, S. H., & Humphries, J. A. 1992. *Mastering English Language (2nd ed.).* New York: Palgrave.

Champoux, Joseph. E. 2007. *Film as a Teaching Resource*. New Mexico: The University of New Mexico.

Dian, Surya. 2014. *Improving Students' English Vocabulary Through Cluster Technique.*Jakarta:Syarif Hidayatullah State Islamic University.

Ghazal, Lotfi. 2007. *Learning Vocabulary in Efl Contexts Through Vocabulary Learning Strategies.* Islamic Azad University: Novitas-Royal.

Gultom, Suci Ramadayanti. 2017. *The Correlation Between Students' Habit In Watching English Movie And Their Vocabulary MasteryAt Mts Islamiyah Ypi Batang Kuis In 2016/2017AcademicYear.*

Hornby, A. S. 1995. *Oxford Advanced Learners' Dictionary of Current English*. New York: Oxford University Press.

Ismaili, Merita. 2013. *The Effectiveness of Using Movies in EFL Classroom, Academic Journal of Interdisciplinary Studies*, Vol. 2, No. 4, p.121-129.

Kridalaksana, Harimurti. 1993. *Kamus Linguistik.* Jakarta: Gramedia

TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom

Nur Hidayah Abdullah[1], Kee Li Li[2]

Sekolah Kebangsaan Sungai Bedaun, Malaysia[1]
Institute of Teacher Education Tun Hussein Onn Campus, Malaysia[2]

[1]Corespondence: hidayah7199@gmail.com

Abstract

Learning vocabulary is an essential aspect of mastering English language. In Malaysia, English as a second language (ESL) learners often struggle with memorizing vocabulary, which hinders their language acquisition. Since vocabulary grasp is a pre-requisite for language learning, Jazz chants can be an effective tool for ESL learners to learn vocabulary in the target language. This study used a survey approach to investigate the TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classrooms. A total of 203 TESL pre-service teachers from five Institutes of Teacher Education (ITEs) participated in the study, responding to a questionnaire on the use of Jazz chants to enhance vocabulary learning. The findings indicated that the majority of respondents provided positive feedback and had knowledge of Jazz chants, and they utilized it frequently in teaching vocabulary. Additionally, the researcher found out that there is a weak positive correlation between these two attributes.

Keywords: *English as a second language (ESL) primary classroom, Jazz chants, TESL pre-service teachers, perceptions*

I. INTRODUCTION

English remains important in Malaysia as it is considered the second language after Malay Language and above other local languages. Malaysian students are introduced to English from their early years of education. The instruction of English as a second language is crucial in molding future generations as English has become a prominent language for communication worldwide. Therefore, vocabulary learning is a crucial aspect of English language teaching. Sanusi (2009) argued that learners cannot communicate effectively without possessing sufficient vocabulary in the targeted language.

English is taught as a second language in Malaysia from the pre-school stage, and vocabulary is considered to be an essential component of language competence. Vocabulary learning plays a crucial role in developing language skills such as listening, speaking, reading, and writing. As Kunnu et al. (2016) mentioned, having a strong vocabulary allows learners to comprehend spoken and written language effectively, communicate ideas accurately, and express themselves confidently. Without a rich vocabulary, learners may struggle to understand the meaning of words, express their thoughts, and interact with others. Bakhsh (2016) also highlighted the significance of vocabulary in language learning, stating that a sound understanding of vocabulary is essential for learners to acquire communicative competence in the target language. Moreover, a lack of vocabulary knowledge can impede learners' progress and hinder their ability to comprehend and produce language effectively. Marshall and Hobsbaum (2015) added that young learners who lack a sufficient vocabulary may face difficulties expressing their thoughts and ideas, which may affect their social interactions and academic performance. Therefore, it is crucial for educators to prioritize vocabulary instruction in language learning programs to ensure learners acquire a rich and varied vocabulary.

To encourage young learners in their language acquisition, English language (EL) teachers should employ techniques that do not burden them. One effective method is the use of appropriate chants, such as Jazz chants, to help their students learn new vocabulary. Jazz chants are a form of rhythmic language presentation that links the rhythms of spoken American English to those of classic American jazz (Graham, 2006). Mustafa (2011) demonstrated that people recall music effortlessly and get stuck

when they try to say the lyrics with their everyday speaking intonation. Jazz chants work by allowing learners to sing the rhythm in their minds and remember the lyrics. Therefore, Singh and Hashim (2020) suggested that incorporating Jazz chants in lessons can help young learners improve and practice their English vocabulary easily. Based on this background, the researcher plans to conduct a survey on the TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom.

Problem Statement

According to Hussaini et al. (2016), learning English vocabulary has always been a challenging skill for young learners, primarily due to their approach, which involves memorization but a lack of practice. For example, EL teachers may instruct them to memorize new vocabulary by reading it repeatedly. However, Laufer and Shmueli (1997) noted that young learners may initially remember their new language efficiently. Still, once they move on to the next new word, they may forget the previous one, regardless of how well it was explained. Additionally, they add that young learners may become frustrated when attempting to memorize words by inferring their meanings from context, as this method does not result in long-term retention.

Young learners in Malaysia commonly face the issue of being unable to memorize target vocabulary, which is crucial for language acquisition, as stated by Yang and Dai (2012). Rahimi and Sahragard (2008) also pointed out that Malaysian young learners frequently struggle to retain new phrases. Furthermore, Tham (2012) found that most young learners encounter difficulties in acquiring and recalling vocabulary, which hinders their ability to read, write, listen, and speak the language. To address this issue, Rahimi and Sahragard (2008) suggested that young learners should practice using the language both inside and outside the classroom. Due to the difficulty of learning vocabulary, young learners may lack interest in acquiring it, according to Tham (2012). Therefore, it is the responsibility of EL teachers to motivate young learners to acquire vocabulary in English. However, this task is challenging because English has a vast vocabulary, making it impossible to teach all words.

Research Objectives

The research objectives are as follows:
1. to determine the level of TESL pre-service teachers' pedagogical knowledge of using Jazz chants in the primary ESL classroom.
2. to determine the frequency of TESL pre-service teachers' use of Jazz chants in the primary ESL classroom.
3. to investigate the relationship between TESL pre-service teachers' pedagogical knowledge on the use of Jazz chants and their frequency of using them in the primary ESL classroom.

Research Questions

The research objectives are as follows:
1. What is the level of TESL pre-service teachers' pedagogical knowledge of using Jazz chants in the primary ESL classroom?
2. What is the frequency of TESL pre-service teachers' use of Jazz chants in the primary ESL classroom?
3. What is the relationship between TESL pre-service teachers' pedagogical knowledge on the use of Jazz chants and their frequency of using them in the primary ESL classroom?

Literature Review

In this section, the researcher explained the theories underpinned the study. She also reviewed related studies pertaining to the use of Jazz chants in the English language teaching and learning process.

Theory of Multiple Intelligences

Howard Gardner's theory of Multiple Intelligences includes musical intelligence as one of its eight types. Gardner's (2011) explanation of musical intelligence is the ability of a person to recognize and analyze various elements of sound, such as rhythm, sound patterns, and connections between different

sounds. Additionally, this type of intelligence encompasses the capacity to understand and interpret auditory information like rhymes.

Gardner's theory of Multiple Intelligences suggests that individuals with musical intelligence tend to enjoy activities related to music, such as performing, singing in a choir, playing in an orchestra, or creating songs or poems. These learners have an appreciation for various types of music and can process sound, rhythm, patterns, connections between sounds, and auditory information like rhymes. They often display musical behaviors like humming or clapping. As a result, Jazz chants with a rhythmic presentation are well-suited for primary ESL classrooms as the pupils enjoy interactive and engaging vocabulary learning. Jazz chants can help young learners understand and visualize the content better (Saricoban & Metin, 2000). To make vocabulary learning more interesting, teachers can incorporate natural music too.

Certain rhythms can stimulate the production of enzymes in the brain, leading to a sense of well-being, improved focus, reduced stress, increased empathy and love, and enhanced productivity during vocabulary learning. Incorporating music into daily classroom activities can benefit students who are sensitive to sound, as the brain is able to function at a higher level of abstraction, analysis, and synthesis when producing sounds, including the voice. Schellenberg (2006) indicated that music has a positive impact on a variety of cognitive activities, including language memory. Jazz chants are particularly effective for vocabulary retention due to their natural rhythm, stress, and intonation patterns that mimic regular spoken English. According to Graham (2006), English Language (EL) learners can easily create and practice vocabulary using Jazz chants with a formula, especially when familiar elements such as animals and food are incorporated by the teacher.

Affective Filter Hypothesis

Krashen's (1982) theory of the Affective Filter Hypothesis suggests that the process of acquiring a second language is influenced by emotional factors. This theory suggests that individuals have different levels of affective filters, which can affect their ability to acquire language. Krashen identified three affective variables that impact language acquisition: self-confidence, motivation, and anxiety. According to Myles and Mitchell (2014), learners with high affective filters may struggle with language acquisition, while those with low affective filters are likely to have high self-confidence, motivation, and low anxiety, which facilitates language acquisition. Engh (2013) found that the use of music in the ESL classroom can help decrease affective barriers and calm students, making them more receptive to language acquisition. Motivation, which is one of the variables in the Affective Filter Hypothesis, is strongly related to interest. When learners are motivated to be in the classroom, their interest in learning vocabulary is likely to be high. Using Jazz chants effectively during teaching and learning process can possibly help reduce learners' affective filters and improve their ability to acquire the language. Overall, the Affective Filter Hypothesis highlights the important role that emotional factors play in second language acquisition, and suggests that reducing affective barriers can facilitate language learning.

Related Studies

Letchumanan and Tan (2012) suggested the use of different methods to cultivate interest in ESL learners and expand their vocabulary efficiently. Singh and Hashim conducted a study titled "Using Jazz Chants to Increase Vocabulary Power among ESL Young Learners" in 2020. The study involved 30 low proficiency level young learners at a primary school in Malaysia. The research aimed to investigate the effectiveness of using Jazz chants to teach English vocabulary. Results showed that all young learners showed improvement in the post-test after being taught vocabulary through Jazz chants. The study found that integrating music and Jazz chants can lead to successful English learning results, especially for low performing pupils.

In addition, Peralta (2010) conducted a study titled "The Use of Jazz Chants for Children in the Teaching-learning Process of English" with the aim of enhancing communication and listening skills and integrating language concepts. The study included information on Jazz chants and the

Communicative Language Teaching (CLT) approach, both of which emphasize the importance of communicative teaching and learning. The study involved three phases, in which Jazz chants were introduced to seventh-grade students at Santiago de Compostela Elementary School: presentation, practice, and production. The findings indicated that Jazz chants were highly effective in supporting English language learning, as seen in the production stage where students successfully engaged in a role-play of The Little Red Hen. Using Jazz chants as scripts learned in the presentation and practice stages, students were able to communicate and participate actively in the role-play. The teacher who collaborated with the researcher also offered a positive perspective on the approach, finding it to be an innovative strategy that not only helped students acquire vocabulary but also made classroom activities enjoyable. Peralta concluded that Jazz chants can significantly improve students' speaking and listening abilities while strengthening grammar structures in everyday contexts.

As vocabulary is considered the fundamental aspect of language learning, teachers should prioritize assessing their pupils' vocabulary level. Bancroft (1985) suggested that EL teachers should use Jazz chants to improve the outcomes of English language learning among young learners. This indicates that regular Jazz chants activities can aid young learners in expanding their vocabulary and boosting their motivation in the learning process (Artini & Padmadewi, 2019). Since TESL pre-service teachers are future English teachers who are currently undergoing training, their attitudes toward the use of Jazz chants in teaching English can provide valuable insights into the topic. The findings of this study may assist stakeholders in implementing appropriate measures to ensure that TESL pre-service teachers receive sufficient exposure to theories, models, pedagogies, and other teaching strategies that can be applied in their future teaching practices, especially in the use of Jazz chants in primary ESL classroom.

II. RESEARCH METHOD

In this section, the researcher provide details on the research design as well as the sampling involved in the study. She also discussed the research instruments and procedures used in this study.

Research Design
A survey design was selected for this study as it was considered appropriate for collecting information from a large number of respondents. According to Avedian (2014), surveys are an effective means of obtaining information about a population's attitudes, actions, beliefs, and views that cannot be directly observed. By using this design, the researcher would be able to address the research questions formulated for the study.

Sampling
The total number of TESL pre-service teachers of June 2018 intake in the five ITEs namely, ITE Batu Lintang Campus, ITE Dato Razali Ismail Campus, ITE Gaya Campus, ITE Ipoh Campus, and ITE International Language Campus was 427. This group of TESL pre-service teachers had completed two phases of practicum. The sample size was determined using Krejcie and Morgan's (1970) table, with 203 respondents sampled out of the population.

Research Instrument
According to Polit-O'Hara and Hungler (1997), questionnaires are an important tool for collecting information from respondents in research. In this study, the researcher used a questionnaire to gather data on the TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom. The questionnaire was adapted from Singh and Hashim (2020) and consisted of 11 items that TESL pre-service teachers must respond to. The questionnaire was divided into three sections: Section A included demographic questions, Section B consisted of five questions on TESL preservice teachers' pedagogical knowledge of using Jazz chants, and Section C contained six questions on the frequency of TESL pre-service teachers' use of Jazz chants. The language used in the questionnaire was simple to avoid confusion and obtain clear responses from the respondents. Nemoto and Beglar (2014) suggested that each item in a questionnaire should measure only one idea, be clear and easy to

understand for the respondents. The questionnaire was designed with a 5-point Likert scale, where respondents choose "Strongly Agree", "Agree", "Neutral", "Disagree", and "Strongly Disagree" as their responses.

Validity And Reliability

According to Bolarinwa's (2015) definition, face validity is when an expert examines the questionnaire items and confirms that the test is a valid measure of the topic being tested based solely on its face value. Hence, it was essential for the researcher to have her supervisor review the questionnaire items to ensure that they effectively convey the main idea of the study. In this study, the questionnaire items were analyzed and evaluated by the researcher's supervisor before their administration, and various modifications were made to enhance its validity.

According to Bolarinwa (2015), a reliable measurement procedure such as a questionnaire, test, or observation should produce consistent results upon repeated trials. To achieve a high level of reliability for the questionnaire used in this study, a pilot test was carried out. This demonstrates the significance of pilot test in evaluating the effectiveness of the questionnaire utilized in this study. To test the reliability of the questionnaire, a pilot test was conducted, with an Alpha Cronbach score of 0.97. The pilot test involved selecting 30 respondents who met the researcher's criteria for the target respondents, all of whom were TESL pre-service teachers from ITE Ipoh Campus. The feedback obtained during the pilot test was analyzed, and adjustments were made to the questionnaire. The results of the pilot test indicated that the language used in the questionnaire was easily understood by the respondents. Additionally, the 11 items in the questionnaire were revised to be more precise to reduce the issue of redundancy. After the revisions were made, the questionnaire was reviewed by the supervisor to ensure its validity and reliability before being administered to the respondents.

Data Collection And Data Analysis Procedures

Several steps were implemented to gather data for this study. The survey utilized in this research was adapted from a study conducted by Singh and Hashim (2020). An official request was sent to the authors through email to obtain consent to use their questionnaire for this research. Following that, the questionnaire was disseminated online via WhatsApp and Telegram to 203 TESL pre-service teachers of June 2018 intake from the five ITEs. The data were gathered by recording the number of responses received by the researcher. The data obtained from the questionnaire was processed using the Statistical Package for the Social Sciences (SPSS) version 20, a software application that assisted in the processing of quantitative data. The survey utilized quantitative data in which descriptive analysis was generated in terms of mean scores and standard deviations. Additionally, inferential analysis was interpreted using the Pearson Correlation Interpretation Table.

III. FINDINGS AND DISCUSSIONS

The researcher presented the respondents' profile obtained from the survey. She also presented the results and discussions of the survey conducted in terms of descriptive and inferential statistics.

Respondents' Profile

A total of 203 TESL pre-service teachers who underwent practicum and had experience in the English teaching and learning process participated in the survey. They completed their practicum and had gained teaching experience in a real classroom setting during the practicum phases. They were selected from five Institutes of Teacher Education and were asked to answer a questionnaire about their perceptions on the use of Jazz chants in primary ESL classroom. The selection process involved simple random sampling. Table 1 displays the number of respondents by gender.

Table 1
Number of Respondents

Gender	N	%

Male	52	25.6%
Female	151	74.4%

Findings

Table 2 provides details of the means and standard deviations for the 11 items representing the two attributes of TESL pre-service teachers' perceptions on the use of Jazz chants in primary ESL classroom, namely: pedagogical knowledge (K) and frequency of use (F). Using a 5-point Likert scale ranging from "1" for "Strongly Disagree" to "5" for "Strongly Agree", mean 0-1.00 means "Strongly Disagree", mean 1.01-2.00 means "Disagree", mean 2.01-3.00 means "Neutral", mean 3.01-4.00 means "Agree" and mean above 4.01 means "Strongly Agree". In general, the mean scores for the two attributes were relatively high, indicating that many TESL pre-service teachers have positive perceptions on the use of Jazz chants in primary ESL classroom ($M > 4.01$).

Table 2

TESL Pre-Service Teachers' Pedagogical Knowledge and Frequency of Using Jazz Chant, Means, Standard Deviations and Total Number of Respondents (N= 203)

Code	Item	Mean	Standard Deviation
	Pedagogical Knowledge of Using Jazz Chants		
K1	Jazz chants are useful in the teaching of vocabulary.	4.67	.55
K2	Jazz chants help pupils to develop vocabulary.	4.66	.53
K3	Jazz chants enable pupils to remember chunks of language.	4.67	.55
K4	Jazz chants provide opportunity for great exposure to vocabulary.	4.70	.49
K5	Jazz chants help pupils to gain better understanding of vocabulary.	4.65	.56
	Frequency of Using Jazz Chants		
F1	I use Jazz chants in my English language for vocabulary learning.	4.28	.88
F2	I use Jazz chants as an effective method to introduce vocabulary.	4.39	.84
F3	I enjoy using Jazz chants for the pupils to gain more vocabulary.	4.42	.79
F4	I use Jazz chants to accelerate the grasp of vocabulary.	4.39	.82
F5	I use Jazz chants as an entertaining way of teaching vocabulary.	4.42	.82
F6	I use Jazz chants to encourage pupils to learn English.	4.42	.83

In terms of the first attribute of TESL pre-service teachers' perceptions, the respondents appeared to have high pedagogical knowledge of using Jazz chants in primary ESL classrooms. As drawn from the data, all of the mean values were over 4.01 (i.e., K1 = 4.67, K2 = 4.66, K3 = 4.67, K4 = 4.70 and K5 = 4.65) reflected that the respondents strongly agreed that Jazz chants are useful in the teaching of vocabulary, help pupils to develop vocabulary, enable pupils to remember chunks of language, provide opportunity for great exposure to improve vocabulary grasp and help pupils to gain better understanding of vocabulary.

As for the second attribute of TESL pre-service teachers' perceptions, the respondents appeared to have high frequency of using Jazz chants in the primary ESL classrooms. As drawn from the data, all of the mean values were over 4.01 (i.e., F1 = 4.28, F2 = 4.39, F3 = 4.42, F4 = 4.39, F5 = 4.42 and F6 = 4.42) reflected that the respondents strongly agreed that they used Jazz chants frequently in the primary ESL classroom, especially in vocabulary learning, as an effective method to introduce vocabulary, for the pupils to gain more vocabulary than usual, to accelerate the grasp of vocabulary, as a highly motivating and entertaining way of teaching vocabulary and to encourage pupils to learn English.

Table 3

Correlation Between Pedagogical Knowledge and Frequency of Using Jazz Chants

		Pedagogical Knowledge of Using Jazz Chants	Frequency of Using Jazz Chants
Pedagogical Knowledge of Using Jazz Chants	Pearson Correlation	1	.307
	Sig (2 tailed)		.000
	N	203	.203
Frequency of Using Jazz Chants	Pearson Correlation	.307	1
	Sig (2 tailed)	.000	
	N	.203	203

Additionally, the *t*-value, which represents the correlation between pedagogical knowledge of using Jazz chants and their frequency of use, is 0.307 (refer to Table 3). The data suggests that there is a significant relationship between the TESL pre-service teachers' pedagogical knowledge of Jazz chants and their frequency of using them. However, this relationship is classified as only having a low positive relationship according to the Pearson Correlation Interpretation Table.

Discussions

According to the results of this study, incorporating Jazz chants into primary ESL classrooms has a favorable effect on vocabulary learning. According to Bancroft (1985), incorporating Jazz chants can be beneficial for EL teachers to improve their learners' outcomes. TESL pre-service teachers view Jazz chants as a valuable tool for teaching vocabulary. To effectively use Jazz chants for vocabulary instruction, educators must first acquire knowledge of the pedagogical approach. English teachers can explore and adopt different teaching methods to teach vocabulary, and they can also incorporate the learner-centered principle when utilizing Jazz chants for vocabulary instruction. In order to effectively use Jazz chants, teachers need to experiment and test Jazz chants prior to English classroom instructions.

According to Peralta (2010), the beats of Jazz chants are enjoyable and serve as an excellent memory aid. Teachers require training on the implementation of Jazz chants, as their expertise and self-awareness play a significant role in creating a stimulating and learner-centered classroom environment. Even though a good understanding of Jazz chants can make the ESL classroom interactive, fun and meaningful, it does not necessary influence the use of Jazz chants in the primary ESL classroom. This could be due to the fact that the respondents were able to use Jazz chants without having extensive knowledge about them, meaning that knowledge does not necessarily affect or influence their frequency of use. Based on these reasons, the researcher concludes that there was a low positive correlation between TESL pre-service teachers' pedagogical knowledge of Jazz chants and their frequency of using Jazz chants in the primary ESL classroom.

IV. CONCLUSION AND SUGGESTIONS

In this section, the researcher concluded her study. additionally, she provided a few suggestions for future research.

Conclusion

Based on the high mean score in all items, it can be inferred by the researcher that the TESL pre-service teachers had a high level of knowledge and implementation frequency of Jazz chants in primary ESL classroom. Additionally, based on the findings, the researcher determined that there was a weak positive correlation between the TESL pre-service teachers' pedagogical knowledge of using Jazz chants and the frequency of their usage in the primary ESL classrooms. The majority of TESL pre-service teachers provided positive feedback and had pedagogical knowledge of Jazz chants, and they utilized them frequently in teaching vocabulary. Additionally, the TESL pre-service teachers' frequency of using Jazz chants in the primary ESL classroom was somewhat not influenced or affected by their pedagogical knowledge of using Jazz chants.

Suggestions For Future Research

To enhance the accuracy of the data and findings, the first suggestion was to conduct the survey on an equal number of male and female respondents from different year of intake. Improvements could be made on the questionnaire for future research on the same topic. In particular, the demographic section should include an item to find out the familiarity of respondents with Jazz chants. This will allow the researcher to filter respondents and obtain more reliable and valid results on the use of Jazz chants. Another potential improvement was to conduct the survey among primary school teachers instead of TESL pre-service teachers. By doing so, data could be collected to examine the pedagogical knowledge and use of Jazz chants in teaching vocabulary among primary school teachers, and to compare the outcomes with those obtained from the survey of TESL pre-service teachers. This comparison would provide insights into the similarities and differences between the two groups.

THE AUTHORS

Nur Hidayah Abdullah (Main Author) works as an English teacher at Sekolah Kebangsaan Beduan, Wilayah Persekutuan Labuan, Malaysia. Nur Hidayah completed her first degree in Teaching English as a Second Language at the Institute of Teacher Education Ipoh Campus, Perak, Malaysia.

English Language Panel,
Peti Surat 81097,
87020 W. P. Labuan,
Malaysia
Email address: hidayah7199@gmail.com

Kee Li Li, Ph.D. (Co-Author, Corresponding Author) works as an English lecturer at the English Language Department, Institute of Teacher Education Tun Hussein Onn Campus, Malaysia. Kee's research interests include ESL writing, English grammar, and literature.

English Language Department,
Institute of Teacher Education Malaysia Tun Hussein Onn Campus,
KM7.75 Jalan Kluang
83009 Batu Pahat, Johor, Malaysia
Email address: keelili@iptho.edu.my

REFERENCES

Artini, L. P., & Padmadewi, N. N. (2019, January). Character education practice in primary school in Bali. In *1st International Conference on Innovation in Education (ICoIE 2018)* (pp. 535-540). Atlantis Press.

Avedian, A. (2014). Survey design. *Harvard Law School*.

Bakhsh, S. A. (2016). Using games as a tool in teaching vocabulary to young learners. *English Language Teaching*, *9*(7), 120-128.http://dx.doi.org/10.5539/elt.v9n7p120

Bancroft, W. J. (1985). Music therapy and education. *Journal of the Society for Accelerative Learning and Teaching*, *10*(1), 3-19.

Bolarinwa, O. A. (2015). Principles and methods of validity and reliability testing of questionnaires used in social and health science researches. *Nigerian Postgraduate Medical Journal*, *22*(4), 195. https://doi.org/10.4103/1117-1936.173959

Engh, D. (2013). Why use music in English language learning? A survey of the literature. *English Language Teaching*, *6*(2), 113-127. http://dx.doi.org/10.5539/elt.v6n2p113

Gardner, H. E. (2011). *Frames of mind: The theory of multiple intelligences*. Basic Books.

Graham, C. (2006). *Teaching jazz chants to young learners: An English language teacher training video*. Office of English Language Programs.

Hussaini, I., Foong, L. M., Suleiman, D., & Abubakar, A. A. (2016). Improving Nigerian and Malaysian primary school students vocabulary skills using flash cards. *Int J Res Rev*, *3*(7), 20-25.

Krejcie, R.V. & Morgan, D.W. (1970) Determining sample size for research activities. *Educational and Psychological Measurement*, *30*, 607-610. https://doi.org/10.1177/001316447003000308

Kunnu, W., Uiphanit, T., & Sukwises, A. (2016). The development of vocabulary memorization by using games. *International Journal of Social Science and Humanity*, *6*(6), 419.

Krashen, S. (1982). *Principles and practice in second language acquisition*. Pergamon Press Inc.

Laufer, B., & Shmueli, K. (1997). Memorizing new words: Does teaching have anything to do with it?. *RELC Journal*, *28*(1), 89-108. https://doi.org/10.1177/003368829702800106

Letchumanan, K., & Tan, B. H. (2012). Using computer games to improve secondary school students' vocabulary acquisition in English. *Pertanika Journal of Social Sciences & Humanities*, *20*(4).

Marshall, C. R., & Hobsbaum, A. (2015). Sign-supported English: Is it effective at teaching vocabulary to young children with English as an Additional Language?. *International Journal of Language & Communication Disorders*, *50*(5), 616-628. https://doi.org/10.1111/1460-6984.12161

Mustafa, S., Elias, H., Roslan, S., & Noah, S. (2011). Can mastery and performance goals predict learning flow among secondary school students. *International Journal of Humanities and Social Science*, *1*(11), 93-98.

Myles, F., & Mitchell, R. (2004). Using information technology to support empirical SLA research. *Journal of Applied Linguistics*, *1*(2). 169-196. https://web.archive.org/web/20141001214742id_/http://www.equinoxpub.com:80/journals/index.php/JALPP/article/viewFile/17971/14188

Nemoto, T., & Beglar, D. (2014). Likert-scale questionnaires. In *JALT 2013 Conference Proceedings* (pp. 1-8). JALT.

Peralta, M. (2010). The Use of jazz chants for children in the teaching learning process of English. *Unpublished Thesis of Bachelor Degree University of Cuenca Philosophy Faculty English and Literature School*.

Polit-O'Hara, D., & Hungler, B. P. (1993). *Study guide for essentials of nursing research: Methods, appraisal, and utilization*. Lippincott Williams & Wilkins.

Rahimi, A., & Sahragard, R. (2008). Vocabulary learning can be fun. *California Linguistic Notes*, *33*(2), 1-33.

Sanusi, E. (2009). The techniques of teaching vocabulary. *Ittihad Jurnal Kopertis Wilayah XI Kalimantan*, *7*(11), 1-20.

Saricoban, A., & Metin, E. (2000). Songs, verse and games for teaching grammar. *The Internet TESL Journal*, *6*(10), 1-7. http://iteslj.org/Techniques/Saricoban-Songs.html

Schellenberg, E. G. (2006). Long-term positive associations between music lessons and IQ. *Journal of Educational Psychology*, *98*(2), 457. https://doi.org/10.1037/0022-0663.98.2.457

Singh, P. K. P., & Hashim, H. (2020). Using Jazz Chants to increase vocabulary power among ESL young learners. *Creative Education*, *11*(03), 262. https://doi.org/10.4236/ce.2020.113020

Tham, I., Chau, M. H., & Thang, S. M. (2020). Bilinguals' processing of lexical cues in L1 and L2: An eye-tracking study. *Computer Assisted Language Learning*, *33*(7), 665-687. https://doi.org/10.1080/09588221.2019.1588329

Yang, W. D., & Dai, W. P. (2012). Vocabulary memorizing strategies by Chinese university students. *International Education Studies*, *5*(1), 208-214. http://dx.doi.org/10.5539/ies.v5n1p208

The correlation between students' habit in watching English movies and their speaking ability

Safera Virana[1], Deddy Supriady[2], Budi Kadaryanto[3]
Universitas Lampung, Jl. Prof. Dr. Sumantri Brojonegoro, Rajabasa, Bandar Lampung
[1]Corespondence: saferavirana@gmail.com

ABSTRACT

The objectives of the study were to find out the i) correlation between students' habit in watching English movies and speaking ability and to find out ii) what aspect of speaking has the highest correlation with students' habit in watching English movies.

This research was quantitative. The population of the research was the second-year students of SMAN 3 Prabumulih. XI Science 1 was chosen as the sample of the research. A set of habit questionnaires from Verplanken was used to measure students' habit in watching English movies and a speaking test was used to measure students' speaking ability. Pearson correlation was applied in this research. The result indicated that there was a correlation between students' habit in watching English movies and their speaking ability since the significant value was 0.890 resided between 0.800 - 0.1000, which means the strength was very high correlation. It was also found that pronunciation was the aspect of speaking that has the highest correlation with the students' habit because, it was found that during the speaking test, the students showed various behaviors, such as pronouncing slang words and imitating the sentence from the movie that they have already watched. The student's behaviors were influenced by the students' habit in watching English movies itself. The more they have watched English movies the more it can influence their performance in speaking.

Keywords: *correlation*, *habit, English movie, speaking, aspects of speaking.*

I. INTRODUCTION

Students must be able to compete in the current global era, where competition is developing tightly. Students must be able to communicate in English, which is one of the skills required. English learning is critical to students' intellectual, social, and emotional development. It is necessary for success because it is used as a lingua franca in many situations, including higher education. Lingua franca is an intermediate language or a social language used in areas where different languages are spoken (Hammer, 2001). In many countries, including Indonesia, English plays an important role in human life. The Indonesian government- mandated English as a subject in elementary, junior high, and senior high schools, as well as kindergarten.

Students must master four skills in order to learn English: listening, speaking, reading, and writing. Out of the four communication skills, speaking is the most important. The ability to communicate is an important part of the language learning curriculum.

Many second-language or foreign-language learners prioritize mastery of English speaking skills. Speaking is a two-way interaction between a speaker and a listener.

Speaking is a communication process in which a message is transmitted from a speaker to a listener, and the listener must interpret the message, which contains information. Speaking is fundamentally an instrumental act in which speakers talk to have some effect on the listeners in order to change their state of knowledge, to provide information, (Clark, as cited in Abu thesis 2006:7).

Many foreign language students prioritize mastery of English speaking skills. As a result, learners frequently assess their language learning success as well as the effectiveness of their English course based on how much they believe they have improved in their spoken language proficiency. Teachers and textbooks use a variety of approaches, ranging from direct approaches that focus on specific aspects of oral interaction (e.g., turn-taking, topic management, and questioning strategies) to indirect approaches that foster oral interaction through group work, task work, and other methods (Richards, 1990).

Every individual human has its advantages some have innate abilities there are those who don't. But the ability is not only obtained from born but can also be trained through courses, formal education informal and individual training. Some exposure to the definition above, it can be concluded that ability is the ability or potential to master an expertise that is inherited from birth or is a result practice or practice and used to work on something manifested through his actions. Every individual has level different abilities in carrying out an action. This ability influences the potential that exists in the individual. Ability greatly affects the progress of learning, can be interpreted that students who have a level of ability the high will be more successful than students who have low ability.

Ability in learning is affected by some factors. However, External factor includes social factor; family, school, society, and non-social factor. Approach to learning includes strategy and method in learning. Finally, students' ability in speaking as a measurement of successful in teaching and learning process needs to know. To measure that, there are some indicators of speaking that have to achieve by the students in learning.

A habit is a common action that people perform. People's behavior that has been done repeatedly is also referred to as a habit. Sujatmiko (2014) defines habit as "repeated action in the same form that is consciously performed and has clear goals." People usually do something because they enjoy it or because they do it frequently. In psychology, a habit is a more or less fixed way of thinking, willing, or feeling that has been acquired through previous repetition of mental experience (Andrews, 1903).

To support students in teaching and learning process, the teachers need to prove that the media that is appropriate for students such as visual or audio-visual media. According to Broughton (2003: 83), "visual stimuli, such as maps, images, illustrations, cartoons, and even slides and film, can be used to practice the speaking language."

Film, movie, or moving pictures are created by either recording photography images with cameras or creating images using animation techniques or visual effects. Film or movie are cultural artifacts created by specific culture with reflect those cultures and in turn affecting them. It is regarded as a significant form of art, a significant source of entertainment, and a powerful means of educating or indoctrinating citizens. Teaching English today is more difficult than ever. To assist students in mastering language skills and increasing language proficiency, teachers must provide high-

quality teaching materials that are both encouraging and interesting. Exposure to "actual language" in authentic circumstances and in the culture context in which the foreign language is spoken is offered by the movie. According to the explanation, the lecturer/teacher should prefer to use the movie as a supplement to their teaching activity.

As earlier research designed to split the use of free time demonstrated, movie theaters and home cinema in general play a big role in the lives of modern cultures, particularly among the younger generations (Sagvari, 2009). The growing tendencies of watching movie in our own home can be followed in various studies concerning computer activities as well (Racz, 2010).

The research result done by Yaseen and Shakir (2015: 34). They found out that watching movies could enhance students' motivation in learning listening as well as learning speaking skill. In addition, movies could develop the atmosphere for enhancing motivation as well. Besides that, the findings of the study are consistent with the results of the previous studies by Stempleski, (1992), Haghverdi & Abdpur (2013:27-38), who concluded that film could affect the learners' motivation to learn. On the other hand, films could help them comprehend to listen to exchanges, and they could see the visual supports of the expression that use in the real-life.

Moreover, one intriguing finding found out when using movies as audio-visual media in learning speaking could motivate and stimulate the learners in learning. Thus, the researcher is interested to know is there any "Correlation between Student Habit in Watching English Movies and Their Speaking Ability". This research will focus to find out the significant correlation between students' habit in watching English movies and their speaking ability and also to find out the aspect that correlates the most on students' habit in watching English movies and their speaking ability.

II. METHODS

The design utilized in this research is correlational. The aim of this research is to explore the students' habit in watching English movie and their speaking ability. The research was carried out in SMA N 3 Prabumulih. The students were investigated in order to know their habit of watching English movie and the relation to their speaking ability. There were two instruments used in this study; the first instrument is a questionnaire to know their score of habit and the second instrument is an oral speaking test to measure the students' speaking ability. Knowing students' speaking ability score, the researcher used a short descriptive the students have to choose their own favorite movie then describe it. The assessment criteria of speaking ability covered the pronunciation, grammar, fluency, vocabulary and comprehension. And to measured it the researcher using scoring rubric and the form is (the total score =. Score obtain/ maximal score x 100).

The populations were the second-year students of SMAN 3 Prabumulih majority Science. The total students for the population were 155 students. In determining the sample, this research used purposive sampling. Purposive sampling is used with the aim that the individual or selected case can represent a case that can answer the research problem (Setiyadi, 2018). The researcher selected XI IPA 1 as the subject of the research which consists of 30 students and the average age students is 16 years old.

The data were analyzed statistically; the statistical method used in this study is Pearson Product Moment correlation. The data analyzed with the help of computer program of IBM **SPSS 26.00 for windows**.

III. RESULTS AND DISCUSSIONS

RESULTS
After collecting the data the results show on the table below:

Table 1. The Data of Two Variables

No.	Participants	Students' Habit Score	Students' Speaking Score
1.	ARS	77	87
2.	AWR	74	72
3.	AN	75	77
4.	APZ	82	84
5.	AZNP	68	76
6.	DA	76	71
7.	DL	83	87
8.	DN	70	67
9.	FR	77	83
10.	GAA	57	51
11.	GCAZ	86	89
12.	HS	73	69
13.	IFB	76	76
14.	JPM	80	79
15.	LAWN	72	69
16.	MDAF	84	85
17.	MIB	79	75
18.	MJR	82	79
19	MRE	72	69
20.	MAA	89	89
21.	MBMP	90	95
22.	MSPH	82	76
23.	NLS	86	87
24.	NS	77	71
25.	NMS	76	68
26.	NADP	83	81
27.	NPR	71	67
28.	RYC	69	57
29.	RAN	80	79
30.	YA	84	85

Table 2. Percentage Frequency of Students' Habit in Watching English Movies

Level	Class Boundaries	Frequency	Percentage

Level	Class Boundaries	Frequency	Percentage
Very high	84 – 100	4	13 %
High	68 – 84	24	80 %
Medium	52 – 68	2	7 %
Low	36 – 52	-	-
Very low	20 -36	-	-

The first data was taken by distributing the questionnaire. The result has shown the mean of students' level of habit (X) was 77.6. The table below showed there were five frequency levels of students' habit in watching English movies; medium (52-68), high (68-84) and very high (84-100). For the medium level, there were 2 students in percentage 7% and for the high level, there were 24 students in percentage 80%, the last for very high level there were 4 students in percentage 13%. The highest number comes in high level.

Tabel 3. Percentage Frequency of Speaking Test

Level	Class Boundaries	Frequency	Percentage
Very high	84 – 100	8	28 %
High	68 – 84	17	56 %
Medium	52 – 68	4	13 %
Low	36 – 52	1	3%
Very low	20 -36	-	-

From the result, the researcher got the mean score and standard deviation. From all participants (N=30), the result showed the mean score of speaking test (Y) was 76,6. The data showed that there were 5 students in the low level with percentage of 16% and in the high level there were 17 students with percentage of 56%, the last for very high level there were 8 students with percentage of 28%. The highest number came in high level.

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

Table 4. Analysis Result of Pearson Product Moment

Correlations		HABIT	SPEAKING
HABIT	Pearson Correlation	1	.890[**]

	Sig. (2-tailed)		.000
	N	30	30
SPEAKING	Pearson Correlation	.890**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

The table above showed that the correlation coefficient equaled r= 0.890, which indicated there was a positive correlation between two variables. The researcher could use the r number (0.890) to know the strength of correlation between two variables. The number of 0.890 resided between 0.800 - 0.1000, which means that the strength was very high correlation.

But to answer the research problem, the writer had to measure whether the hypothesis was rejected or not. The writer has 2 hypotheses in this research, those are:

1.   H0: There is no significant correlation between students' habit in watching English movies and their speaking ability.

        H1: There is a significant correlation between students' habit in watching English movies and their speaking ability.

To know the answer for the last hypothesis, the researcher used SPSS hypothesis testing based on the N.Sig (number of significance). From the result of correlation above (table 4.7), we gott r=0.890 and N.Sig=0.000. Before the writer concluded the answer, these are the theories of hypothesis based on SPSS calculation:

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

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

The result of the data showed that the significance was 0.000 (Level of Significance 0.01 and 2 Tailed) which clarified that H0 was rejected. The hypothesis testing concluded that N.Sig <5%, where H1 was accepted. It told that both students' habit in watching English movies and their performance in speaking class were correlated. "There is a significant correlation between students' habit in watching English movies and their speaking ability", answered the research problem.

Table 5. The Result of Students' Speaking Aspects and Students' Habit in Watching English Movies

Correlations

		HABIT	PRONUNCIA TION
HABIT	Pearson Correlation	1	.845**
	Sig. (2-tailed)		.000
	N	30	30
PRONUNCI ATION	Pearson Correlation	.845**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		HABIT	GRAMMAR
HABIT	Pearson Correlation	1	.626[**]
	Sig. (2-tailed)		.000
	N	30	30
GRAMMAR	Pearson Correlation	.626[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		HABIT	VOCABULARY
HABIT	Pearson Correlation	1	.737[**]
	Sig. (2-tailed)		.000
	N	30	30
VOCABULARY	Pearson Correlation	.737[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		HABIT	FLUENCY
HABIT	Pearson Correlation	1	.742[**]
	Sig. (2-tailed)		.000
	N	30	30
FLUENCY	Pearson Correlation	.742[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

Correlations

		HABIT	COMPREHENSIBILITY
HABIT	Pearson Correlation	1	.717[**]
	Sig. (2-tailed)		.000
	N	30	30
COMPREHENSIBILITY	Pearson Correlation	.717[**]	1
	Sig. (2-tailed)	.000	
	N	30	30

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

From Table 5, it can be assumed that from five speaking aspects which are pronunciation, grammar, vocabulary, fluency, and comprehensibility. Pronunciation

was the aspect that has the highest correlation with the students' speaking ability by having the number of significant 0.845.

DISCUSSIONS

In this discussion, the writer intended to present derived result from the analysis of the findings. The analysis has been accomplished to answer the research problems. From the analysis, the researcher got the result as follow;

1.   The number of participants used in this study was 30.

2.   Most students (56%) were in a high level of speaking test.

3.   The highest number of students (80%) were in a high level of habit.

4.   The result of calculating the correlation between students' anxiety and their speaking test was $r=.890$. Based on Arikunto's interpretation the strength of the correlation is a very high correlation.

5.   From SPSS calculation the writer got N.Sig=.000, where significance <0.05.

6.   The accepted hypothesis was the alternative hypothesis (H1).

7.   The answer to the second research question was pronunciation.

The students' scores from the questionnaires and speaking tests were compared to determine the correlation between them. The coefficient correlation showed that the significant level of $p=0.000$, $p<0.01$. Based on the result, it showed that students' ability in speaking English affected by students' habit in watching English movies. It was found that the coefficient correlation was 0.890 which is categorized as a very high correlation. In brief, the increase of students' habit in watching English movies was followed by the increase of students' speaking skills. It also means that the students' habit of watching movies has contribution to their speaking skill.

Based on the result, it showed that students' ability in speaking English affected by students' habit in watching English movies. It was found that the coefficient correlation was 0.890 which is categorized as a very high correlation. In brief, the increase of students' habit in watching English movies was followed by the increase of students' speaking skills. It also means that the students' habit of watching movies has contribution to their speaking skill.

To answer the first research question, the researcher formulated whether there is any correlation between students' habit in watching English movies and their speaking ability of second-year students' in SMAN 3 Prabumulih.

To answer the second research question the researcher investigated what aspect of speaking has the highest correlation with students' habit. Based on table 4.8, in speaking, there are some criteria: pronunciation, grammar, vocabulary, fluency, and comprehension. As the result, pronunciation has the highest correlation with students' habit in watching English movies. We know pronunciation become an important thing in communication. Pronunciation is the production of a sound system that doesn't interfere with communication either from the speakers' or the listeners'

viewpoint (Paulston, 1976). Both of pronunciation and speaking is the skill that must be mastered. Between pronunciation and speaking, there is a correlation. By using pronunciation in speaking, it will be created good communication.

Improving speaking skills takes a lot of classroom practice, there are two main elements for the students to get their improving speaking skills, that is motivation to speak and skill. For motivation, the teacher has to give motivation to the students to dare to speak English. Sometimes it is necessary to think beyond the box, adding creative elements wherever possible depending of course, on the skills of the students and how open they are to creative thinking. Improving the speaking skills of the students may be difficult, but the added benefit is building confidence in students for speaking skills and strategies. The most important skill to study English is speaking, because it is commonly used in our daily life. Teaching speaking must use techniques to increase speaking ability.

IV. CONCLUSIONS AND SUGGESTIONS
CONCLUSIONS

According to the data analysis and discussion, it can be concluded that there was a significant correlation between students' habit in watching English movies and students' speaking ability. It was strong correlation. The correlation was proved by the mean score of students in watching English movie with 77,6 average and the students mean in speaking test was 76,6. From the data analysis alternative hypothesis H1 was accepted and hypothesis H0 was rejected. It was because the result of r calculation was higher than r-table (0.361<0.845). It means there was a significant correlation between students' habit in watching English movies and their speaking ability.

SUGGESTION

As the writer has explained before, after measuring the correlation between two variables, we have gotten the result of this research. Studying the result, the researcher wants to give some suggestion to readers, especially, for future research. First, for the teacher they can give students task which makes them notice the conversation in English movies, for example asks the students to find information and expressions from the movie. Secondly, teacher can give students some practices like small group discussion so that they are able and brave to speak English in the class. And for the future researcher, It is suggested that the researcher can investigate the use of English movies in online learning to teach others skills such as listening, reading, and writing to find out its effectiveness to teach those skills. Besides, the findings might be applicable to the teacher. Then, for the future researcher, who are interested in conducting same researcher have to explore knowledge in order to give more benefit on the research result.

REFERENCE

Arikunto, S. (1997). *Prosedur penelitian.* Jakarta: Rineka Cipta.

Broughton, Geoffrey., et al. 2003. *Teaching English as A Foreign Language Second Edition.* New York: Routledge

Broughton, J. M. 2003. *Resistance to Youth and Popular Culture (Film,*

Politics,and Education). Cambridge: Lexington Press.

Haghverdi, H. R & Abdpur, S.2013. *The Effect of Song and Movies on High School Students' Language Achievement*. Journal of Language, Culture, and Translation (LCT), 2(1), 27-38.

Racz, N., Weippl,E., and Seufert, A. 2010a. "*A Frame of Reference for Research of Integrated Governance, Risk & Complience (GRC)," Communication and Multimedia Security, 11th IFIP TC 6/TC 11 International Conference, CMS 2010 Proceedings.* Berlin: Springer, pp107-116.

Setiyadi, A. B. (2018). *Metode penelitian untuk pengajaran bahasa asing edisi 2 pendekatan kualitatif dan kuantitatif.* Yogyakarta: Graha Ilmu.

Stempleski, S. & Tomalin, B. 1992. Video in Action: Recipes for Using Video in Language Teaching, Prentice Hall International, UK.

The effect of using YouTube tutorial videos in English vocabulary learning at junior high school

Janti Normauli Silaen[1], Feni Munifatullah[2], Dian Shafwati[3]
Universitas Lampung, Jl. Prof. Dr. SoemantriBrojonegoro No. 1, Bandar Lampung[1,2,3]
[1]Correspondence: jantisilaennormauli@gmail.com

ABSTRACT

The objectives of the research are to find the significant difference on students' vocabulary understanding after using YouTube Tutorial videos and students response toward the use of YouTube Tutorial videos. The population of this research was the third grade of students of SMP Negeri 4 Bandar Lampung in the academic year 2022/2023. The sample was class IXA which consisted of 30 students. The method of this research was quantitative with the research design One Group Pre-test and Post-test Design. The researcher used vocabulary test consisted 30 questions pre-test post-test to measure the significant difference and the questionnaire to find students response in the process of data collection. The researcher used SPSS and MS.Excel to analyze the data after those data has been collected. The result showed that there is a significant difference on students vocabulary understanding. The increase from the mean score was 13,6 where Post-test is 75,3 while the pre-test 61,7. The questionnaire distributed to students draw positive response where students who answered positive 25 students and negative 5 students, and the total of students response reached 64,26. The significant difference score demonstrates that using Youtube Tutorial video in the classroom has affect students ability to comprehend the vocabulary better. The result from the questionnaire percentage showed that students felt happy and enjoy the learning process using YouTube Tutorial video.

Keyword: *YouTube Tutorial videos, english vocabulary, vocabulary learning*

1. INTRODUCTION

Vocabulary is one of the important aspect in English language. Vocabulary are being used in all English components and skills. In learning vocabulary, students often faced problems. the problem comes because they have a low understanding about vocabulary. The unfamiliar words, meaning and context words make students difficult to recognised and express their idea. The limited vocabulary they have often make them difficult to communicate in English language. In many cases students do not know what they want to say because of the limited vocabulary they have. The vocabulary learning strategy that teacher used are also very monotonous, whether it is on how teacher described the theory or the media teacher used to teach vocabulary, it makes students lost interets in learning vocabulary.

The writer find out an alternative media to helps teacher create a suitable and interesting classroom which can improve students involvement and vocabulary achievement. By using YouTube Tutorial video, it is expected that students performance in classroom increase which affect students' vocabulary achievement in a positive way. As the explanation above, this study investigates how YouTube Tutorial video can affect students' vocabulary achievement by comparing students score and asking students' response towards the use of YouTube Tutorial video. So this research entitled "The Effect of Using YouTube Tutorial Video in English Vocabulary Learning at Junior High School".

In teaching vocabulary, there are some aspect that students need to understand. The aspect of vocabulary according to Nation (2001) are divides into three general aspects which are formation of word, meaning of word, and usage or context of word. Teachers need to understand that it is important to choose the key vocabulary that students will learn. In learning activities it is also important to make class lively, fun and enjoyable for students. so in dealing with creativity, media is the key to help teacher create an innovative classroom.

YouTube tutorial video is one of the types of content in YouTube that is greatly affective for teaching as it facilitate students with a better learning concept and attract students' attention. Using YouTube Tutorial video can be an effective media to help teacher teach vocabulary YouTube Tutorial video is the type of YouTube video which allow viewers understand on how to make something through a series of steps. It is a video which the speaker explain about procedure to do something such as reciper or manual instructions. YouTube Tutorial video is not only good for speaking model for students, it is also enriching student' vocabulary. A whole tutorial that are provided in YouTube Tutorial video can be an event where students can choose any tutorial video and learn the words of each clips while understanding the meaning and context of the words in clips. YouTube tutorial videos also have a short times so it is easy to access, easy to understand, and enjoyable.

In language teaching, students response are important as it can be a reflection for teacher to create a better learning activity. students response are related to their prejudice toward the experience, feelings and behavioral during the learning process which is including the learning material, learning media, situation, comprehension, interaction with teacher and other students in the classroom. There are two responses that a language learner develop in a learning process. The positive response is an attitude where student enjoy the process of learning a language where the result also show an increasing of students' achievement, while the negative response is an attitude where student feels the process of language learning didn't give a good influence on their achievement.

II. METHODS

The research is quantitative reseearch with the design of the research is one group pretest and posttest design. The goal of this research was to find out the effect of using YouTube Tutorial video in english vocabulary learning. To fullfil the goal, the researcher used vocabulary test and questionnaire as the instruments. The population of this research are the ninth grade of students in SMP Negeri 4 Bandar Lampung with the sample of this research are 20 students from 9A class. In this research, the researcher gave a vocabulary pretest to one group of students and then assign the post test after treatment. The result of pretest and posttest are compared to see the difference of students' vocabulary achievement after the treatment. Students also received a set of questionnaire that reflect their response toward YouTube Tutorial video.

III RESULTS AND DISCUSSION

Results
After collecting and analyzing the data, the researcher gathers the results of vocabulary test and questionnaire.

Table 1. Result of pretest score and posttest score

	Pre-test	Post-test
Mean	61,7	75,3
Median	66	74,5
Modus	66	83
Range	30	30
Highest	83	93
Lowest	26	60

The table above show the difference result of students pretest and posttest. where the average score from the pre-test before the treatment its only 61,7 and after the treatment there is an increasing score to 75, the difference average score is 13,6 point from 30 students who follow the tests. There is also

an increasing from the highest and the lowest score, where in the pre-test the highest score is 83 and in the post-test, the score increase 10 point to 93, and in the pre-test the lowest score was 26 but after the treatment, the score increase 34 point to 60. It shows that students' vocabulary achievement after they are being taught using YouTube Tutorial video.

Table 2. Hypothesis testing through SPSS

		Paired Samples Test							
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRE-TEST - POST-TEST	-13,667	7,198	1,314	-16,355	-10,979	-10,399	29	,000

In addition, to see whether there was a significant difference of students score from pretest and posttest, the researcher did hypothesis testing using paired sample test. it showed that the result from of two-tailed significance is 0,000 which is lower than 0,005 (Sig < α). From this result, it is clearly show that there is a significant difference on students' vocabulary understanding after being taught using YouTube Tutorial videos, it means that using YouTube Tutorial video affect students vocabulary understanding.

Table 3. Results of students response

No.Questionnaire	Yes	No
1	86,70%	13,30%
2	83,30%	16,70%
3	70%	30%
4	73,30%	26,70%
5	80%	20%
6	60%	40%
7	56,70%	43,30%
8	70%	30%
9	90%	10%
10	63%	37%
11	53,30%	46,70%
12	56,70%	43,30%
13	46,70%	53,30%
14	93,30%	6,70%

15	90%	10%
16	23,30%	76,70%
17	6,70%	93,30%
18	33,30%	66,70%
Total	63,14444	36,85556

Table 3 show the percentage of students response in each questionnaire. The total percentage of the "YES" response from the questionnaire is 63,14% and the total of "NO" response is 36,85%. From this result, it can be seen that almost all students give positive response. The final result of the Questionnaire was:

$$\text{Final score} = \frac{Total\ Score}{Total\ Student}$$
$$\text{Final Score} = \frac{1928}{30}$$
$$= 64,26\ (Positive)$$

The result showed that the final score of the questionnaire is 64,26 (positive). It is indicates that students likes YouTube Tutorial video during the learning process.

Discussion

1. The Significant Difference of students' vocabulary achievement after being taught using YouTube Tutorial video.
Based on the result of the pretest and posttest, it shows that there is a significant difference on students' vocabulary achievement after being taught by using YouTube Tutorial video, where students score in the posttest increased to 75,3. The result from T-test shows that the two-tailed significance result was 0,000 which is lower than 0,005. It could be inferred that YouTube Tutorial video affect students' vocabulary understanding. It also assumed that YouTube Tutorial video is a good learning media for procedure text which improve students vocabulary achievement.

The increase of students' vocabulary achievement occured because learning using YouTube Tutorial video helps students to recognized and comprehend the aspect of vocabulary better. Students get a better understanding about vocabulary by teach them the formation of a word, the meaning and how those word are being used in a text, as Alfaki (2015) state that vocabulary is the words of a language, including single items and phrases which express a particular meaning.. In this research, the researcher used different videos to teach those aspects. First by giving them short YouTube Tutorial video so that they understand how a word are being form in a sentence and they have enough chance to familiarized the word form. Then researcher giving them another video to emphasize their idea so they can express the use of the word in a sentence very well. The YouTube Tutorial video is greatly affective to attract students where in the treatment, the YouTube video present significant visualalization, and the speaker gave a better explanation about the tutorial. Third, researcher gave students a video with a full subtitle to teach them meaning of the word so students are able to read the English word better and have more opportunity to express the meaning of word in each sentences in a target language. Students also offer a way to translated each sentences with their friends so they can have a better understanding by interact with their friends.

YouTube any tutorial video and learn the words of each clips while understanding the meaning and context of the words in clips. YouTube tutorial videos also have a short times so it is easy to access, easy to understand, and enjoyable. It is in line with Mayer (2021), who believed that YouTube videos

for teaching is very effective especially for middle school students. it facilitate students with simple and good audio also visualization.

2. Students Response toward YouTube Tutorial Video

The result from questionnaire percentage shows that gave positive response to the use of YouTube Tutorial video as a learning media. Students felt happy with YouTube Tutorial video as it is provide clearer and detail explanation about the material, students enjoy the learning process and interested in participate more in the classroom as they are allowed to work together with their friends. The cognitive components result from the questionnaire show that students feels easier to understand the material when its explained in the YouTube Tutorial video rather than textbook because YouTube video is not too complicated. For the behavioral components, the result show that students action and interaction during the learning process was increased, because the learning strategy that researcher used are interesting and students are motivated to participate in classroom because during the learning process students learn discuss the material together in a group discussion. The result of the affective components from the questionnaire shows that using YouTube is more effective as students can access the video from anywhere easily and they also can re-watch the video any time they want. It is also in line with Monkhouse & Forbes (2015) which stated that YouTube is more accessible as students can watch the video that are given to them anywhere and anytime.

The result of negative response in the questionnaire indicates that there are some students who doesn't like YouTube Tutorial video during the learning process. It can be seen from the percentage result that some students feel that their vocabulary achievement didn't increased and YouTube Tutorial video still make students difficult to remember meaning and context of the vocabulary word in the procedure video. Some students feels that YouTube is a bit pricey for students if they are want to apply premium and increase their internet costs.

IV. CONCLUSIONS AND SUGGESTION

Conclusion
After conducted the research about the use of YouTube Tutorial videos in English vocabulary learning at SMP Negeri 4 Bandar Lampung , the researcher draw conclusion as follows:
YouTube Tutorial videos had effectiveness in English vocabulary learning. Based on the result, there was a significant difference on students' vocabulary understanding after being taught using YouTube Tutorial video. It was proved by the increase of students score which the post-test score was higher than the pre-test score. Questionnaire that was given to students to measure students' response to the use of YouTube Tutorial video draw a positive response. It was proved by the result of the cumulative students' score and the total percentage of students answer in each questionnaire.

Suggestions
Considering the result of this research, the researcher put some points as suggestions as follow:

For English Teacher
Teacher are suggested to use YouTube Tutorial video as the learning media for students especially in learning procedure text, because teacher can have many reference and choose better video for students. Teacher should also monitor students performance in classroom so students can enjoy the learning process.

For Further Researcher
Further researcher are suggested to conduct a research with YouTube Tutorial videos as learning media in different level such as elementary school or high school students. This research also focused in teaching aspect of vocabulary, so further researcher may conduct a research to complete the information of which aspect of vocabulary improve after students being taught by using YouTube Tutorial video.

REFERENCES

Alfaki, I. M. (2015). Vocabulary input in English language teaching: Assessing the vocabulary load in spine five. *International Journal of English Language and Linguistics Research* Vol.3,No.1,pp.1-14,3(1), 1-14. https://doi.org/10.1017/CBO9781107415324.004

Coombe, C. A., Folse, K. S., & Hubley, N. J. (2007). *A practical guide to assessing English language learners*. University of Michigan Press.

Ferreira, L. H. F. (2007). How to teach vocabulary effectively: An analysis of the course book Eyes and Spies

Hatch, E. M., & Farhady, H. (1982). *Research design and statistics for applied linguistics*. Newbury House Pub.

Heaton, J. B. (1975). *Writing English language tests: A practical guide for teachers of English as a second or foreign language*. Addison-Wesley Longman.

Jati, I.P. (2018). Teaching Using YouTube Tutorial Videos to Improve Students' Speaking Skill.

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. *English Language Teaching,* 11(2), 72. https://doi.org/10.5539/elt.v11n2p72

Liimatta, T. (2015). Video as a learning tool -Creating a tutorial for Magento. Oulu University of Applied Sciences

Mayer, R. E. (2001). *Multimedia learning*. Cambridge University Press.

Monkhouse, H., & Forbes, A. M. (2015). The Use of YouTube to Improve Students' Acuity and Analytic Skills in Discussion of Issues in Music Performance. *Literacy Information and Computer Education Journal. 6(3).* http://dx.doi.org/10.20533/licej.2040.2589.2015.0262

Nation, P. (2001). Learning vocabulary in another language. Cambridge: Cambridge

Wenden, A. (1991). *Learner strategies for learner autonomy: Planning and implementing learner training for language learners*. London: Prentice Hall.

Improving students' listening comprehension using song at SMA N 1 Way Jepara

Wika Nur amalia[1,*], Huzairin[2], Dian Shafwati[3]
Universitas Lampung, Jl. Prof. Dr.SoemantriBrojonegoro No. 1, Bandar Lampung[1,2,3]

[1]Corespondence: wikanuramalia932@gmail.com

ABSTRACT

The objectives of this research were to investigate if there was any improvement in students' listening comprehension after the implementation of songs and to find out students' responses toward the use of songs at SMAN 1 Way Jepara. The sample of this research was XI science two, which consisted of 24 students. The data were obtained through a pre-test and post-test and the results were analyzed by using *Paired Sample T-Test*. The first results of the research showed that the average post-test score (76.04) was higher that of the pre-test (60.83), it increased 15.20. The significant value is less than 5% (0.00<0.05). It means there was a significant improvement in students' reading comprehension. In addition, the second result of the research showed students' responses toward the implementation of songs. The respond is measured through 4 likert scale started from *strongly agree, agree, disagree, and strongly disagree*. Most student's responses was positive. The mean of the questionnaire was 75.53. It means the majority of the students agreed that the strategy was effectively applied in the process of teaching listening. From the result It could be concluded that using songs is effective for teaching listening comprehension.

Keywords: listening comprehension, song, teaching listening, student listening comprehension

I. INTRODUCTION

English is the most important foreign language that Indonesian people need to learn. There are four skills that have to be mastered by the students they are listening, speaking, reading, and writing. According to Murcia (2001), listening is the language skill used most in life, and this argument is supported by Hedge (2007), who states that among the basic four skills in our lives, listening is the most frequently used. Listening accounts for 45%, speaking 30%, reading 16%, and writing 9%. Bozorgian (2012) defined listening comprehension is the primary channel of learning a language. Yet of the four dominant macro-skills (listening, speaking, reading, and writing), it is often difficult and inaccessible for second and foreign language learners due to its implicit process.

According to Underwood (1990), one of those difficulties in listening that is directly related to the students themselves is based on the fact that students have created learning habits in the sense that they have been encouraged to comprehend everything by listening properly to teachers who may talk slowly and clearly, so when they fail to comprehend every word while listening, they stop listening and lose the thread, which seems to be the reason for them to be panic and worried before and during the listening process.

Students in SMAN 1 Way Jepara have low motivation in listening because most of them do not like English and have no interest in learning English. Only some of them like English because most of them think that English is difficult.

There are a lot of ways for the teacher to make the class interesting, and using songs is one of the ways. Shen (2009) defines a song as a combination of music and lyrics that possesses many intrinsic benefits, for example, a kaleidoscope of culture, expressiveness, reciting ability, and therapeutic functions, which render it an invaluable source for language teaching.

Medina (2002) stated while the learners are relaxed, they are also more attentive than usual and therefore, more receptive to learning. According to Brewster (2002), songs are motivating and fun and help develop positive attitudes toward the target language. the researcher gave the student question from the latest song

According to Hughes (1991:134), in macro skill, to understand what someone says, a listener has to involve with listening for specific information, obtaining the gist of what is being heard or the listener should get the general idea of the information. The researcher used macro skills because in the curriculum, student needs to understand the songs and know the moral message from the songs.
According to Hughes (1991), in micro skill, to understand what someone says, a listener has to interpret intonation patterns, recognition of the function of structures, and cohesive devices, detect sentence constituents, and recognize discourse markers. The researcher used micro skills because students need to know the structure and sentences to understand the listening material.

To analyze the responses that the students had after they were taught using songs, the researcher gave them a questionnaire.

According to the consideration above, therefore, this study investigates whether or not using English songs as a technique improves students' listening comprehension. This study also investigated the students' responses after using English songs to developed students' ability in listening comprehension.

II. METHODS
The design is quantitative research the aim of this research is to find out if there is an improvement or not in students' listening comprehension using songs in the second grade of SMA N 1 Way Jepara. The design is to compare the student's comprehension in the pretest and post-test after the treatment. The population of this research is students of SMA N 1 Way Jepara in the 2020/2021 academic year. The sample is students of class X1 IPA 4.

III. RESULTS AND DISCUSSIONS
Results
After conducting the research, the researcher gathers the results of listening test.

Table 1. Students' Score of a Pre-test and a Post-test

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-Test	24	40.00	70.00	60.8333	9.20529
Post-Test	24	60.00	90.00	76.0417	9.85401
Valid N (listwise)	24				

Table 1. From the table above, it could be seen that the minimum score in the pretest was 40.00 and the minimum score in the post-test was 60.00. The increase of the minimum score was 20. The maximum score on the pretest was 70.00 and the maximum score on the post-test was 90.00. The increase of the maximum was 20.00. The mean score of the pretest was 60.83 and the post-test was 76.04. The increase of the mean score was 15.20.

Table 2. Analysis of the Hypothesis Testing

| | | Paired Differences | | | | | | | |
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | T | df | Sig. (2-tailed) |
					Lower	Upper			
Pair 1	Pre-Test – Post-Test	15.20833	4.77292	.97427	13.19290	17.22376	15.610	23	.000

The table showed that the t-value is 15.610 with the degree of freedom (df) was 23. While the data is significant based on the t-table pointed out at 2.069. Thus, it can be concluded that the t-table (15.610 > 2.069) with the significant value of less than 5% (0.00<0.05). So, there was a significant effect on students' listening comprehension after they are taught using songs. Therefore, the hypothesis was accepted.

Table 3. Percentage Every Element

Components	Percent
Cognition	77.70
Affective	80.36
Conative	76.93

1. The first component is cognitive, there are 10 statement of cognitive, according to the table percentage of answer the percentage is 77.70% which means strongly agree.
2. There are 13 statement of affective, according to the table percentage of answer the percentage is 80.36% which means strongly agree.
3. There are 7 statement of conative, according to the table percentage of answer the percentage is 76.93% which means strongly agree.

Table 4. Result of Students' Responses

	Count	Minimum	Maximum	Mean
Questionnaire	30	62	85	75.533

As seen on the Table 4.14, it can be concluded that the students' responses toward the use of songs in teaching listening comprehension were agree based on the rating scale table of the questionnaire.

Discussions

1. The Improvement of Students' Listening Comprehension

In relation to this research, the results presented that listening comprehension are improved after they are taught using songs. By comparing between the pretest and the post-test's mean scores. Then the result was analyzed by using the Repeated Measures T-Test, It was also found that the t-value was higher than the t-table and a significant level was achieved. It can be concluded that there is a significant difference in students' listening comprehension after being taught using songs.

The current findings support previous findings. As stated in Cheung (2001) in his paper, he states that popular culture and songs include, can motivate students to learn English better than the usual treatment that their teacher gives. Automatically it will affect their need for learning English and lift up their ability in the English language.

Meanwhile, Dzanic and pejic (2017) states that The results showed that songs have a positive influence on the vocabulary retention of young learners. All aspects of the micro skill and macro skill of listening in this research are improved, and according to (Rizki et al 2014) they also searched about micro skill, states that the result showed that the students' micro skills of listening improved in each aspects of micro skills of listening after being taught through song.

Moreover, they enjoyed the class when the researcher used songs in teaching listening. It is in line with Dzanic and pejic (2017) Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experiences and enhance their knowledge.

From the statement above we can say that song are good media for teaching listening to improve students' listening comprehension. Through songs, the students were able to improve their listening comprehension because they are more enjoyable in class.

2. Students' Responses After Being Taught Using Song

The second research question of the research is to find out how the students' responses after using song in teaching listening comprehension. After the implementation of song, the responses questionnaire was administered. The questionnaire consisted of 30 statements that could give students' responses of the implementation of songs. According to Rosenberg and Hovland (as cited in Azwar, 2012), there are three components of responses that is called tripartite model. The component is cognitive, affective, and conative. Those three components showed students' beliefs, emotions, and also behaviors toward the use of songs.

Based on the data, the first component is cognitive, because using song made the students' more focus to the lesson and made them understand the lesson, they do better at exam and quizzes. It is in line with Brewster (2002) song help to develop concentration, memory, and coordination.

The second component is affective. Based on the data, the researcher concluded that the students enjoy using song in the learning process. It happened because using song could make the students enthusiastic about listen the song.

The third component is conative. After using songs, it can be implied that the students felt the effect of using songs in listening comprehension. It was obtained because songs made them more active in class.

The data shows that the the student's get the highest score in affective component, because they feel more interested, and that makes them gave positive responses towards the use of song.

The result of the questionnaire can be concluded that most of the students agree toward using songs in the learning process of listening. It is also in line with Brewster (2002) songs are motivating and fun and help to develop positive attitudes towards the target language.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusion

Based on the research findings and discussions, the writer would like to present some conclusions. There was a significant improvement on the students' listening comprehension after they are taught using songs. It could be seen from the gain of students' listening mean scores in the pretest and the post-test and the significant value less than 5% (0.00<0.05).

Besides that, Students' responses toward learning English after using songs in teaching listening comprehension is agree. The majority of students agree if the strategy is applied. They seem to more understand the material, they also look excited listening the songs, and they active during the learning process.

Suggestions

Regarding the several conclusions above, the researcher would like to propose some suggestions. Firstly, for the teacher the researcher strongly recommends the use songs in teaching listening. However, using songs has been shown to be effective in improving students' listening comprehension.

Secondly, for further researcher, the researcher suggests further researchers research at different levels such as college students, and The researcher also suggests to conducting this research by taking the treatments more than 3 times in order to make students understand the material more clearly.

REFERENCES

Celce-Murcia, M. (2001). *Teaching English As A Second And Foreign Language (3rd Ed).* Boston: Heinle And Heinle Thomson Learning, Inc.

Hedge, T. (2007). *Teaching And Learning English In The Language Classroom*. Shanghai: Foreign Language Education Press.

Bozorgian Hossein. (2012). *The Relationship Between Listening And Other Language Skills In International English Language Testing System*, Queensland University Of Technology, Queensland, Australia

Underwood, M. (1990). *Teaching Listening*. London: Longman

Shen, C. (2009). Using English Songs: *An Enjoyable And Effective Approach To ELT.English Language Teaching Journal*. 2(1), 88-94.

Suzanne L Medina. (2002). Using Music To Enhance Second Language Acquisition: From Theory And Practice, *Language, Literacy And Academic Development   For English Language Learners: Pearson Educational Publishing,*

Brewster, J., Ellis, G., Girard, D. (2002). *The Primary English Teacher's Guide*. England: Penguin English

Hughes, A. (1991).*Testing for Language Teachers*. Cambridge: Cambridge University   Press.

Azwar, S., (2012). *Sikap Manusia Teori dan Pengukurannya (2nd ed.).* Yogyakarta: Pustaka Pelajar.

Dzanic D. Nihada and Pejic Alisa (2016), The Effect of Using Songs On Young Learners and Their Motivation for Learning English
https://www.researchgate.net/publication/312054146

Rizki, maulini, AG bambang setiyadi, & Hartati Hasan. (2014) "Teaching Micro Skills Of Listening Through Song." UNILA *Journal Of English Teaching*, vol.3, no. 7.

The effectiveness of using word chain games towards the students' vocabulary mastery at SMPN 26 Bandar Lampung

Heny Cahaya Meidina[1], Muhammad Sukirlan[2], Lilis Sholihah[3]
FKIP Universitas Lampung, Jl. Prof. Dr. Soemantri Bojonegoro No. 1, Rajabasa, Bandar Lampung
[1]Corespondence: henycahaya28@gmail.com

ABSTRACT

The research aimed to find out whether there was a significant effect of using word chain games towards students' vocabulary mastery in the teaching-learning process. This research was conducted on the eight grade students of SMPN 26 Bandar Lampung in the academic year 2021/2022 in the second semester. Class VIII B consisting of 28 students was chosen as the sample of this research. This research was quantitative. The design used was one group pre-test and post-test. The instrument was a vocabulary test that consisted of two parts that were pre-test and a post-test and the data were analyzed using the Paired Sample t-test in SPSS 23. The results showed that the students' mean score on the pre-test was 41.00 and the mean score on the post-test was 68.43. Besides, the improvement of students' mean scores from the pre-test to the post-test was 27.42 and the p-value of a significant level was 0.000 which was lower than 0.05. Therefore, H1 is accepted that there is a significant effect of using word chain games towards students' vocabulary mastery.
Keywords: vocabulary mastery, word chain games

I.   INTRODUCTION

In English, vocabulary is an important element taught to students besides other elements. Learning vocabulary can develop the student's ability in studying English and hence support the students in mastering other language components in English. In order to learn the English language efficiently, it is necessary to know and master the four important skills, there are: listening, speaking, reading, and writing. Thornbury (2002) states, without vocabulary, nothing can be conveyed. In other words, the teacher should use several vocabulary teaching techniques to make it easy for students to understand the meaning of English words.

During this pandemic, various ways are done so that students can easily follow lessons. One way to encourage students to learn English independently and choose the approach they like is to choose the right media. Media is a tool that can convey information and support teaching and learning activities in English effectively (Sudiran, 2014). For students, it cannot be separated from the fact that they really need happiness in addition to their seriousness to study at school. Therefore, the media can be a method to learn something that makes them feel happy and interested.

The selection of appropriate and innovative media and learning techniques can help students overcome vocabulary problems. Seeing the problems faced during the process of learning

English at SMPN 26 Bandar Lampung, the researcher found a problem in the study, namely weaknesses in the method of delivering material related to vocabulary. Based on the pre-observation that has been done by the researcher, that learning vocabulary in class makes students not interested and feel bored when learning English. Therefore, researcher want to try media that make students more interested in learning English, especially in improving students' vocabulary skills. One of the media that can be used to teach vocabulary is Word Chain.

The benefits of the Word Chain game are very helpful for students to motivate students so that they become more interested in learning vocabulary. According to Caroll (2007) states that Word Chain is a kind of game with the purpose to improve the players' ability in vocabulary or words. It means that playing the game makes students easy to increase their ability to comprehend the words. Based on the statements of experts, it shows that the use of Word Chain games provides advantages towards students' vocabulary. Based on the introduction that has been explained, this study aims to examine whether there is a significant effect of using a word chain game toward students' vocabulary mastery.

II.   METHODS

This research used a quantitative approach in analyzing the data and used a one-group pre-test-post-test design. The pre-test was given to know students' prior vocabulary mastery and the post-test was given to investigate whether there is a significant effect of using word chain games towards students' vocabulary mastery in learning English vocabulary. Referring to Setiayadi (2018), the research design is illustrated as follows:

T1 X T2

Notes:
T1   : Pre-Test
X   : Treatments (the word chain games)
T2   : Post-Test

Participant
The population of this research was the eighth-grade students of SMPN 26 Bandar Lampung in the academic year of 2021/2022. Meanwhile, the sample was one class as an experimental class. Furthermore, the researcher chose one class as the sample of this research which consisted of 28 students using purposive sampling.

Instrument
In this study, the instrument of this research was vocabulary tests were used with the aim of finding the answer to the research question, of whether there is a significant effect on students' vocabulary mastery after the students were taught using word chain games in learning English vocabulary mastery before and after applying the word chain games in the teaching and learning process by comparing the mean scores of pre-test and post-test. The tested vocabulary is content words, i.e., nouns, verbs, adjectives, and adverbs taken from the 8th-grade English textbook that were randomly selected from the vocabulary range in the book by using systematic random sampling. The test consists of 50 multiple-choice questions, in which the

students must choose one of the four options provided (A, B, C, and D). Then, for the pre-test and post-test were utilized Paired Sample T-Test to analyze the data using SPSS (Statistical Program for Social Sciences).

III. RESULTS AND DISCUSSIONS

Results
The purpose of this research is to find out whether there is a significant effect of using word chain games towards students' vocabulary mastery. The researcher conducted the research in the eighth year of SMPN 26 Bandar Lampung from 19 April 2022 to 24 May 2022. There were five meetings, a pre-test was administered to the students in the first meeting, and after giving the pretest to the students, the experimental was given treatment by using word chain games as a media for three meetings. In order to see the significant effect of students' vocabulary mastery, the post-test was conducted after they were given the treatment.

Table 1. Comparison in Students' Vocabulary on Pre-Test and Post-Test

	Pre-Test	Post-Test	Gain
Total	1148	1916	762
Mean	41	68	27

Table 4.1 compares the results of the pre-test and post-test, which provides that the total pre-test score is 1148 and the post-test total score is 1916; The mean score of the pre-test is 41.00 and the mean score of the post-test is 68.43. It could be explained that the mean of students' scores on the pre-test and post-test are different and increased from 41 to 68. Students' mean scores increased by 27 points from the pre-test to the post-test after the students were given the treatments. It indicates that there is an improvement in students' vocabulary mastery before and after the students were taught word chain games in learning English vocabulary.

Table 2. Mean Scores of Pre-Test and Post-Test

	Mean	N	Std. Deviation	Std. Mean Error
Pre-test	41,00	28	15,743	2,975
Post-test	68,43	28	17,399	3,288

Table 3. The Differences in Students' Vocabulary in Pre-Test and Post-Test

	Paired Differences							
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper	t	df	Sig. (2-tailed)

Pair 1	pretest - posttest	-27.429	18.681	3.530	-34.672	-20.185	-7.769	27	.000

Based on Tables 4.2 and 4.3, it can be seen that the student's scores have increased and the T-test shows significant results; Sig. (2-tailed) = 0.000 at a significant level of 0.05 (0.000 < 0.05). The data shows that the degree of freedom is 27, the *t-value* is 7.769 and the *t-table* is 2.051 (see Appendix 10) with a significant level of 5%. It means the *t-value* is higher than the *t-table*; as of, the hypothesis (H1) proposed in this study is accepted. It can be concluded that there is a significant effect of using word chain games as the media in learning English vocabulary.

Discussion
Based on the results of this study, the researcher found that teaching vocabulary through word chain games media provides a significant effect to the students' vocabulary achievement. The results could be seen from the students' pre-test scores and the students' post-test scores increased. This finding supports previous research findings by Fitriani and Sitepu (2018). They reported the result of the students' tests from the experimental and control group. The average score between the pre-test and post-test on the experimental group was 20.4. While the average score between those tests was 10.6. It means that the difference in the average score on the experimental group was higher than the control group. There was a good improvement in the experimental group's achievement after they received the treatment by using word chain games in teaching vocabulary mastery. Moreover, it supports the research findings by Firmansyah (2015) who did experimental research at SMP Negeri 26 Surabaya in the 2018/2019 Academic Year. His research result shows that using word chain games encourages students to participate actively in the class, to speak the target language more, and makes the students enjoy and be interested in the lesson because this activity is fun in learning vocabulary

In the implementation of word chain games, the researcher found that teaching vocabulary mastery through word chain games made students more interested and excited in learning English so that their English skills could improve. They also got fewer difficulties in modifying the words they had found, identifying the class of words, and using it in an appropriate context. The students found it easier to learn vocabulary in the classroom and were more active and enthusiastic to join the meaningful and contextual activity. They learned to share and cooperate in communicative activities in the classroom. Those assertions are backed up by Cullen-Trussell (2012), who expressed a similar viewpoint that the word chain games are one of fun, enjoyable and creative games which it plays with words. Word chain games can make very interesting classroom displays. Playing word chain games is one way to get to know new people and become comfortable with new surroundings.

Following the discussion above, it can be concluded that there is a considerable difference in students' vocabulary mastery after being introduced to word chain games. A word chain games as a media for teaching vocabulary is very useful because in the end, the students made improvements on the vocabulary words.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions

The objective of the current study is to find out whether the implementation of word chain games as an English teaching media could provide a significant difference in students' vocabulary mastery. In line with the results of the test, there is a significant difference in students' vocabulary mastery after applying the word chain games in learning vocabulary with sig. (2-tailed) 0.000<0.05. The word chain games provide a significant difference in students' vocabulary mastery, in which there is an increase in students' scores on the post-test. Besides that, using word chain games makes it easier for students to understand the material because this strategy is easy to implement and interesting, and makes them more active and enjoy the teaching-learning process. It means that the word chain games are effective in teaching vocabulary.

Suggestions

Considering the conclusions, the researchers provide suggestions to several parties. In implementing word chain games in teaching vocabulary, the teacher provide material using word chain games in order to students interested to learn English as an alternative media in teaching vocabulary. That way, the student can be excited to be actively involved in the class through the use of this media.

This research was conducted on the eight grade students of SMPN 26 Bandar Lampung. Therefore, further researchers can try to discover the effect of word chain in different levels of school. It is also possible to apply this media to teach other skills. Besides that, this research is aimed to find out the students' improvement in vocabulary achievement.

REFERENCES

Arsini, N. N., Santosa, M. H., & Marsakawati, N. P. E. (2022). Hospitality School Students' Perception on the Use of Wordwall to Enrich Students' Work-Ready Vocabulary Mastery. Elsya: *Journal of English Language Studies*, *4*(2), 124-130

Allen, Edward David Rebecca M. Vallate. (1977). *Classroom Techniques as a* second *language*. New York: Oxford University Press Inc.

Callella, T. (2001). *Making your word wall more interactive.* Huntington Woods,MI:Creative Writing Press, Inc. retrieved on September 14, 2018 from https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1065&conte xt=reading_horizons.

Cooper, D., & Kiger, N. (2003). Literacy — *Helping children construct meaning (5th ed.).* New York: Houghton Mifflin Company.

Cronsberry, J. (2004*). Word Walls: A Support for Literacy in Secondary School Clasrooms,(*http://www/curriculum.org/tcf/teachers/projects/wordwalls.shtml).

Istianto, R. (2013). *Improving Students' Vocabulary Mastery Through Word Wall.* Lampung University.

Manik, S, and May, C. (2016) "*Teaching Vocabulary Using Matching Word on Computer Assisted, Language Learning*" 4 (7): 1–26.

Setiyadi, Ag. Bambang. (2018). Metode Penelitian untuk Pengajaran Bahasa Asing (Pendekatan Kuantitatif dan Kualitatif second edition). Yogyakarta: Graha Ilmu

Sipayung, R. W. (2019). The Effect of Word Wall Strategy on Students' Vocabulary Achievement at SMP Negeri 5 Pematangsiantar in the Academic Year 2018/2019. *Budapest International Research and Critics Institute-Journal (BIRCI-Journal).*

Utari, S. (2020). *Teaching Vocabulary Using Word Wall Media*. Sekolah Tinggi Keguruan dan Ilmu Pendidikan-PGRI Lubuklinggau.

Wulandhari, T. (2018). *Increasing Students' Vocabulary Mastery by Using Word Walls Media at Seventh Grade of SMP N 01 Punggur in Academic Year 2017/2018.*State Institute for Islamic Studies (IAIN) Salatiga.

The use of Suggestopedia in improving students' achievement in writing procedure text on second year of junior high school student

M. Almynadi Lihawa[1], Patuan Raja[2], Budi Kadaryanto[3]
Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung
[1]Correspondence e-mail: zidanne2000@gmail.com

ABSTRACT
This research was aimed to find out whether there is significant improvement of students' writing ability before and after being taught through Suggestopedia Method. By using a quantitative approach supported by a one group pretest and post-test design this research was carried out. The researcher chose second grade students at SMP 38 Bandar Lampung as a sample, which the number of students reached 22 in total. The data were collected from the results of the students' pre-test and post-test in written form containing the procedure text. The results show that there was an increase in students' writing ability after being taught with the help of a suggestopedia method. It can be proven by the results of data analysis showed that sig. (2-tails) $0.000 < 0.05$, in which the mean of both tests was analyzed using the Repeated Measure T-test with a significance level of 0.05. It can be also supported by the evidence that verifies the statements was the t-value which showed higher number than t-table by having the result $13.378 > 2.0$. This research shows that Suggestopedia is a learning method which was successful for grade 2 junior high school students and content was the aspect of writing that had the most significant increase.

Keywords: *teaching writing, procedure text, suggestopedia method, students' writing ability*

I. INTRODUCTION

Writing is one of the complicated skills that researcher has to acquire when learning foreign language, not only in English but any other language in the world. It holds an important role for someone to master foreign language. Septiani (2018) said that is the reason why the learners will face more and more difficulties and created demotivation for the learner. It's a lot of homework for the teacher to understand that teaching writing is not an easy task, without putting aside other skills. Based on Bachani (2013), in his book "Teaching writing", stated Learning to write in English is more difficult than learning to speak effectively because the context is formed only via the words, without the writer and reader interacting directly. In addition, Sadller (2008), wisely remarked in Westwood's book that good writing is not only hard work, but also it is an extremely complex and challenging mental task.

English teaching especially in teaching writing skills, has several ways to overcome the problems. Each method has different approach and of course different output. The teachers need to know what the main cause of the problem of their students is. As the researcher go forward to the future, the researcher trust that he will face more obstacle on teaching. That's why the teachers need to keep develop the teaching method time by time, so it can still be relevant to the future. Giving the student new way of teaching make them more collaborative and of course more productive. Based on researcher's experience as a student back in the days, the students will start to think that it's related to them, it's related to what happened today. Especially if

researcher insert nowadays' trends on the teaching method, it will make the student understand it better because they will be more interested than if researcher do not put any related things on the method.

Suggestopedia is a science for developing different non-manipulative and non-hypnotic methods for teaching/learning of foreign language and other subjects for every age-group on the level of reserve (potential, unused) capacities of the brain/mind.

II. METHODS

This research has been conducted using the quantitative method. The point of this research is the method. The researcher discovered it is advantageous when used on junior high school students. Furthermore, the subject of the research would be the second year of junior high school students at SMPN 38 Bandar Lampung.

The research has focused on using the suggestopedia method in a classroom setting. Researchers have been using the original suggestopedia by Lozanov as their primary variation. Also, the researcher would use the procedure text as test material when the method is applied to the students. The researcher would use procedure text that provides instructions for carrying out certain activities.

III. RESULTS AND DISCUSSIONS

Results
After receiving treatment using suggestopedia method 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 skill in procedure text which was the answer to the research question "Is suggestopedia effective in improving students' achievement in writing procedure text?". From this, the results of the students' initial and final tests will be compared later.

Table 1. Students' Post-test Score Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65	1	4.5	4.5	4.5
	65.5	1	4.5	4.5	9.1
	66	1	4.5	4.5	13.6
	67.5	1	4.5	4.5	18.2
	68.5	1	4.5	4.5	22.7
	70.5	1	4.5	4.5	27.3
	71	1	4.5	4.5	31.8
	71.5	2	9.1	9.1	40.9
	72.5	2	9.1	9.1	50.0
	73	3	13.6	13.6	63.6
	73.5	3	13.6	13.6	77.3
	74	3	13.6	13.6	90.9
	74.5	2	9.1	9.1	100.0
	Total	22	100.0	100.0	

From the table 4.3, there are no more students who get grades with a range below 65. On the post-test result, a total of 7 students scored with a range of 65 to 71. Followed by as many as 7

students scored with interval 71.5-73.5. The rest of five students achieved 74-74.5 which is at the highest interval.

Table 2. Mean of Students' Post-test Score

	N	Minimum	Maximum	Mean	Std. Deviation
Post-Test	22	65.0	74.5	71.477	3.0256
Valid N (listwise)	22				

It can be summarized that the average result of the pre-test is 56.227, while the post-test score was achieved by 71.477. The highest score obtained from the post-test was 74.5 and the lowest value from the pre-test was 48. Furthermore, there was a significant increase in students' writing results before and after being given treatment using of suggestopedia method in those tables described above.

Table 3. Mean of Writing Aspects

Aspects Of Writing	Mean		Gain	T-Value	Sig.
	Pre-Test	Post-Test			
Content	14.79	22.25	7.45455	8.140	.000
Organization	14.63	16.61	1.97727	5.593	.000
Vocabulary	11.63	13.65	2.02273	5.446	.000
Grammar	11.86	15.34	3.47727	11.932	.000
Mechanic	3.295	3.613	3.1818	3.130	.005

In the second test, students' writing became easier to understand because the content in the writing aspect was quite fulfilled. Content is the aspect that have improved significantly. As in the posttest example taken from one of the students in writing "how to make tea", that is "Prepare the tea, sugar and the cup. Prepare some water and put it on a pot. Turn on the stove and let it boil". This example was proved that the students' writing, especially the content, were clear and detailed in every step. Besides that, the other four aspects, such as vocabulary, language use, organization and mechanics, have also made good changes compared to before.

According to those data, suggestopedia method is considered capable of improving students' writing skill. As said by Ihsan et al., (2019), the suggestopedia method can be applied to make it easier for someone in the process writing, especially writing procedure text. This method is intended for students who are still under his ability to produce procedure text. Lack of student skills 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.

Discussion

The use of suggestopedia method applied in improving students' writing skills in procedure text. By taking a sample of one of the second grade SMPN 38 Bandar Lampung, namely XI D, 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 of suggestopedia method 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 are recorded at each meeting for a total of five times to see the progress that is in each of their writing results.

The data collection of student scores has been calculated statistically using SPSS to see the progress of students in writing. Based on existing calculations, the average posttest of students was achieved with a number of 71.477, while the mean of the pretest only got 56.227, indicated as low value. The gain obtained from this result is around 15.250. These 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. 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.

According to Cole and Chan (1994:124), the advantage when teacher uses different method of teaching in the class is useful to capture students' attention. They can see how something is done or made through different approach since the researcher put forward humanism approach. The students can be more active in paying attention to the steps of the existing procedure, so that the contents of the text procedure that should be fulfilled.

In line with research finding in Ratna (2017), the students who were taught using suggestopedia method got higher score. suggestopedia method gives beneficial contribution in increasing the student writing achievement during the instructional process. The reason was the used of the suggestopedia method is assumed to facilitate learners in the pouring imagination and understand more without getting stressed in the writing ability.

On the pretest, students got the highest score of 62 and the lowest only got a value of 48. The score turned out to be quite good in the students' posttest. Some of the students passed the Minimum Mastery Criterion which is 70. So that, after it was calculated, the lowest score was achieved at 74.5 and the lowest score was 65. The previous research taken by Hayah (2011), it was found that the pretest average of the experimental group was 60.00. After being taught by Suggestopedia method, the post-test average was 77.56. Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis was accepted because the t-test is 0.000 < 0.05. Moreover, it supports the previous researcher finding by Hasliana (2020). She reported that the result of the data analysis showed that the result t-test formula was 5.532 with df = 39 and sig. (2-tailed) was 0.000. The data showed that sig. (2-tailed) was smaller than 0.05; 0.000 < 0.05. It

means that there was a significant difference using suggestopedia method on the students' ability in writing procedure text.

IV. CONCLUSIONS AND SUGGESTIONS

Conclusions
As it stated before, the first research question is answered by looking at the result of the research. The researcher uses T Measure Test to find out about the gain of pre-test and post-test. Using Suggestopedia as a teaching method gave a significant difference in students' ability in writing procedure text of the second-grade students of SMPN 38 Bandar Lampung. It can be seen from the posttest (71.477) and pretest (56.227) results that have which has an increase of 15.250. On their final test results, there was only 6 students who scores below Minimum Mastery Criterion. The students were very enthusiastic following the class while the suggestopedia method has applied to them, it can support their ability to write procedure text. The students were engaged in learning process, because the use of suggestopedia created a new atmosphere for the students in the classroom. The students experienced positive progress during the teaching and learning process. The result of the data analysis showed that sig. (2-tailed) 0.000<0.05. It means that the hypothesis was accepted. There was a significant difference of students' writing ability before and after being taught through suggestopedia method at the second-grade students in SMPN 38 Bandar Lampung. It can be concluded, teaching writing by implementing suggestopedia method toward students' ability in writing procedure text at the second-grade students in SMPN 38 Bandar Lampung was successful.

The second research question is also answered by looking at the results of the research. The researcher found that content is the most improved writing aspect. The reason behind it is that the students are more focused on detailing their own writing product's content than taking care of any other aspect. Content is also the main element of the procedure text because students focus on clarifying what is being done in the procedure text. The result of the data analysis showed that sig. (2-tailed) 0.000<0.05. It means that the hypothesis was accepted.

Suggestions
The use of suggestopedia method can be applied by teachers, especially in learning to write procedure text. Students will be more interested if the process of their learning activities is accompanied by unusual way. students will participate more actively in learning that is not monotonous. Some students cannot always adopt the method since they have different learning preferences. The substance and the procedure may occasionally be incompatible. Therefore, the teacher – to pay closer attention to the class to determine whether or not the method can be used. Teachers should pay more attention to what must be prepared in suggestopedia method in their teaching. This is because this method would need a lot of preparation and enough time management. In order for students to comprehend the form of the new teaching method that the teacher applied in the class; the teacher should give more details regarding the suggestopedia method and its objectives.

The research must be carried out for a longer period of time in order to obtain the best results and clearest comparisons. Reassessing and enlarging any theory, framework, or model that the researcher has used in the research. Future research can examine how a specific event, the

appearance of a new idea or piece of evidence, or another recent incident affected the research problem. The future researcher can be building upon findings of this research. These may relate to findings of the study that researcher did not anticipate. Moreover, the researcher may suggest future research to address unanswered aspects of researcher's research problem.

REFERENCES

Asnur and Maharani, S. (2015). *Measuring the effectiveness of suggestopedia method in EFL writing class.* Journal of Adabiyah.

Asriani and Tami. (2015). *The effectiveness of suggestopedia on students' reading comprehension in narrative text. Graduating paper published.* Jakarta: Departement of English Education of Syarif Hidayatullah State Islamic University.

B.J, and Anthony, W. P. (1984). *Organization theory (2nd ed.).* United States of America.

Brent, H. J. (1989). *Writing English language tests.* New York: Longman Inc. Hodge.

Creswell, J. (2015). *Research design third edition: Qualitative, quantitative, and mixed methods approaches, Terjemahan oleh Ahmad Fawaid (2015).* Yogyakarta: Pustaka Pelajar.

Dadi and Setiasih, L. (2015). *How to write a short essay in English academic writing.* Bandung.

Deny, Vebriana, S., and Fajriana, D. (2016). Suggestopedia method on improving students' reading comprehension. *Journal of Research in English and Education*, 1 (2). 129-136. .

Derewianka, B. (2004). *Exploring how texts work.* Australia: Primary English Teaching Association.

Dewi, S. M., and Sobari, T. (2018). Pembelajaran menulis teks cerpen dengan menggunakan metode pembelajaran pada siswa SMPN Citra Pembahuruan. *Parole (Jurnal Pendidikan Bahasa dan Sastra Indonesia)*, 989-998.

Douglas, B. (2000). *Principles of language learning and teaching.* New York: Longman.

Dwimarta, Slamet, Y., & Rukayah. (2016). *The effect of suggestopedia learning method on description writing skills of fourth grade elementary pupils.* Surakarta: Universitas Sebelas Maret.

Ekarista, F. (KnE Social Sciences). *Improving students' writing ability in recount text using suggestopedia method.*

Gay, L. R., and Airasian, P. W. (2000). *Gay, L. R., & Airasian, P. W.* New Jersey: Prentice-Hall, Inc.

Harmer, J. (n.d.). The Practice of English tanguage Teaching (3nd ed.). *Education Limited*, p. 38. .

Hasliana, and Rosa. (2020). *The effect of using suggestopedia method on writing procedure.* Pekanbaru: State Islamic University of Sultan Yarif Kasim Riau.

Hayah, A. (2011). *Suggestopedia as a method of teaching to improve students' understanding on writing procedure text at the seventh grade of MTS Hasan Kafrawi Pancur Moyong Jepara in the academic year of 2010/2011 (Thesis).* Semarang: Education Faculty of Walisongo State Institute for Islamic Studies Semarang.

Hughes, A. (2003). *Testing for language teacher.* United Kingdom: Cambridge University.

Inayah, Nanda, & Nanda, P. R. (2016). Efforts to improve writing skills of high school . *SIELE Journal*, Vol.3, No.1.

Kusumaningrum, C., & Shirly, R. (2011). *Practical techniques for English language.*

Lodico, M. G., Spaulding, D. T., & Voegtle, K. H. (2010). *Methods in educational research: From theory to practice.* .

Mahpul. (2014). *Task difficulty in dialogic oral production by Indonesian EFL Learners.* Lampung.

Mauliya, I., Relianisa, R. Z., and Rokhyati, U. (2020). Lack of motivation factors creating poor academics performance in the context of graduate English department students. *Linguists : Journal of Linguistics and Language Teaching*, 6(2), 73-85.

Nurweni, A. (2018). *Teaching English assessment first edition.* Yogyakarta: Graha Ilmu.

O'Malley, J. M., Lorraine, & Pierce, V. (1996). *Authentic assessment for English language teacher.* London.

Pawitri, D. (2019). *The effect of online learning through Twitter on students' writing. (Thesis).* Lampung: Universitas Lampung.

Saidah, L. (2018). *Learning (Cll) methods in teaching writing skills of recount text of the eighth grade students Of SMPN Negeri 10 Salatiga In The Academic Year Of 2017/2018 (Thesis).* Salatiga: IAIN Salatiga.

Setiyadi, A. B. (2018). *Metode penelitian untuk pengajaran bahasa asing (Pendekatan kuantitatif dan kualitatif second edition).* Yogyakarta: Graha Ilmu.

Silberman. (1995). *101 ways to make training active.* San Fransisco: Preiffer.

Sugiyono. (2013). *Metodologi penelitian kuantitatif, kualitatif dan R&D.* Bandung: ALFABETA.

Sukardi. (2009). *Metodologi penelitian pendidikan.* Jakarta: PT Bumi Aksara, p. 54.

Walter, C. (2015). *Procedural writing grade three.* New York: The Medium, p.2.

An analysis of students discipline problems at English education study program of UNPARI

Dafa Alya Nabilla [1], Devitania[2], Fadhilah Zahrani[3], Intan Sapitrih[4], Rati Ningsi[5], Widia[6]
PGRI Silampari University
Corespondence: dfaalyanbilla17@gmail.com

ABSTRACT

This study aims to explain i) the students' discipline problems in the classroom at English education study program ii) the factors of students' discipline problems in the classroom at English education study program iii) the best solution for students' discipline problems in the classroom at English education study program. This study was conducted at PGRI Silampari University. The subjects of the research were 30 students from the first semester and third semester as a sample, and the approach of the research was qualitative descriptive. The researchers used interviews to collect the data and analysed using an observation checklist. The interview script became the primary source for interpreting and analyzing data. After analyzing the data, the results show that the most common discipline problems in the classroom in the English education study program were students who were talking with friends, no attention to the lesson, and lateness. The strategies that can be applied to cope with the student discipline challenges were preventive, supportive, and corrective disciplines. The lecturers and students should cooperate to improve the quality in maintaining the classroom discipline by creating a conducive classroom. The lecturers need to apply the right and appropriate method so that the material is more interesting. punishment can also be applied in the classroom in order to minimize disciplinary problem behavior in the learning process. The students must have a high awareness of discipline. Students are required to be able to think critically in distinguishing behavior that is appropriate and inappropriate to do, especially in the classroom when learning is in progress.
Keywords: Classroom management, Discipline problems, English teaching and learning

I. INTRODUCTION

In essence, education is concerned with the formation of the human personality as a whole, that is, the formation and development of human scientific potential. In its development, education must emphasize knowledge (cognitive) and also be directed at developing intelligence to be able to learn quickly and skillfully (psychomotor) in doing things and directed at mental attitudes and personality to enter society (affective). Therefore, discipline needs to be applied in everyday life. According to Chaplin (2009), discipline is self-control by holding back unwanted impulses. Discipline is a basic element that plays an important role in the education system, which emphasizes upholding the moral values of students. This discipline attitude can be attached to every individual.

This discipline attitude has a broad meaning, negative as well as positive. However, humans are immunized against negative odors. One of the most common reasons for poor discipline is usually a student's inability to cope with assignments. Therefore, maintaining student discipline is an important aspect of creating a conducive classroom atmosphere because student discipline

problems affect learning (Kambuga, 2017). By getting used to discipline, students can develop a positive personality and be able to obtain satisfying achievements (Bryant & Wilson, 2020).

Basically, discipline problems occur when a student refuses to comply with a lecturer's or campus' regulations. Rules relating to actions violated by humans require some kind of punishment. Rules must also relate to educational functions. In making rules for each class, lecturer must always be reminded of these principles. All students must be aware and aware of the rules before discipline action can be administered. In addition, discipline strategies are generally classified into three categories, namely: preventive discipline (ie: educators explain clearly what behavior is expected), supportive discipline (ie: educators provide suggestions and options to correct wrong behavior), and corrective discipline (namely: educators provide consequences for delinquency) (Wahlig, 2020).

According to (Mainhard, Brekelmans, & Wubbels, 2011), individual perceptions of discipline can cause people to state that certain behaviors cause discipline problems. Manning and Bucher (2007), following the same line of thinking, suggest that many factors such as developmental conditions, environment, genetic disposition, and instinctive situations influence perceptions of discipline.

According to Zarniati et al. (2014), learning activities are often disrupted by undisciplined student behavior, such as students who too often ask permission to enter and leave class, students who disturb other students who are writing, and students who often make noise in class. In addition, there are other phenomena that affect student discipline problems, such as being late for class, being noisy, talking with friends when the lecturer is explaining the lesson, not completing assignments, eating during the teaching and learning process, and cheating during exams.

Based on cases that often occur at UNPARI, researchers found student discipline problems in the teaching and learning process in class. Therefore, in this study the researcher aims to examine student discipline problems, factors that cause student discipline problems and provide the best solutions regarding student discipline problems in the learning process in semester I of Intensive Reading class and English Debate and Critical Thinking semester III English Education Study Program UNPARI to solve problems that occur. It is hoped that this research can be used by English lecturers and teachers and contribute as a source of information related to student discipline problems in class, as well as improve the quality of the learning process in class.

II. METHODS

The study uses a descriptive methodology using a qualitative approach (Sugiyono 2019). This study states that a qualitative approach is research that aims to investigate the surrounding problems and then present the results of the research in accordance with the actual situation. Descriptive research does not manipulate or modify the samples investigated, but it does provide a condition as it is. The use of qualitative methods is used to find out what is the purpose of research. The research will analyze how students discipline problems in Intensive Reading courses in the first semester and English Debate and Critical Thinking in the third semester of the English Education Study Program at PGRI Silampari Lubuklinggau University. In this study, researchers used supporting data to obtain more accurate results. Therefore, researchers use instruments using checklists, field notes, and documentation. The data were taken by researchers during the observation process in Intensive Reading and English Debate and Critical Thinking

courses. To maximize the research results, interviews were used with students who experienced disciplinary problems. Interview questions are the main source for data interpretation and analysis.

III. RESULTS AND DISCUSSIONS

Results

Based on the findings obtained from discipline problem research using observations checklist in the first semester of the English study program at UNPARI, it can be seen in the table below:

Table 1. Observations checklist in the first semester

No.	Discipline Problems	Yes	No
1.	Noisy		✓
2.	No attention to the lesson	✓	
3.	Students who are talking with friends	✓	
4.	Lateness		✓
5.	Not doing homework		✓
6.	Truancy		✓
7.	Eating and drinking		✓
8.	Using electronic device (mobile phone, games, etc.)	✓	
9.	Disturbing other friends		✓
10.	Do not wear clothing outside of campus regulations		✓
11.	Mirroring within the classroom	✓	

The researcher also made observations checklist in different classes in the third semester of the English study program at UNPARI, the findings can be seen in the table below:

Table 2. Observations checklist in the third semester

No.	Discipline Problems	Yes	No
1.	Noisy		✓
2.	No attention to the lesson	✓	
3.	Students who are talking with friends	✓	
4.	Lateness	✓	
5.	Not doing homework		✓
6.	Truancy	✓	
7.	Eating and drinking		✓
8.	Using electronic device (mobile phone, games, etc.)	✓	
9.	Disturbing other friends		✓
10.	Do not wear clothing outside of campus regulations		✓
11.	Mirroring within the classroom		✓

Discussions

Based on the results of the research it has been found that discipline problems in two classes at UNPARI include:

1.   No attention to the lesson

Attention is the basis of thinking. Attention is also a prerequisite for cognitive, social and emotional development during the childhood. Students who cannot pay attention have

difficulties in following the instructions of the teacher, lose interest in the lesson quickly, discontinue their learning tasks, have problems in following the rules and behave in a harmful way to the classroom environment (Kaymak Özmen & Demir, 2012, p. 137).

2. Students who are talking with friends

Students need to think, speak, and be heard as they participate in the classroom. Students will not get enough practice just by talking with the lecturer. They need to practice with other students in class like talking with classmates. They develop competence and become critical thinkers in the classroom which provides opportunities for intensive, structured interaction among students. However, this can distract the teacher when explaining material and other students who want to study seriously. So, if the material is not conveyed clearly then students may not be focused and do not want to receive the material.

3. Lateness

Literally, the term "lateness" implies a situation where an individual arrives after the proper, scheduled or usual time (Oxford Advanced Learners' Dictionary, 5th ed., 1995).

4. Truancy

Truancy is one of the challenges faced by the education system in many of the countries where schools are created must. According to Desocio et al. (2007), truancy is the biggest problem facing schools today. As a result, truancy continues to be a concern for many parties because it is an early marker of many social problems among adolescents which can bring serious negative consequences for individuals, families, communities and countries.

5. Using electronic device (mobile phone, games, etc.)

Mobile phones have not only found their way into the hands of all college students (ages 18-29), but have also found their way into the majority of college classrooms (Kelly, 2017; Pew Research Center, 2018). The use of mobile phones is not always used by students to support learning, however, the use of mobile phones is sometimes also used unwisely by students, such as opening an application on a mobile phone to send messages to friends.

6. Mirror within the classroom

Reflecting in the classroom is an activity carried out by students to see their appearance. This can disrupt the learning process because it can divert students' concentration on ongoing learning.

According to the explanation above, the problem of student discipline that has been found by researchers is that there are six problems that are often carried out by students in the classroom. From these problems, the factors that influence the occurrence of student discipline problems according to experts, are as follows:

a. No attention to the lesson

The factor that affects not paying attention to lessons is when students cannot pay attention to activities in the classroom environment because students' attention shifts to other unintentional stimuli. According to research, it makes errors increase, the quality of students' attention decreases and the learning process fails (Eastwood, Frischen, Fenske & Smilek, 2012; Rosegard & Wilson, 2013). Based on the factors put forward by experts, researchers conducted interviews to ask the reasons why these problems were carried out by students who carried out the discipline problems of this study.

- Romiza Ikbar: "Karena pada saat pembelajaran berlangsung

saya sedang sakit, jadi saya tidak fokus mendengarkan penjelasan dari dosen dan tidak memperhatikan materi yang sedang dijelaskan dosen."
(Because during the lesson I was sick, so I didn't focus on listening to the lecturer's explanation and didn't pay attention to the material being explained by the lecturer.)

- Agnes Fransiska: "Karena mata kuliah debate and critical thinking 3 SKS dan selama mata kuliah berlangsung full materi dan saya terkadang merasa bosan."
(Because the Debate and Critical Thinking course receives 3 SKS and the material is full during the course and I sometimes feel annoyed.)

- Sagita: "Karena saya kurang paham dan minim vocabulary."
(Because I don't understand and have minimal vocabulary.)

- Diva Puja Astuti: "Karena mata saya minus jadi kurang memperhatikan materi yang ada di power point."
(Because my eyesight is minus, I don't pay much attention to the material in power point.)

From the four samples above, it can be concluded that the main reasons for not paying attention to the material being taught by the lecturer came from themselves, such as a lack of preparation in following the course. Understand the presentation material.

b. Students who are talking with friends

Sun and Shek (2011) said that inappropriate behavior could disturb the learning process if it did by many students in the classroom such as having a conversation with their friends in other chairs and talking out of turn. The factor was the students had low of confidence and a negative thinking to the lesson before they tried to learn it first. They also had an anxiety to the teacher because they thought that the teacher seemed vicious if they could not understand the materials. Based on the data collection technique in the form of interviews to be able to ask reasons to students who talk to their friends in class.

- Riski Julianto: "Karena saya bosan terlalu lama focus kalau disuruh membaca materi yang diberikan dosen."
(Because I am tired of focusing too much when asked to read the material given by the teacher.)

- Anjas Moro: "Saya menakut-nakuti teman saya, karena pada saat itu ada kuis."
(I scared my friend, because at that time there was a quiz.)

- M Ismail Febriansyah: "Karena saya membahas materi dengan teman saya."
(Because I discussed the material with my friends.)

- Diva Puja Astuti: "Karena saya sedang menanyakan arti dari kata bahasa inggris yang tidak ada dikamus."
(Because I wonder about the meaning of an English word which is not in the dictionary.)

- Rizka Isnaini A: "Saya sedikit bosan, karena saya merasa kebingungan dengan pembahasan materi pada saat itu."
(I was a little bored, because I felt confused about the material being discussed at that time.)

From the five samples above, it can be concluded that one of the reasons students chat with friends in class while learning is in progress is because the class hours are too long to make students feel bored. Another reason is that students do not understand the meaning of some words and material under discussion by the lecturer.

c.   Lateness

The lack of a functional and effective punctuality policy is a factor in individuals arriving late to school. If they realize that there are no consequences for the delay they have done. Furthermore, fairness or equal treatment of the principal between different subjects or individuals can cause delays. Individuals tend to be more punctual if they perceive a clear "rule of law" regarding punctuality (Clackmannanshire Council Online, 2010). So in this study, researchers conducted interviews related to these problems.

- Shinta Anggaraini: "Saya terlambat karena ketiduran menunggu hujan reda."
  (I was late because I slept until the rain stopped.)
- Elsa Winarti Silegar: "Karena saya tidak mempunyai mantel dan saat itu hujan deras."
  (Because I didn't have a coat and it was raining heavily.)
- Anggun Luthfiyyah: "Karena rumah saya jauh dari kampus dan hujan deras serta jalanan licin, jadi saya berhati-hati dalam berkendara."
  (Because my house is far from campus and it's raining heavily and the roads are slippery, so I'm careful when I drive.)

Based on the results of interviews from the three samples above, it can be concluded that the reason the students were late for class was because the weather at that time was raining and the distance of students' homes from the campus made students careful when traveling because the weather was not supportive. However, the other reason was due to the negligence of the students, who fell asleep while waiting for the rain to stop.

d.   Truancy

According to Manivannam (2002), the most significant contributor to truancy is the student's living environment. In addition, families with parents who attach great importance to academic achievement or ignore the importance of education will cause students to skip school. Students' attitudes towards school are strongly influenced by external factors such as teachers and schools, that students like going to school at first, but their interest in school is reduced. Other factors such as the boring teaching they experience. To find out the reasons that influenced students to do these problems in this study, the researchers conducted interviews with students who truancy.

- Doni Saputra, Dwi Manlianto, M Ade Rizky: "Karena saya terlambat dan merasa kelas hampir selesai jadi saya memilih tidak masuk kelas."
  (Because I was late and the class was almost over, I opted out of class.)

Based on the results of interviews from the three samples above, it can be concluded that the reason students skipped classes was because they waited for the rain to stop for a long time causing them to be late in entering class for the course and at that time the course was almost finished so they chose not to go to class even though they arrived at campus.

e.   Using electronic device (mobile phone, games, etc.)

Some students might text because it gives them a sense of control (Madell & Muncer, 2007; Stephens & Pantoja, 2016); others might text because it is a form of escape (Jin & Park, 2010). Furthermore, the factor of students might be texting in class because they do

not have a high level of self-regulation and thus do not have strong willpower to block out the distraction of incoming text messages (Stephens & Pantoja, 2016; Wei et al., 2012). The data collection technique in this study was in the form of interviews to obtain reasons from students using mobile phones in class.

- Lia Zahara: "Karena saya diam-diam membuka google untuk melihat situs materi yang sedang dibahas."
(Because I opened Google to see what the speaker was talking about.)
- Laila Amni: "Karena saya membalas chat dari teman saya."
(In response to a conversation with my friend.)

From the sample above, it was found that only some students (2 samples) played mobile phones during learning. The reason this happened was because the students secretly opened apps on cell phones that were not allowed by the lecturer.

f.   Mirror within the classroom

The factor that influences student reflection in class is the teacher's lack of attention to all student activities in class. besides that, students are not interested in ongoing learning so that it makes students do other activities. So, in this study, researchers conducted interviews to find out other factors that became the reason students did problems in class.

- Fauziah Fatimah Azzahra: "Karena saya mengalami mental health, dan saya mencoba menutupi hal tersebut dengan mencari kesibukan dengan mengagumi diri sendiri."
(Because I have mental health problems, and I try to cover them by being more occupied and admiring myself.)

Based on the sample above, it was found that the reason these students reflected in the classroom was because of the problems encountered by the students themselves.The discussion section shows how the author interprets the results in light of what was already known, and to explain the new understandingof the problem after taking the results into consideration. The discussion must connect with the Introduction so it tells how your study contributes to the body of knowledge and society.

Solutions

The results of the analysis in this research identified 6 student problems in the classroom. In terms of strategies that can be applied to overcome student discipline challenges, according to Wahlig (2020), Lecturers can apply three discipline strategies, namely. Preventive discipline, supportive discipline and Corrective discipline.

1. Preventive discipline
   Preventive discipline can be defined as the actions that many educators take, which focus on meeting the needs of students as well as preventing misbehaviour by maintaining student engagement. Engage students in these strategies to reduce the risk of unwanted behavior. This strategy discusses class rules with students at the beginning of each semester in the form contract learning (Prasetyarini, Hikmat, & Thoyibi, 2021). Students participate in making class rules. Class rules made by mutual agreement. This makes students understand the consequences they receive when they break the class rules.

2. Supportive discipline
   Supportive discipline is the lecturer's response to student behavior when teaching, which is related to students' ability to behave in class. The lecturer's response should help students understand the problems they have created. When students have understood the

problem, the lecturer can provide guidance in the form of a reprimand or advice regarding student problems. According to (Nivedita, 2020) In this strategy, students should not be punished, because this will only have a negative impact on them.

3. Corrective discipline

   Corrective discipline implies the use of coercive force when all other approaches have failed. This method is the application of consequences, and it should be the last option, not the first (Nivedita, 2020). This strategy refers to the actions taken by lecturers to improve student behavior, which is the cause of student problems. Based on these findings, lecturers can apply disciplinary punishment as a strategy to stop students from making the same mistakes.

IV. CONCLUSIONS AND SUGGESTIONS

The conclusion from this research is that the discipline problem is a behavior carried out by students that can affect the process and learning outcomes. In this research, researchers found six problems that were carried out by students. Discipline problems include not listening to lecturers' explanations, chatting with friends, being late, skipping class, playing on cell phones, and looking in the mirror in class. To overcome these discipline problems, 3 strategies can be applied, namely preventive discipline, supportive discipline, and corrective discipline. Which, by implementing these three strategies lecturers can reduce discipline problems by creating a conducive classroom. Students must have a high awareness of discipline, since they are at the tertiary level which is the highest level of education. Therefore, students are required to be able to think critically in distinguishing behavior that is appropriate and inappropriate to do, especially in the classroom when learning is in progress. In addition, as the main factor in an effective and conducive learning process the lecturer needs to apply the right and appropriate method so that the material is more interesting so that students understand the material well and don't feel bored. The use of punishment can also be applied in the classroom in order to minimize disciplinary problem behavior in the learning process. Further research is suggested to find the students' reasons behind inappropriate behavior in class in other contexts at other tertiary institutions and can develop and complement the shortcomings of this research.

REFERENCES

Bear, G. G. (2009). *The positive in positive mode's of discipline.*

Brown, H. D. (2004). *Language assessment: Principles and classroom.* San Fransisco State University.

Bryant, D., & Wilson, A. (2020). Factors potentially influencing discipline referral and suspensions at an affiliated charter high school. *Journal of Educational Research & Practice*, 119-128.

Chaplin, J. (2009). *Kamus lengkap psikologi.* Rajawali Pers.

Delceva-Dizdarevik, J. (2014). Classroom management. *International Journal of Cognitive Research in Science, Engineering and Education,* 51-56.

Demir, M. K. (2011). The analysis of misbehaviours that teacher: Candidates do not want to encounter. *Buca Fisculty of Education Journal*, 68-85.

DeSocio, J. V., & Cole, R. (2007). Engaging truant adolescents: Results from a multifacted intervention pilot. *Preventing School Failure*, 3-11.

Eastwood, J. D., Frischen, A., Fenske, M. J., & D, S. (2012). The unengaged mind: Defining

boredom in terms of attention. *Perspectives Psychological Science,* 482-495.

Everston, C. (2007). Creating conditions for learning: A comprehensive program for creating an effective learning environment, classroom organization and management program.

Gocevski, T. (2010). *Education management.* Skopje.

Jin, B., & Park, N. (2010). In-person contact begets calling and texting: Interpersonal motives for cell phone use, face-to-face interaction, and loneliness. *Cyberpsychology, Behavior, and Social Networking,* 611-618.

Kambuga, Y. (2017). The challenge of managing pupils' discipline in Tanzanian schools. *Journal of Administrative Management, Education and Training*, 25-33.

Kayabasi, C., & Cemaloglu, N. (2007). Researching of using teachers' discipline models in the classes in terms of different variables. *Ahi Everan University Journal of Kirsehir Education Faculty*, 149-170.

Kayikci, K. (2009). The effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students. *Procedia Social and Behavioral Sciences*.

Kaymak, O. S., & Demir, O. (2012). İlköğretim öğrencilerinin dikkat toplama sürecine ilişkin görüşlerinin. *Sosyal Bilimler Enstitüsü Dergisi,* 135-154.

Kelly, R. (2017). Survey: 94% of students want to use their cell phones in class.

Maddle, D. E., & Muncer, S. J. (2007). Control over social interactions: An important reason for young people's use of the internet and mobile phones for communication? *Cyberpsychology & Behavior,*137-140.

Mainhard, T., Brekelmans, M., & Wubbels, T. (2011). Coercive and supportive teacher behaviour: Within-and across-lesson associations with the classroom social climate. *Learning and Instruction,* 345-354.

Manivannan, M. (2002). Masalah ponten di kalangan pelajar sekoah menengah di daerah Kota Bharu Kelantan. Diambil kembali dari http://etd.uum.edu.my/587/

Manning, M. L., & Bucher, K. T. (2007). *Classroom management: Models implementations and cases.* USA: Pearson Education.

Nivedita. (2020). Supportive discipline as a classroom management strategy. *Mukt Shabd Journal.*

Oxford Advanced Learners Dictionary of Current English 5. (1995). Oxford: University Press.

Pew Researcher Center. (2018). Diambil kembali dari Mobile Fact Sheet: https://www.pewinternet.org/fact-sheet/mobile/

Prasetyarini, A., Hikmat, H. M., & Thoyibi, M. (2021). Strategies to cope with students' discipline problems in senior high school. *IJOLAE Indonesian Journal on Learning and Advanced Education.*

R. C. F., S., & D. T. L., S. (2011). Positive youth development, life satisfaction and problem behaviour among Chinese adolescents in Hong Kong: A Replication. In press.

Stephenes, K. K., & Pantoja, G. E. (2016). Mobile devices in the classroom: Learning motivations predict specific types of multicommunicating behaviors. *Communication Education*, 463-479.

Sugiyono. (2019). *Metode penelitian kuantitatif, kualitatif dan R&D*. Bandung: Alfabeta.

Trajkov, B. (2007). *Methodological guide for effective classroom management.* Skopje.

Wahlig, H. (2020). Types of discipline in the classroom. Retrieved from Classroom:
    https://classroom.synonym.com/types-discipline-classroom-6630810.html

Wei, F. F., Wang, Y. K., & Klausner, M. (2012). Rethinking college students' self-regulation and
sustained attention: Does text messaging during class influence cognitive learning?
    Communication Education, 185-204.

Yzvuzer, H. (2003). *Cocugu tanimak ve anlamak*. Istanbul: Remzi Kitabevi Yaymalik.

Zarniati, Z. A. (2014). Upaya guru bimbingan dan konseling dalam meningkatkan kegiatan
belajar

    peserta didik. *KONSELOR*, 1-5.

Psychological factors affecting English speaking skills

Windi Tri Apriyani[1], Dewi Syafitri[2]

Universitas PGRI Silampari Lubuklinggau Jl.Mayor Toha Kel.Air Kuti[1,2]

Correspondence E-mail: windi.3apriyani@gmail.com

ABSTRACT

Speaking is one of hard skill that should be mastered by students in English. But not all students can master it. There are several factors that influence students in the process of learning speaking, one of which is psychological factors. This study aims to find psychological factors that affect students' English-speaking skills. The method used in this study is through a literature study in which the researcher collects the data in the form of books, articles, journals to develop this study. The results of this study indicate psychological factors can affect students' speaking in English, including anxiety, fear of mistakes, lack of confidence, lack of motivation, and shyness. In conclusion, the teacher has an important role in helping students, such as the teacher should be aware of students' psychological speaking problems to develop their speaking skills and motivating them to build their confidence and making the comfortable speaking class to improve their speaking skill.

Keywords: English Language, Psychological Factors, Speaking Skill

I. INTRODUCTION

The introduction shows what is already known from the previous studies, defines the importance of the study, literature review, and the research objectives. In order to understand what is already known from the previous studies, the introduction must consist of discussions of relevant journal articles (with citations) and a summary of the current understanding of the problem to show novelty of the research. People certainly require skills to understand the information and be able to communicate with others in English. In learning English there are 4 skills that must be mastered by students, such as listening, writing, reading, and speaking. Speaking is one of the most important skills to be developed and enhanced as means of effective communication (Leong & Ahmadi, 2019). However, Ur (1996) as cited in Al Nakhalah (2016) who stated that considered speaking as the most important skill among four skills (listening, speaking, reading, and writing) because people who know a language are referred to as speakers of that language. This indicates that using a language is more important than just knowing about it. Through speaking students can express their emotions, ideas, feeling, thoughts, opinion, to give information and message to others, and show the various functions of language (Souisa & Gaite (2020); Dalem, 2019).

Considering the importance of being able to speak English, students are required to be able to master it. But in fact, not all students are able to master English speaking. Mastering English is not as easy as the first language for students in Indonesia because English is a foreign language for them. Speaking fluent English is a common problem among the nonnative. Speaking is one of the most difficult skills language learners faces in language learning. It is believed that

speaking is the most important of the four language skills (Dalem, 2019) Although English is one of the compulsory subjects taught in Indonesia from elementary school to university level, but in fact there are many students who cannot speaking English. This shows that Indonesian students have problem in speaking English even though they have studied for many years. Based on this phenomenon, it is very interesting for researcher to examine the case of why Indonesian students still have difficulty speaking English even though they have studied it for a long time.

Thus, as an example of research conducted by Nijat et al., (2019) has conducted a research on Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. As the result, the researchers found that the majority of students exhibit general psychological factors such as fear in class, shyness and anxiety. Most of the students are not confident to speak because they are afraid to speak English and some others feel shy and anxious when speaking class. Correlating this, the aim of the study is to explain the research questions: what are the psychological factors that affect the students in practicing their speaking in English class and the causes of the problems as well.

The Nature of Psychological Factors

According to Khapsoh (2020), psychology is scientific of mind, mental, emotional and behaviour. Psychological factors can prevent students from communicating using English. According to Souisa & Gaite (2020) one of the big problems that affect students'speaking ability not only about the general problems such as lack of vocabularies and grammar points but also it is related to psychological factors. In line with this issue, Burns and Joyce in Nunan (1999; Schwartz (2005); Juhana, 2012: 100; Khapsoh, 2020) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Based on those statements, the students' problems in speaking English are based on psychological factors which hinder students in speaking; some of them are anxiety, fear of mistake, lack of confidence, lack of motivation and shyness. Psychological factors faced by students are as follows:

Anxiety

Howritz et al, as cited in Nascente (2001; Khapsoh, 2020) stated that anxiety is a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language. Anxiety influences students in learning the language. According to Sutarsyah (2017) There are several variables that can affect the speaking performance of students. Among these variables, language anxiety is a very common problem that affects students' speaking performance. Language anxiety, a complex psychological construct is considered an affective variable in language learning, this is what makes students do not develop their speaking skills and when students feel anxious, they will have difficulty in speaking.

Cause of Anxiety

In this case, Howritz and Cope (1986) as cited in (Juhana, 2012: 102; Khapsoh, 2020), based on the findings of their study, found out three main causes of students. Anxiety i. e communication apprehension, test anxiety, and fear of negative evaluation.

In addition, Hashemi and Abbasi (2013) as cited in Khapsoh (2020) who stated that language learning anxiety may be experienced due to linguistic difficulties foreign language learners face

in learning and using the target language. Based on they said, anxiety is caused by test anxiety, fear of communication, linguistic difficulties, fear of negative evaluation.

Fear of Mistake

Students try to communicate using English with their limited abilities. This limitation is one of the factors that students are afraid of making mistakes because they are often afraid of being laughed at by their friends or criticized by the teacher. According to Basri (2019), students are afraid of being evaluated negatively by teachers and their friends who reveal their shortcomings. This makes students chooses silence instead of practicing their English.

Cause of Fear of Mistake

According to Kurtus (2001) cited in Juhana (2012: 101), the primary reason of fear of mistake is that students are afraid of looking foolish in front of other people and they are concerned about how other will see them. Moreover, Hieu (2011) and Zang (2006) cited in Juhana (2012: 101) explain that students feel afraid of the idea of making mistakes as they are worried that their friends will laugh at them and receive negative evaluations from their peers if they make mistake in speaking English. In some other cases, they also worry about how they will sound, and are scared of sounding silly and so on.

Lack of Confidence

Students often lack confidence when their conversation partner doesn't understand them or they do not understand other speakers. this makes them choose to be silent and insecure. Lack of confidence is the key psychological factor which is frequently assumed the students' lack of confidence that characteristically happens when they think that their communicative equals have not comprehended their message. In this state of affairs, they would remain silent while others carry on their conversation by indicating that the students lack their confidence to communicate (Ahsan, Asgher, & Hussain, 2020).

Cause of Lack of Confidence

According to He and Chen (2010) cited in Khapsoh (2020), the main cause of students' confidence is their low ability in speaking English. In addition, Khapsoh (2020) stated that many students think that their English is bad and feel that they cannot speak English well. In addition, Brown (2001) in Juhana (2012: 102) mentioned that the other cause of students. Lack of confidence also deals with the lack of encouragement from the teacher. It means that the main factors causing students. Lacks of confidence are that they have low ability in speaking or they think that their speaking skill is bad, and their teachers are lack of reinforcement them.

Lack of Motivation

Motivation has a vital role in leading learners' achievement. It also has a formidable task for language learners. Motivation can make students have the desire to do something. When students do not have enough motivation in speaking English, this can also hinder them from being able to speak and communicate using English. Nunan (1999) in (Juhana, 2012: 103) stressed that motivation is important to notice in that it can affect students' reluctance to speak in English.

Cause of Lack of Motivation

Some of the reasons for lack of motivation can be listed as the absence of sufficient grounds to overcome the difficulties students face, not have a purpose, and difficulty determining priorities (Akif, 2013: 1370) in Khapson (2020). In addition, Garden in Nunan (1999) and Babu (2010) as cited in Juhana (2012: 106) stressing that motivation is a product of good teaching, not its prerequisite, students are unmotivated and unwilling to speak English in the classroom among others are because uninspiring teaching and lack of appropriate feedback.

Shyness

According to Januariza and Hendriani (2016: 470) revealed that shyness is an emotional condition that many students suffer from at some time when they are required to speak in English class. Shyness is also one of the problems that are often faced by students in speaking English. Researchers such as Haka, Asib, Supriyadi (2021) explored speaking skill problem encountered by vocational school freshmen and seniors viewed from their own perspectives, and stated that most of students are shy while speaking English and made them not able to deliver their ideas well in speaking English. This shows that shyness has an important role for students in speaking English.

Cause of Shyness

Zimbardo (1977) as cited in (Crozier, 2001; Cowden, 2005: 66; Khapsoh, 2020) stated that one factor on which worry and shyness may vary is embarrassment. Shy individuals report embarrassment as a commonly experienced problem. In this case, the students are not very confident and tend to be shy because most of them find it very intimidating when speaking English in front of their friends and teacher. (Khapsoh, 2020). In addition, Saurik (2011) in Al Nakhalah (2016) identifies that most of English students feel shy when they speak the language because they think they will make mistakes when they talk. They are also afraid of being laughed at by their peers. In this sense, they are afraid of being laughed at by their friends due to their low ability in speaking English.

II. METHODS

Type of research used in this study is library research type, in which the researcher collects the data in the form of books, articles, journals to develop a certain study. Library research type or commonly referred to as literature research or literature study can also be interpreted as an activity to collect literature data through reading, recording, and processing of research materials (Mestika & Zed, 2004:3). In other words, literature research is a study conducted to solve a problem based on a critical and In-depth review of the relevant literature material. The data that has been collected from several literature sources will be analyzed qualitatively. Library research is used as a method to make the researcher easier in collecting the data without directly goes to the fields. The data will be used as references to support the recent study, which is about psychological factors that affect students in speaking English. The steps taken by the researchers in this study were to find related sources, read the source, classify the supporting points, and analyze the data based on the purpose of the research descriptively.

III.   RESULTS AND DISCUSSIONS

Based on previous studies, which discussed psychological factors that influence students' speaking English, it was found that psychological factors have a very important effect on speaking. All previous studies prove that there is a close relationship between psychological factors and fluency in students' speaking English skill. According to Dalem (2017) he showed that students who have higher motivation and lower anxiety can speak easily and effectively. In this case, teachers should understand their students' interests and feelings, improve their learners' self-confidence, and choose the best teaching method to keep their learners involved in the speaking activity. Furthermore, Nijat et al., (2019) found that most students become victims of psychological factors such as fear in class, shyness and anxiety. In their research they mentioned that most of the students were not confident when speaking because they were afraid. While some others feel embarrassed and anxious when speaking in class. In addition, Based on the finding from research conducted by Khapsoh (2020) the factors that hinder students in speaking include: The first, most students revealed that they have psychological speaking problems which fear of mistakes took the first and become the most frequent problem (91%), lack of confidence was the second (76%), continued by anxiety (65%), shyness (47%), and lack of motivation (32%). In this case, the teachers should pay more attention to the problems faced by students and should try to find out the reason why students do not want to speak English and not active in class.

The results of several previous studies, it was found that there are reasons why students have psychological problems in speaking English, including: firstly, the reason why students are afraid of mistakes is because when they speak English in front of the class, they are afraid of being evaluated by the teacher and embarrassed to be laughed if they made a mistake. Secondly, the cause of students' lack of confidence is related to their low ability in speaking English, they think their English is so bad and they do not feel confident to speak in front of the class. Thirdly, anxiety is caused by test anxiety, fear of communication, linguistic difficulties, and fear of negative evaluation. Fourthly, cause of shyness including embarrassment feeling, fear of mistake, afraid of being laughed, perception of their ability, and their nature that is very quiet. Lastly, cause of lack of motivation or unwillingness of students in speaking are because makes them no desire to speak English, uninspired teaching, boredom, lack of perceived relevance of materials, lack of knowledge about the objectives of the education program, method of learning, family background, social situation, physical environment, etc.

All psychological factors that affected students in speaking English are supported by several previous studies. From the results of research conducted by Nijat et al., (2019), the researchers found that the majority of students exhibit general psychological factors such as fear in class, shyness and anxiety. Inline, Souisa and Gaite (2020), found that psychological factors such as low motivation, felt afraid in making mistakes, felt shy, unconfident in speaking, and felt confused with their thoughts can also affect students in speaking. Furthermore, Juhana (2012); Khapsoh (2020), they found that psychological factors could have an impact on students speaking English in class. Students feel afraid to make mistakes, anxiety, shy, and lack confidence when speaking in front of the class. They are also lack motivated to speak in English. From these studies, it can be concluded that psychological factors can really affecting students

and can hinder them in speaking English. Then, the role of the teacher is needed to guide students and encourage them to build their confidence when speaking English.

IV. CONCLUSIONS AND SUGGESTIONS

In summary, psychological factors affecting English speaking skill for students, these psychological factors include anxiety, fear of mistakes, lack of confidence, lack of motivation, and shyness. Based on the problems above, the researcher suggests for the students that when they know the psychological problems they faced, they can find solutions about it and try to practice their speaking skills. While for the teachers, they should be aware of students' psychological speaking problems, and help students in overcoming their problems by motivating them to build their confidence and making the comfortable speaking class to improve their speaking skill and teachers can also use variation methods so that students are interested and encouraged to speak English in class.

REFERENCES

Ahsan, M., Asgher, T., & Hussain, Z. (2020). The effects of shyness and lack of confidence as psychological barriers on EFL learners' speaking skills: A case study of south punjab. *Global Regional Review, V(II), 109-119*. https://doi.org/10.31703/grr.2020(v-ii).12

Al Nakhalah, A. M. M. (2016). Problems and difficulties of speaking that encounter English language students at Al Quds Open University. *International Journal of Humanities and Social Science Invention*, 5(12), 96–101.

Babu, R. (2010). Teaching spoken English for non-native students: Problems, solutions and techniques. Retrieved from http://www.eltweekly.com/elt-newsletter/2010/06/60-article-teaching-spoken-English-for-non-native-students-problems-solutions-and-techniques-by-a-ramesh-babu/

Basri, M. (2019). Faktor kecemasan siswa dalam berbicara bahasa Inggris pada mahasiswa Universitas Ahmad Dahlan Yogyakarta. *Jurnal Mitra Pendidikan*, 3(11), 1419–1427.

Cowden, C. R. (2005). Worry and its relationship to shyness. *North American Journal of Psychology*.

Dalem, M. (2017). Difficulties of speaking that are encountered by English language students at Al Margeb University. *Premise Journal of Education*, 6(2), 20–29. Retrieved from http://dx.doi.org/10.24127/pj.v6i2.1002

Elsa, A. (2022). Developing interactive web-based on ICT for public speaking of English education study program at University of PGRI Silampari Lubuklinggau.

Haka, A. A. B., Asib, A., & Supriyadi, S. (2021). Speaking skill problem encountered by vocational school freshmen and seniors viewed from their own perspectives. *International Journal of English Literature and Social Sciences*, 6(3), 389–394. https://doi.org/10.22161/ijels.63.54

He, S. X., & Chen, A. J. Y. (2010). How to improve spoken English. Retrieved from https://sites.google.com/site/languagejournal/Home/how-to-improve-spoken-english

Hendriani, S., Jauariza, Yasti. (2016). Students' anxiety in learning speaking, process dings of fourth International Seminar on English Language and Teaching (ISELT).

Hieu, Trung, (2011), Students lack confidence to use English. Retrieved from http://vietnamnews.vnagency.com.vn/Talk-Around-town/212262/Students-lack-confidence-to-use-English.html

Horwitz, Elaine. K., & Horwitz, Michael, B. (1986). Foreign language classroom anxiety. Joann Cope Source: *The Modern Language Journal*.

Juhana. (2012). Psychological factors that hinder students from speaking in English class a case study in a senior high school in South Tangerang, Banten, Indonesia. *Journal of Education and Practice.*

Khapsoh, S. (2020). Students' psychological speaking problems at the eleventh grade of linguistic major of Senior High School 2 Purwokerto, Banyumas Regency. *Repository IAIN Purwokerto*.

Kurtus, R. (2001). Overcome the fear of speaking to group. [Online] Available: http://www.school-for-champions.com/speaking/fear.html

Le, T. M. (2019). An investigation into factors that hinder the participation of university students in English speaking lessons. *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)*, *24*(4), 84–94. Retrieved from www.iosrjournals.org84%7CPage

Leong, L.-M., & Ahmadi, S. M. (2017). An analysis of factors influencing learners' English speaking skill. *International Journal of Research in English Education*, *2*(1), 34–41. https://doi.org/10.18869/acadpub.ijree.2.1.34

Nascente, R. M. (2001), Practical ways to help anxious learners. Retrieved from http://www3.telus.net/linguisticsissues/anxious.html

Nijat, N., Atifnigar, H., Chandran, K., Tamil Selvan, S. L., & Subramonie, V. (2019). Psychological factors that affect English speaking performance among Malaysian Primary School pupils. *American International Journal of Education and Linguistics Research*, *2*(2), 55–68. https://doi.org/10.46545/aijelr.v2i2.117

Nunan, D. (1999). *Second language teaching & learning.* USA. Heinle & Heinle Publisher.

Saurik. (2011). Learning English the easy way!. Retrieved from http://guides.wikinut.com/Learning-English-The-Easy-Way!/2wuchx26/

Schwartz, R.L. (2005). Taking a closer look at struggling ESOL Learners. [Online] Available: http://www.ncsall.net/?id=994 (March 3, 2011)

Souisa, T. R. (2020). Study on speaking problems and psychological factors encountered by students in developing their speaking skill at SMA Kristen Dobo , Aru District. *International Journal of Language Education*, *1*(1), 9–21.

Sozer, M. A. (2013). A phenomenological study on lack of motivation. *Educational Research and Reviews*, *8*(16), 1369-1374. Retrieved from http://www.academicjournals.org/ERR

Sutarsyah, C. (2017). An analysis of student's speaking anxiety and its effect on speaking performance. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *1*(2), 143. https://doi.org/10.21093/ijeltal.v1i2.14

Ur, P. (1996). *A course in language teaching*. Cambridge: Cambridge University Press.

Indirect corrective feedback on the students' grammatical errors in writing by the third year students of MA Al-Fatah Lampung

Antisya Azzahra[1], Flora[2], Khairun Nisa[3]

Universitas Lampung, Jl. Prof. Dr. Soemantri Brojonegoro No. 1, Bandar Lampung

[1]Correspondence e-mail: antisyaazzahra17@gmail.com

Abstract. The objectives of this research are 1) to find out the types of grammatical errors that XII MA Al-Fatah students encountered in their writing and 2) to find out the effect of teacher's indirect corrective feedback on the students' capability of grammar. The approach of this research was qualitative. There were 20 students of the third-grade chosen randomly. Writing test was used to collect the data. The result showed that the students made error in grammar mostly in misformation error as 38%. In addition, based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is not accepted because the Sig. (2-tailed) is 0.874 > 0.05. It means that there was no effect in teacher's indirect corrective feedback on the students' capability of grammar, especially for the students of MA Al-Fatah Lampung.

Keywords: writing, grammatical error, indirect corrective feedback, error analysis.

I. INTRODUCTION

Grammatical rules cannot be separated in writing. Hewings and Hewings (2005) state that grammatical rules are the way in which words are organized in a language to make a correct sentence. It helps learners to identify grammatical forms, which serve to enhance and sharpen the expression of meaning. Besides, people can express their ideas correctly both spoken and written. Gunn and McCallum (2005) state that grammar is an important and necessary skill that a student must have. It becomes unimportant if the student cannot use it accurately in communication. An English Foreign Language (EFL) learner is needed to learn grammar and use it correctly, so that they will be able to make communication in a clear and accurate way. A correct grammatical structure will determine the meaning of the sentence and it can avoid misunderstanding to the readers. An understanding of grammar is required to clearly communicate the ideas into a form of writing.

Even though writing skill is important, it does not get enough attention and proper time allocation in the teaching and learning process (Parmawati, 2013). The teachers must be able to guide the students to write well because it is not easy for the students. Most Indonesian students regarded writing as a difficult subject to learn and to practice. Brown (1994) notes that human beings universally learn to walk and to talk but that swimming and writing are culturally specific learned behaviors. We learn to swim if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us. Consequently, many Indonesian English students are frequently criticized from their lack of writing ability. This caused students to make errors during their writing process especially in grammar.

Feedback is an essential component of any English language writing course. It can be an information that is given to the learner about his or her performance of the learning task, usually with the objective of improving their performance (Srichanyachon, 2012). There are teacher-feedback, peer-feedback, and even self-feedback as ways to improve writing. Research by Flora, Farhana, Nisa, & Mentari (2020) stated that though the results of their study indicated that there was a significant improvement in the students' writing, the empirical data obtained through the guidance sheet and from each student's score for each writing aspect demonstrate that the improvement was not entirely caused by Peer-Corrective Feedback, but self-correction also played a considerable role. Yet in this research, the researcher will focus on indirect corrective feedback which is self-correction feedback. Self-correction is a process in which the students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (Andrade & Du, 2007).

Moreover, the writer's reason of choosing this case is based on her interview with an English teacher and some second-grade students at Islamic Boarding School of MA Al-Fatah Lampung. By interviewing, the researcher will

find out that students still have difficulty on writing by using grammar correctly. They keep making mistaken when they have to write by their own using proper grammar rules. If the students are aware of the errors and mistakes, they will aware and be capable to compose a text with proper also correct grammar. Hence, the researcher wants to know further about kinds of grammatical aspects which are often met. The researcher also adds indirect corrective feedback after analyzing the errors to make the students aware of the errors and mistakes for their next work writing activity.

II. METHODS

This research was conducted through qualitative method. The researcher intended to discover the phenomenon exists in student writing, that was errors in grammar rules. According to Sugiyono, (2012) a qualitative methodology is a research methodology that is based on postpositive philosophy and used to do a research on scientific subject (not experiment) where the writer is an instrument key. Moreover, this study was conducted by using descriptive qualitative approach to provide qualitative data regarding error production of the students. According to Kothari (2004), the main purpose of descriptive research is description of the state of affairs as it exists at present, it describes exactly what the research has observed. To collect the data, the researcher asked the students to write a text consisting of 150-200 words. Each student was provided with a piece of paper test containing the instruction of doing the test in which they were asked to compose a writing text. Next, the researcher analyzed the error and mistake.

III. RESULT AND DISCUSSION

After conducting the research, the researcher gathered the result of the writing test.

Table 1. The Result of Each Grammatical Error Types

Types	Pretest				Post-test			
	Min	Max	Mean	%	Min	Max	Mean	%
M	0	100	37	38%	0	100	39	44%
O	0	100	33	34%	0	100	25	24%
A	0	67	15	16%	0	67	18	18%
Mo	0	67	15	11%	0	100	20	15%

Table 4.1, as can be observed above, noticeably indicates that the students had difficulty in using grammar. They made error in misformation, omission, addition, and misordering. The type of grammatical error that students most frequently encountered was misformation. The mean score of the pretest was 37. Followed by omission accounts 33, addition and misordering accounts for 15.

Table 2. The Result of All Grammatical Types Mean Score

Types of Error	Mean	
	Pretest	Post-test
Misformation	37	39
Omission	33	25
Addition	15	18
Misordering	15	20
Average	**24,75**	**25,25**

Table 4.2 showed the mean score of all grammatical error types in general. For the misformation type, the mean

score is 37 in the pretest and 39 in the post-test. Omission in the pretest is 32 and in post-test is 24, Addition in the pretest is 16 and in the posttest is 17, Misordering in the pretest is 15 and post-test is 20. Generally, the average of all mean scores are 24,75 for the pretest and 25,5 for the post-test.

Table 3. Statistical Calculation of the Pre-test and Post-test in All Types

Paired Samples Test

						Paired Differences				
						95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	PRETEST - POSTEST	-.50000	5.80230	2.90115	-9.73275	8.73275	-.172	3	.874

Based on the result of the test analysis in the table Repeated Measure T-test, hypothesis is not accepted because the Sig. (2-tailed) is 0.874 > 0.05. It means that there was no effect in teacher's indirect corrective feedback on the students' capability of grammar, especially for the students of MA Al-Fatah Lampung.

Discussion

Based on the result, the students in MA Al-Fatah Lampung had difficulty in using correct grammar in English writing, they frequently made misformation error. Student 7 wrote "*wish we luck!*" which should be *"wish **us** luck!"*. The student made misformation error in differentiating subject and object pronoun use. This source of error also can be indicated due to interferences. In Indonesian, there is no difference in using pronoun "*kita*" in "*Semoga kita beruntung!*" sentence, while in English, there must be a change if a writer wants to use subject pronoun and object pronoun. It is also indicated that inter-lingual become the source of this type of grammatical error.

Student 12 wrote "*I hope you always happy*" of which the correct sentences is "*I hope you **are** always happy*". The omission error in this study was marked by the omitted items that must appear in a sentence (Dulay, Burt, and Krashen, 1982). Brown (2000) states the omission error occurred because of the influence of the mother tongue of the students. It could be caused by the intra-lingual transfer. For example, in the sentence "*I hope you happy*", the students omitted the auxiliary verb "*are*" because in the students' mother tongue, the sentence "*Saya berharap kamu selalu bahagia*" did not need an auxiliary verb. Moreover, student 5 wrote '***three day***' and student 20 wrote '***all of our friend***' by omitting 's' at the end of the words for the plural nouns '***three***' and '***all of***' and ('***days***' and '***friends***'). This can be indicated that they made those error due to dominant interferences (inter-lingual transfer). According to Zaim (2002) interferences happens because the learner makes the similarity between the sentence in English (as target language) and the sentence in Indonesian (as mother tongue) that he has mastered. If the sentences are translated to Indonesian, it will be "*tiga hari*" and "*seluruh teman kita*", without inflection -s at the end because the meaning will always represent the plural form.

As clearly stated by Littlewood (1994), the majority of intra-lingual errors are instance of the same process of overgeneralization that has been observed in first language acquisition. Student 3 wrote "*I want **goes***" which should be "*I want to **go**"* and student 20 wrote "*always **bringed** a cake*" which should be "*always **brought** a cake*". They made addition error by adding inflection –es and –ed which sould not be added in the verbs. It could be indicated that student 3 and student 20 encountered the errors due to negative intra-lingual transfer (overgeneralization). In relation with Jupriaman, Yeni, Rosminah, and Luke's (2018) finding statement that the use of past forms is main aspect that causes the type of grammatical error. In this study, the researcher also found

the misformation error in forming tenses as student 1's wrote "*I am going to the beach*" which should be "*I went to the beach*". Most students experienced overgeneralization errors because Indonesian as their mother tongue or first language does not have any rule in the inflection –s/ -es/ -ed/ -ing to the verb. Furthermore, the Indonesian grammatical system does not also have rule in tenses. As Wilkins (1978) states that the greater differences between languages, the greater difficulties will be. It made the students did not pay attention of the aspect in the process of their writings. Especially in irregular verbs, they did not know how to change it into the past forms. It happens because in irregular verb so many rules that they have not known. They probably would use similar form of sentence even though they would like to describe their events in present, past, and future.

In attempting to enhance students' writing accuracy in grammar aspect, they were provided indirect corrective feedback by the researcher. Supported by Babellian (2020) that applying indirect corrective feedback is not only able to help students getting some space in writing a text, but it is also able to increase the students' awareness of their learning process. The result showed that 20 students (100%) can revise all their mistakes. Those students got English background knowledge more than the other students at first and second grade language class before they moved to the third grade of social class. Hence, when the researcher gave corrective feedback and reminded them about the grammar rules, they said that they remember then revise the mistakes into the correct one immediately.

On the other hand, Truscott's claim (1999, 2007) that giving feedback has predictable negative effects on learners' writing and if advantageous, it is negligible. That is not in line with the findings of this research. The researcher found an error made by student 16, she wrote "*If you back we are play*" then made wrong correction "*If your back we play*". If she aware about grammar, at least about sentence structure, probably she would write "*If you come back, we will play (together)*", so it will ease the reader to get the meaning.

The researcher agrees with Sheppard (1992), Frantzen (1995), Fazio (2001), and Chandler (2003) who proved CF to be a way of improving the accuracy of L2 students' writing. Although there were some students who needed time and struggling in revising their own writing, and keep making error in misformation yet, for example student 19 wrote "*But you give me your word that you are sure*" become "*But you gave me your word that you are sure*" which should be "*But you gave me your word that you were sure*", after all, she was able to revise the mistake in misordering "*He is okay too?*" become "*Is he okay too?*"

Therefore, it can be concluded that students make mistake and error is normal as their learning process, but the teacher must help and provide them some ways in improving their grammar because it is important especially in writing skill to avoid ambiguities in meaning. If it is always being neglected all the time, the awareness of the student in processing written production will be affected. By giving indirect corrective feedback, the researcher believes this can be one of the appropriate ways for the teachers to be applied in enhancing the students' writing accuracy especially in grammar aspect.

IV. CONCLUSION AND SUGGESTION

Conclusion

1. The third-grade students of MA Al-Fatah Lampung had difficulty in writing by using grammar appropriately, they made error in misformation, omission, addition, and misordering. The types of grammatical error that the students made frequently was misformation which produced 46 errors (38%).
2. The third-grade students of MA Al-Fatah Lampung had difficulty in writing by using grammar appropriately, they made error in misformation, omission, addition, and misordering. The types of grammatical error that the students made frequently was misformation which produced 46 errors (38%).

Suggestion

1. For the English Teacher
   The English teachers should guide their students to write a composition which is grammatically correct, especially for mastering tenses that is the most commonly type of grammatical errors that occur in their writing. They have to give the students some tasks in mastering grammar in English writing. Then, the teachers should give some suggestions for them to write well by revising their writing by themselves.
2. For the Future Researcher
   Since this study was only dealt mainly with students' grammatical error and indirect corrective feedback, future researchers are hence suggested to use another type of corrective feedback such as direct corrective feedback. Most importantly, future researcher has to find a good method or technique to improve students' English writing skill especially in grammar.

REFERENCES

Andrade, H., & Du, Y. (2007). *Student responses to criteria-referenced self-assessment, Assessment & Evaluation in Higher Education*.

Brown, H. (2000). *Principle of Language Learning and Teaching, 4th ed.* California: San Fransisco State University Press.

Dulay, H., Burt, M., & Krashen, S. (1982). *Language Two.* Newbury House, Rowley.

Flora, Farhana, S., Nisa, K., & Mentari, R. (2020). The Proportion of Peer Corrective Feedback (PCF) on Writing Aspects: Are they really effective?

Gunn, C., & McCallum, A. (n.d.). Climbing Grammar Mountain Game: An Interactive Learning Experience. *English Teaching Forum Vol. 43 No.4*.

Hewings, A., & Hewings, M. (2005). *Grammar and Context.* New York: Routledge.

Kothari, C. (n.d.). *Research Methodology: Methods and Techniques.* 2004: New Age International.

Parmawati, A. (2013). The Effectiveness of Think-Pair-Share (TPS) to Teach Writing Viewed From Students Creativity. *Doctoral Dissertation, SEBELAS MARET UNIVERSITY*.

Srichanyachon, N. (2012). Teacher Written Feedback for L2 Learners' Writing Development. *Silpakorn University Journal of Social Sciences, Humanities, and Arts*.

Sugiyono. (2012). *Metode Penelitian Pendidikan (Pendekatan Kuantitatif Kualitatif dan R&D).* Bandung: ALFABETA.