



Proceeding

Pancasakti International Seminar
on English Language Teaching (PISELT) 2022

“Building Teachers and Students' Literacies
in English Language Teaching”

Tegal, July 23rd, 2022

Badan Penerbit
Universitas Pancasakti Tegal

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Preface

On behalf of the International Seminar Committee, we respectfully and proudly present the Proceedings of the 1st International Conference on Global Innovation and Trends in Economics and Business with the theme "Policy , Development and Freedom : Strengthening Innovation Through Sustainable digital Transformation for global Challenge"

On July 23, 2022, this activity was held in Tegal City, Central Java, Indonesia, online by the Universitas Pancasakti Tegal, We hope there will be many contributions of thought to Building Teachers and Students' Literacies in English Language Teaching

We want to thank the Rector of the Universitas Pancasakti, Tegal, Dr. Taufiqullah, M. Hum., who fully supported this conference; we would also like to thank the entire committee who have worked hard in this conference.

Special thanks also go to the extraordinary speaker, Nayef Jomaa, Ph.D (Karabuk University, Turkey), Dr. Christine Nabor-Ferre (Tarlac Agricultural University, Philippines), Prof Elchin Gashimov (Moscow City University Samara, Russia),We also believe that the contribution of the thoughts of extraordinary speakers can bring change for the better

Sincerely,

Chairman

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Enhance Students' Writing Ability Through Internet Meme Pictures for Giving Compliment and Congratulation Expressions

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ABSTRACT

This research is aimed to find out whether the use of Internet Meme Pictures gives a positive effect on students' writing ability or not, especially in learning compliment and congratulation expressions. The total sample taken in this study was 50 tenth-grade students from Al-Irsyad Senior High School Tegal, with 25 students in X MIA 1 as the experimental group and 25 students in X MIA 2 as the control group. The calculation of this research was conducted through SPSS 25. To collect the data, each group was given a pre-test and post-test on writing. The statistical calculation showed that the sig. (2-tailed) value was $0.000 < 0.050$. Afterwards, the writer consulted the score in t-table and it revealed that t-count was 13.692, while the value of t-table was 2.064, which meant it proved that there was a positive effect of using Internet Meme Pictures towards students' writing ability. In a nutshell, internet meme pictures have been proven to be an effective learning media and have a positive effect on students' writing ability. The writer recommends using internet meme pictures as a teaching media, particularly when teaching writing.

Keywords: *Internet Meme Picture, writing ability, compliment and congratulation expressions*

INTRODUCTION

Writing is one of the important abilities that people need to be able to acquire, not only for their academic needs, but also for their needs in everyday life. The ability to write is not simply ignored because the important things that humans do in everyday life are related to the ability to write. Brown argued that business transactions, records, legal documents, political and military agreements, and other documents are written by a professional who turns the language into written words or sentences (Brown, 2004: 218). Writing abilities are one of the skills that are taught in schools and other academic institutions to ensure that students are prepared to face the expectations that will be put on them in the real world for the future. Because writing is an activity that can be performed by everyone, students especially, to learn English, but not everyone is able to further develop their writing ability.

At the same time, writing skill is important for students to have for a several of different reasons. First, at the senior high school level, one of the primary reasons why writing is an important activity in the process of teaching and learning is because it enables students to understand written language. The second reason is that students can share their own stories and

expressions through paragraphs and sentences. In particular, writing may help students concentrate on using language correctly by paying attention to spelling, punctuation, vocabulary, and language use.

Besides, there is material, namely giving compliment and congratulation expressions, that is adjusted to the syllabus. Meanwhile, Internet memes are one of the digital media that teachers may use to educate and learn with the material of compliment and congratulation expressions. A meme is a replicator that represents an idea or thought about a cultural transmission unit or an imitation. The meme itself comes from the word "*mimeme*", which comes from the Greek and means "a representation of human culture". Examples of memes themselves, in a nutshell, are all human creations such as charts, ideas, culture, fashion styles, and others (Dawkins, 2006: 192). Additionally, pictures can help students enjoy and concentrate on the teaching they will receive., making it less difficult to comprehend and easier to remember the content of the lesson (Sukiman, 2012: 38). However, a picture is generally recognized as a tool for expressing a real-world situation, and it can serve as an illustration. Often, pictures are used to remind us of real-life events or to show us how we feel.

Learning by using Internet Meme Pictures in today's digital era is suitable for students' everyday lives because they are more active on social media, where Internet Meme Pictures are spread. Hence, it is the teacher's duty to find the right method and chose Internet Meme Pictures that are suitable for the teaching and learning process of the English language. Likewise, many students think that writing is difficult. That's why the writer uses Internet Meme Pictures to make students more creative in writing and increase their writing abilities.

LITERATURE REVIEW

The Concept of Meme

Meme is a term created by Richard Dawkins. Richard Dawkins, in his book "*The Selfish Gene*" tells how he uses the term "meme" to describe how memes spread ideas or cultural phenomena like human genes, or DNA from generation to generation (Dawkins, 2006: 192). As Dawkins (2006: 193) explained that the concept of meme has evolved and is dynamic, then Zannettou et al. (2018) make a statement in their journal that memes that are widespread on the internet today refer to a variety of different types of pictures, videos, audios, letters, and so on that are shared in a common theme and distributed by the majority of people. Otherwise, academics define memes as an ideas or expressions on a topic that are given in order to be

accepted by the public in the form of reactions. Nevertheless, the term "meme" appears practically all over the public nowadays, not in relation to Dawkins' theory in his biomedical research term, but to certain types of pictures, jokes, cultures, and popular phenomena. However, memes cover a broad variety of topics and frequently contain messages that criticize the government, satirize someone, etc. that are considered appropriate and inappropriate by certain people.

Eventually, memes were defined as cultural elements transmitted from one individual to another through non-genetic means. However, if we consider their current usage, the writer would be likely to define them as a cultural element transmitted from one individual or group to another within the Internet. Therefore, it can be concluded that the term "meme" itself is an attempt to imitate or continue a phenomenon with various variations, such as culture, music, lifestyle, behavior, and ideas that are disseminated regularly.

The Nature of Internet Meme Picture

What exactly are meme pictures on the internet? Mike Godwin (1993) stated that an internet meme is a subset of the general meme idea that reinforces the need to fit in with the internet's culture, trends, and society in the form of news, phrases, videos, and pictures, really anything that is mass shared and altered over time. He first introduced the concept of the "*Internet Meme*" in June 1993 in Wired Magazine with an article entitled "*Meme, Counter-meme*" and then he defined an internet meme as a concept that processes in the mind similarly to how a gene or virus operates in the body. By then, an infectious idea described as a "*viral meme*" may have spread from mind to mind in the same way that viruses spread from body to body. Besides, Dynel (2016) in her journal stated that internet meme is related to any kind of product (spoof, news, song, picture, movie, etc.) that appears on the internet communities and generates infinite imitations, modifications, and immediate distribution by the vast majority of users from internet-based platform information.

Since meme was originally a term from biomedical research, but as time passed and breakthroughs in internet communication networking, which then resulted in the rise of social media and forum websites' technology, meme began to adapt to internet communities. Further, memes are being altered, either purposefully or unintentionally, by various internet communities as a means of transmitting culture from one topic to another through a variety of distribution systems. These days, memes are embedded in everyone's daily lives in a variety

of ways. Some are meant for entertainment only, others for sharing, some just for humour or jokes, others for propaganda and politics, some even for culture, and so on. We definitely do live in the greatest time period in the digital era whatsoever.

Internet Meme Picture as Learning Media

The learning process in the world of education cannot be separated from the learning media. The advancement of science and technology is increasingly encouraging reform efforts centered on the integration of technological advances into the process of teaching and learning. There are several kinds of learning media that can be applied in the process of teaching and learning, particularly visual-based learning media. As specified by Sukiman (2012: 85) visual-based learning are classified into two categories: media graphics and print media. Photographs, pictures, sketches, charts, graphs, whiteboards, flannels, bulletins, posters, cartoons, maps, and globes are all examples of graphic media. Then, transparencies (OHT) and modules are examples of print media. Moreover, when it comes to the teaching and learning process, using picture media is both interesting and helpful, as claimed by Ramli (2012: 54) dramatization, storytelling, writing, reading, sketching and painting, as well as understanding, remembering material from books, and all help students improve their language abilities, artistic abilities, and creative expressions through using picture media.

In this case, the writer chooses Internet Meme Pictures as visual-based learning media because most senior high school students like to use and surf through social media such as Facebook, Instagram, and WhatsApp. Students nowadays are also good with technology and can express their ideas and feelings through social media in a creative way. It is similar to the characteristics of Internet Meme Pictures itself. Although, Internet Meme Pictures can share our ideas and expressions, but the way to choose them, especially for learning at school, must be considered, because it must be suitable with age, manner, knowledge, criteria, and appropriate with the material to be studied.

The Nature of Writing

Writing is one of the four major skills necessary to acquire while learning a language, and one of the most productive ones. Being a productive skill indicates that throughout learning, we purposefully generate language. Writing, according to Nunan (2003: 88) is the mental activity of generating ideas, considering how to communicate them, and structuring them into words and paragraphs that the reader can understand. Moreover, the beginning of writing

something, both paragraph text and sentences, comes from our ideas and expressions, which are planned in an organized manner and poured out into the form of paragraphs or sentences. Writers who write without planning and using random ideas without considering the process, later will find that the results of their writing are not in line with the wishes of the readers, and their quality will suffer as a result. In addition, writing is also inseparable from the academic side because it has rules that must be considered so that the results of writing are easily understood by readers as mentioned by Richards & Renadya (2002: 303) stated that writing is a challenging skill for second language students to acquire since it is difficult to generate ideas, difficult to organize those ideas, and difficult to transform those ideas into text that is readable. This is because students frequently struggle with developing ideas and, at times, are unsure of what they will write. For this reason, the facilitator or teacher needs to implement strategies, tools, media, and components that support students in writing activities.

Writing Components

Several components of writing must be addressed during the writing process, including content, organization, vocabulary, language use, and mechanics as well (Jacobs et al., 1981), as cited in (Weigle, 2002: 116). Concisely, each of these components has an effect on the others. Students must examine the rules of language use, punctuation, and spelling, as well as the case of information that is important to the writing task's topics or subjects. In spite of the purpose of teaching writing is not only to help students master the act of communicating ideas and expressions in written form, but also to assess their comprehension of already given theories and encourage their creativity. The five elements of writing mentioned above should be well known to everybody who writes. By sticking to the entire component role, students should be able to make decent sentences or paragraphs.

Writing for Tenth Graders of Senior High School

It comes as no surprise that tenth-grade students at senior high school are prepared to pursue further education or college and are expected to achieve a certain level of information and knowledge. As a result, students will be required to generate information in their own language. One of the objectives of teaching English in tenth-grade senior high school is to enhance students' oral and written abilities in the language. To achieve the objectives, teachers and students need to collaborate in their teaching, curriculum, and learning activities.

Ultimately, writing can be regarded as a supporting skill, meaning that this skill is not learned or taught independently, but involves other language skills too. Then, writing is also

considered to be a creative communication ability since it can be used for a variety of communication purposes through writing activities. Students' writing abilities in learning English are hindered by factors like the lack of mastery of sentence structure. In addition, the difficulty of writing is also influenced by the way the teacher explains writing lessons, which is still considered difficult for students to understand. For this reason, it is necessary to formulate the selection of learning methods or media that are adapted to the cognitive level of students and the learning situation/context, whether as a first, second, or foreign language. So, the writer used compliment and congratulation expressions in material that was adjusted to the syllabus of tenth-grade students of Al-Irsyad Senior High School Tegal in academic year 2021/2022.

Expressions in Everyday Social-life

Expressions are utterances that are often spoken by someone when faced with certain conditions or circumstances. We always find expressions in everyday social-life. The term "expression" refers to a group of words whose meanings are unified and cannot be deduced from the meanings of their constituent parts. In another definition, phrases consist of two or more words that are used to define something. There must be a context for the surrounding sentence in order to determine if the combination of words contains expressions. Expression is a matter which is frequently brought up in everyday conversations, and it can take the form of either a spoken or written form. For example, we are now located at a bank and talking with a bank teller, a hospital, an office, a market, or we are asking for help, asking for an apology, or receiving compliments, etc., amongst other circumstances. In this research, the writer was used compliment and congratulation expression material in the tenth-grade syllabus from Al-Irsyad Senior High School Tegal for research by using internet meme pictures as learning media.

Compliment and congratulation expressions are a familiar example of a common type of expression used by humans in daily life. Compliment is an expression used to express our praise to someone, it is used by us every time. We find something good in someone to make he/she happy and improve his or her performance. Then, congratulation is an expression that is used to congratulate someone when he or she has achieved something. The social function of this expression is to congratulate someone on his/her achievement. An achievement is not only about winning something but also other kinds of conditions, like graduating from certain education, celebrating something, and getting something new.

Internet Meme Pictures for Giving Compliment and Congratulation

Internet Meme Pictures are often used by people on social media and websites to show or share ideas and expressions using memes. The writer used the type of meme pictures and captions that we often see on social media. Internet Meme Pictures that were used as learning media are pictures that have been used for generations or using an original meme that have been frequently used for different purposes, from the definition of meme itself, which is a culture that has been passed down from generation to generation but has differences in the way and delivery of the style and behaviour (Dawkins, 2018). The writer used pictures that are often used by meme creators on social media for giving compliment and congratulation expressions.

Learning by using Internet Meme Pictures media is technology-based because the writer plans to instruct students to be able to make Meme Pictures independently by editing pictures and creating sentences by using their smartphones, whose content is to give compliment and congratulation expressions. Students are given a choice of apps and the website to edit and create meme pictures. Then, students used WhatsApp, Instagram and any picture editing application to edit pictures and captions for their meme pictures. Therewithal, students are also accustomed to using WhatsApp and Instagram in their daily lives to communicate and create statuses in their social media account. For the use of the Meme picture template website, namely "img.flip: <https://imgflip.com/memetemplates>". This website is often used by meme creators to create internet meme pictures and distribute them on social media and website forums. Here are samples of internet meme picture made by tenth grade students of Al-Irsyad Senior High School Tegal:



Figure 1. Example of Memes

RESEARCH METHOD

The writer used a quantitative approach with the type of research was experimental research since the samples were randomly selected. Quantitative research was used to perform calculations on hypothesis testing, where the data used must be measurable, and it will provide conclusions that can be proven from the data (Sugiyono, 2013: 147). The research type is essential because it affected the study's internal validity, or the ability to draw accurate inferences about the experimental treatment's effect on the dependent variable.

The population of this research were students in the tenth-grade, specifically at Al-Irsyad Senior High School Tegal in the academic year 2021/2022. There are 6 classes with 25 students in each class. The writer took two groups, namely tenth-grade MIA 1 with 25 students and tenth-grade MIA 2 with 25 students. The total sample taken in this research was 50 students. The writer used probability sampling with cluster random sampling, in which the population and sample were selected randomly, with each population having an equal chance of being selected as a sample for this research (Sugiyono, 2013: 218). Since the selection technique was cluster random sampling, the population was separated into several groups, and then two classes were selected as the sample for this research. The first class performed as an experimental group, while the second performed as a control group. Henceforth, the experimental group was treated with Internet Meme Pictures, but the control group was not, and instead used conventional teaching and learning methods.

The designs that used by the writer are two-group design with pre-test and post-test in the form of writing test. The writing test was used to find out students' achievement in writing compliment and congratulation expressions text with a format like an email or letter. Therefore, to measure the quality of the instruments, validity was a factor to consider when measuring the quality of research instruments. The writer used content and construct validity proposed by Sugiyono (2013: 129) to assess the instrument in this study based on a tenth-grade syllabus, expert judgement, and the subjects in the instrument are measured in every component of the specific teaching objectives in the lesson plan. Then, class X MIA 3 was used to test the validation of the instrument.

After pretest and posttest data had been collected, Microsoft Office: Excel 2021 and IBM SPSS 25 (Special Package for the Social Science 25) for Windows 11: 64-bit applications were used to analyze research data with five stages: 1) Descriptive Statistics; 2) Normality; 3) Homogeneity; 4) Paired Sample t-test; and 5) Independent sample t-test.

RESULTS AND DISCUSSION

This research was conducted on tenth-grade students of Al-Irsyad Senior High School Tegal in the academic year 2021/2022, by taking samples of 25 students for the experimental group and 25 students for the control group. This research was divided into three stages: pre-test, treatment, and post-test, with eight meetings including pre-test and post-treatment. The following was an analysis of the data:

Descriptive Statistics

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experimental Group (X MIA 1)	25	60	77	66.76	4.539
Posttest Experimental Group (X MIA 1)	25	72	87	81.84	3.880
Pretest Control Group (X MIA 2)	25	60	75	66.08	4.591
Posttest Control Group (X MIA 2)	25	60	78	67.84	5.186
Valid N (listwise)	25				

According to the above table of descriptive data, the total number of experimental group samples (N) was 25. The minimum pre-test score for the experimental group was 60, and the maximum score was 77. The mean score on the pre-test was 66.76, while the standard deviation was 4.539. Using Internet Meme Pictures for the learning process, after giving the treatments, the experimental group scored a minimum of 72 and a maximum of 87 on the post-test. The mean score was 81.84, while for the standard deviation was 3.880. The total sample size (N) for the control group was 25. The minimum pre-test score was 60 and the maximum score was 75. The mean score was 66.08 and the standard deviation was 4.591. The minimum score on the post-test for the control group was 60, and the maximum score was 78, after receiving conventional method. For the mean score was 67.84, whilst for the standard deviation was 5.186.

Normality Test

Normality test was conducted to verify if the data acquired from the sample was distributed normally or otherwise. The data is considered to be normally distributed if the significance was higher than 0.050. The Shapiro-Wilk test formula was used to check for normality in this research because the sample size was 50 students.

Table 2. Tests of Normality

Group	Kolmogorov-Smirnov^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest Experimental Group (X MIA 1)	.166	25	.072	.946	25	.206
Posttest Experimental Group (X MIA 1)	.156	25	.116	.929	25	.080
Pretest Control Group (X MIA 2)	.153	25	.134	.933	25	.105
Posttest Control Group (X MIA 2)	.120	25	.200*	.949	25	.235

Pre-test was conducted on March 14th, 2022 to 25 students in class X MIA 1 and X MIA 2 with 25 students in each class (2021/2022). According to the table of Shapiro-test Wilk's normality, the significant results of the pretest for the experimental group were 0.206 (0.206 > 0.050) and 0.105 (0.105 > 0.050) for the control group. It showed that the distribution of the data was normal since the significance results for both groups were more than 0.050. The post-test was conducted on the 15th and 16th of April, 2022, and involved a total of 50 samples. Following the completion of the data collection for post-test scores, statistical analysis is similar to that of the pre-test was carried out. In addition, according to the table of Shapiro-Wilk that was just shown, the significant result from the post-test results in the experimental group was 0.080 (0.080 > 0.050), but in the control group, the significant result was 0.235 (0.235 > 0.050). Due to the fact that the significant result was more than 0.050, it indicated that the post-test data for both groups had a normal distribution.

Homogeneity Test

The purpose of the homogeneity test was used to determine whether or not the two sample groups included in the research were drawn from populations with similar levels of variance. The significance value is 0.050. A table of homogeneity test is provided below:

Table 3. Test of Homogeneity Variances

Students' Writing Score	Levene Statistic	df1	df2	Sig.
Based on Mean	.177	1	48	.676
Based on Median	.150	1	48	.700
Based on Median and with adjusted df	.150	1	47.727	.700
Based on trimmed mean	.182	1	48	.672

The homogeneity test was conducted once the normality test was conducted. To analyze research data and determine the homogeneity of experimental and control groups, the Levene statistic test using SPSS 25 for Windows 64-bit was used. The above homogeneity test table showed that the significant result **based on mean** rows was 0.676 ($0.676 > 0.050$), indicating that the significant result was more than 0.050.

The Results of Paired Sample t-test

A paired sample t-test was used to determine the differences in experimental group scores before and after treatment. Using a paired t-test, the scores of the experimental and control groups were compared. The following table provides a description of the results:

Table 4. Paired Sample t-test

Pair	Group	95% Confidence						Sig. (2-tailed)		
		Mean	Std. Deviation	Mean	Interval of the Difference					
					Std. Error	Lower	Upper			
Pair 1	Pretest Experimental	-15.080	5.507	1.101		-17.353	-12.807	-13.692	24	.000
	Group (X MIA 1) -									
	Posttest Experimental									
	Group (X MIA 1)									

In accordance with the results showed in table for **Pair 1**, the significance level had a value of $0.000 < 0.050$. Moreover, the writer consulted the score in t-table. On the table above, it showed that the (*df*) is 24 and two-tailed ($\alpha/2$) = $0.050/2 = 0.025$ with (*t*-count 13.692) $>$ (*t*-table 2.064). Hence, there were significant differences between the experimental group's pre-test score and post-test score. In sum, the paired t-test revealed a statistically significant difference between the pre-and post-test scores of the experimental group. It meant students in the tenth grade of SMA AL-IRSYAD Kota Tegal improved from using Internet Meme Pictures towards their writing skills when writing compliment and congratulations expression texts. Since *t*-count was greater than *t*-table, it indicates that the research hypothesis (H_a) was accepted whereas the null hypothesis (H_0) was rejected.

The Results of Independent Sample t-test

Afterwards, to determine whether or not there was a significant difference in the results of the students' learning between the group that used internet meme pictures and the group that used the conventional method, the independent sample t-test was used by the writer in order to compare the posttest results of the two groups. The table containing the results can be found in the table below:

Table 5. Independent Sample t-test

							95% Confidence				
							Sig. (2-tailed)	Mean Differ ence	Std. Error Differ ence	Interval of the Difference	
										Lower	Upper
Students	Equal variances assumed	3.348	.074	10.808	48	.000	14.000	1.295	11.396	16.604	
Writing Score	Equal variances not assumed			10.808	44.462	.000	14.000	1.295	11.390	16.610	

Table 6. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Students	Posttest Experimental Group (X MIA 1)	25	81.84	3.880	.776
Writing Score	Posttest Control Group (X MIA 2)	25	67.84	5.186	1.037

According with the independent sample t-test table above, the t-test value was 10.808, the degree of freedom was 48, and the sig. (2-tailed) value was $0.000 < 0.050$. In addition, the group statistics table showed that the mean of the experimental group was 81.84, the standard deviation was 3.880, and the standard error mean was 0.776. Whereas, the mean was 67.84 for the control group, 5.186 for standard deviation, and 1.037 for standard error mean. The mean score acquired on the post-test by students in the experimental group was greater than those acquired by students in the control group ($81.84 > 67.84$).

In accordance with the pre-test score in both the experimental and control groups, the writer discovered a few shortcomings in student results in the criteria for writing. For content criteria, students were unable to extend the material accurately. Students were still unable to be creative in expanding their sentences into a distinct style by just copying the teacher's example and changing phrases. On organization, students can differentiate text structures such as sender address, receiver address, greeting, and content. The vocabulary criteria covered a significant number of words not previously acquired by students, resulting in poor sentence extension and a lack of vocabulary use. The language usage criteria revealed that the use of grammar was inappropriate, particularly the distinction between simple present tense and simple past tense. The mechanical criteria, capitalization realization, and writing style were also imprecise. Based on these findings, the writer developed a lesson plan that may help students overcome these shortcomings.

Based on the research results, after the post-test was conducted in both experimental group and control group. In experimental group, Students were able to increase their knowledge, deepen their vocabulary, and improve their writing skills after receiving treatment with Internet Meme Pictures in the post-test. Following that, students began to notice differences in the structure of full sentences, such as the sender address, receiver address, greeting, and content. Giving simple present tense and simple past tense material later had an effect on student writing results, significantly, students made fewer grammatical mistakes. Students, on the contrary, learnt additional tenses that might be implemented in their compliments and congratulations expressions. So that the writings of the students were more diversified and not monotonous. There was also material for compliments and congratulations. Once they have been given the material, students pay closer attention to the organization of the compliment and congratulations text, as well as the usage of language in their writing. Moreover, students were able to demonstrate what they had learned about the language structure of matter compliment and congratulation expressions through discussion and analysis in exercises. As a consequence, students comprehend and pay attention to tenses, vocabulary, and mechanics like punctuation, conjunctions, and verbs in their writing. Although, in the control group, it is obvious from two pictures above that there are no significant differences or changes in the post-test results. It's because the control group received no treatment during the classroom activities. As a result, students focus less on writing criteria and no creativity in the manner of their writing. Students in the experimental group faced a variety of difficulties in discovering additional vocabulary, phrases, sentences, be creative, and write longer or extend their writing. As a result, the results of students' compliment and congratulation texts are more directed and fluent.

Laconically, for the final result, it was proved that there was a positive effect of using Internet Meme Pictures towards students' writing ability. Thence, it is supported by the results of data analysis that showed the average score of the post-test in the experimental group was greater than the average score of the post-test in the control group ($81.84 > 67.84$). Furthermore, the sig. (2-tailed) value of the paired sample t-test is thus $0.000 < 0.05$ with considered the t-table for $\alpha = 5\%$ ($\alpha/2 = 0.05/2 = 0.025$) that showed ($t\text{-count } 13.692 > (t\text{-table } 2.064)$).

CONCLUSION

The results from the research showed that the positive effect of using Internet Meme Pictures towards students' writing ability in writing compliment and congratulation expressions text is proven by the results of paired sample t-test analysis on the pre-test and post-test scores between the experimental group in pair 1 sig. (2-tailed) value is 0.000 which mean less than 0.05. Moreover, the sig. t-table of 0.05 is 2.064 and t-count is 13.962 which meant that t-count is higher than t-table ($13.962 > 2.064$) then H_0 is rejected while H_a accepted. The writer would like to suggest that using Internet Meme Pictures as a teaching media, particularly when teaching writing and content for various types of expression sentences, because it is simple for teachers and students to use Internet Meme Pictures to express their ideas. Therefore, Internet Meme Pictures have also provided several benefits and have aroused the interest of students throughout the teaching and learning process.

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A Descriptive Study on Students Speaking Ability

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ABSTRACT

The purpose of this research is to figure out the students' ability in speaking English. This research used a descriptive study and data collection using a speaking test. The subject of this research was students in third grade of SMK Negeri 2 Kota Tegal. The research was distributed in two OTKP classes with 18-20 students in each class. The total sample in this study is 39 students in the OTKP class. The researcher used five aspects of speaking to determine the assessment criteria. The five aspects are pronunciation, grammar, vocabulary, fluency, and comprehension. The result of the speaking test can be concluded that the speaking ability of OTKP class students for the 2021/2022 academic year is at a good level. This is evidenced by more than 21 (54 %) students who got a good level. In addition, as many as 15 (38%) students also got an average to a good level. 3 students have poor to the average level (8%). From the fifth aspect of speaking, fluency got the lowest score (592). Meanwhile, the aspect that got the highest score is comprehension (634).

Keywords: OTKP, Speaking, Ability

INTRODUCTION

Language is the ability that humans have to communicate with other humans. There are thousands of languages available around the world for communicating with all of the diversity that exists. Language, as a tool of communication, plays an important role in revealing one's intention to another. The language will allow people to express their thoughts and feelings. Language, communication, and life are cannot be separated.

Currently, English is the international language for communication between people around the world. In Indonesia, English as a foreign language is now commonly used to communicate with the public. In several schools, English becomes a compulsory subject for students. In an international school, English is learned at the level of kindergarten, elementary school, junior high school, and senior high school. They use English as a daily language to communicate in the school environment and during teaching and learning. It can be seen that English is often used by people or specifically by students.

However, there are still many people and students in schools who assume that English is a difficult language to learn because English is a foreign language. They have to be familiar with new words, different accents, and pronunciations from their native language.

Learning a foreign language is very interesting if you can speak it fluently. As a productive skill, Speaking is indeed difficult and requires a lot of practice to be able to speak fluently. Speaking is also divided into several components including pronunciation, fluency, grammar, and vocabulary. It is very important to master the components of speaking to be able to speak fluently. Besides that, it takes the ability to produce ideas in communication. To communicate effectively, you need to be fluent in speaking English.

This research goal is to figure out the students' ability in speaking. Based on the experience and observations of the researcher while teaching at SMK Negeri 2 Kota Tegal, there are differences in students' ability to speak English. In one class, some students speak English fluently but some children seem to have difficulty speaking English and have a low level of confidence when speaking English.

LITERATURE REVIEW

Definition of Ability

Soelaiman (2007: 112) A person's ability is an inborn or learned trait that helps him to complete his work, either mentally or physically. Employees in an organization, no matter how motivated they are, cannot all work well. Individual behavior and performance are strongly influenced by abilities and skills. Skills are task-related abilities that someone possesses and employs at the appropriate time.

According to Stephen P. Robins (2006, 46), the ability is an individual's ability to perform a variety of tasks in a specific job. All of an individual's abilities are essentially made up of two types of factors: intellectual abilities and physical abilities.

From the opinion above, it can be concluded that ability is the ability possessed by someone. Ability is also defined as the level of a person's ability or talent. A person is considered to have the ability when can do something, both mentally and physically. Below is an explanation of what is meant by mental ability and physical ability:

1. Mental Ability

Mental refers to the mind, and mental ability refers to the ability to think. The ability to imagine is included in this mental ability.

2. Physical Ability

The primary mode of movement is physical. The ability and physical condition must be good for the movements to be carried out efficiently. There are various types of ability and physical conditions that are required to support the movement. The various abilities include reaction time, strength, endurance, speed, flexibility, and sense sharpness.

Previous Studies

Harahap et al., (2015) stated in their study with the title “An Analysis on Students’ Speaking Skill at Second Grade SMP 8 Rambah Hilir” that based on the result of the study, the researchers found that the students had good speaking skills. This can be seen in the results obtained from 21 students, 67% of them have good speaking skills while 33% have good average abilities

Ilham et al., (2020) stated in their study with the title “An Analysis of Students’ Speaking Ability on Specific Purpose Learning” that when observing data during the teaching and learning process it showed that students were active and also students tried to understand and describe the material being taught. Therefore, the researchers concluded that students are able to speak English for certain learning purposes. It is explained that students get a minimum score of 45 and a maximum value of 82. While the range of values is 37 and the average value is 63.75. It means that the students' ability to speak English in certain learning objectives is at a good level.

Mukammal et al., (2018) stated in their study with title “Students English Speaking Ability: Senior High School” The categories of participants' speaking English skill are as follows: 86.8 percent in high, 11.2 percent in medium, and 2.8 percent in low category. Students have difficulties when speaking English, such as difficulty in starting, memorizing vocabulary, pronunciation, and grammar, and elements that influence students' speaking English skills include environment, learning technique, control, language rules, rewards, and punishments.

Asilestari, (2018) stated in her study with title “An Analysis on Students’ Speaking Skill at The First Grade of Administration Office of SMK YPLP PGRI Bangkinang” that observes on opening activities in their class shows that 58% of the students active in the classroom. Students can answer the teacher's questions in English. The method of this research was descriptive research.

Tasmia Mia, (2019) stated in her study with the title “Students’ Problems In Speaking English at Eight Grade of Riyadhlul Amien Islamic Boarding Junior High School Muaro Jambi” that students have problems in speaking. There are two problems, namely linguistic and phonological. From linguistics problem, there are many causes including poor grammar. From interviews to students, almost all students who answered they had low ability in grammar. From phonological analysis, there are also other things that affect students' speaking skills, namely anxiety and shyness.

Nurul Indrawati (2019) stated in her study with title “A Descriptive Study on Students’ Problem in English Teaching and learning on Speaking Skill at Junior High School” that there

are 2 factors that affect students' speaking skills, namely; internal and external factors. For internal factors, the results of the research showed that 63% of students answered that internal factors most influence their speaking ability in English. While the rest of students think that internal factors did not affect their speaking ability. For external factors, the results of the research showed 51% of students think that external factors affect speaking ability while the rest of students think otherwise. In this study, the researcher used descriptive survey with quantitative approach.

Definition of Speaking

Speaking is a person's ability to produce words. Abdullaeva & Avezova, (2020) Speaking is one of the important skills for students to master. Because in speaking, one can measure students' abilities in how students produce the target language or English. Speaking also expresses thoughts and feelings directly using the voice. That way when someone interacts with each other and other people of course they want to convey something feeling or thought. By talking thoughts and feelings can be conveyed. Speaking also means that someone communicates with other people for a purpose. In carrying out this communication, the speaker and the interlocutor are needed. Because of that, communication can involve two or more people. They communicate to exchange information, ideas, opinions, views, or feelings.

Tarigan (1990:3-4) defines speaking as a language skill developed in childhood, that is produced by listening skills, and a speaking skill learned at that time.

According to Keith and Marrow, "speaking is an activity that produces utterances for oral communication." It means that this activity involves two or more people in which the participants are both hearers and speakers who must react to whatever they hear and contribute at a high speed, so each participant has an intention or set of intentions that he desires. As a result, the English teacher should encourage students' speaking abilities by providing communicative language activities in the classroom and then providing opportunities for them to practice their speaking skills as much as possible.

Using a Competency-Based Curriculum Speaking is one of the four fundamental skills that students should master. It is very important in communication. Speaking can be found in

the spoken cycle, particularly at the Joint Construction of Text stage Ministry of National Education, (2004). When it comes to speaking, students face various challenges, one of which is related to the language itself. Even if they have a large vocabulary and have written it well, most students struggle to speak. The issues are that students are afraid to make mistakes.

According to Ladouse (1991), speaking is defined as the ability to express oneself in a situation, the ability to report acts or situations in precise words, or the ability to converse or express a sequence of ideas fluently. Tarigan (1990: 8) added, "Bercbicara adalah cara kita berkomunikasi yang mempengaruhi kehidupan kita sehari-hari." It means that speaking as a mode of communication has a significant impact on our personal lives.

From several statements above, it can be concluded that speaking is a productive skill, which means that when speaking someone needs the expertise to produce. Speaking is one way for someone to communicate when communicating requires a speaker and a listener. Many things can be considered when speaking such as pronunciation, vocabulary selection, grammar, fluency, intonations, etc. Because of that, speaking is one of the most difficult skills in English. When talking to other people in English the speaker must know what he wants to say in the conversation so that the listener also understands what the speaker is saying.

Types of Speaking

Speaking is divided into five basic types. They are imitative, intensive, responsive, interactive, and extensive. Furthermore, Brown, (2004: 140-141) points out some types of speaking:

1. Imitative

Imitative speaking performance refers to the ability to simply parrot back (imitate) a word, phrase, or even a sentence.

2. Intensive

The creation of brief lengths of oral language aimed to indicate proficiency in a restricted band of grammatical, phrasal, lexical, or phonological connections is a second style of speaking that is widely used in assessment contexts (such as prosodic elements: intonations, stretches, rhythms, and junctures).

3. Responsive

Responsive involves engagement and testing comprehension, but only at the level of very brief discussions, basic greetings and small chats, simple requests and remarks, and the like.

4. Interactive

Interactive means the length and complexity of the interaction which sometimes includes multiple exchanges and/or multiple participants.

5. Extensive

Speeches, oral presentations, and story-telling are examples of extensive oral production tasks in which the potential for oral participation from listeners is either severely limited (possibly to nonverbal answers) or completely ruled out.

Component of Speaking Assessment

Speaking has five components, namely pronunciation, grammar, vocabulary, fluency, and comprehension. This component will be used to assess students' speaking abilities. Brown, (2004: 172-173) elaborates on the five components of the speaking skill assessment concerned with content grammar, vocabulary, comprehension, pronunciation, and fluency.

1. Grammar

It is needed for students to arrange a correct sentence in conversation. Students' ability to manipulate the structure and to distinguish appropriate grammatical forms is necessary to speak English accurately. The utility of grammar is also to learn the correct way to gain expertise in a language in oral and written form.

2. Vocabulary

Someone cannot communicate effectively or express their ideas in both oral and written form if they do not have sufficient vocabulary. This aspect will help the speaker to use appropriate diction based on the context of speaking.

3. Comprehension

It means how far students' ability to respond to oral communication. Students should be able to understand whatever the speakers say.

4. Pronunciation

Pronunciation is the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

5. Fluency

Fluency can be defined as the ability to speak fluently. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses. These signs indicate that the speaker does not spend a lot of time searching for the language items needed to express the message.

METHOD

In this study, the researcher used a qualitative descriptive case study. Researchers use a case study because this type of research is very suitable for the topic that the researcher wants to research. Baxter & Jack, (2015;544) stated that a case study is a research methodology that helps in exploring a phenomenon in certain contexts through various data sources, and conducting exploration through various lenses to reveal several aspects of the phenomenon. In collecting data, the researcher used a speaking test on the subject of the research. The speaking

test was given to the students by the researcher to the third grades students of SMK Negeri 2 Kota Tegal. The test was used to measure the students' ability in speaking English. In collecting data, the researcher used documentation as well.

There are some steps in collecting data as follows:

1. The researcher explained the purpose of this research.
2. The researcher was repeat a little material based on the syllabus that used for the speaking test. This is intended so that students can prepare well for their speaking skills.
3. The students spoke monologue in front of the class.
4. The researcher records the students' speaking.
5. The researcher makes a transcript based on the students' speaking.
6. The researcher analyzed the results of the speaking test and determine the category of students' abilities.

After the data was collected, the researcher analyzed the data using qualitative methods to figure out how is the ability of students in speaking English.

To analyze data, there are some steps to know how far the students' ability in speaking English.

1. Pre-observation.
2. Collect data from the students speaking test using rubric assessment.
3. Add up the scores of each subject based on the results of the spectacle test using rubric scoring
4. Analyzing data using the descriptive method.
5. Determine the mean of the result using a formula to categorize the grade of students' ability.
6. Categorize the results of the speaking test into several parts such as good, average to good, poor to average, and poor.
7. Discuss the result of the research.
8. Concluding and giving suggestions from the research.

RESULTS AND DISCUSSION

Result

Based on the data observation, students can work together with researchers and are willing to give their participation. Students were also active and disciplined when carrying out speaking assessments. After finishing the speaking assessment, the researcher analyzed and looked for the scores to determine the category of students' abilities. The results of the speaking assessment can be seen in table 4.1.2

The scores were classified to determine the student's ability. Therefore, the classification is as follows:

Table 1.The Level of Ability

No	Test Score	Level Ability
1.	80-100	Good
2.	60-79	Average to Good
3.	40-59	Poor to Average
4.	0-39	Poor

Based on the table above, the researcher determined the ability of students in third grade of OTKP class in SMK Negeri 2 Kota Tegal with the formula below:

$$\text{Percentage} = \frac{\text{The total of students in the aspect}}{\text{Total number of subjects}} \times 100 \%$$

In getting the result of this research, the researcher analyzed by using descriptive statistic data. It can be elaborated based on the figures below.

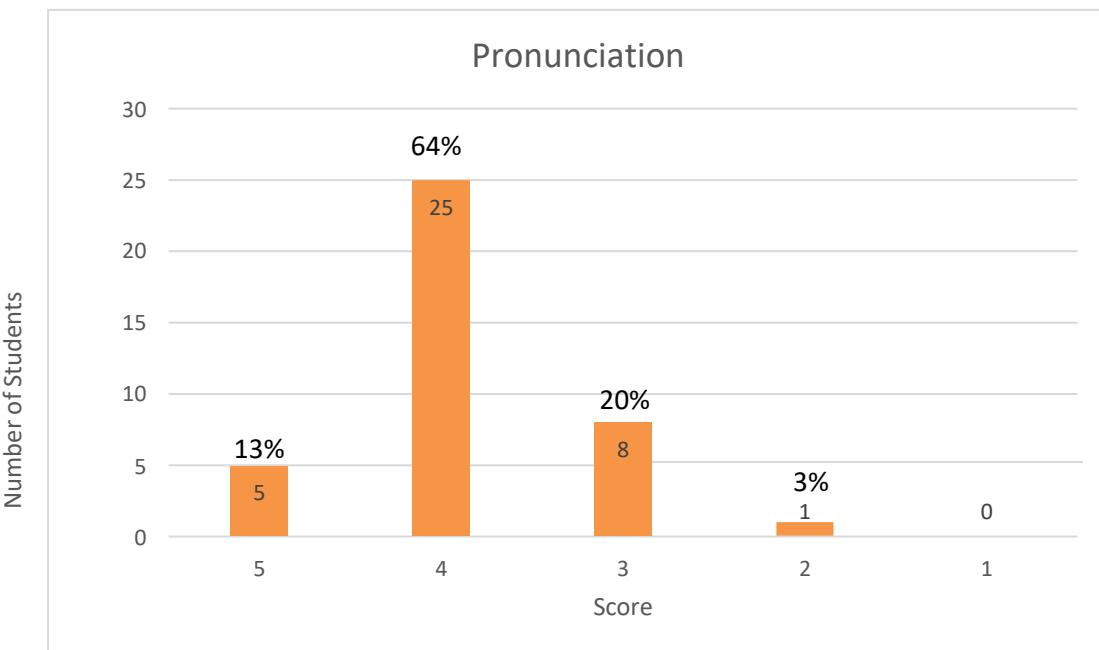


Figure 1. The Students' Speaking Skill in Pronunciation

On the Pronunciation aspect of all objects with a total of 39 students, there are a total of 604 scores. Five students (13%) got a score of 20. Twenty-five students (64%) got a score of 16. Eight students (20%) got a score of 12. One student (3%) got a score of 8.

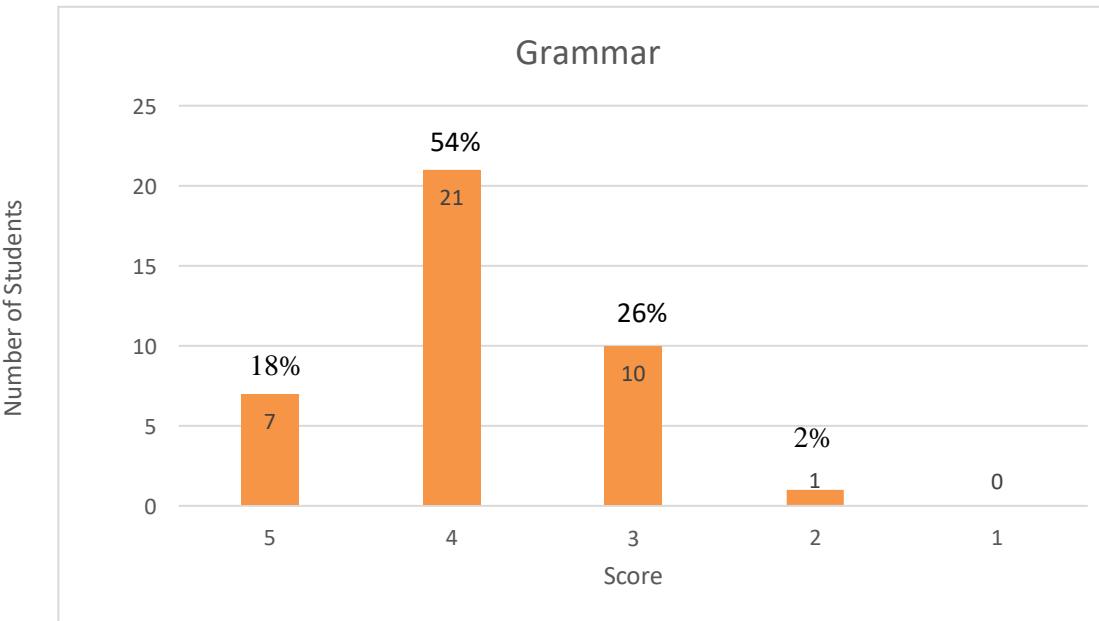


Figure 2. The Students' Speaking Skills in Grammar

On the Grammar aspect of all objects with a total of 39 students, there are a total of 604 scores. Seven students (18%) got a score of 20. Twenty-one (54%) students got a score of 16. Ten students (26%) got a score of 12. One student (2%) got a score of 8.

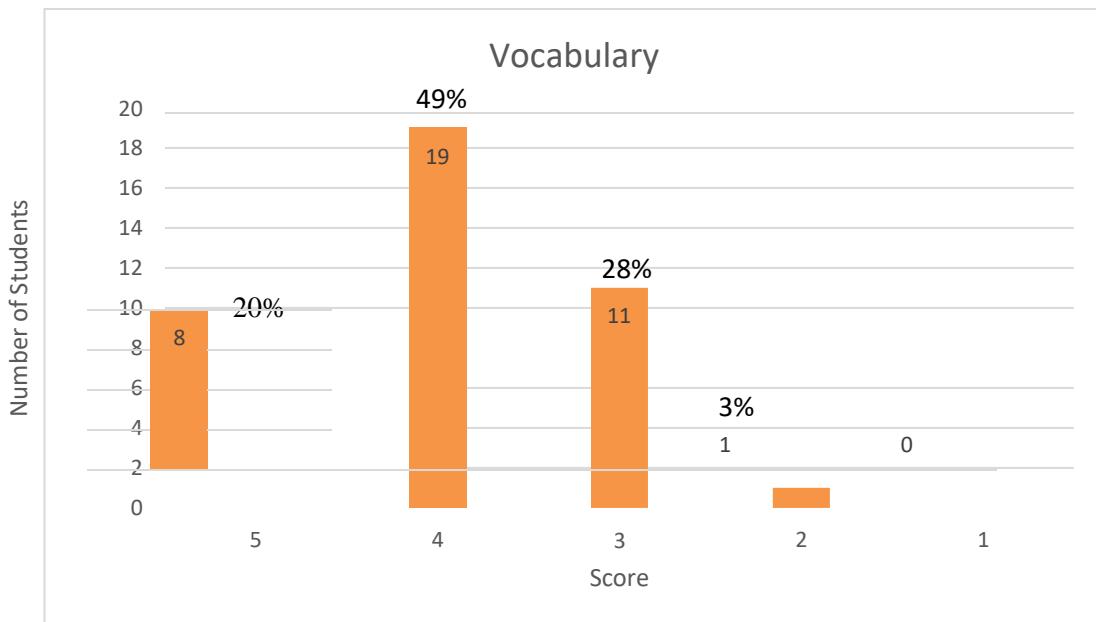


Figure 3. The Students' Speaking Skill in Vocabulary

On the Vocabulary aspect of all objects with a total of 39 students, there are a total of 604 scores. Eight students (20%) got a score of 20. Nineteen students (49%) got a score of 16. Eleven students (28%) got a score of 12. One student (3%) got a score of 8.

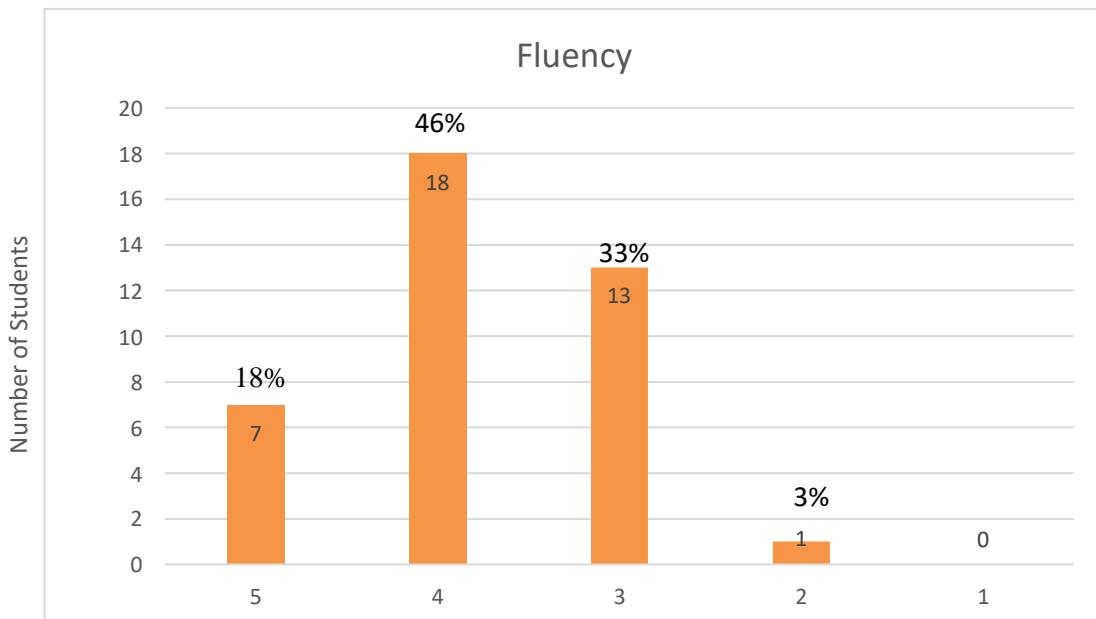


Figure 4. The Students' Speaking Skill in Fluency

On the Fluency aspect of all objects with a total of 39 students, there are a total of 592 scores. Seven students (18%) got a score of 20. Eighteen students (46%) got a score of 16. Thirteen students (33%) got a score of 13. One student (3%) got a score of 8.

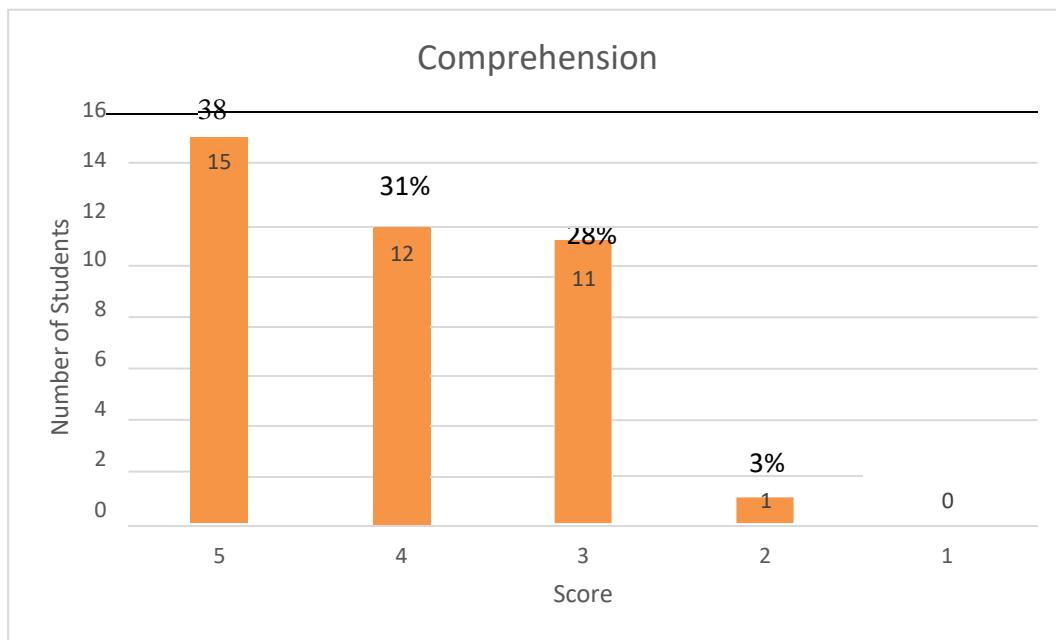


Figure 5. The Students' Speaking Skill in Comprehension

One the Comprehension aspect of all objects with a total of 39 students there are a total of 634 scores. Fifteen students (38%) got a score of 20. Twelve students (31%) got a score of 16. Eleven students (28%) got a score of 12. One student (3%) got a score of 8.

From the description above, it can be concluded that the Fluency aspect is the aspect that gets the lowest score (592). It was because many students hesitate when describing pictures using English and most of the students are silent and confused for a moment to arrange words in English.

Besides that, it can be seen that the highest score is the comprehension aspect (634). Most students already understand the instructions given by the researcher.

Table 4.1. 2 Students Speaking Skill Level

No	Classification	Score	Frequency	Percentage
1.	Good	80-100	21	54 %
2.	Average to Good	60-79	15	38 %
3.	Poor to Average	40-59	3	8 %
4.	Poor	0-39	-	0 %

The table above showed the students' speaking skill levels. It can be seen that 21 students have a good level (54 %), 15 students have an average to a good level (38 %), and 3 students have a poor to the average level (8%).

Discussion

Pronunciation

In the pronunciation section, some students with high scores have good pronunciation by having native-speaker accents. But some students are not fluent in speaking and have a certain accent. Some students make mistakes in pronouncing words. The following are some examples of the incorrect words spoken by students.

“on man” it means “one man”

“two gers” it means “two girls”

“Man werning” it means “man wearing”

“ther” it means “their”

“picster” it means “picture”

“ai” it means “are”

Grammar

On the grammar aspect, some students got it right by using the simple present tense. But some students use the past tense when describing the picture given by the researcher and there are also inconsistencies in the use of tenses. Some students cannot distinguish singular and plural nouns and have not able to put -es/-s on nouns correctly.

Most of the students were using simple presents correctly.

Some of the sentences below are the correct sentences used by students when describing an image. Students use "is" and "are" in a sentence.

Examples:

“She is beautiful. He is handsome.”

“There is in the office.”

“They are in the office.”

“They are three employees.”

Some of the students were using the simple past tense.

Some of the sentences below are examples of a student's sentence that is wrong in using tenses. Students should use the simple present tense but in the sentence above students use the past tense. Students use “were” and “was” in a sentence.

Examples:

“There were three people in a room.”

“There was three people there.”

“There was one man and two women.”

Some of the students were using singular and plural nouns.

The two sentences below are examples of inappropriate sentences used by students to describe pictures. Word "woman" is a singular form or singular to mention that there is one woman who is used as the subject. while "women" is a woman in the plural.

Examples:

“Two womens.”

“Two woman.”

The five words below are examples of correct words used by students.

“Blazers.”

“Graphics.”

“Three employees.”

“Two girls.”

“Black suits.”

Vocabulary

On the vocabulary aspect, some students use adjectives. Adjectives here play an important role to build further explanations of descriptive images. The following are examples of adjectives used by students:

“Black suits.”

“Black blazer.”

“Long brown hair.”

“Straight hair.”

“Curly hair.”

“Short hair.”

“Beautiful.”

“Handsome.”

“Long black hair.”

“Silver computer.”

Fluency

On the fluency aspect, some students have doubts when speaking English in front of the class. Some students also ask for time to think for a moment just to remember the sentence they want to convey. Students also often rearrange sentences when speaking. This makes researchers have to concentrate on listening to students' descriptions.

Comprehension

On the comprehension aspect, students already understand the direction of the researcher. Therefore, many students got high scores. Students have also used generic structure

descriptive when speaking. Such as identification and description. The following are examples of a generic structure used by students:

“In the picture, there are three people.”

“They are in a meeting, there are three people.”

“In the picture in one room.”

“There are in a meeting, there are three people.”

“In office, there are three people holding of meeting.”

“There are three people.”

“In the picture, there are three people discussing office work.”

“In a room, they are having a meeting.”

“There were three people in a room.”

“There was three people there. They are doing a meeting.”

“In a office, there are three people sitting facing laptop.”

“I see three people working.”

“They are in the office.”

“In this picture shows, they are three employees.”

“They are three employees.”

“There are three employees in the office.”

CONCLUSION

Based on the result of the study, the researcher concludes that The speaking ability of OTKP class students for the 2021/2022 academic year is a good level. This is evidenced by more than 21 (54 %) students who got a good level. In addition, as many as 15 (38%) students also got an average to a good level. 3 students have poor to the average level (8%). Thus, it can be concluded that the students' speaking ability level is good.

From the fifth aspect of speaking, fluency is the aspect that got the lowest score (592). It was because many students hesitate when describing pictures using English and most of the students are silent and confused for a moment to arrange words in English. While the aspect that got the highest score is Comprehension (634). It was because most students already understand the instructions given by the researcher. While for aspects of Pronunciation, Vocabulary, and Grammar, all three got the same score (604).

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The Students' Respons of Using The Rosetta Stone Application On Speaking Skills (A Case Study at Bimbel Rumah Pintar)

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ABSTRACT

Learning media provides benefits for learning in the classroom, including increasing student attention and student motivation increasing learning effectiveness and adjusting to the level of student development. The problem statements of this study are (1) What are the Positive Effects of the Rosetta Stone Application on Speaking Skills? (2) How Do the Students Respond to the Use of the Rosetta Stone Application on Speaking Skills? The researchers used qualitative methods, and the instruments of the methods were the questionnaire and interview. Questionnaire The data was given to 30 students of Bimbel Rumah Pintar and the interview session was conducted in one class only, Class 7 consisted of 2 students. This research aimed to know students of Bimbel Rumah Pintar perceptions toward Rosetta Stone App. The first is the conclusion about the positive effect of the Rosetta Stone Application on speaking skills. The researcher concluded based on questionnaire number 5. The results showed that most of the students of Bimbel Rumah Pintar agreed that the Rosetta Stone Application was an application to improve their speaking skills. The second conclusion is that students respond positively to the use of the Rosetta Stone Application on their speaking skills.

Keywords: Rosetta Stone Application, Speaking Skill, Student Perception

INTRODUCTION

The development of information technology makes it easier to communicate and exchange information. As a result, place, time, and distance that's not become an obstacle. The advances in the field of computers and information technology, brought many positive impacts in the various fields, one of which is in the field of education. Learning by media is not limited to letters and pictures, it can be combined with graphics, animation, video, and audio together. The media is better known as multimedia. The positive impact of using the internet for education in building human resources in the world of education must be able to follow the development of the application of science and technology. According to Nasution (2019) There are several benefits associated with using video clips to teach foreign languages.

One of the functions of learning by media is a tool in conveying material in the learning process. Choose the media as an intermediary or liaison. Technological developments will develop over time. It's clear that rapid technological change affects almost all disciplines, and education is one of them. Language education is one of the most relevant fields for using

technology for educational purposes. Both educators and learners can benefit from technology. Help the educators to improve their teaching, although most of the students have a high positive attitude toward the use of ICT in English language learning, they are still faced with the problem of less proficiency in English and less ICT training. Therefore, this study seeks to determine the impact of the use. The application software on students' proficiency in English.

The software used is "Rosetta Stone Application". The Rosetta Stone app is language learning software by uses a native approach that teaches natural learners in the same way as learning in a first language, if they use the multimedia room or project it in front of the class, students are expected to be more focused and confident in speaking. While students are doing speaking activities, they are also immersing in new language sounds while observing pictures for appropriate contexts. By using this software, teachers can produce interactive learning with interesting features to convey to the students. This combination helps teachers to make the teaching and learning process more interesting for students.

Rosetta Stone App as interactive software for foreign language teaching for beginners. This app does not use the idea or concept of using translation as a reminder of new languages. Instead, it combines words, sounds, and pictures from real life to provide information about a new language without translation. This application can be used for children and teenagers. On the other side, this application can be used as a medium by teachers in teaching English to students to improve speaking skills and it provides other language learning, like France, Germany, Italy, and 19 others. This research focuses on using Rosetta Stone Application on speaking skills.

LITERATURE REVIEW

Rosetta Stone Application

Rosetta Stone is a visual-based media and computer. This application displays two-way communication, so it can be fishing student interactivity. Rosetta Stone application has levels and teaching methods clear language, which consists of the easiest level to the hardest level and uses a dynamic immersion method. The pictures become the material for the vocabulary already available in the application. Rosetta Stone application can be used when assisted with electronic devices. Rosetta Stone includes modern media, and its use requires computer assistance interactive and contextual lessons combine with additional learning features that you can use anytime, anywhere, on any device, online or offline, and are completely ad-free.

The advantages of the Rosetta Stone application are;

- a) Visual, which simplifies information from the abstract to be more concrete by displaying images and text on each English vocabulary taught.

- b) Programmed, which has a clear method of teaching English using the dynamic immersion method.
- c) Systematic, which has stages of teaching English from the easiest level to the highest level and hardest level.
- d) Constructive, provoke to perceive the meaning (vocabulary) of images are studied without any translation.
- e) Interactive, namely presenting English language learning in two directions with available programs.
- f) Fun, namely displaying images that are easy to understand and interesting attention. Besides the many advantages of using the Rosetta Stone Application, thereare also some disadvantages.

Speaking Skill

Speaking is one of the most essential skills that must be mastered in foreign language learning. Speaking is the ability to communicate. According to Nunan (2003:43) states that speaking is an oral skill that consists of producing a verbal sentence system to convey meaning, also adding that speaking is a person's ability to express ideas, feelings, thoughts, and emotions, and to respond to what other people say. Speaking skill is a productive oralskill that includes three processes; produce, transfer, and process information. As for learning English, Speaking is a very important basic skill that plays a major role in attracting students' interest to learn English. Being able to speak English fluently and clearly, increases their confidence and somehow motivates them to communicate in English. Although the problems encountered in teaching English as a second or foreign language are almost similar from the past to the present, many approaches and methods have been developed to teach English efficiently.

Perception

Perception is a process that occurs within the individual that begins with the receipt of a stimulus until it is realized and understood by the individual so that the individual can recognize himself and his environment. Through perception, individuals try to rationalize the environment and objects, people, and events in it. Perception is an internal process for selecting, evaluating, and organizing stimulation from the external environment. According to Walgito (2010) states that “perception” is a process of recognizing an object or an event through senses added by previous experiences.

METHOD

The researchers used qualitative methods. Qualitative procedures represent a different approach to scientific inquiry than methods of quantitative research. Qualitative investigations use different philosophical assumptions, investigative strategies, methods of data collection, analysis, and interpretation.

The subjects of this research analysis were 30 participants from students at the Bimbel Rumah Pintar regarding the application of stone research as a means to develop speaking skills. This research used a questionnaire and interview as data collection techniques. The first, questionnaire used in this study is a closed questionnaire. Questionnaires for students were distributed to students to determine their perceptions of the Rosetta Stone App, the questions contained 30 items. The second, interview aims to ensure answers from respondents, interviews are used for student interviews.

RESULTS AND DISCUSSION

In this research, the researcher uses a Likert-scale questionnaire, then inputs all the data results in Microsoft excel and summarizes them in the total column before checking the validity and reliability by using the product-moment correlation Pearson technique. Thus, the researcher inputs all data into SPSS and checks the validity and reliability.

The question is valid if validating approval values (Pearson correlation) are positive, and the probability value is [sig. (2-tailed)] < significant level (α) 0.05. Based on the table, 15 questions are valid because the Pearson correlations are positive and [sig. (2-tailed)] < significant level (α) 0.05 (less than 0.05) and questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 are invalid because [sig. (2-tailed)] > significant level (α) 0.05. In this table, questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 has [sig. (2-tailed)] 0.499. It can be concluded that fifteen valid questions can be given to the students to know their perceptions.

The data is reliable if the Cronbach alpha is higher than or similar to 0.6. From 15 questions the Cronbach alpha is 0.817 (Higher than 0.6). It means the questions are reliable. Look at the picture below.

Table 1. The result of Reliability SPSS

Reliability Statistics	
Cronbach's Alpha	N of Items
.817	15

The materials were made based on knowledge about Rosetta Stone Application and the students' experiences with using Rosetta Stone Application. Furthermore, before the

questionnaire was given to students, the tutor implemented strategies on how to have fun learning using the application, and the questionnaire was given to 30 students' by giving the paper of questionnaire statements and asking them to fill the questionnaire based on their experience in using Rosetta Stone Application.

Table 2. The criteria for interpreting the scores

INTERVAL	CRITERIA
0% - 19,99%	Very Bad
20% - 39,99%	Not Good
40% - 59,99%	Enough
60% - 79,99%	Good
80% - 100%	Very Good

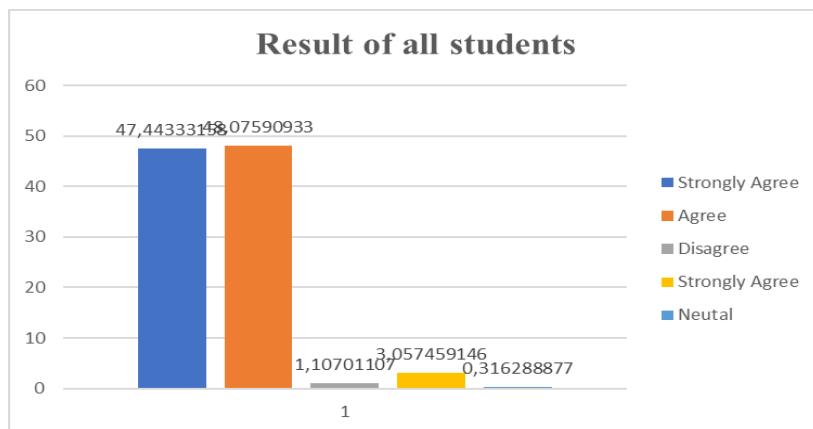


Figure 1 The diagram results from Ms. Excel

The diagram above shows that 48% of Bimbel Rumah Pintar students agree, 47% strongly agree, 1.1% disagree, 3.0%, and neutral 0.3%, that's the result of the percentage of all students. The Rosetta Stone App is effective for improving their speaking skills and building self-confidence for them to practice speaking English. Because, the application teaches how to speak like good native speaking, how to spell words correctly, and teaches a lot of vocabulary that is easy to remember and the overall presentation result is in the very good category because the interval is 84.3%.

Interviews

The interview session was conducted in one class only, Class 7 consisted of 2 students, the number of questions was three questions. After conducting data from 30 respondents, the researcher transcribed the students' perceptions and explained them in narration. The researcher gave three questions appropriate with the content in this research to the 2 students of Bimbel Rumah Pintar as the respondents to know their perception towards the Rosetta

Stone Application one by one.

- a. The first question "What do you think about the app?". The positive response comes from the first respondent. She gives a score of 8 for the Rosetta Stone Application. As she explains, she enjoys use the Rosetta Stone application to improve speaking skills. The second respondent. As she recounts, the app is interesting and has many levels of questions that have different difficulties, so you have to be focused and careful when answering the question.
- b. The second question "*is the Rosetta Stone App a boring App if it is used continuously?*" and they answer that by using the Rosetta Stone App, they have a difference in calculating the time and they respond that the App is not boring.
- c. The third question "*What benefits can you get after studying the app?*" and they recounted, after using the App, there are many benefits that can be obtained.

The data obtained from semi-structured interviews show that the students of Bimbel Rumah Pintar agree that the Rosetta Stone application is effective as an application that supports students to improve speaking skills. The Rosetta Stone Application is effective for increasing students' self-confidence because it trains them how to pronounce the pronunciation of words in English and imitates the pronunciation of native speakers easily and naturally. The Rosetta Stone App also trains them on how to use the typing feature which makes it easy for students to learn how to write what they are writing. Therefore, learning to use computers as well as applications that support them to cultivate speaking skills is not a burden if they find the right application and are easy to learn. Learning to use media is not a scary thing for them, some students say that learning to use media, one of which is computers, they think is interesting and not boring. But besides that, the Rosetta Stone Application can only use a microphone device so the tutor or teacher must make sure the device is ready to use.

CONCLUSION

Based on the explanation has been described in the previous chapter, this research aimed to know students of Bimbel Rumah Pintar perceptions toward Rosetta Stone App. The data were conducted by using a Likert scale questionnaire and semi-structured interviews.

According to data from the research that has been tested, 15 questions are valid because the Pearson correlations are positive and [sig. (2-tailed)] <significant level (α) 0.05 (< 0.05) and questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 are invalid because [sig. (2-tailed)] $>$ significant level (α) 0.05. In this table, questions number 5, 8, 9, 15, 17, 18, 19, 20, 21, 25 has [sig. (2-tailed)] 0.499. The questionnaire is reliable because the Cronbach alpha is 0.817 ($>$

0.6).

Based on the explanation that has been described in the previous chapter, this research was intended to know students of Bimbel Rumah Pintar perceptions of Rosetta Stone App. The conclusions are intended to answer the research problems. The first is the conclusion about the positive effect of Rosetta Stone Application on speaking skills. The second is the conclusion about students' perceptions of the Rosetta Stone Application.

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The Effectiveness of Digital Picture Series to Improve Students' Writing Ability in Narrative Text

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ABSTRACT

The objectives of this research are to find out whether the use of Digital Picture Series gives a positive effect on students' writing ability in narrative text and to find out whether there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are taught without using Digital Picture Series. It is an experimental study. The subject of the study was 72 students of SMK N 1 Dukuhturi, divided into experimental group and control group. The instrument used in this research was writing test about narrative text based on Digital Picture Series. The result of T-test shows that the sig. (2-tailed) value is 0.000, which is lower than 0.05 (0.000 < 0.05). It means that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text and there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are not taught using Digital Picture Series. Therefore, teachers are advised to use Digital Picture Series media in the teaching and learning process to improve the students' writing ability.

Keywords: Writing ability, Digital Picture Series, Narrative text

INTRODUCTION

Writing is one of the most productive language skills, and it is important to be mastered by students. Because writing is an important part of communication for students, with good writing skills, it can enable students to communicate message clearly through written form. Through writing, students can share their ideas, goals, or opinion with everyone without face-to-face interaction. According to Carter et al. (2002:269), writing is crucial for career and personal life, since others will appraise our capacity for thought based on what we write and how we express it. As a result, effective writing abilities are required to convey students' ideas and expertise. According to (Nunan, as cited in Pratiwi, 2016) stated that writing is considered a form of communication that is frequently utilized that writing is the process of production language in written form, which is often used to convey ideas to readers. According to (Manchon, as cited in Khotimah, Bukhari Daud, 2017) defines writing as a language production in written form. He also states that writing is a production skill that entails creating graphic symbols or making markings on some kind of flat surface. In this statement, the graphic symbol denotes letters, words, or linked sentences and paragraphs. It means that

writing is an activity of producing language, which involves the activity of assembling words, sentences, and paragraphs that are connected to each other.

Therefore, writing is a complicated challenge for students. Because in writing, students not only string words, sentences, and paragraphs, but they also have to think about how to express and organize them with creativity. In addition, teaching writing is a complicated task for teachers in the learning process. The teacher must have a great interest and provide many strategies to make students have the ability to learn to write.

Seeing the complexity of writing that has been mentioned previously, it is known that most students have difficulty in writing. They find it difficult to discover the ideas and they have difficulty putting these ideas into writing. As a result, educators must select the medium that will assist students in writing. Teachers can encourage students to learn to write by utilizing the right media during the learning process is anticipated to become more dynamic and successful with the use of technology as a teaching tool, which can also help students improve their writing skills.

Related to the use of digital media and the concept of new technology in the current era, the writer is interested in using a digital picture series as a media for learning to write narrative text. One type of media that falls under the picture category is Digital Picture Series. The Digital Picture Series is an online picture series that aids in effectively conveying ideas and concepts to writers of stories. This Digital Picture Series is offered in the form of digital media or online/internet media in order to create Digital Picture Series media, as opposed to the picture series in general, which is only presented in the form of print media. According to Fitriany (2014) stated that Digital Picture Series is a modified medium appropriate for improving writing learning because the picture (visual) is a complex and useful medium. She also stated that Digital Picture Series are a sort of media that can be used to develop a series of stories or to enhance writing skills.

The Digital Picture Series was chosen as the media because it is an interesting media for students. Picture Series are advised due to their many benefits in the writing learning process, according to (Smaldino, as cited in Pratiwi, 2016). He also stated that the first benefit of using picture series is that, it sparks students' interest in writing in English. In addition, Digital Picture Series can motivate students to write and develop their written language. The ideas are supported with the statements by the following expert. According to (Marble, as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression. As (Gregoria

et al., as cited in Khotimah, Bukhari Daud, 2017) state that using picture to improve EFL students' narrative skills in English is a good method. He also said that using picture series in the classroom to teach writing might increase students' drive to improve and practice their narrative writing skills. Based on the problem above, the writer was interested to conduct research to improve the tenth grade students' writing ability in narrative text. The objectives of this research are 1) to find out whether the use of Digital Picture Series gives a positive effect on students' writing ability in narrative text, 2) to find out whether there is a significant difference in writing scores between students who are taught by using Digital Picture Series and those who are taught without using Digital Picture Series.

LITERATURE REVIEW

There are several previous studies that discussed the used of Digital Picture Series in English, especially in writing narrative text. One of the research study conducted by Setiawan (2019) the findings indicate that employing picture series can help students write better. According to (Wright, 1989) states picture series such as cartoon strips and instructions can be effective. The strips can be used to not just contextualize a story's development, but also to stimulate and guide students in their writing.

Students at junior high school, senior high school, and university levels learn to write as one of their academic subjects. Writing is one of the ways to communicate or convey the author's ideas in written form. According to (Manchon, as cited in Khotimah, Bukhari Daud, 2017) defines writing as a language production in written form. He also states that writing is a production skill that involves creating graphic symbols or making markings on a flat surface of some kind. In this statement, the graphic symbol denotes letters, words, or linked sentences and paragraphs.

According to (Harmer, as cited in Telaumbanua, 2020) explained that there are five difficulties in written text, includes grammar, vocabulary,handwriting, spelling. According to (Jacob et al., 1981) stated that point out the five significant components in writing. These are content, organization, language use, vocabulary and mechanics. According to (Harmer, 2004) there are various stages of writing, including explained planning, drafting, editing, and final draft.

(Rebecca, as cited in Yunita Puspitasari, 2019) stated a narrative text is one that presents the story of a sequence of logically and chronologically related events that are created or experienced by factors. It is a style of prose meant to amuse, entertain, and provide readers

with actual or made-up experience in a number of different ways. The processes for creating a narrative include: orientation, complication, resolution (Derewianka, 1990).

Digital Picture Series is a modified medium appropriate for improving writing learning because the picture (visual) is a complex and useful medium. She also stated that Digital Picture Series are a sort of media that can be used to develop a series of stories or to enhance writing skills (Fitriany, 2014). According to (Marble as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression.

(Sadiman et al., as cited in Setiawan, 2019) explained that there are five benefits to employing picture in the teaching and learning process. A picture is concrete and can be more realistic and can be more realistic in depicting a major issue than other spoken mediums. A picture can address an issue when time and space are limited. Following that, pictures can overcome the limitations of human perception, allowing them to explain something that cannot be explained by human perception. Pictures are inexpensive and simple to obtain and use. Wright (1989) lists the following as some of the purpose of pictures:

1) Structure and vocabulary

Can be used to present new grammatical and vocabulary entries in a variety of ways.

They also assist teachers in providing circumstances and contexts that illuminate the meaning of words or utterance, as well as avoiding protracted translations that may confuse students.

2) Situation and Function

Pictures are utilized to help students transition from one lesson to the next. Pictures can also be used as the foundation for textual work, such as question writing. Pictures can also help students motivate them and give useful practice material.

3) Skills

Picture can help learners practice their language in real-word setting or in situation that they are familiar with.

According to (Wright, 1989), there are a few criteria to consider when choosing appropriate pictures for students, and they are as follows:

- 1) The assistance must be simple for the instructor to produce and organize
- 2) The aid must be interesting to the children, especially the younger ones
- 3) The assistance must include adequate language.

The use of Digital Picture Series about narrative texts in teaching English, especially in writing ability is very appropriate. This strategy can encourage students' interest and motivation in writing, especially narrative text. Picture Series are advised due to their many benefits in the writing learning process, according to (Smaldino, as cited in Pratiwi, 2016). He also stated that the first benefit of using picture series is that, it sparks students' interest in writing in English. In addition, Digital Picture Series can motivate students to write and develop their written language. In addition, Digital Picture Series can motivate students to write and develop their written language. The ideas are supported with the statements by the following expert. According to (Marble, as cited in Khotimah, Bukhari Daud, 2017) claimed that picture series might be used to help students come up with ideas for details and concepts in narrative progressions. Additionally, he said that picture might inspire children to write and enhance their written expression. As (Gregoria et al., as cited in Khotimah, Bukhari Daud, 2017) state that using picture to improve EFL students' narrative skills in English is a good method. He also says that using picture series in the classroom to teach writing might increase students' drive to improve and practice their narrative writing skills.

METHOD

In this study, a quantitative approach was used. Quantitative approach was used by the researcher because to conduct the research about something that have numeric form so that this research needed some formulas such as descriptive statistic, normality test, homogeneity test, paired sample t-test and independent sample t-test. The experimental with a true experimental was used by the writer as a type of research. Two groups design was used in this study. The first group was the experimental group, which was taught by using Digital Picture Series. The second group was control group, which was taught without using the Digital Picture Series.

The population of this study was taken from the students of tenth grade in SMK Negeri Dukuhturi in Academic year 2021/2022. The total number of students was 576, which consists of 16 (sixteen) classes. The sample was divided into two groups randomly using the cluster random sampling technique. As a sample, the writer selected 72 students from two groups, each group consist of 36 students. The first group was the experimental group, which consist of 36 students X AKL 3. The second group was the control group, which consisted of 36 students X OTKP 1. There are two different types of variables includes "independent variable" and "dependent variable". The independent variable is the variable that affects the dependent variable. While the dependent variable is a variable that is influenced by the

presence of independent variables. Based on the title of this study, the independent variable is the use of Digital Picture Series as media in writing narrative text. Meanwhile, the dependent variable is the students' writing ability in narrative text.

Data collecting technique is the way writer will collect data. Pre-test and post-test was used to collect data. The pre-test was provided at the first meeting to assess the students' ability to write narrative text. Pre-test was given between experimental and control group using Digital Picture Series. The post-test was given at the last meeting to determine the students' scores achievement, and to determine the effect of using Digital Picture Series to write narrative text. Pre-test was given between experimental and control group.

In this study, writing test was used as a research instrument. Pre-test was given at the first meeting. The test was written test that asked the respondents to write a narrative story of Danau Toba by considering the generic structures and language features of narrative text,

minimal three paragraphs around 250 words. The test was allocated for 65 minutes. The pre-test was given offline, so it is necessary to use mobile phone as a tool to use or opened the digital picture series. Post-test was given to students in the experimental and control group using Digital Picture Series. Post-test was given at the last meeting. In this test, the researcher gave students Digital Picture Series of Malin Kundang as media. The test was written test that asked the respondents to write a narrative story of Malin Kundang by considering the generic structures and language features of narrative text, minimal three paragraphs around words. The test was allocated for 65 minutes. post-test was given offline, so it is necessary to used mobile phone as a tool to use or open the Digital Picture series.

When evaluating a research instrument, validity and reliability are two things to take into account. To measure the instrument validity, content validity and construct validity were used. Content was used because the instrument relates to the topic in the syllabus and curriculum of the school. Meanwhile, construct validity was used because the topics in the instrument based on the competency standars, basic competencies, and indicators contained in the curriculum. After the test was valid, it must be measured again through realibility. The scoring rubric proposed by (Brown and Balley, 2004:245) was used to assess writing ability.

Data analysis is the activity of researcher to analyze the data. In analyzing the data, the writer used the t-test formula by IBM 22 Statistics, as follows: analyzing descriptive statistics, analyzing normality test, analyzing homogenity test, analyzing paired sample t-test and analyzing independent sample t-test.

RESULTS AND DISCUSSION

This research was conducted in the tenth-grade students of SMK N 1 Dukuhturi in academic year 2021/2022, by taking a sample of 36 students from X AKL 3 is an experimental group and 36 students from X OTKP 1 is the control group. The experimental group and the control group were taught by the same English material but different strategies. The experimental group was taught by using digital picture series media whereas the control group was taught by conventional method or without using digital picture series media. This research was conducted in eight meetings, includes pre-test, treatments and post-test.

In the first activity, the researcher introduced herself and gave the pre-test to each group on 27th April 2022. In the pre-test, the students from each group were given the topic about narrative text a legend of "Toba lake". After that, the researcher asked each to write down the topic into a paragraph by considering the generic structures and language features of narrative text, minimal three paragraphs around 250 words and the time allocation was 65 minutes. Then it was uploaded to the Google drive link that had been provided by the researcher.

After each group has been given by using the different method but the same material, the researcher gave post-test in the last meeting. The post test was held to each group on May 25th 2022. In the post-test, the students from each group were given one topic about narrative text a legend "Malin Kundang". After that, the researcher asked each to write down the topic into a paragraph based on digital picture series of the story "Malin Kundang" by considering the generic structures and language features of narrative text, minimal three paragraphs +/- 250 words and the time allocation was 65 minutes. Then it was uploaded to the Google drive link that had been provided by the researcher. According to the result of writing test, the analysis data could be seen as follows:

Table 1. Descriptive Statistic

	N	Minimu m	Maximu m	Mean	Std. Deviation
Pretest Experimental Group	36	47	76	64.78	5.703
Posttest Experimental Group	36	69	95	81.14	7.306
Pretest Control Group	36	48	78	64.14	5.622
Posttest Control Group	36	58	84	67.94	6.141
Valid N (listwise)	36				

Based on table 1 above, it can be seen that the number of samples (N) in the experimental group was 36. In the pre-test column of the experimental group before being

treated using the Digital Picture Series by the writer, the minimum score was 47 and the maximum scores. The mean score was 64.78 with the standard deviation was 5.703. In the post-test column of the experimental group after being given treatment using the Digital Picture Series, the minimum score was 69 and the maximum score was 95. The mean score was 81.14 with the standard deviation was 7.306.

While in the control group, the number of samples (N) was 36. In the pre-test column of the control group before being treated using the conventional method by the writer, the minimum score was 48 and the maximum scores was 78. The mean score was 64.14 with the standard deviation was 5.622. In the post-test control group coloumn, after being treated with conventional learning, the minimum score was 58 and the maximum 84. The mean score was 67.94 with standard deviation was 6.141. From the explanation above, it can be seen that both groups have a different or a gap.

Table 2. Paired Sample T-test

Paired Differences									
		95% Confidence						Sig. (2-tailed)	
		Std.		Interval of the		Difference			
		Std.	Error	Mean	Lower	Upper	t		
Mean	Deviation	Mean					df		
Pair 1	Pretest Experimental Group - Posttest Experimental Group	-16.361	6.020	1.003	-18.398	-14.324	-16.307	35 .000	
Pair 2	Pretest Control Group - Posttest Control Group	-3.806	4.020	.670	-5.166	-2.445	-5.680	35 .000	

Based on the table 2 above, it could be seen that the result of Pair 1 the sig. (2-tailed) value is $0.000 < 0.05$. In other words, the research finding revealed that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text. So, based on the data above, it can be concluded that the research hypothesis (H_i) is accepted and the null hypothesis (H_0) is rejected.

Table 3. Independent Sample T-test

Levene's Test for		t-test for Equality of Means	95% Confidence		
Equality of			Interval of the		
Variances			Difference		

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students Writing Scores	Equal variances assumed	1.544	.218	8.295	70	.000	13.194	1.591	10.022	16.367
	Equal variances not assumed									
	Equal variances not assumed			8.295	67.988	.000	13.194	1.591	10.020	16.369

Based on table 3 above, it could be seen that the sig. (2-tailed) value is 0.000, which lower than 0.05 ($0.000 < 0.05$). In other words, the research findings revealed that there is a significant difference between the mean of the post-test in the experimental group and the mean score of the post-test control group.

Before treatments the students of experimental group less motivation and not interested in the learning process especially in writing. Moreover, after the treatment students' motivation and interesting in writing increased. Digital Picture Series could help the students to improve their writing ability especially in narrative text. Before using a Digital Picture Series, students had difficulty to discover ideas, to put these ideas into their writing and their writing was not chronological. After using Digital Picture Series, students find it easy discover ideas, to express their ideas in their writing, and the writing is arranged chronologically.

Meanwhile, in this research, the writer uses digital picture series as media in teaching experimental group has weaknesses. Some students are still constrained by how to edit or write on a Microsoft Word file that contains a Digital Picture Series, so the writer helps students who feel confused when editing or writing on a Microsoft Word file. The writer must prepare to teach a Digital Picture Series. Therefore, the writer thought about the time, because in this pandemic, the learning process in the school is reduce. For example, the time is so short.

Then, teaching writing by using Digital Picture Series as media was more effective. The students who are taught by using Digital Picture Series as media got better in writing. Digital Picture Series gave students new learning style to make them interested and enjoyable teaching and learning process. As a result, they did not feel bored and more fun in writing class. The analysis to improve students' writing ability in narrative text through Digital Picture

Series media is fun. Fun learning makes students' writing ability increase because they feel comfortable and enjoy the material provided by the teacher and they don't feel bored to

learn to write. Then, using Digital Picture Series in learning makes students motivated to improve their writing ability, and by using Digital Picture Series students can easily discover ideas, express their ideas in their writing, and make their writing chronological. Because in the Digital Picture Series, there are a number of series of pictures that are interconnected to form a story in sequence, it will make it easier for students to discover ideas, express their ideas in their writing, and make their writing chronological. This can be seen from the increase in student scores in the experimental group after being given treatment using Digital Picture Series media. Based on these indicators, it can be said that the effectiveness of using Digital Picture Series to improve students' writing ability in narrative text can help students discover ideas, express their ideas in their writing, and make their writing chronological. Besides that, it also motivates students to improve their writing ability and can interest them in a fun learning process, so it is not boring.

CONCLUSION

This study proved that there is a positive effect of using Digital Picture Series on students' writing ability in narrative text. It can be seen from the calculation of the sig. (2-tailed) value that it is 0.000, which is lower than 0.05 ($0.000 < 0.05$). Then, based on computing data using an Independent Sample T-test, it can be seen that the sig. (2-tailed) value is 0.000, which is lower than 0.05 ($0.000 < 0.05$). It proves that there is a significant difference in writing scores between students who are taught by using Digital Picture Series (the experimental group) and those who are taught without Digital Picture Series (the conventional group). It is concluded that the use of Digital Picture Series is effective to improve students' writing ability in narrative text.

For English teacher, the use of Digital Picture Series can make students interested in the teaching and learning process. In addition, it makes students motivated to improve their writing abilities; they can easily discover and express their ideas in their writing, and it makes their writing chronological. Therefore, it is suggested that teachers use Digital Picture Series media in the teaching and learning process to improve the students' writing ability.

For students, it is suggested they practice their narrative writing by using the Digital Picture Series media in order to help them master their writing ability. For further researchers, the result of this study should hopefully be able to give inspiration to those who want to conduct development research on the topic of writing skills. The writer realizes this research paper is not perfect. The other researcher could conduct additional writing analyses with different levels of English learners, such as junior high school students and senior high school

students, using different text genres. However, this research can also be a reference and little contribution for future researchers who want to conduct further research and give them more information related to the effectiveness of Digital Picture Series to improve students' writing ability in narrative text.

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Investigating Teacher's Linguistics Knowledge in Teaching English to Young Learners during the Pandemic: A Case Study

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ABSTRACT

Teaching the English language to young learners at the end of the pandemic is a bit challenging for the English teacher because he has to introduce the target language in several different ways. The way that the English teacher is supposed to practice is by implementing his linguistics knowledge. They have to be learned by a language teacher because teaching the language is not only about communication. A language teacher must apply linguistics knowledge when he is teaching language, especially teaching the English language. However, an English teacher who practices his linguistics knowledge to teach young learners is rarely found during the pandemic. This research aimed to investigate the English teacher's linguistics knowledge in teaching young English learners during the pandemic. This research employed a case study as a part of a qualitative design which included an interview and teaching video of the elementary English teacher. The result revealed that the English teacher only understood and practised three sub-fields of linguistics; phonology, morphology, and semantics in his English classroom during the pandemic. This research's findings suggest enriching the English teachers' linguistics knowledge and practising that linguistics knowledge appropriately, especially in teaching young Indonesian learners.

Keywords: *Linguistics, Linguistics knowledge, English language teacher, teaching language to young learners*

INTRODUCTION

Teaching the English language to young learners at the end of the pandemic is a bit challenging for the English teacher because he has to introduce the target language in several different ways. The way that the English teacher is supposed to practice is by implementing his linguistics knowledge. However, an English teacher who practices his linguistics knowledge to teach young learners is rarely found. It seems that the English teachers did not show off their knowledge sufficiently. Therefore, teacher linguistics knowledge will assist him in teaching the English language to young learners if he already becomes a competent teacher.

A competent English language teacher should reflect his basic knowledge of education. Johnson (2009) in Sakhriyya, Agustien & Pratama (2018), mention there are three broad fields

of study that make up the knowledge base of English language teacher education; 1) what student teachers need to know about English language teacher education programs is commonly thought of as the explicit language knowledge or linguistics component, as well as the target language proficiency, 2.) the pedagogies that are taught in English language teacher education programs is how student teachers are expected to teach, and 3) both the content and pedagogies are learned through institutional delivery - the way student instructors are educated to teach. Moreover, Freeman (1989) claims we need to be able to comprehend language on its terms. If what is acquired through linguistics, language acquisition research, materials development, and methodological exploration is to come to fruition in teaching practice, it must be analysed and better understood. Therefore, a competent English language teacher can achieve the target language proficiency using the pedagogies which he has gained in assisting the learners in learning English by applying linguistics knowledge.

In particular, teaching English to Indonesian young learners is challenging because the English language is not their first or second language. They consider English a foreign language, so they still experience difficult moments. They must be taught by a competent English teacher to understand the English language and meet the target language in learning English. They should be taught various strategies after they are introduced to the function of the English language. Nufus (2018) points out those students normally require time to get interested in the language they have learned; nevertheless, they do not need to know how to use the language once they have acquired it; the key thing is that they know how to use and practice it. Wulandari, et al (2020) cites Lungu (2015) cites Husein (2014) that a teacher should have both professional and pedagogical competence in TEYL while teaching English to young learners; professional competence comprises English proficiency, license, TEYL training, and so on, while pedagogical competence refers to the capacity to teach young learners.

In addition, Zakeri & Alavi (2011) discuss the efficacy of English teachers as influenced by their confidence in their ability to teach English. Teachers' self-efficacy is influenced by their lack of English competency because, while examining teaching assignments, teachers will make judgments based on their teaching competence to teach students English speaking, listening, reading, and writing. As a result of their lesser efficacy in teaching English, teachers will invest less effort into pushing pupils to learn and value English. In brief, English teachers' self-confidence affects their language proficiency in teaching English.

Three studies had been conducted on linguistic knowledge. First, Troyan, Sembante & King (2019) contributed to language teacher education's knowledge base, the norms and rules that guide global language teacher education, and the need for a coherent, principled, and

rigorous philosophy of language to underpin contextualized world language teaching and learning. The result depicted the genre pedagogy connected with it to contextualize language used for his students at various levels of instruction. Second, Schleppegrell (2018) led to research about the understanding variation in the registers required to engage in metalanguage to raise children's consciousness are three aspects of that knowledge. The result revealed the language teacher needed to bring an understanding of language's meaning-making mechanisms to engage children in ways that enable them to acquire both language and subject knowledge by focusing on language. Third, Daffern (2016) researched teaching spelling with metalanguage entails explicit education in the linguistic processes that support written language. The result described teachers were supposed to encourage pupils to develop a repertoire of spelling strategies, and their understanding of the metalanguage and processes involved in spelling is critical. Furthermore, this research purposes to analyse, and investigate the English teacher's linguistics knowledge in teaching young learners. Then, it is expected to answer;

- 1) What does the English teacher understand about linguistics knowledge?
- 2) How English teacher practices his linguistics knowledge in teaching a language?
- 3) Is the English teacher aware of the importance of linguistics knowledge in teaching?

LITERATURE REVIEW

Abraham, et al (2022) view language proficiency is now regarded as something more than linguistic ability. Rather, it is viewed as a tool that may be used to instil a sense of professional legitimacy and self-assurance in English language teachers. The conviction and practice that the English language is a global language utilized in various situations around the world underpin this notion of considering English language proficiency. Han, et al (2021) mentions the underlying framework of English teaching is understanding the aim of teaching English. It can be separated into three categories: teachers' perceptions of the major motivations for studying English, their English learning goals for students, and their perceptions of the nature of English. Moreover, Sukarno (2008) elaborates that English teachers must know the types of language learning resources, especially for the young learner; 1) learning resources are not recreational items, but rather primary materials that are organized and learned as engaging activities that children engage in regularly. 2) Children's learning resources must be suited to their aptitude, will, world, and so on. As a result, the best English teachers for young students are those who are conversant with English songs and activities. Furthermore, they can reorganize those elements to make them more interesting. 3) A clear difference between

technique and resource is required. Resources include songs, stories, poems, and games. Therefore, English language proficiency which English teachers must master in teaching is originally from their lived knowledge related to the language learning resources.

Besides, Frawley (2020) claims teachers' lived knowledge of their subject may be constrained or muted in academic and political literature if they do not have the space and opportunity to either practice as a teacher-researcher or participate in this type of research. It means that teachers' knowledge is the prior aspect in creating the chances for the students, especially for English language subjects. While Konig, et al (2026) underline EFL teachers must also be professionals in language teaching and learning methodology. They'll require specific talents to establish engaging communicative learning settings and opportunities for content-related skill development. Another point by Vaisman & Kahn-Horwitz (2018) indicates that EFL teachers reported spending the most time in the classroom on vocabulary activities while teaching phonemic awareness and word reading received the least amount of time. Thus, those assumptions reveal that English language teaching encompasses language methodology and linguistics.

Linguistics is the study of language, which included the study of phonemes, phonetics, morphology, syntax, semantics, and pragmatics. They have to be learned by a language teacher because teaching the language is not only about communication. A language teacher must apply linguistics knowledge when he is teaching language, especially teaching the English language. He can begin his linguistics knowledge by introducing English pronunciation, which discusses how to say the correct word, phonemes, and phonetics to his English teaching class.

In addition, phonology is necessary to be taught by the language teacher to his students. Phonology gives the students an understanding of sounds and signs in a morpheme or a word in a language. Davenport & Hannahs (2010) highlight that phonology is the systematic study of speech sounds in English. McMahon (2002) states phonology is the rules of the language system. Szczegielniak (2015) mentions phonology describes what sounds are in a language, how they mix to form words, and why certain phonetic qualities are necessary for word recognition. Phonology is also notable for language students to understand how language rules sound in practising pronunciation and creating precious meaning. From those definitions, it can be summed up that phonology is the language system that rules sounds and signs to convey meaning in a language.

Besides, morphology is the organization and relationships of a language's smallest meaningful units are known. Morphology is connected to the word-formation and its meaning, and it is a requirement for the language teacher to introduce and practice the morphology for

the students. Morphology assists the students to know how the word is formed in learning vocabulary and grammar. Furthermore, Rastle (2018) emphasizes one particularly intriguing element of English morphology is that to express this vital information about the meaning, the writing system compromises consistency between spelling and sound. To conclude, morphology is useful to be exposed by the language teacher in teaching his students the language because morphology consists of words and meaning, it can be practised regularly so they can keep those elements in their memory.

Semantics is the study of meaning, and they have a role in knowing semantics when the students study the language; they have to know the meaning. Kreidler (2002) clarifies semantics is the scientific study of meaning while linguistic semantics is the study of how languages arrange and express meanings. Semantics must be introduced and practised frequently by the language teacher and the students since the target language is hardly achieved. Thus, semantics must be brought through the learning language process if it is not brought teaching and learning the language is useless.

METHOD

This research employed qualitative research. Elo, Kaariainen & et al (2014) explain for assessing qualitative data, is often utilized, and there is the issue of trustworthiness in a qualitative design. Credibility, reliability, conformability, transferability, and authenticity are all concepts used to describe the trustworthiness of qualitative research.

Creswell (2012) defines the type of qualitative research as common in focusing on a few people or cases. This is because as each new person or place is added, a researcher's total ability to present an in-depth picture lessens. The intricacy of a site or the information offered by individuals is one of the goals of qualitative research. On the other hand, Creswell cites Stake (1995) that one of the case study kinds is the intrinsic case study. This is the traditional single-case design for comprehending a given situation. The researcher goes into great detail on the details of the case to shed light on it. The purpose is to comprehend the case as a whole, as well as to comprehend its inner workings. A secondary purpose is to gain a better understanding of a more general process by analysing a specific case. Besides, the intrinsic case study is very popular in education. Hence, this research employed qualitative research to dig deep into the individual phenomenon.

Because this study focuses on the individual phenomenon, a case study is appropriate to be employed. Johnson & Christensen (2014) refer to case study research as a type of

qualitative study in which the goal is to provide a detailed account of one or more situations. Their idea depicts a case study can influence the internal and the external context of one's phenomenon. In addition, Kumar (2011) a case study undergoes in-depth interviewing, gaining information from secondary records, gathering data through observations, collecting information through focus groups and group interviews, and other data collection methods are key aspects of the case study. Furthermore, Cohen, et al (2007) says a case study can prove cause and effect; in fact, one of its advantages is that they monitor impacts in real-world settings, knowing that context is a key determinant of both causes and effects. They also add a case study is a set in temporal, geographical, organizational, institutional, and other contexts that allow for the drawing of boundaries around the case; they can be defined by the characteristics defined by the individuals and groups involved, and they can be defined by the roles and functions of the participants in the case. They also cite Hitchcock & Hughes (1995) that a case study has some signs; 1) it is concerned with a detailed and vivid account of the case's happenings. 2) It combines the narration of events with their analysis. 3) It focuses on individual actors or groups of actors to have a better understanding of how they perceive events. 4) It draws attention to certain occurrences that are pertinent to the case. 5) In writing the report, an attempt is made to convey the complexity of the case. Accordingly, this study would analyse, and investigate the English teacher's linguistics knowledge in teaching young learners, and his linguistics knowledge was investigated by analyzing his teaching video and interpreting his idea through the interview.

Moreover, the data was gathered from teaching videos and interviews with the English teacher of the elementary school. The data source was a junior English teacher who has been teaching for four years. To begin with, the researcher watched the teaching videos from the English teacher. Then, the researcher took some notes based on the information provided in the videos. Next, the researcher conducted interviews with the English teacher to collect specific information related to his linguistics knowledge in teaching English. Afterwards, it is possible to provide information on a wide range of competencies. This allows for a variety of analytic and diversified reflections. As a result, it's a useful tool for content analysis, particularly in language teaching and learning settings where facial expressions and body language are prominent.

RESULTS AND DISCUSSION

The result and discussion are shown in three points based on the research questions above. The first result indicated the English teacher's understanding of linguistics knowledge.

It would reveal the English teacher's comprehension of teaching a foreign language to young learners. Followed by the second result, described the English language teaching pedagogy in teaching and practising some linguistics sub-fields, such as pronunciation (phonology), morphology, and semantics. Then, the third last result declared the English teacher's awareness of the importance of linguistics knowledge in teaching the English language.

Research Question 1: What does the English teacher understand about linguistics knowledge?

The result of the interview that the writer and the teacher had conducted, described that English teachers only understood the function of linguistics in teaching a language. He told that linguistics knowledge prepares the language teacher for professional language competency. He often applies his linguistics knowledge when he is teaching vocabulary, and it's meaningful because the most common language element to be exposed to is vocabulary. He also claimed spelling is also needed when he is mentioning the words, he believes that spelling is a part of learning phonemes and phonetics. Although phonemes and phonetics sound complicated for young learners, he always does the drill by telling the pupils how to pronounce the words correctly.

Besides, the English teacher emphasizes the importance of semantics when he is telling the word meaning in a particular context. He usually let his pupils predict the meaning first before he mentions the actual meaning of a particular word. He explained the literal meaning to the pupils because they have to know the basic meaning appropriately; for example, he mentioned "travel (Verb)" in Indonesian is *pergi* and "travelling (Noun)" in Indonesian is *berpergian*. He gave a short elaboration to the pupils about those two words, the basic word is travel while travelling has the suffix "-ing" that changes the meaning and the word classes. In brief, the English teacher understands linguistics knowledge even though only three studies which he has implied such as phonemes and phonetics, semantics, and morphology.

Research Question 2: How English teacher practices his linguistics knowledge in teaching a language?

Based on the teaching video, revealed that English teachers mostly practised pronunciation by spelling particular words and telling their actual meanings. He said the word earlier before he asked his pupils to repeat the same words because it was important for him to act first, so the pupils would do the exact practice as he did. After he said the word, he spelt the word by word whole word then he mentioned the meaning to the pupils. He practised that

pronunciation process several times to assist the pupils to pronounce correctly and know the real meaning after following him.

The English teacher taught vocabulary, he discussed public transportation and buildings. He performed the drilling slowly because he was nervous to mention the word a bit faster and his pupils would not listen carefully. He did misspell for few times when he was trying to say longer words, and he often provoked the pupils to guess the real meaning of the specific words by telling the synonym and antonym. He realized the mistakes which he delivered during the spelling practice but he did not confess them to his pupils because the English subject has a limited duration in elementary school. Thus, the English teacher has to improve his performance in pronouncing and spelling complicated words because those words represent different sounds in phonemes and knowing the words and sounds in phonetics.

Research Question 3: Is the English teacher aware of the importance of linguistics knowledge in teaching?

From the interview the English teacher realized the importance of linguistics; he told that a language teacher is not able to teach a language if he does not have any linguistics knowledge. He pointed out that as a language instructor; you must not only exercise language abilities but also correctly explain the rules of the language. He also added that teaching a language can refer to specific culture because a language is a part of a culture, and linguistics can guide the teacher to act ethically. Therefore, English teachers must be aware of the concern of linguistic knowledge because teaching a language is difficult, it covers several fields like phonology, morphology, syntaxes, semantics, pragmatics, and other socio-cultural fields.

CONCLUSION

To sum up, this study exposed three results from different questions. The first result focused on the teacher's understanding of linguistics knowledge, it explained that the English teacher understands and practices his linguistics knowledge in phonology, morphology, and semantics. The second result concerned the teacher's linguistics practice in teaching, the result depicted the English teacher must enhance his performance in pronouncing and spelling hard words because of those words' phonemes phonetics. The last result referred to teachers' awareness of the importance of linguistics knowledge, it showed that teaching a language is challenging and encompasses various domains, English teachers must be aware of the issue of linguistic expertise. Furthermore, these findings suggest enriching the English teachers'

linguistics knowledge and practising that linguistics knowledge appropriately, especially in teaching young Indonesian learners.

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Appendix: Interview Protocol

- 1. English teacher's understanding of linguistics knowledge and his praxes of linguistics knowledge as an English language teacher**
 1. What do you know about linguistics knowledge?
 2. How much do you apply your linguistics knowledge?
 3. What linguistics knowledge do you emphasize in teaching a language?
 4. How do you introduce and practice your linguistics knowledge in teaching English?
 5. Do you often make mistakes when you are teaching English?
- 2. English teacher's awareness of the significance of the linguistics knowledge**
 1. How necessary is linguistics knowledge for English teachers?
 2. What are the roles of English language teachers in teaching a language?
 3. Is there any correlation between teaching the English language with other fields?



The Use of “Drops” Application and Its Effect on Students’ Vocabulary Achievement

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ABSTRACT

The purpose of this research is to find out the implementation of the use of the "Drops" Application use on students' vocabulary achievement, to find out the effectiveness of "Drops" Apps to improve student vocabulary and to find out there is the significance of using the "Drops" application. This research used the True Experimental method which uses 2 classes (30 students in each class) and data collection using a post-test and checklist. From the results of the checklist, it can be concluded that the application of the "Drops" application to students for vocabulary learning is successful. Because almost 78% of students apply vocabulary learning using the "Drops" application. The results obtained showed that the average score of the experimental class was 69.60 and the control class was 59.60. This shows that the average post-test score in the experimental class is greater than the control class. The result of sig (2-tailed) was 0.003 which means the sig (2-tailed) value of 0.003 is smaller than = 0.05 (5%). Thus, there is a significant effect between the use of the "Drops" application on students' vocabulary achievement.

Keywords: *Drops application, vocabulary, learning, smartphone*

INTRODUCTION

Language is a tool to talk to each other. As stated by Keraf Smarapradhipa as quoted in Isdianto (2014), it provides an understanding of language as a communication tool that is expressed between community members in the form of sound symbols produced by these human tools. Walija as quoted in Isdianto (2014) reveals that communication language is the most complete and effective way to convey ideas, messages, intentions, feelings and opinions to others. Which means language can express certain emotions and thoughts to others.

When talking about foreign languages it is not far from language learning. Learning a language has to do with grammar, vocabulary and pronunciation. Same with learning a foreign language which has several things that must be mastered in learning English as in learning foreign languages. Grammar, vocabulary and pronunciation are the first steps in learning English. When someone wants to master English, that person must know the first steps in

learning English.

In this era of globalization, almost all activities are carried out by utilizing existing technology. No exception in learning activities. Suitable graphic organizers can be designed or chosen by teachers alone, students alone, or both, to teach or learn a certain set of vocabulary (Wu, 2014). Horton et al. and Mercuri (as quoted in Wu, 2014) explain that graphic organizers play a very strong role; the graphic organizer becomes part of the integrative instruction and becomes a supportive part of the classroom environment; as well as being a convenient tool for checking student learning on the topic studied, assessing learning, and tailoring instruction to meet student needs. Gençler (2015) emphasize that teachers need to find the use of computer technology in language learning that is appropriate and successful for students. In a teaching and learning environment, technology is an important part. In the teaching and learning process, technology causes big changes (Pavlik, 2015). Technology and learning applications in smartphones are inseparable part. The fact that the use of language learning applications is beneficial in language learning, there are special features that support it (e.g. interactivity, Ubiquity, or portability) as well as encouragement from teachers (Ameri, 2020).

In teaching vocabulary, interesting teaching is needed which can make students more interested in learning vocabulary. Because by teaching interesting vocabulary, it can reduce the deficiency factors that affect students in learning vocabulary. In learning vocabulary, technology can be used that can help the learning process. In addition, teaching English vocabulary using technology can help students to increase learning motivation and also reduce the influence of teacher skills (Wang & Young, 2014).

One of the English learning applications is "Drops". "Drops" is an application that makes it easy for students to learn vocabulary. "Drops" is an app to make language learning fun. This application combines games with learning languages that are designed to be easy and attractive to make this learning application fast-growing in the world. This app was designed over many years to make it more effective and simple to produce attractive language-learning apps. "Drops" has nearly 32 languages to learn. In this app, learning a language becomes an interesting part of your daily routine. The "Drops" application can be downloaded in Android and iOS systems.

This problem often occurs to all students, including students of SMP Negeri 3 Petarukan. Based on my observations at this school, knowledge of English vocabulary is still lacking. First, students only get vocabulary from their English teachers, therefore students only have a little vocabulary. In this case, mastery and addition of English vocabulary are needed. Second, students find it difficult to remember the vocabulary being taught. In learning vocabulary,

students do not remember the meaning of the English vocabulary being taught (English to Indonesian or Indonesian to English). Third, students quickly feel bored when learning takes place. Students are more interested in learning that is more fun and also more interesting. This learning vocabulary using applications on smartphones makes learning more practical and easy. By using the "Drops" application, it is expected that students can know and add a lot of vocabulary, remember vocabulary correctly and be interested in learning English.

Based on the description above, the researcher is interested in applying the use of the "Drops" application for teaching-learning vocabulary to SMP Negeri 3 Petarukan students. This idea has three main objectives:

1. To find out the implementation of the use of the "Drops" Application use on students' vocabulary achievement
2. To find out the effectiveness of "Drops" Apps to improve student vocabulary
3. To find out there is the significance of using the "Drops" application

LITERATURE REVIEW

The word media comes from the Latin word (plural and median) which means between; Media is an intermediary tool to convey learning material to students during learning. Learning media is a tool or environment that can be used to increase knowledge and skills in an environment that can be utilized (Sanjaya, 2016).

Heimich (2011) exemplifies several media such as films, television, diagrams, printed materials, computers and instructions. From these examples, it can be considered it can be a medium for learning English vocabulary.

As stated by Sadirman, *et al* (2009 in Fitriyani & Nulanda, 2017) media is something that can be used as a recipient of messages from the sender so that it can stimulate the thoughts, interests and feelings and attention of students in the teaching and learning process. In short, the media is an intermediary for interestingly delivering knowledge and does not make learning boring. It also helps to keep students interested in learning.

Kemp and Dayton (in Nalyvaiko et al., 2020) mention the advantages of using media in learning, namely:

- a) The delivery of material and the learning process becomes clearer and more interesting,
- b) Time and energy efficiency,
- c) The quality of learning increases,
- d) Can use learning media anytime and anywhere, and

- e) Media helps to attract students in learning.

The media used in this research is the “Drops” application. Nalyvaiko et al. (2020) Drop is an app to make language learning fun. This application combines games with learning languages that are designed to be easy and attractive to make this learning application fast-growing in the world. In this app, learning a language becomes an interesting part of your daily routine. This app was designed over many years to make it more effective and simple to produce attractive language-learning apps. Drops have nearly 32 languages to learn. Like English.

Drops have an interesting feature, dragging, tapping, and swiping apps just like we play mobile. In each vocabulary learning session, there are vocabulary games that are carried out in a variety of ways. For example in the form of mini crossword puzzles, word construction, text and image matching, and much more. Apart from text formats, there are also visual and audio formats. Through repetition and mnemonics, this “Drops” application makes users remember more easily.

In the “Drops” application, students can learn vocabulary. A vocabulary is an object in language as a linguist involved in foreign language teaching methodology. Vocabulary is one aspect of language, which is very important for language competence mastery (Irawan et al., 2020). Vocabulary is an important component that can form sentences that can be read, written, heard, or spoken. As an important component in foreign language learning, if someone does not know the vocabulary, then language learning will be difficult.

Çelik & Toptaş (2010) Vocabulary is generally considered the basic communication tool and is often labelled as the most problematic area by language learners. One of the most important components of language is vocabulary (Kabooha & Elyas, 2018). Daller (as quoted in Yasin & La Sitiha, 2021) said vocabulary is an aspect of combining contained in sentences in terms of language. As a component of language, vocabulary can help understand the meaning of communication. When students acquire vocabulary easily, students can easily communicate, and provide ideas and knowledge because these students acquire vocabulary for individual needs and skills in learning English.

Vocabulary is one of the important aspects of teaching language in language competence. Without vocabulary, it becomes difficult for students to learn the language. English vocabulary also plays a very important role in learning English. Starting from speaking, listening, writing and reading, vocabulary is very necessary. Jack C. Richards (2002) says that vocabulary is an important component of language learning to make students proficient in the

language. Vocabulary can be found around us, for example listening to the radio, reading books, watching television and others related to learning English.

METHOD

This research used a quantitative approach. Quantitative research is a research approach method that represents or is based on positivism (Mulyadi, 2019). This research also uses True-Experimental that uses Posttest Only Control Design. Post-test-Only Control Design is used to compare the post-test results between the experimental class (the class that is given the treatment) and the control class (the class that is not given the treatment) (Sugiyono, 2015).

The population of the research is the first-year students or seventh graders of SMP Negeri 3 Petarukan in the academic year 2021/2022. The sampling technique is a technique for taking samples from the population (Sugiyono, 2015). In sampling, it is very important to match the research so that it can be done easily. In this research, researchers used random sampling to take samples. The class which is the sample of the research is VII-F as an experimental class and VII-D as a control class.

This research used two instruments, the first is tests and the second is a checklist. The test was used to determine the students' vocabulary value after using the "Drops" application. The researcher gave the students 25 questions in the post-test. A checklist provides for know about student interest, the advantages of the "Drops" application and the cons of the "Drops" application.

The methods used in processing the data resulting from this research include:

- a. Classify the data and process the data from the experimental class post-test result and control class post-test result.
- b. Classify the data and process the data from the checklist result.
- c. Analyzing the data results between experimental class post-test results and control class post-test results, the researcher used the t-test to process and analyze the collected data.
- d. Analyzing the data result of checklist result.

RESULTS AND DISCUSSION

Result

Based on the table above, displays the t-test results from the post-test results between the experimental class and the control class. It shows that there is a significant difference where the average score of the experimental class is 69.60 while the control class is 59.47. The

standard deviation of the experimental class is 11,77256 and the control class is 13,35906. Meanwhile, the average standard error mean of the experimental class is 2,14937 and the control class is 2.43902.

The independent sample test data showed that the value of sig (2-tailed) was 0.003. The researcher used $> \text{sig } \alpha = 0.05$ (5%) as a significant standard, therefore the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted because the sig (2-tailed) value of 0.003 is smaller than $\text{sig } \alpha = 0.05$ (5%). Thus, there is a significant effect between the use of the "Drops" application on students' vocabulary achievement.

1. Checklist

a. Student Interest

Q1 I use the "Drops" application to learn vocabulary

From the data result, there are 20% of 30 students answered strongly agree, 70% of 30 students answered agree and 10% of 30 students answered neutrally. It can be concluded that around 90% or 27 students use the "Drops" application in learning vocabulary.

Q2 I like to use the "Drops" application

Based on the data result shows that students like the "Drops" application where 66.7% of students answered agree, 23.3% of students answered strongly agree and 10% of students answered neutrally. Of 30 students, 27 students like the "Drops" application in learning vocabulary.

Q3 I use other learning applications such as the "Drops" application

There are about 43.3% of students use other vocabulary learning applications such as the "Drops" application which shows the option of agreeing.

Q4 I feel happy knowing the "Drops" application

From the data result, about 23 students felt happy knowing the "Drops" application with 50% answering agree and 26.7% answering strongly agree.

Q5 I get new vocabulary easily after using the "Drops" application

From the data result, there are about 24 students who get vocabulary easily after using the "Drops" application with 50% of the data answering agree and 30% answering strongly agree.

b. Advantages

Q6 The "Drops" application can be used anywhere and anytime

Based on the data result, it shows that the "Drops" application can be used anywhere and anytime. 46.7% of students answered agree and 23.3% answered strongly agree. It means the "Drops" application can be used anywhere and anytime.

Q7 "Drops" application is easy to use

From the data result, as many as 50% of students answered agree, 30% of students answered strongly agree and 20% of students answered neutrally. From the data above, it can be concluded that the "Drops" application is easy to use.

Q8 The "Drops" application has an attractive appearance

From the data result, 46.6% of students answered neutrally. Thus, the "Drops" application has a less attractive appearance for 14 students.

Q9 "Drops" application can help enrich new vocabulary

In the data result, about 43.4% of students answered agree and 16.7% of students answered strongly agree. Thus the "Drops" application can help students enrich new vocabulary.

c. Cons

Q10 The time allocation in the "Drops" application is sufficient for learning vocabulary

From the data result, most students answered agree and strongly agree that the time allocation given by the "Drops" application is sufficient for vocabulary learning.

Discussion

Students learn the social function of descriptive text. After studying social functions, students are asked to name and write down the vocabulary that students know. In this activity, students can determine the social functions contained in the descriptive text and also students can remember and understand the vocabulary they have learned. However, when presenting vocabulary, students experienced difficulties such as having difficulty remembering vocabulary and having little vocabulary. In that case, students need media that can help them remember and enrich their vocabulary. The media can help students' problems and also media that are easily obtained. As quoted in chapter 2 where Sanjaya (2016) says learning media is a tool or environment that can be used to increase knowledge and skills in an environment that can be used. This means learning using media can help students increase grades which has a positive impact on learning.

Then students learn the structure of the text from the descriptive text. In the activity of studying the structure of the text, students understand the structure of the text in the descriptive text. Students are also able to identify the structure of the text in the text given by the teacher. After that, researchers used application media that could help students enrich their vocabulary and also help students' problems. Students use the "Drops" application as a medium for learning vocabulary, students choose family and animal categories as the vocabulary to be studied. Then the students were asked to name and write the vocabulary they got. In this meeting, students

were asked to translate the vocabulary they already had after using the "Drops" application, namely the family and animal category vocabulary without looking at the "Drops" dictionary and application. After using the application media "Drops" in learning, students become easier to remember one by one the vocabulary obtained.

Next, students learn about language elements from descriptive texts. In this activity, students know about the language elements in descriptive texts, where students understand the use of tenses used in making descriptive texts. After that, students learn vocabulary using the "Drops" application in the foundation category. Then students write the vocabulary obtained from the "Drops" application in the book. Then students are asked to make a descriptive text based on the material that has been taught at the first and second meetings and also based on the vocabulary obtained. Students find it easy to make descriptive texts after using the "Drops" application, which means students have more vocabulary than before. As said by Sadirman, Rahardjo and Haryono (in Fitriyani & Nulanda, 2017) Media is something that can be used as a recipient of messages from the sender so that it can stimulate the thoughts, interests and feelings and attention of students in the teaching and learning process. As stated in the theory that students can easily follow the learning. When learning takes place students can easily understand the vocabulary material taught by the researcher.

Furthermore, students learn about the analysis of social functions, text structure and language elements of descriptive texts. In this meeting, students were asked to analyze the descriptive text and then present the results of the analysis in front of the class. In analyzing activities related to reading activities, with the type of critical reading. As said by Tarigan (2008) critical reading is a reading activity that is carried out in-depth, evaluative and analytically. This activity makes students invited to analyze the social function, structure and linguistic elements in the description text given. With these activities, students become more aware of the material provided. After explaining the material about the analysis of social functions, text structure and language elements, students use the "Drops" application to get new vocabulary and enrich vocabulary by studying vocabulary with food and room categories. Then the students were asked to mention and write the vocabulary they got from the application media "Drops".

After being given treatment by using the drop application in vocabulary learning, students became more active during the discussion in the learning process. It can be seen from the results of the post-test average of experimental students who used the "Drops" application media had a higher score than the control class that did not use the "Drops" application media. Where the average result of the experimental class is 69.60 and the control class is 59.47.

Furthermore, it can be seen from the average results of the daily test and posttest experimental group, namely 57.80 and 69.60. There is a difference between the average results of the daily test and the posttest experimental group reaching 11.8 because the experimental class was given treatment after the teacher gave the students a daily test. Kemp and Dayton (in Nalyvaiko et al., 2020) stated media helps to attract students to learning. From this theory, it is stated that students are more interested in learning by using media than not. Students feel happy because the "Drops" application makes it easier for students to get and enrich their vocabulary. In the "Drops" application there is a consistent repetition-based learning feature, learning vocabulary by repetition makes learning vocabulary easier to remember and understand. Students become easier to remember and understand the vocabulary obtained. In this case, students easily make vocabulary learning more relaxed. It can be seen from the average value of the post-test in the experimental group which is greater than the average value of the daily test. Therefore, the value of students after being given treatment is greater than before being given treatment. From these results, the use of this application is effective in learning vocabulary.

The results of calculations using SPSS 22 obtained results of 0.003 which is said to be significant because the value is less than 0.05 which means H_a is accepted. There is a difference between the experimental and control groups, namely in the experimental group using vocabulary learning media, namely the "Drops" application and in the control group not using media in learning by seeing the results of the average experimental post-test group being greater than the control group which uses the "Drops" application. play an important role in increasing student grades.

Syatir (in Palangngan & Mulyaningsih, 2019) states that interest can provide more motivation for students to use their abilities. The results of students' interest in learning show that students enjoy learning more using the drop application media. Students like and feel happy with vocabulary learning by using the application of the drops. In addition to liking, students also feel happy because the Drops application helps enrich the vocabulary and get vocabulary easily.

CONCLUSION

This study was conducted to obtain empirical evidence about the use of the "Drops" application on the vocabulary achievement of seventh-grade students of SMP NEGERI 3 PETARUKAN for the academic year 2021/2022. Based on an experiment in teaching vocabulary using the "Drops" application in the experimental class and without using the

"Drops" application in the control class.

The purpose of this study was to find out how to apply the "Drops" application to students, to find out whether the "Drops" application was effective in students' vocabulary learning and to find out whether there was any significance between learning to use the "Drops" application and those not using it. Based on the results of the discussion in chapter 4, the key can be as follows:

Based on the results research data, it can be said that the application of the "Drops" application in students' English learning shows that almost 80% of students use the "Drops" application in learning vocabulary. Both at school and home. From the responses of students who like the "Drops" application, the "Drops" application also helps them to get new vocabulary easily.

Based on the results of the research data, it can be concluded that the use of the "Drops" application is effective in learning vocabulary. It can be seen in an appendix where the post-test average score for the experimental class is higher than the post-test average score for the control class, for the post-test average score for the experimental class is 69,60 and the control class average score is 59,60. With a difference of 10, it shows that the use of the "Drops" application is effective in students' vocabulary achievement.

Based on the results of the research data, the significance value between the post-test score of the experimental class and the post-test score of the control class is 0.003. The researcher used $< \text{sig} = 0.05$ (5%) as the significant standard. Then the alternative hypothesis is accepted because the significant result is 0.003 which means it is smaller than 0.05.

The researcher suggests:

1. For the teacher

In the teaching and learning process so that learning is interesting, the teacher can apply the use of appropriate media in learning. In addition to using textbooks, teachers can also use media with examples of media applications, namely the "Drops" application. In this application, students can easily learn vocabulary and get vocabulary. Thus students can remember correctly the meaning of the vocabulary obtained, student vocabulary and also students do not feel bored when learning takes place.

2. For the next researcher

This research can be used by future researchers as a reference for their research. "Drops" can not only be used for self-taught learning but can also be applied in class or other language learning activities.

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Applying *Dongeng Kita* Youtube Channel In Speaking Class

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ABSTRACT

*The purpose of this research was to find out whether there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube. The reason is that there are so many students who can not be speaking well. This researcher used quasi-experimental research with the pre-test, treatment, and post-test. The sample of the research was 72 students from X MIPA 3 and X MIPA 4. The researcher divided the sample into two classes X MIPA 3 as the control class and X MIPA 4 as the experimental group. In the calculation of this research, the researcher used SPSS 22. The mean result for the pre-test was 59.56 for the control class and 60.56 for the experimental class, and the mean result for the post-test was 61.33 for the control class and 68.11 for the experimental class. So there are differences in scores pre-test and post-test between the control class and the experiment class. It means there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube. In other words, using *Dongeng Kita* YouTube Channel could be effective in speaking skills.*

Keywords: speaking, YouTube, *Dongeng Kita* YouTube Channel

INTRODUCTION

Speaking is part of the language that has an important role in delivering the idea. Speaking is one method of delivering the idea orally, but the students will also need the ability to assist you in delivering the idea. According to Brown (2007) in Lestari (2019), speaking is an interactive process of generating meaning that consists of producing, receiving, and digesting information. Speaking consists of some steps in constructive meaning, such as producing, receiving, and digesting. All the steps require attention to make the construction run smoothly. The ability that is required in speaking is different from the other skills such as writing, reading, and listening. The complexity of speaking ability requires more understanding because transferring information requires understanding between the speaker and listener to avoid misunderstanding in transferring information. So the students require more attention to master speaking skills.

In mastering speaking skills, the teacher requires the teaching method. The teaching

methods for speaking are varied, from traditional to modern methods that combine with technology. The purpose of teaching methods is to increase the ability of students and to avoid the problem of speaking skills. Nowadays, many technologies are rather famous in this current era, such as YouTube. YouTube is a kind of social media that contains attractive videos from all genres and all ages. According to Khalid (2012) and Lestari (2019), YouTube is a video-sharing platform that allows users to publish, share, and watch videos. YouTube, on the other hand, is a free, open-access, Web-based video-sharing platform that allows users to easily upload, view, and share video clips.

YouTube consists of a million attractive channels. *Dongeng Kita* is a channel that is chosen in the teaching activity. *Dongeng Kita* is one of a million channels on YouTube that contain educational content that is suitable for delivering to students. The content of *Dongeng Kita* is a folk legend in Indonesia. The videos that are delivered in *Dongeng Kita* can awaken the spirit of the nation and culture. The *Dongeng Kita* YouTube channel not only awakens the spirit of nation and culture but also increases the students' speaking skills in the English language because the videos are delivered in English. So, the students will achieve some goals in the speaking lesson.

In this case, the researcher is interested to apply the *Dongeng Kita* YouTube channel to speaking lessons. The purpose of this study is to find out whether there is a significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube.

LITERATURE REVIEW

Speaking

Many definitions of speaking have been proposed by language theorists. According to Cameroon (2001), in Dila and Tridinanti (2021), speaking is concerned with the active use of language and the negotiation of meanings to transmit messages. The main purpose of speaking is to deliver messages from the speaker to the listener. In messages that contain meaning and language, the message is built to be smooth in the process of message transmission. In some lines, Brown (2007) in Lestari (2019), stated Producing, receiving, and digesting information are all part of the interactive process of building meaning called "speaking." The interactive process of building meaning consists of steps that are used to make the interactive process of

building meaning can run smoothly.

According to Gert and Hans in Efrizal (2012), in Rusiana (2021), speaking is speech produced to be understood by the listener, and the listener tries to understand what the content that is being talked about is. The goal of the speaking process is to make the listener understand the context. In building a good speaking process The speaker demand to master abilities that exist in speaking skills, such as pronunciation, fluency, grammar, vocabulary and comprehension. Thus, the speaking process can run smoothly and the listener can understand the context that delivers the speaker effectively.

Component of Speaking

Some components consist of speaking skills. The components of the speaking process have to be conveyed. Thus, the speaking process can be run. According to Vanderkevent (1990) in Kurniati and Kurniati n.d (2015) stated some components consist of speaking skills.

1. The Speaker

A speaker is a person who produces sound. A speaker conveys an opinion, idea, or feeling to the listener. The speaker conveys an utterance or signal. Beyond the speaker, the process of transferring an opinion, idea, or expression won't be stated.

2. The utterance

Utterances are words or sentences that are produced by a speaker to convey an opinion, idea, or feeling to the listener. It can be a medium between the speaker and the listener.

3. The listener

The listener is people who receive opinion, idea, or feeling from the speaker.

David P. Harris (1974) in Kurniati and Kurniati n.d. (2015) there are several components in speaking skills, such as grammar, vocabulary, pronunciation, fluency, and comprehension.

Grammar

Grammar rules in building the utterances. It can apply in oral or written. Grammar is required in building the utterances that the speaker wants to convey. Grammar is an

important role that should be attended to in oral communication. The use of grammar must be attended with the context that wants to convey so the context will be easy to understand. For example, when the speaker wants to express the situation in the past but the speaker is using the future tense. It can make misunderstandings between the speaker and listener.

Vocabulary

Vocabulary is a set of words that is used to construct utterances. It can apply in oral and written. In oral communication, vocabulary is used by the speaker to build the utterance they want to convey. Vocabulary is an important aspect of speaking skills because it is related to the message that one wants to convey. The proper vocabulary will affect the process of transferring an opinion, idea, or feeling. The use of vocabulary must be suited to the grade of the listener.

Pronunciation

Pronunciation is a sound that is produced by humans. Pronunciation has an important role in oral communication because the part of speaking is produced sound. Pronunciation must be attended to in oral communication because pronunciation influences the transfer of information. It means the key to transferring information in oral communication is pronunciation.

Fluency

Fluency is the smoothness of speaking. Fluency relates to how the speaker conveys the opinion to the listener or fluency is the manner in process of transferring information orally. Fluency can influence the process of transferring opinions. So fluency is the quality of conveying information in speaking skills.

Comprehend

Comprehending is an important skill that must be mastered either by the speaker or listener. Comprehend influences how the information that transfers from the speaker to the listener is acceptable. Comprehend relates to how the listener gets the context of the messages that are transferred from the speaker to the listener. So, both the speaker and listener must comprehend the context of what the talk is about.

The Difficulties of Speaking

Speaking is oral communication that requires other people or listeners in the speaking process. The goal of the speaking process is to make the transferring process would be run smoothly. Transferring information needs a relationship between the speaker and listener. So, the problems appear in transferring information, because the speaking process requires the same mind to get the point of information. The different perspectives between the speaker and listener can appear in the problem the relation of them. According Brown (2004:270) stated some difficulties in speaking,

1. Clustering
2. Redundancy
3. Reduced forms
4. Performance variable
5. Colloquial language
6. Rate of delivery
7. Stress, rhythm, and intonation
8. Interaction

In the same line, Ur (1996) in Nguyen and Tran (2015) stated the problem of speaking there are inhibition, lack of topical knowledge, low or uneven participation, and mother tongue use.

1. Inhibition

Students are frequently hampered when attempting to communicate in a foreign language in the classroom. They are concerned about making mistakes and are afraid of being judged. They are afraid of attracting too much attention with their talk.

2. Lack of topical knowledge.

The students lack knowledge of speaking. The students cannot deliver the topic that ordered the teacher them to convey. Therefore, the lack of topical knowledge has been being a problem in speaking.

3. low or uneven participation

The limited talking time for students in a large group could be a problem for the

students. The students are supposed to have a suit talking time in expressing the idea or drilling to get good speaking skill quality.

4. Mother tongue use

The habit of using the mother tongue can appear big impact on the classroom. If the teacher orders the students to give an opinion on a certain topic, sometimes the students convey it in their mother tongue. So, the goal of the lesson that demanded the students to speak their native language will be hampered.

The Strategy for Developing Speaking Skills

There are strategies that the experts propose to develop language skills. In this case, it is speaking skills. The purpose of developing speaking skills is to develop speaking skills and overcome the difficulties that the student encountered in achieving the speaking skill. It means an activity that happens in the learning speaking process to achieve the speaking skill. According to Nunan (2003), there are several classroom techniques and tasks that can develop speaking skills, such as information gaps, jigsaw activities, role-plays, simulations, and contract assignments.

1 Information gap

Is a useful activity in which one person has information that the other lacks. In the sharing of information, the students demanded using a target language.

2. Jigsaw activities

Are bidirectional or multi directional information gaps, each person or group has information that the other need. For example, three groups have some information to share. The information consists of information on how to make food. Each group has information that needed the other and the sharing of information run.

3 Role-play

Role-play is the attractive activity of speaking that able to attracts students in learning to speak. The main of role-playing is how to play a role in current situation or story. For example, the teacher has a story of Surabaya that is identic with narrative text. The teacher can then be the role of sura and the students can role of baya.

4. Simulation

Simulation is close same with role-playing. Simulation using the property that relates to the current situation in the current place. For example, the teacher brings property that relates trading process in the market, such as baskets, money toys, etc

5. Contact assignment

Contact assignment is activity of teaching development that involves sending students out of the classroom to talk with the people using a target language.

The technique of developing speaking skills that the expert proposed has a big impact on the development of the students' speaking skills. The goal of using the techniques in the development of speaking is to attract students to learn the skills through fun rather than to develop their speaking skills. The use of those techniques would change the mind about the difficulty of speaking skills for the students.

Youtube

There are many definitions of the term "YouTube" proposed by experts. According to Sianipar (2013) in Samosir, Pitasari, and Tjahjono (2018) stated YouTube is the most popular video database on the internet, and it is a video site that offers a wide range of information in the form of moving and genuine images. On the other hand, Khalid (2012), as cited by Lestari (2019), YouTube is a video-sharing platform that is used to publish, share, and watch videos. YouTube consists of many videos that have various genres and are consumed by all ages. YouTube provides entertainment to entertain viewers. YouTube just does not consist of fun videos that have the goal of amusing the viewer, but some channels have videos that have benefits in some fields, such as the educational field. The use of YouTube must be addressed to benefit everyone who watches the videos.

The Function of YouTube

Some functions have YouTube. YouTube give sources of information. YouTube as a platform has a function to publish and share information or entertain the viewer through fun videos. According to Sianipar (2013) as cited by Samosir, Pitasari, and Tjahjono (2018) the function of YouTube is searching information that deliver through videos. YouTube a is a bank of information that is useful to the viewer to get information.

Dongeng Kita YouTube Channel

There are millions of YouTube channels that offer their videos on YouTube. The videos that offer these kinds of genres have the purpose of entertaining and giving information to the viewer. *Dongeng Kita* is one of the channels on YouTube that offers videos for education. *Dongeng Kita* is a YouTube channel that offers attractive videos of folk legends in Indonesia. The duration of the videos is quite short. So, when the learners watch the videos, they will not be bored. The videos are delivered through animation visuals that attract the learners to get the information from the *Dongeng Kita* YouTube channel. The videos are delivered in two languages; they are Indonesian and English.

The *Dongeng Kita* YouTube channel can motivate learners to learn while also awakening a sense of nationalism and culture. The learner, on the other hand, can improve their English language skills because the videos that deliver it are in English. *The Dongeng Kita* YouTube Channel in the learning process is helpful for students in the learning process. The learner will be able to get the point of information because the videos are delivered through attractive visual animation and the videos are complete with the script. So, the *Dongeng Kita* YouTube channel is suitable for all ages to learn folk legends.

YouTube in Education

YouTube is a video-sharing video platform that provides many videos to amuse the viewer. YouTube not only amuses the viewer with its attractive videos, but it also uses the viewer to get information. Information can be formed from this information in some fields, such as education.

YouTube could have an impact on the educational field. YouTube offers visually appealing videos to assist students in learning lessons or gathering information. The attractive videos make it easier for the learner to get to the point of the lesson. A medium or method that is used by the teacher in giving material would be YouTube. According to Asyar (2011:42) in Rasman (2021), the use of media in learning activities and processes has the benefit of increasing students' understanding of the material and providing them with a variety of options based on their qualities or requirements. On other hand, Burgess & Green (2009) as cited by Hussin, A.Gani, and Muslem (2020), YouTube also has a video that can help to improve the English teaching and learning process. It would be good for student motivation in learning. So, the learning process would run smoothly.

The use of YouTube is often used by teachers to teach language skills such as writing, reading, listening, and speaking. The attractive videos provided on YouTube have an important role in students' learning. It would be easier for the students to get the information because they learn through audio-visual media that has attractive content.

YouTube has an important role in learning language skills. Speaking is one of the language skills. Speaking skills demand that the students produce an utterance that would be delivered orally. So, the students demanded to master aspects that build utterances, such as pronunciation, fluency, grammar, vocabulary, and comprehension. YouTube provides an easy way for students to learn speaking skills because it consists of attractive audio-visual content that helps students achieve speaking skills. According to Richards (1990:67) in Yunita (2015) proves that everyone who learns to use English on YouTube will be more capable of solving difficulties and becoming a better communicator. It refers to how using YouTube in education can achieve the goal of the lesson and overcome the lack of language skills.

The Advantage and Disadvantages of Youtube in Education

There are advantages and disadvantages to applying to YouTube, there are:

- 1) Advantage
 - a. YouTube could be used as a source of information for students.
 - b. YouTube provides attractive videos, so the videos will be easier for the students to understand.
 - c. YouTube could be an attractive medium in the learning process.
 - d. Students are unbound in their learning of the material.
 - e. The teacher will be helped in delivering material through attractive videos, so the process of learning will be fun.
 - f. YouTube could be an alternative method in the twenty-first century, replacing the monotonous method that bores students while learning.
 - g. Students' attention spans can increase during the learning process.
 - h. Using YouTube in the classroom can be a solution when the learning process in the classroom is hampered.
 - i. YouTube is a useful tool for learning language skills because YouTube provides all kinds of language levels from all countries.
 - j. YouTube builds fun for students.

2) Disadvantage

- a. YouTube does not have a filtering feature.
- b. The students demanded to pay attention so they could understand the contents of the videos.
- c. These kinds of attractive videos can distract the students' attention from learning.
- d. The kind of language level that is used in the YouTube video can be confusing for the students.
- e. No limitation on comments.

METHOD

This research used quantitative research, according Creswell (2009:4) stated that quantitative research is testing objective theories by examining the relationship among variables. These variables can be measured typically on the instrument then the numbered of data can be analyzed using statistical procedures. The research type used quasi-experimental research. This study took two groups an experimental class and a control class. The researcher used three steps in the study, there were Pre-test, treatment and post-test.

The population of this research was X grades students of SMA Negeri 1 Kramat in the academic year 2021/2022 with a total number of 180 students. Purposive sampling was used in this study. The population of this study was 132 students from five classes. Two classes were determined as the experimental and control group with a total number sample being 72 students.

In the pre-test, the researcher used a pre-test to know the ability of the students to speak. The form of the pre-test is spoken (story-telling). The researcher asked the students in the experimental and control classes to tell a story about a folk legend of Indonesia without text. The steps of the pre-test are that the researcher gave the story to students in the paper. The researcher gave the students time to understand the story. The researcher asked the students to tell the story. The researcher counted the students' speaking ability through some points on the rubric of score that the expert proposed. The points of the rubric score were fluency, pronunciation, vocabulary, grammar and comprehension.

In the treatment, the researcher gave different treatments between the experimental class and the control class. The researchers used material about the narrative text. In the control class, the researcher gave treatment in the same traditional way that the English teacher used

in SMA N 1 Kramat. The researcher gave a treatment of speaking learning in practice. The students performed a story that relates to the material. In the experimental class, the researcher gave treatment to teaching speaking skills through *Dongeng Kita* YouTube channel videos that relate to the material of the narrative text. The researcher will show folk legend videos. The students tell a story about a folk legend through role-playing that relates to the material.

In the post-test, the researcher used a post-test to determine the outcome of treatment in experimental and control classes, as well as whether there was an effect of using the *Dongeng Kita* YouTube channel on students' speaking skills. The steps of the post-test were designed the same as the pre-test. The story that was performed by the students was different from the pre-test. The difference story performed by the students was used to determine the effectiveness of the method used.

After pretest and post-test data had been collected, Microsoft Office: Excel 2010 and IBM SPSS 22 applications were used to analyze research data with five stages: 1) Descriptive Statistics; 2) Paired Sample t-test; 3) Homogeneity; 4) Normality Test; and 5) Independent sample t-test.

RESULT

Descriptive analysis

Based on the result of the descriptive statistics, the data showed that the total sample (N) in the experimental group is 36. The minimum score of the pretest in the experimental group is 48 and the maximum is 76. After giving the treatment by using the *Dongeng Kita* YouTube Channel in the learning process, there was a difference between the minimum and maximum scores in the posttest of the experimental group. The minimum score of the post-test in the experimental group is 52 and the maximum is 80.

In the control group, the total sample is 36. The minimum score of the pretest in the control group was 48 and the maximum score is 72. After giving the treatment by using conventional teaching methods that belong in a school, the minimum score of the post-test in the control group is 48 and the maximum is 76.

The mean pre-test score in the experimental and control class are 60.56 and 59.56. After the researcher gave treatment and did a post-test. The researcher got the mean post-test score in the experimental and control class are 68.11 and 61.33. Based on the mean pre-test

and post-test in the experimental and control class, the researcher concludes the mean score of the experimental class is higher than the control class.

The result of the descriptive statistics of pre-test and post-test in the control class and experimental class is shown in table 1 below

Table 1. Descriptive Statistics

Descriptive Statistics						
	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest Experimental Group	36	48	76	2180	60.56	7.777
Posttest Experimental Group	36	52	80	2452	68.11	7.123
Pretest Control Group	36	48	72	4288	59.56	6.765
Posttest Control Group	36	48	76	4416	61.33	7.105
Valid N (listwise)	36					

Paired sample t-test

The difference score in the control class and experimental class strengthen through paired t-tests. The result of the analyzing paired t-test could be seen in table 2 below:

Table 2. Paired Samples Test

Paired Samples Test												
	Paired Differences						t	df	Sig. (2-tailed)			
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference								
				Lower	Upper							
Pair 1	Pre-test Control class - Post-test Control class	-1.778	2.016	.336	-2.460	-1.096	-5.292	35	.000			
Pair 2	Pre-test Experimental class - Post-test Experimental class	-8.222	1.641	.273	-8.777	-7.667	-30.068	35	.000			

Based on the paired samples test, the data showed that the t-test of paired 1 which consists of pre-test and post-test control class is 5.292 and the t-test of paired 2 which consists pre-test and post-test experimental class is 30.068. In each t-test of the paired is higher than df (t table), t table of df 35 is 2.4377. The t-test of paired 2 is higher than paired 1, $30.068 > 5.292$.

Homogeneity Test

The result of the analyzing homogeneity test can be seen in table 3 as follows:

Table 3. Homogeneity Test

Test of Homogeneity of Variances			
Students Speaking Score			
Levene Statistic	df1	df2	Sig.
.004	1	70	.949

Based on the table of homogeneity above, the data showed that the significance of the data result was 0,949. It can conclude that the data is homogenous because the significance of homogeneity is higher than 0,05.

Normality test

The result of the analyzing normality test can be seen in table 4 as follows:

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students Speaking Score	Posttest Control Group (X MIPA 4)	.132	36	.112	.960	36	.218
	Posttest Experimental Group (X MIPA 3)						

a. Lilliefors Significance Correction

Table 4. Normality Test

Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Students Speaking Score	Pretest Control Group (X MIPA 4)	.116	36	.200*	.948	36	.094
	Pretest Experimental Group (X MIPA 3)						

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality table above, the data showed that the significant result in the Pretest control group was 0,094 and the pretest experimental group was 0,117 in the Shapiro-

wilk table. The data can be concluded that the distribution of data was normal because the significant scores in the pretest control and experimental group higher than 0,05.

Based on the normality table above, the data showed that the significant result in the posttest control group was 0,218 and the posttest experimental group was 0,126 in the Shapiro-wilk table. The data can be concluded that the distribution of data was normal because the significant scores in the post-test control and experimental group higher than 0,05.

The analysis of normality test above in the control and experimental group in the pretest and posttest were normal. In another word, the distribution of the data was normal.

Table 5. Normality Test

Analyzing independent t-test

Based on the result of an independent samples t-test, is that the sig. (2-tailed) value is 0.000 0.05. It means that there is a significant difference between the posttest control group and the post-test experimental group. The posttest experimental group is higher than the posttest control group, $68.11 > 61.33$. Based on the result of an independent sample t-test, the researcher concludes that the method applied in the study had a different significance. It could be seen in the mean and t-test in the experimental class. In other words, the result of the independent samples t-test has answered the statement of research that (Ho) There is no significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube is accepted and (H1) There is any significant effect of students' speaking skills who are taught using YouTube and who are taught without using YouTube is rejected. The data are shown in table below :

Table 6. Independent Sample Test

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Students Speaking Score	Equal variances assumed	.053	.819	-4.028	70	.000	-6.778	1.683	-10.134
					69.999	.000	-6.778	1.683	-10.134
									-3.422

Group Statistics					
		N	Mean	Std. Deviation	Std. Error Mean
Students	Posttest Control Group	36	61.33	7.155	1.193
Speaking Score	Posttets Experimental Group	36	68.11	7.123	1.187

CONCLUSION

After the researcher experimented with and teaching of speaking skills using YouTube platform and without using YouTube, then the researcher analyzed the data of this research and conducted a conclusion to answer the objective of the study, whether any significant effect of students' speaking skills who are taught using YouTube and who are taught without using YouTube.

Based on the result of the independent samples t-test the sig. (2-tailed) value is $0.000 < 0.05$. It means that there is a significant difference between the posttest control group and the post-test experimental group. The posttest experimental group was higher than the posttest control group, $68.11 > 61.33$. in other words (H1) There is any significant effect on students' speaking skills who are taught using YouTube and who are taught without using YouTube is accepted. So, the researcher concludes that using *Dongeng Kita YouTube Channel* in the teaching and learning process of speaking is more effective than using the conventional method.

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An Analysis of Sense Relation in Thesis Abstract of English Language Education Study Program Students Batch 2017 who Graduated in 2021

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ABSTRACT

An abstract should be explained well so that the readers will understand the content of the writing. Therefore, it is important to know the relationship between the meaning of words when writing an abstract. This study aimed to describe and analyze the sense relation of thesis abstracts that were written by English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. The method of the research is descriptive qualitative and the subject was the students of ELESP. The researcher has carried out reading and note-taking techniques for data. The findings of the study show that there were seven types of sense relation found the in thesis abstract that was written by ELESP. There are 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities grade abilities, and 10 relational opposites and there are additional words -s, -ed, found in some words. From the results of the study, it can be suggested that (1) the students of ELESP should understand more about the material of sense relation so that they can easily write their academic papers including thesis abstract, (2) the lecturers should explain more to the students on the importance of using the correct sense relation in writing the abstracts, (3) it is expected that other researchers focus more on the sense relation element in their further research.

Keywords: Abstract, Writing, Sense Relation

INTRODUCTION

Scientific writing contains scientific reasoning arguments and is communicated through standardized written language in a systematic-methodical manner and analytical synthesis (Suriasumantri in Finoza (2010)). One type of scientific writing that is well-known is an abstract thesis. An abstract is defined as a paragraph containing 250 words that help readers understand the essence of the research writing. Slade & Perrin (2010) as stated that an abstract is a collection of summaries of the research as a whole and is to describe the research, not to evaluate or defend the claims contained in the articles we write.

Structurally, an abstract must contain issues around the topic we choose (background and research objectives) which are described briefly, concisely, and clearly (Hyland. 2013). That is why it is important to write a good abstract as the reader will quickly understand the contents of the scientific writing. Sometimes the relationship meaning of words or sentences chosen by the researcher has a different meaning from the reader's understanding. Therefore, this issue is

important so that the reader will have the same comprehension as the writer of the abstract writing. A further problem that may be found in words or sentences may refer to the same individual but do not have the same meaning, therefore it can be understood that the comprehension of sense relation is used more by ELESP students.

The relationship of known meanings of words or sentences is called a sense relation. Sense relation is – the semantic similarities and differences holding between lexical items, (the more regular and the closer they are, the more interesting). There are several types of sense of relation such as synonymy, hyponymy, antonymy, homonymy, and dan polysemy. Therefore, it is important to know the relationship between the meanings of words when writing abstracts in written works, especially the thesis when the words used have multiple meanings. Apart from the meaning of the word conveyed, in words, we also identify units or smaller than words which are called morphemes. Like there are additional words –s, -ed, -re, -un, etc. Although these units have no meaning on their own they can be separated and have a specific function.

From the explanation above, this study will discuss the sense relation found in the thesis abstracts of the English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021.

LITERATURE REVIEW

Abstract in General

According to Maizel (Smith: Singer, 1984), the abstract is a summary presented in a brief and precise section that contains the purpose, scope or reach, and findings of an article abstract summarizes the entire contents of the document presented briefly and accurately and usually appears at the beginning of the manuscript: this acts as the entry point for any academic paper or patent application granted.

In general, abstracts are divided into two types, Informative Abstract and Abstract Indication. There are several stages in abstract writing, as follows:

1. An abstract is written when the writing of the contents of the paper or scientific work has been completed because the abstract is a summary of the contents of the writing.
2. Include the main objectives, hypotheses, and conclusions from the paper's content or scientific work.
3. Determine critical sentences from the contents of the paper.
4. Identify the main results of scientific papers found in the results section.
5. Arrange sentences in the form of one paragraph.

Moreover, the writer should also consider the structure of writing an abstract in terms of paragraph structure, word count, and paragraph content. Abstracts in English are written in the arrangement as follows: Background, Methods, Results, Conclusion, and Key Words.

The background section should be the shortest part of the abstract and should be very brief, usually the content is about the scientific reason for conducting the research. While the methods section is usually the second-longest of the abstract and consists of the approach and type, subjects, instrumentation, data, data collection, and data analysis. The results are the most important part of the abstract and nothing should compromise its range and quality. The conclusions should contain the most important take-home message of the study, expressed in a few precisely worded sentences, and the keywords are important terms that can be found in your abstract and chapters such as the words abstract, writing, and sense relation from this research (Andrade, C. 2011).

Sense

The importance of meaning in abstract writing is essential in this research. Scientific writings, especially abstracts, require clarity in their discussion. The meaning contained in words must be expressed explicitly to prevent giving other meanings. Sense is defined as the complex system of relationships that holds between the linguistic elements themselves, mainly the words (Hu Zhuanglin. 1998). For example, sense of a chair is a seat with four legs and a back, a sense of an uncle, his brother's sister, etc. Unicorns and hobbits have sense but no reference (concerning objects in the real world).

Sense is abstract and only exists in our minds. Sense causes a sentence to be analytic, synthetic, a contradiction, a necessary condition, a sufficient set of conditions, and stereotype, for example, the results show that debaters used Face Threatening Acts to threaten the Face of the interlocutor and most often used Positive face in FTA even though there is some Negative face related to the context. Those examples belong to sense relation in the form of the polysemy in the word Face. The word Face has more than one meaning that can be direction or part the of body.

Sense Relation

Understanding the sense of relation helps us communicate with each other through language and avoid misunderstandings that occur in speech. Sense relation can occur between words and sentences. David Alan Cruse (2004) classifies sense relation into two groups: Express identity and inclusion between words and meanings (Similarity) and Expresses opposition and exclusion (Oppositeness).

The example of express identity and inclusion between words and meaning (similarity): the word aim and purpose from the sentence this research aimed to find out how much students are interested in reading & the purpose of this study is to find out how much students are interested in reading. Aim and purpose are two words that are often understood in the same sense, although there are some differences between the words aim and purpose. In these examples, the two pairs are partial synonyms because their meanings are not identical.

The example expresses opposition and exclusion (oppositeness): the length or shortness of a paragraph in the abstract depends on the results of the research by the author. The words length (long) and shortness (short) are antonyms or oppositeness because the words can be compared with one other word.

METHOD

The approach of this research is descriptive qualitative. This type of research is text analysis. This research is concerned with the analysis of written materials. The subject of this research is the thesis abstract of English Language Education Study Program students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. This research does not occur in the field because this research is a literature study. Researchers obtained research sources for this data from written sources and the internet. The researchers look for the necessary references from several libraries, such as the English Language Education study program and Lambung Mangkurat University public library.

This research data are words or phrases in sentences in the abstract of the thesis that show the sense relation in the thesis of English Language Education Study Program students FKIP Lambung Mangkurat batch 2017 who graduated in 2021. According to Gony dan Almansur (2012:168) Data collection in qualitative research can be done using natural conditions techniques, primary data sources, and more on participatory observation techniques, in-depth interviews, and documentation. (Emilinda, 2019:66). The researcher used the following techniques Reading and Note-taking Techniques. In data analysis, researchers can find results that are with the research focus. There are several stages of analysis; data reduction (identification, codification, and classification), data presentation and conclusion drawing (verification). The following are the steps in analyzing the data in this study:

1. The researcher involves scanning the materials (collects words or sentences that are included in the meaning relationship) and transcribing the interviews.
2. Researchers enter words or sentences into data analysis that contains data on types of meaning relationships.

3. Researchers make triangulation and confirm with the experts.
4. Researchers describe the data and conduct discussions.
5. Researchers conclude the results of the discussion.

RESULTS AND DISCUSSION

The findings of the research showed that there were 177 the sense relation found in the thesis abstract of the English Language Education Study Program FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. There were: 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities, 4-grade abilities, and 10 relational opposites.

The major sense relation type found in the abstract thesis writing was Synonymy. For example, It upholds the ethics of politeness so that when talking to other people it is recommended to be polite (WS1-TA2). The word upholds is bound morphemes because there is an additional -s or suffix in the word and it also acts as synonymy because the word upholds has another related meaning with another word, such as the word support. As the theory presented by D.A Cruse (2004) synonymy is defined as expressing identity and inclusion between words and meanings.

The type of sense relation that is found the least is grade ability. For the example: The results showed that the high error made by students was omission with a percentage was about 18.1% and 17.5% students error in singular-plural (WS3-TA6). The word high acts as a free morpheme because it has its meaning or words that can stand alone in language. As Rozy Setiawan (2013) stated that Gradeability is where a word can be compared with one other word. Gradeability relates to something that has a level. The word high also belongs to antonymy or oppositeness of the word low.

An example of another type of sense relation is Polysemy: speaking is a productive ability as a second or foreign language used directly to convey the ideas, knowledge, and feelings of speakers to others (WS9-TA1). The word second is a free morpheme because it has its meaning or a word that can stand alone in language. The word second can be interpreted in various ways. Based on the example sentences, it shows that the word second is polysemy in the typical sense relation because the two words are the same but have more than one meaning.

Another example of sense relation is Antonymy in the form of Relational Opposites: Directive speech acts in the scope of an educational communication is important to be analyzed since the addressee must toward the speech uttered either by a teacher or lecturer (WS2-TA3).

The word teacher or lecturer is a free morpheme because it has its meaning or a word that can stand alone in the language. The antonymy of the teacher or lecturer is the student as there will be no teachers or lecturers if there are no students.

For Hyponymy: The results of the research showed that the domestication ideology was used 173 times, a frequency is 86,5%, whereas the foreignization ideology was used 27 times, a frequency is 13,5% (WS6-TA4). The word showed acts as a bound morpheme because there is an additional -ed in showed or suffix. The word Show is included in the hyponymy of sense relation as the main word comes from the word amusement.

Another type of sense relation is Complementarity: Students support the use of code-switching because code-switching has some positive factors such as creating a good learning environment, increasing learning motivation, and clearer learning interaction (WS4-TA5). The word positive is a free morpheme because it has its meaning or words that can stand alone in language. Positive is included in complementarity in antonymy in the sense relation type. Complementarity is a word that is absolute, not relative or it is said that there is only one possible meaning.

Homonymy: Providing written corrective feedback on students' writing is one of the ways to guide students in improving the quality of their writing (WS5-TA7). This shows that the word there is a homonymy in the sense relation type because it has the same pronunciation as the word there even though it has a different meaning.

Here is the table of the research findings:

Table 1. The result of the analysis

No	Word	Code	Types				
			Synonymy	Hyponymy	Antonymy		
					C	G	RO
1	Upholds	WS1-TA12	Support				
2	High	WS3-TA6			Low		
3	Second	WS9-TA1					-Runner up -Minute
4	Teacher or Lecturer	WS2-TA3			Students		
5	Show	WS6-TA4	Amusement				
6	Positive	WS5-TA6		Negative			
7	Their	WS5-TA7			There		

CONCLUSION

Based on the results of data analysis, it can be concluded that seven types of Sense Relations were found in the thesis abstract of English Language Education Study Program Students FKIP Lambung Mangkurat University batch 2017 who graduated in 2021. There are 61 synonyms, 22 hyponyms, 25 homonyms, 39 polysemy, 16 complementarities, 4-grade abilities, and 10 relational opposites. The words were found to have their respective categories regarding morphology. There are additional words –s, -ed, and others found in each word. This explains that before knowing the meaning of what words are found, you must first know the grammatical function.

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Student Perspective on the Use of Kahoot! as a Digital Self-Assessment Tool in Writing Class

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ABSTRACT

This study aims to describe the application of Kahoot! as a digital self-assessment tool in the writing class and to determine students' responses to the use of Kahoot! as a digital self-assessment in the writing class. The approach used a qualitative case study. The instrument used was a questionnaire form containing 11 questions, 5 interview questions and an observation checklist. The findings show that 1 out of 11 questionnaire statements excels on a scale of 4 and 5 because the majority have a positive view. The reason why students respond positively is Kahoot! is considered as a game application or commonly called a game-based educational application that introduces multiplayer activities into the classroom and makes classroom practice or interactive testing simple and fun. The implementation is by using students' gadgets and the teacher gives directions first and then students can use Kahoot! either at home or at school. The obstacle experienced by students is the limited ability to translate English sentences.

Keywords: Digital self-assessment, game-based learning, Kahoot!

INTRODUCTION

The world has now entered the fourth-generation industrial revolution, which is marked by increased connectedness, interaction, and development of digital technologies, artificial intelligence, and virtual reality. Information and communication technologies undoubtedly have an influence on numerous industries, given the increasingly converging borders between humans, robots, and other resources. One of them is having an effect on schooling (McDonald and Boud, 2003). The trend related to Education 4.0 is that learning can be done anytime anywhere. E-Learning tools offer great opportunities for distance and self-directed learning (Anaelka, 2018). The current era of education is required to follow the flow of world technological developments such as in the era of revolution 4.0 where education has many learning media that vary according to their needs, including teachers and students. They are expected to continue to update technological knowledge.

According to Junior (2020), teachers are beginning to use technology into their lessons, such as video planning, instructional videos, and educational games. When making decisions and choices about the application of technology and useful learning tools like monitoring the cost of selling internet services or others, there are several things to consider, such as whether these applications are appropriate to the culture and circumstances of students at home. Both

teachers and students find it difficult to learn English online. Students must pay attention to teaching that appear on a little screen at specific times; naturally, they are bored with online learning, which is done by simply sitting and watching via a laptop or other devices. Teachers, on the other hand, must use internet technology to increase student motivation in learning online. Students can benefit from technology that is integrated into the learning environment (Pitoyo et al., 2019).

The existence of sophisticated technology can be used to improve the quality of education. In learning activities, most students feel bored with monotonous learning (Habibah et al., 2020). With today's increasingly sophisticated technology, it is able to make learning in the world of education more innovative and creative. By using existing technology, learning materials can be delivered more interestingly. For example, learning materials are delivered in the form of videos or digital games based on learning. In this way, it will make students more interested and focused on carrying out learning, and online school learning must run optimally, because education is an important aspect of life (Xie, 2020).

Self-assessment is the ability to assess oneself to determine the extent of one's progress. This requires students to track their own competencies and assess their strengths and weaknesses (Ningsih and Mulyono, 2019). According to Brew (1995), self-assessment entails deciding on performance criteria and then judging the level of performance in regard to these requirements. This gives students a lot of control over their personal growth.

Digital assessment tools provide teachers with instant feedback and make them do it live individual or group assessments and competitive environment (Good, 2011). Digital assessment in education is important in terms of feedback, variable learning speed control from individual to individual, and the quality of learning to be achieved at the end of the assessment process. By developing and sustaining improved learning activities and performance, self-assessment will enhance students' motivation and interest in the topic given by the teacher (McDonald and Boud, 2003).

The researcher selected the Kahoot! platform since it is known to be beneficial for a variety of reasons. To begin with, Kahoot! practice questions assist pupils in studying more successfully, and they may take the exam several times. Second, feedback such as incorrect answers and proper explanations will be promptly detected. Answers deliver information at the right moment. Kahoot! allow students to double-check corrected quiz answers and become more aware of correct kinds before applying them to the topic when they are introduced into the learning process (Permana and Permatawati, 2020).

The researchers are interested in studying student assessments in utilizing the Kahoot! platform in English class to learn about students' perspectives on English comprehension using the Kahoot! platform. The researchers are also interested in studying how to use Kahoot! as a digital self-assessment tool in the writing class. As an English teacher, you must give students with a variety of levels and types of learning opportunities in the subject. Its goal is to determine the pupils' proficiency level. As a result, the teacher can determine how well the pupils comprehend the information being studied.

REVIEW OF LITERATURE

Self-assessment

A type of formative language evaluation that is used to evaluate students' work is the primary statement of self-assessment. According to Sullivan (2016), self-assessment is the act of acquiring information about students' own learning in order to track their knowledge growth consciously, self-assessment allows pupils to autonomously explore their learning activities, as the concept suggests.

Klenowski (2017) defines self-assessment as "the appraisal or judgment of one's performance's value, as well as the acknowledgment of one's strengths and flaws, with the goal of improving one's learning outcomes." Additionally, the self-assessment approach will aid students in "preparing students not only to solve issues we already know the answer to, but to solve challenges we cannot even envision at this time" (Daniel, 2001).

Based on the brief description above, the researchers conclude that self-assessment can assist students' learning process by allowing them to judge, analyze, classify their own projects. Aside from that, students should analyze their capacity to master a subject by determining their learning needs.

Writing Assessment

Along with listening, speaking and reading, writing is one of the four fundamental skills of language. On a scale of hierarchy, writing ability is at the top and develops only after the first three have been learned or acquired. This is the most important reason why it is referred to as a secondary skill over the world. Although it is regarded as a secondary ability by laypeople, educated elites and the scholastic bulk see it as a symbol of knowledge, intelligence, and an educationally upright mentality. Regardless of degree, discipline, or manner of learning, most educational institutions around the world regard superior writing skills as a necessary means and end of formal education (Gonye et al., 2012).

Writing, according to Harmer (2008), is a means of creating language and expressing ideas, feelings, and opinions. He also claims that writing is a process in which what people write is often significantly influenced by genre limits, which must subsequently be presented in learning exercises. It means that writing is a method of generating language from our thoughts.

Kahoot!

According to Rochimah and Muslim (2021), Kahoot! is one of the media online learning that contains quizzes and games. Kahoot! can be interpreted as an interactive learning media because Kahoot! can be used in teaching and learning activities such as holding a pre-test, practice questions, material strengthening, remedial, enrichment and others. One of the requirements to create Kahoot! is to have a Gmail account or other accounts. Kahoot! features four games, quizzes, discussions and surveys.

The game can be tailored to the sort of question asked, as well as the answer and time taken to respond. An image and color will precede each unique response. The correct answer is represented by a color or a picture, which the participants must choose. Aside from that, participants have to make sure they don't touch the erroneous one (click) when selecting an answer in order to locate the proper one.

METHOD

The qualitative method and case study approach were applied in this study to determine students' responses to Kahoot! as a digital self-assessment tool in learning to write in Class XI SMAN 1 Kramat. The subject of the study consisted of 35 students and an English teacher taken from Class XI MIPA 2 at SMAN 1 Kramat that were selected based on the results of previous observations carried out by the researchers.

Qualitative data were gathered using observation, questionnaires, and interview. Classroom observations were conducted in 2 meetings. An observation checklist consisting of 11 items was used to record the data. Then, questionnaires were given to 35 students to find out their opinions about using the Kahoot! platform in students' self-assessment. The questionnaires consisted of 11 closed-ended question with in Bahasa Indonesia to make it easier for students to answer the questionnaires in Google Forms, as Colosi (2006) states that this kind of questionnaire have advantages such as:

- 1) The response to a question can be chosen by the researcher from the same frame of reference as all participants.
- 2) The questionnaire's response options are chosen by the researcher.

- 3) More precise than open-ended inquiries.
- 4) More inclined to persuade respondents to interpret the question and the answer in the same way.
- 5) Quick data coding, entry, and analysis

The questionnaires used a Likert scale, in which respondents could select from options such as (1) strongly disagree, (2) disagree, (3) neutral, or (5) strongly agree when responding to questions. Then, the responses were tallied, examined, and classified according to the problem they addressed. These data were used to create a rate and draw conclusions.

The validity and reliability of the questionnaires were evaluated in this study using the SPSS 21 program. It is carried out by comparing each item's score with the overall score. The total score is derived by combining everything together. If the $r \text{ count } r$ table (2-sided test with sig. 0.05) shows that the instrument or the questions have a significant correlation with the total result, the instrument is valid. Additionally, the SPSS program calculates the outcome using Cronbach's Alpha formula (Salehi & Marefat, 2014). If the value of Cronbach's Alpha is higher than 0.600, the questionnaire's items are considered reliable. The incorrect or unreliable questionnaire items are discarded to ensure the construct validity.

To obtain information about the application of Kahoot! as digital self-assessment in writing class, a semi-structured interview via WhatsApp was conducted with the English teacher. Semi-structured interviews, as described by Kallio (2016), are in-depth interviews in which participants must answer predetermined closed-ended questions.

After collecting data, the researchers used three main stages of data analysis: data reduction, data presentation, and conclusion drawing or verification (Baxter and Jack, 2008).

1. Data Reduction

Data reduction, according to Baxter and Jack (2008), is the method of selecting, concentrating, simplifying, abstracting, and transforming data contained in written field notes or transcriptions. When it comes to data reduction, a large amount of data must be organized and made relevant. In this case, the researchers took the data from the students' questionnaires.

2. Data Display

Shannon (2005) define a display as "an extended piece of text or a diagram, graph, map, table, or matrix that provides a new way of thinking about the more textually embedded data." After reducing the data, the next step is to view it in a meaningful way. Data can be shown in narrative, table, image, and other formats. Through the presentation of these data, the data organize, arrange in a pattern of relationship, thus it will be more easily understood.

3. Conclusion and Verification

The drawing of conclusions or verification is the final step in the data analysis process. Drawing conclusions entails taking a step back to understand the examined data and their implications for the questions. At this stage, the researcher draws conclusions and rechecks the answers to the research questions by displaying the data using Google Form.

In this study, data were collected through questionnaires and interviews. Researchers collected data in descriptive form and record the results by calculating the percentage of results. The percentage of students' perceptions is formulated as follows:

$$\text{Percentage of perception} = \frac{\text{Total Score}}{\text{Total Score max}} \times 100$$

RESULTS AND DISCUSSION

The data presented in this study were collected using observation, questionnaires, and interviews. Researchers investigated the teaching process writing by implementing the Kahoot! as a digital self-assessment tool for students in writing classes. The subject of this research is one English teacher and 11th grade students of even semester of SMAN 1 Kramat selected by using several reasons as informants.

The first observation was conducted on April 28, 2022. The English subject was held in the first hour, 07.00-08.30 in Class XI MIPA 2 attended by 35 students. The second observation was carried out on May 12, 2022. The English subject was held in the first hour, 07.30-08.30 in Class XI MIPA 2 attended by 34 students.

Implementation of Kahoot! in EFL Classroom

Classroom observations were conducted in two meetings to assess the process of implementing Kahoot! as digital self-evaluation tool in writing class. The researchers used the an observation checklist to gain data in the observations.

The first observation

The first observation was conducted on April 28, 2022. The English subject was held in the first hour, 07.00-08.30 in Class XI MIPA 2 attended by 35. The observation began with the teacher providing material about the present continuous tense. After that, the teacher instructed the students to open Kahoot! on their cell phones. Then, the teacher gives a tutorial on its use to students. During the process of using Kahoot!, students seem to have difficulty in working on questions due to lack of mastery of English vocabulary.

The second observation

The second observation was carried out on May 12, 2022. The English subject was held in the first hour, 07.30-08.30 in Class XI MIPA 2 attended by 34 students. The researchers

found some data that were slightly different from the previous observation. In this meeting, the teacher gave complete sentence material, but after that, the teacher did not explain the tutorial on using Kahoot! on the student self-assessment process through Kahoot!. The teacher gave students the opportunity to compete with their friends in a supportive manner and the students looked very enthusiastic and serious in working on the questions in Kahoot!.

Students' Responses to Using Kahoot!

To obtain data on the students responses to using Kahoot!, the researchers used a questionnaire by dividing 3 aspects to 11 questions. The first research problem is about achieving the intended use.

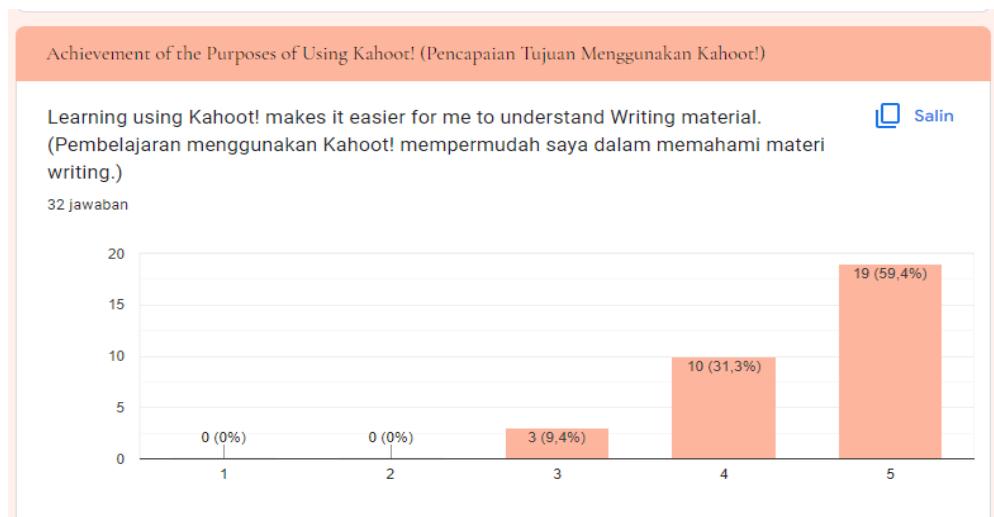


Figure 1. Result of Question 1

The data obtained from Question 1 shows the highest frequency with the proportion of 59.4% strongly agree with the question. Based on the most students' answer, it is known that Kahoot! makes students easier to understand grammar errors and ordering words.

Kahoot! is one of media to create a learning atmosphere that is conducive for fun learning but does not eliminate or reduce students' understanding of the material being taught. So, with interesting features and a challenging atmosphere, students see more to study the material seriously. This statement is in accordance with research by Alawadhi & Abu-Ayyash (2021) stating that Kahoot! makes the class atmosphere more pleasant.

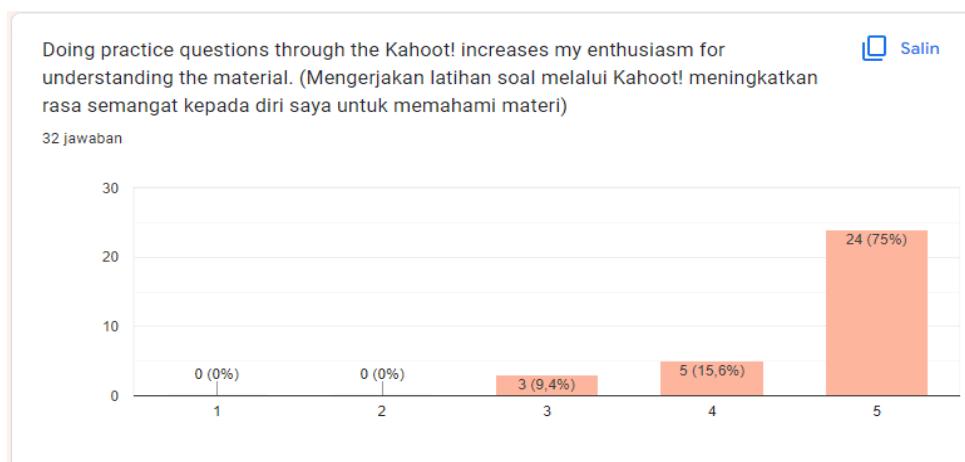


Figure 2. Result of Question 2

The data obtained from Question 2 showed the highest frequency with a percentage of 75% strongly agree that doing practice using Kahoot! increases students' enthusiasm for understanding the learning material. Kahoot! displays interesting features so that they feel enthusiastic about doing quizzes whose questions are written according to the material that has been taught.

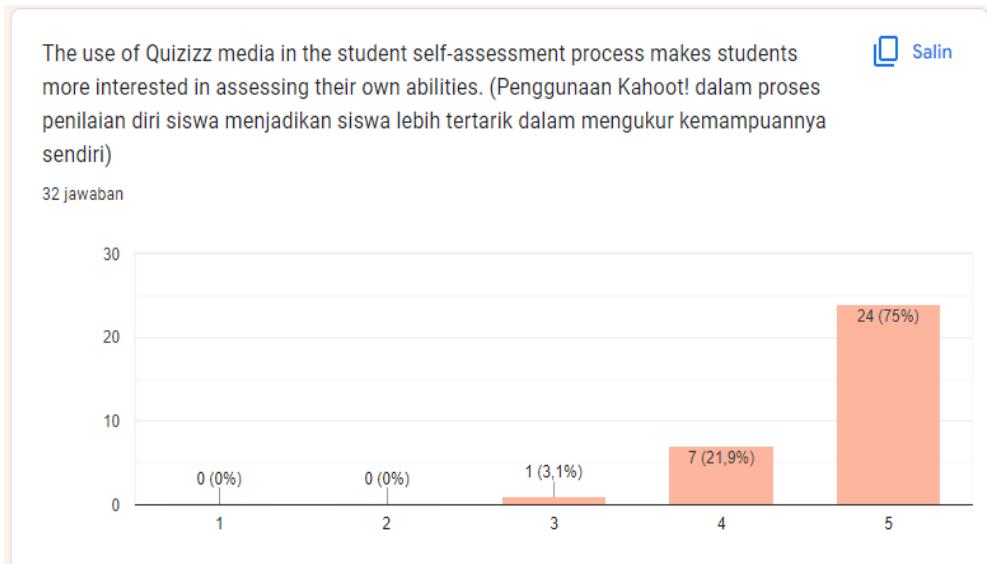


Figure 3. Result of Question 3

For the third question, the data obtained in the questionnaire show that the strongly agree option gets 75%. The question still refers the purpose of serving the Kahoot! which is to make students more interested in assessing their own abilities with Kahoot!. Kahoot! offers flexibility that allows teacher to design questions by considering the students ability to do the exercises. As evidenced by respondents who chose to agree with this question, it can be said that Kahoot! can be used as a medium of self-assessment.

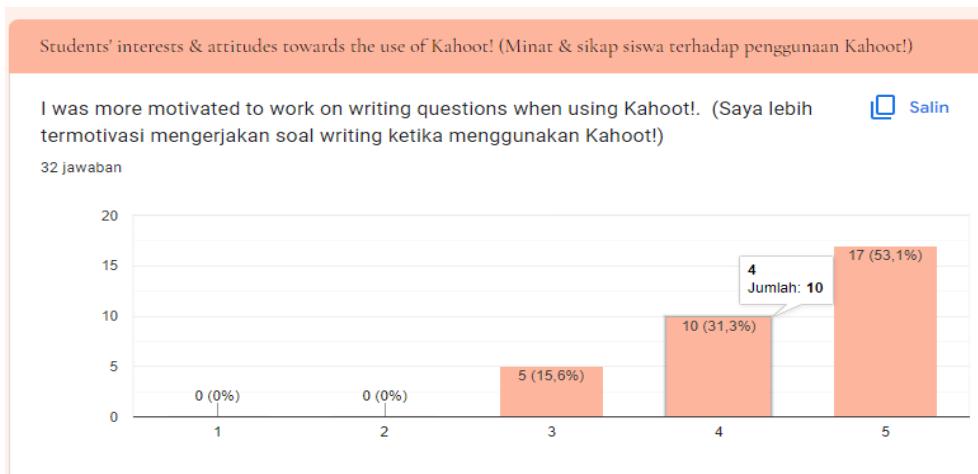
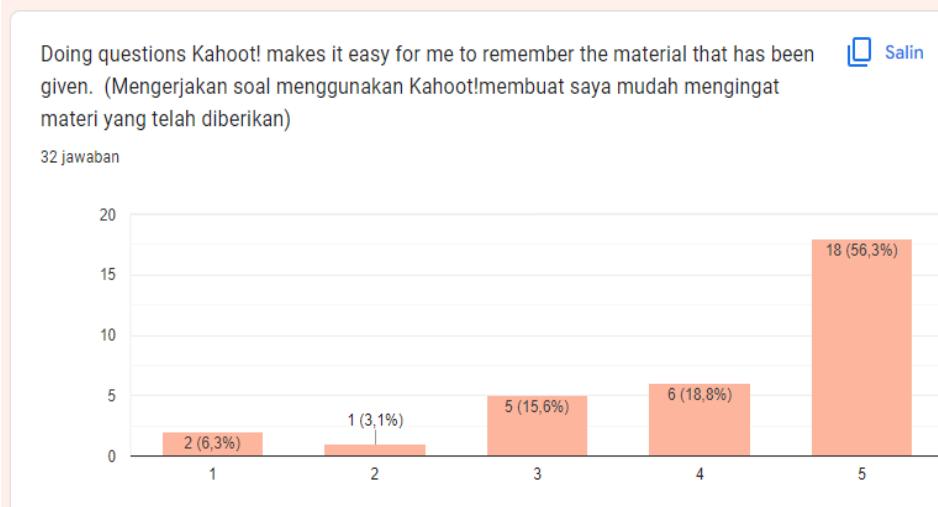
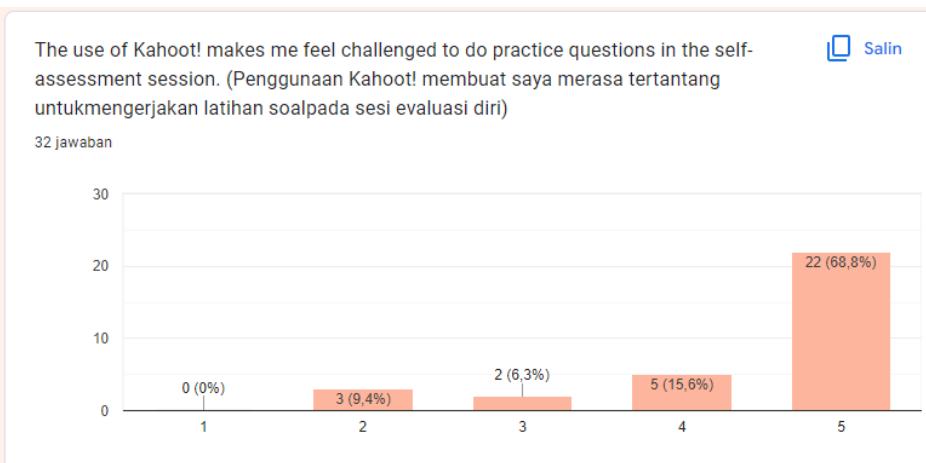


Figure 4. Result of Question 4

This fourth question identifies students' responses to the use of Kahoot! for student self-assessment after receiving lessons from teacher. The percentage result of this questionnaire is 53.1% with a total of 17 students who chose to strongly agree that they are more motivated to work on writing questions when using Kahoot!. It is proven that there are 32 accounts that use Kahoot! when researchers did observations. All students participated in the process of self-assessment using Kahoot!. So, it can be concluded that Kahoot! platform motivates students to do self-assessment after getting a writing lesson.

**Figure 5. Result of Question 5**

The fifth question was to find out if students think that Kahoot! makes them always remember the material that has been taught by the teacher. The results of the student questionnaire show that the highest the percentage falls on the strongly agree option, which is 56.3%. So, it can be concluded that Kahoot! gives a sense of wanting to always remember the material to work on the questions in Kahoot!.

**Figure 6. Result of Question 6**

Question 6 asks students whether they feel challenged to answer questions in the self-assessment session and there are 22 respondents with a percentage of 68.8% who chose strongly agree with the question. It has been explained that Kahoot! has a back sound that makes listeners feel competitive, and it also has a countdown timer feature or the less time left

the less score will be earned. Therefore, some of the features in Kahoot! make students feel challenged in answering questions.



Figure 7. Result of Question 7

From the results of the questionnaire obtained through Google Form, 68.8% of respondents chose to strongly agree that Kahoot! helps students to think critically in doing self-assessment. This corresponds to explanation of Kahoot! in the previous section that Kahoot! has a different order question and answer; therefore, students must think critically on their own because they can't see answers from other friends.

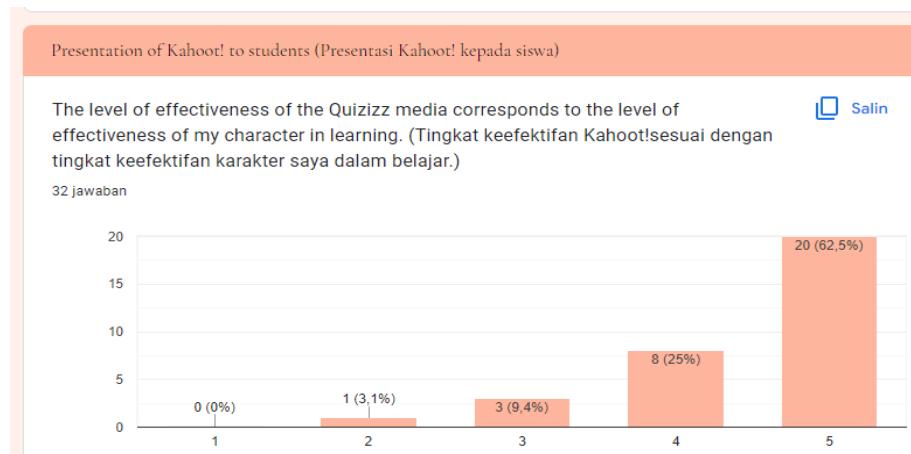


Figure 8. Result of Question 8

Based on the results, the highest percentage was obtained from students' questionnaire, namely the choice of strongly agree (62.5%). They considered that the level of effectiveness of Quizzez media corresponds to the effectiveness of their character in learning. In addition, based on the interview, researchers found information that students felt learning with the game in Kahoot! interesting. However, some students feel like elementary school students so there are 3 students who choose neutral. There are also those who like learning Kahoot! using game-based quizzes because it looks colorful so students feel that is an interesting thing.

Kahoot! has clear instructions for use in the process of working on questions. (Kahoot! mempunyai petunjuk penggunaan yang jelas dalam proses pengerjaan soal) [\[Salin\]](#)

32 jawaban

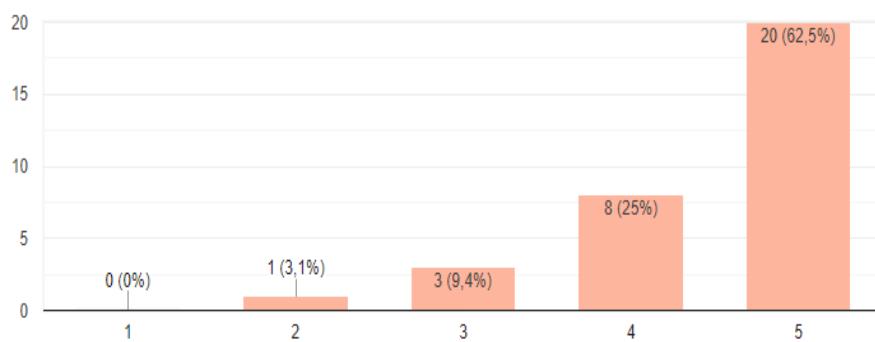


Figure 9. Result of Question 9

The maximum percentage on Question 9 is 62.5%. Twenty of 32 respondents chose to strongly agree that Kahoot! has clear instructions for use in the process of working on questions which refer to Kahoot! presentation for students. Kahoot! displays user instructions "account just joined" which makes it easy for students to learn about its features.

The duration of the questions in each question is in accordance with my ability to do self-assessment exercises. (Durasi soal di setiap soalnya sesuai dengan kemampuan saya untuk mengerjakan latihan soal evaluasi diri) [\[Salin\]](#)

32 jawaban

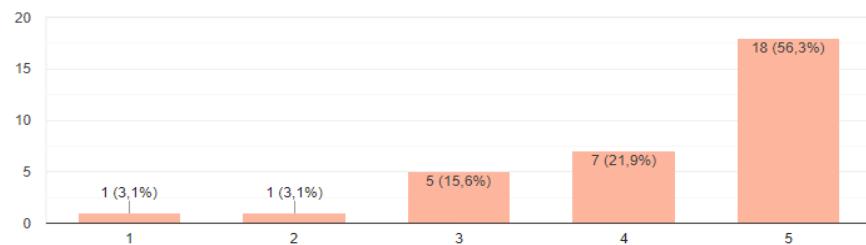


Figure 10 Result of Question 10

The percentage on this statement is 56.3%, 18 of 32 respondents voted strongly agree with this question, which is a statement referring to the presentation of Kahoot! platform to students. In statement number 10, the students were asked whether Kahoot! gives a duration for each question according to the student's ability in answering the questions given. Students strongly agree that Kahoot! allocates time for each question with multiple time options so that the teacher can adjust the duration to the ability of students.

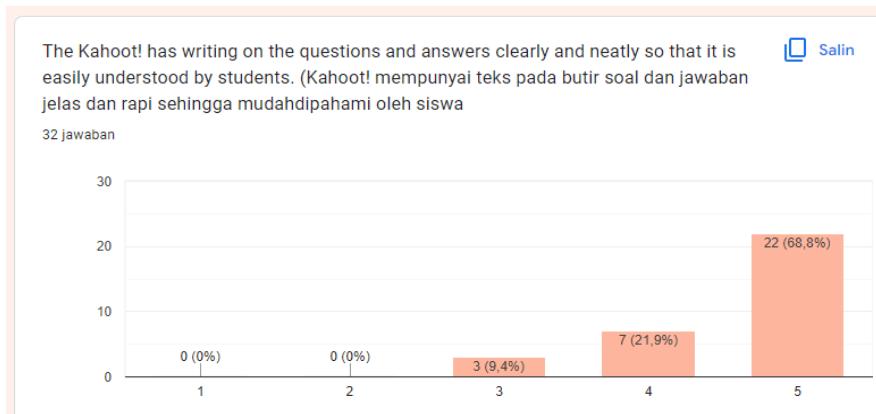


Figure 11 Result of Question 11

The percentage of this statement is 68.8% or 22 out of 73 respondents voted strongly agree with this question, which is a questions and answers clearly and neatly so that easy for students to understand. As explained before, Kahoot! has several choices of interesting fonts for student questions. Question referring to presentation quiz media to students. In question number 11, the researcher asked whether Kahoot! provide written.

Interview results

In addition to giving questionnaire to students, a semi-structured interview with the English teacher was also conducted to gain information about the application of Kahoot! as digital self-assessment in writing class. The results are presented in table 1.

Table 1 Results of Interview

Questions	Responses
Did you explain beforehand how to use Kahoot!?	Yes I explained but not much, because I think Quizizz is a learning based game media that is easy to use and Quizizz also provides its 44 feature functions.
Are the questions given in accordance with the syllabus?	Yes, I give practice questions according to the syllabus with the material complete sentence and structure sentence.

Questions	Responses
Is kahoot! implemented when online classes?	Yes. During online classes, because of the pandemic we started to use it but it wasn't too focused.
Are there students who don't understand how to use Kahoot!?	Yes, there is. I think it's because Kahoot! uses English so for my students there are some who are unfamiliar with some of the vocabs.
Does Kahoot! provide practice questions well?	Pretty good, but Kahoot! limits the types of questions that are free so if you want more variety we have to pay a menu purchase fee.

From the results of the interview above, it can be said that for teacher, Kahoot! has advantages and disadvantages. As Pratolo (2020) said, Kahoot! motivates students learning. However, its service is limited so that when teachers want to have more various questions, they have to spend extra cost. This deficiency must be overcome if there is cooperation between teachers and school, namely by using school fund to use Kahoot! premium to improve the quality of learning.

CONCLUSION

Based on data presentation and data analysis, researchers draw conclusions about the process of implementing Kahoot!. First, the teacher teaches the learning material. After teaching is over, students are given directions to join the game on Kahoot! but without time limit for the process. And there are 50 accounts that have done practice questions on Kahoot!.

In this study, researchers found several responses obtained from questionnaire with 32 respondents. Some of the responses given are as follows: First, Kahoot! is a game application or commonly called a game-based educational game an application that introduces multiplayer activities into the classroom and makes interactive practice or test in class is simple and fun. Activity assessment, as well as correct and incorrect responses, can increase their willingness to learn to work again. The second argument is that Kahoot! can be used for self-assessment which is efficient. Students can work on their practice questions anytime and anywhere, not just in the classroom.

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An Analysis of the Use of Positive and Negative Politeness in EFL Classroom

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ABSTRACT

This study aims to find out the types of politeness strategies in EFL classroom interactions between teachers and students, and to know the most frequent types of positive and negative politeness used in EFL classroom interactions. This study applied a descriptive qualitative research design to explore the politeness phenomena, especially positive and negative politeness in EFL classroom interaction. The participants of this study were 2 English teachers and 75 students in three classes at SMP Ihsaniyah Tegal; each class consisted of 25 students. The primary sources of data were observation and documentations—field notes and transcription of audio recording. The transcriptions were analyzed and discussed based on the theory of politeness by Brown and Levinson (1987). The data collection was carried out for five meetings in three classes with two different English teachers. The results of this study showed there were a total of 60 utterances containing four politeness strategies; bald on record strategy, positive politeness strategy, negative politeness strategy, and off record strategy. The most frequent of positive and negative politeness strategy employed by teachers and students in five meetings is positive politeness strategy.

Keywords: politeness, teaching and learning process, EFL classroom.

INTRODUCTION

In Indonesia, English is a second language or foreign language (EFL). English is also a subject that is taught at the junior high school, high school, and university level. And teaching-learning process is the most powerful instrument of education to bring about desired changes in the students. Usman (1990) argues that the definition of teaching and learning process is a form of activity carried out between teachers and students with a certain pattern so that they can achieve a learning goal.

There is always classroom interaction between teachers and students in the teaching and learning process, and the classroom interaction has a very important role in managing the class and building a classroom atmosphere during the learning process. Brown, as quoted by Ginting(2017), suggests that classroom interaction is one method of communicating between teachers and students in the teaching and learning process in the classroom, so classroom interaction is the heart of communication competence.

However, in the teaching and learning process, sometimes some students are passive, such as if the teacher asks questions, students do not answer, but if students are given the opportunity to ask questions, they do not ask questions. So, the teacher uses certain language strategies to provoke interaction between teachers and students; one of those particular language strategies is politeness strategy. Language strategies used by the teacher in classroom interaction becomes a model for students to follow the teacher's language; therefore, the teacher must behave and speak with politeness. Politeness is often used by teachers and students in the learning process; teachers use politeness to manage the classes such as building a more pleasant classroom atmosphere, increasing student activity, improving relationships between teachers and students, and others. Students use politeness in order to answer some questions from the lecturer or discuss with study groups about the material learning.

Based on the explanation above, in learning activities in the classroom, there is an interaction between teacher and students that involves the use of politeness. And this study is aimed at investigating politeness strategies, especially positive and negative politeness used between teacher and students as well as to know the most frequent types of positive and negative politeness used in EFL classroom interaction between teacher and student.

LITERATURE REVIEW

Previous Studies

Qualitative study on the use of politeness strategies by lecturer in EFL classroom with multicultural background found that the lecturer mostly applies positive politeness in criticizing the students, to save the students' face, become closer, and provide more positive feedback to assist them to improve their teaching effectiveness (Yuliana et al., 2019). Another study on the realization of politeness strategies in EFL classroom interaction by Rahayuningsih et al. (2020) also showed that English students utilized a variety of phrases in class to express their politeness, and this study might be used as an input for teacher and students as an effort to create effective classroom interaction. The findings showed the use of positive politeness strategies in the form of greetings. These kinds of expressions were used as the ways to be polite in the interaction, and therefore, the class situation became formal.

In addition, a study by Wijayanti et al. (2020) on the politeness realizations in EFL classroom interaction used by native English teacher revealed that all politeness strategies suggested by Brown and Levinson (1986) were applied by the teacher in delivering his speech to the students. These four strategies were mostly employed by the teacher in order to remind

the students, give them commands (task-oriented), praise the students, request the students to do something, make the class more interesting, and motivate the students.

Politeness

Politeness, according to Lakoff (1990), is a system of interpersonal connections aimed to ease interaction by reducing the potential for conflict and confrontation inherent in all human interactions. Holtgraves (2019) argues that politeness allows people to perform a variety of interpersonally sensitive acts in a non-threatening or less threatening manner. So, politeness strategies are influenced based on the goal of the communicational process because from the above statement, it shows that when a person communicates using politeness strategies, the speaker knows how to convey information according to the same level of speech with the hearer.

This study uses Brown and Levinson's theory as guidance in analyzing data with some considerations. Brown and Levinson (1987) stated that politeness strategy is divided into four strategies; bald-on record, positive politeness, negative politeness, and off record.

Bald-on Record (Direct)

Brown and Levinson (1987) define bald on record as an FTA strategy that states something clearly and directly. The use of bald on record often shocks or embarrasses the hearer. It is most commonly used in contexts when the speaker has a close relationship with the audience, such as with family or close friends. Using a record form has also been linked to control over others, such as in the military, when a commander issues orders to soldiers, a teacher to children, a parent to their kid, or friends.

According to Yule (1996), directly approaching the other as a means of expressing the demands is bald on record. Imperative forms are used in the most direct speech demonstrating bald record approach, for examples, "*Give me a pen*", "*Lend me your pen*". Bald on record strategy is explicitly stating something to the point and regarding the hearer's want. Emergency situations also occasion the use of direct commands, regardless of who is being addressed. For examples, "*Don't touch that!*", "*Get out of her!*".

Based on the study of the realization of politeness strategies in EFL classroom interaction at SMP Semesta (Rahayuningsih et al. 2020), the findings showed that bald on record strategies are found in the data. These strategies include showing disagreement, giving suggestion, requesting, and warning. Bald on records are employed by the teacher to give a clear and efficient instruction, classroom management, and motivation.

Positive Politeness

Positive politeness demonstrates that you value someone so minimizing the threat to the positive face. Brown and Levinson (1987) defined to be positively polite is to be inclusive of the other person, to make them feel as if their viewpoint and companionship are both desired and valued. It means that positive politeness is the speaker kindly shows his appreciation, approval, interest, and also familiarity with the hearer. For example, "*You look in a bad situation. Is there anything I can do for you?*". Positive politeness indicates closeness and solidarity, appeals to friendship, makes other people feel good, and emphasizes that both speakers have a common goal.

According Brown and Levinson (1987:101), there are 15 sub-strategies indicating positive politeness strategy: 1) noticing and attending to the hearer, 2) exaggerating (interest, approval, sympathy with hearer), 3) intensifying interest to the hearer, 4) using in-group identity markers, 5) seeking agreement, 6) avoiding disagreement, 7) showing common ground, 8) joking, 9) assert or presuppose speaker's knowledge of and concern for hearer's wants, 10) using offer and promise, 11) being optimistic, 12) including both the speaker and the hearer in the activity, 13) giving or asking the reason, 14) assuming reciprocity, and 15) giving a gift to the hearer (goods, sympathy, understanding, and cooperation).

In Zastika's article (2020), the results of her study showed that there were seven strategies of positive politeness used by students in the learning process; exaggerate, intensify, presuppose common ground, joke, assert speaker's knowledge and concern for hearer's want, offer and promise, and optimistic. Of these 15 sub-strategies indicating positive politeness strategy, some of them can be found in the EFL classroom learning activities. This study proves that learning English can be collaborated with the internalization of pragmatic values in the form of language politeness. Students are not only given learning material but also linguistic values that can build a positive character for themselves in communicating.

Negative Politeness

Negative politeness is not impeding on someone so minimizing the threat to the negative face. Respecting someone's personal space and not intruding on them is what negative politeness is all about. For example, being negatively polite may be to ask someone if you may open a window, so as not to infringe on their desire to have it shut or to ask "*It is not too much*

trouble, could you please open the window?". The most common form used is a question

containing modal verbs, for example, “*Could you lend me a pen?*” or “*I’m sorry to bother you, but can I ask you for a pen or something?*”. According Mahmud (2019), negative politeness strategy refers to an attempt to demonstrate awareness not to be imposed on, that is, to avoid interfering with the interlocutor’s freedom of action by using hedges and apologies among others.

According to Brown and Levinson (1987:129), there are 10 sub-strategies indicating negative politeness strategy: 1) being conventionally indirect, 2) using questions or hedges, 3) being pessimistic, 4) minimizing the imposition, 5) giving deference, 6) apologizing, 7) impersonalizing speaker and hearer, 8) stating the FTA as a general rule, 9) nominalizing, 10) going on record as incurring debt, or as not indebting the hearer.

The study by Rahayuningsih et al. (2020) aimed at analyzing the realization of politeness strategies in EFL teacher-students classroom interaction at SMP Semesta Bilingual School. The findings showed only four of the ten sub-strategies of negative politeness were found in the data; being conventionally indirect; question, hedge; being pessimistic, and minimize the imposition. By employing negative politeness, teacher allows students to act freely, giving them some authority over how they manage their own learning.

Off Record (Indirect)

The other politeness strategy outlined by Brown and Levinson (1987) is the indirect strategy. Off record is avoiding responsibility for the FTA often by being indirect. This strategy uses indirect language and removes the speaker from the potential to be imposing. It might be referred to as “hints”. For example, “*Uh, I forgot my pen*” or “*Hmm, I wonder where I put my pen*”. It implies that the speaker wants someone to lend her/him a pen. In using off record, the success of the purpose could not be guaranteed because it is only a hint, as long as the hearer understands with the giving hint, the purpose could be achieved, but if the hearer does not aware of the given hint, the strategy would be failed.

According to Brown and Levinson (1987:211), there are 15 sub-strategies indicating off- record strategy: 1) giving hints, 2) giving association clues, 3) presupposing, 4) understating or saying less than is required, 5) overstating or giving information more than what is needed, 6) using tautologies (uttering patent and necessary truth), 7) using contradictions, 8) being ironic, 9) using metaphor, 10) using rhetorical questions that do not require any answer, 11) being ambiguous, 12) being vague, 13) overgeneralizing and not naming the hearer or addressing him directly, 14) displacing, 15) being incomplete by using ellipsis.

In Rahayuningsih’s article (2020), the finding showed the use of sub-strategies

indicating off records strategy. When the teacher said "*I am standing here*", she hinted that she did not want to assess the student's answer individually, rather, asked the student to write the answer on the board, so it could be discussed together. The teacher did not necessarily inform her position to the student, but there was another meaning implied when she said "*I am standing here*" means that she was far away, so better just to write the answer on the board. This, according to Brown and Levinson, is an example of off record strategy, giving hints.

Teaching and Learning Process

The teaching-learning process is the most powerful instrument of education to bring about desired changes in the students. Usman (2006) argues that the definition of teaching and learning process is a form of activity carried out between teachers and students with a certain pattern so that they can achieve a learning goal. So, teaching and learning process is one of the most important educational instruments which are carried out by teachers and students who are trying to achieve the same learning goals with certain patterns. Teaching-learning is a process of interaction between the student as learner and teacher as an educator in order to create responsible and democratic human.

EFL Classroom

In Indonesia, English is taught as a foreign language. Foreign languages are studied in areas where they are not commonly spoken as a first language. And in this study, an EFL classroom is a classroom where English as a foreign language is taught and learned. Furthermore, according to Uygun (2013), since English has been recognized as a lingua franca, there has been a wonderful trend in learning English all over the world.

METHOD

The design of the study is descriptive qualitative. Walliman (2011) stated that descriptive research is research that relies on observation as a means of collecting data. This study focused on the use of politeness strategies, especially positive and negative politeness strategies used by teachers and students English in three classes of VIII class at SMP Ihsaniyah Tegal which is English as an EFL Classroom. Every class consisted of 25 to 28 students.

This study used direct observation and documentation, in form of field notes and transcription of audio recording as data collecting technique. This research applies Miles et al.'s (1994) theory to analyze the data. According to Miles and Huberman (1994:10), analysis can be defined as consisting as three current flows of activity that is data reduction, data

display, and conclusion drawing/verification. (1) Data reduction; the data of this study are notes and transcription of audio recording. First, make a transcription of audio recording. Second, the data transcription and notes will be identified by separating the data to determine which data are needed and which data are not. The next step is selecting the politeness strategies used by teacher and students. (2) Data display; in this step, kinds of politeness strategies will be identified and analyzed by using Brown and Levinson's politeness theory to find out the use of politeness strategy by teacher and students in EFL classroom. (3) Conclusion drawing; concludes the result based on the problems and politeness strategies theory that is used.

RESULTS AND DISCUSSION

This study deals with the analysis of politeness strategies, especially with positive and negative politeness strategies realized by teachers and students in teaching learning EFL based on Brown and Levinson's politeness theory (1987). According to the theory, there are four types of politeness strategies; bald on record, positive politeness, negative politeness, and off-record. Here are the results of the study showing the frequency of politeness strategy conveyed by teachers and students in EFL classroom at five meetings of three classes:

Table 1. The frequency of politeness strategy usage by the teachers and students

Politeness Strategies	Frequency
Bald on Record	23 utterances
Positive Politeness	28 utterances
Negative Politeness	7 utterances
Off-Record	2 utterances
Total	60 utterances

Table 1 reports that there were totally 60 utterances containing politeness strategies applied by teachers and students in teaching and learning process of three classes at EFL Classroom. The table also indicates that all politeness strategies proposed by Brown and Levinson (1987) were realized by the teachers and students in delivering their utterances. And the most frequent between positive and negative politeness used by teachers and students in EFL classroom is positive politeness.

Bald on Record

The use of bald on record strategy in this study was mainly realized by teachers and students in teaching learning process of EFL classroom, in order to the teacher to remind the

students and also give commander or instructions. Bald on record strategy is usually characterized by state directly, some examples are:

- a. *"Azmi, ngga nyatet mi?"*
(Azmi, you didn't write this material Mi?)
- b. *"Oke Dafa, read and answer question number 1!"*
(Okay Dafa, read and answer question number 1!)
- c. *"Tidak ada suaranya, nanti maju satu-satu yang tidak ada suaranya!"*
(There is no sound, then you will come forward one by one to answer the questions for those who have no voice!)

The situation in sentence (a) occurred when the teacher wants to explain the comparative and superlative degree subject matter, where the material has actually been discussed at the previous meeting. However, some students answered that the material had never been discussed before, then the teacher asked one of the students the question "Azmi, ngga nyatet mi?" (Azmi, you didn't write this material Mi?), and apparently the student did not write the material. The questions spoken by the teacher are included in direct questions and it has clear meaning, so the students would be easy to understand what the teacher said to them. So, in this case, the speaker's speech is included in the bald on record.

Positive politeness

Positive politeness strategy in this study was frequently conveyed by teachers and students to make the class more interesting. This strategy could be used to create a good relationship between the teacher and the students through the expressions. In this study, the sub- strategies used in positive politeness include; Noticing and attending to the hearer (strategy 1), exaggerating (strategy 2), using in-group identity markers (strategy 4), seeking agreement/repetition (strategy 5), joke (strategy 8), using offer/promise (strategy 10), being optimistic (strategy 11), and assume or assert reciprocity (strategy 14), some examples are:

- a. *"Nah, perhatikan! Fatter, fattest betul ya?"*
(Well, pay attention! Fatter, fattest right?)
- b. *"Easy question, keren."*
(Easy question, cool)
- c. *"Your book!"*
(Your book!)

The context of the utterance (a) is when all the questions written on the blackboard have been answered and the teacher wants to check and discussed which answers are correct, but the class atmosphere looks very crowded because students are talking to each other. Then the

teacher gives an urgency to the students to pay attention to the answers that will be discussed with the sentence “*Perhatikan!*” (Pay attention!). The word is included in assume or assert reciprocity (Strategy 14) because there is pressure between the speaker and the hearer.

In the situation of sentence (c), the teacher asked with the sentence “*Your book?*” which is the meaning of the real teacher’s question is “*Where is your book?*”. However, here the speaker/teacher only said with these words and the speaker was confident that the hearer would understand the meaning of the question given without using a complete question sentence. And in fact, the hearer responds in accordance with the speaker’s wishes by being able to understand and answer the speaker’s question. Seeing this context, the speaker used positive politeness utterance which belongs to the type of being optimistic (strategy 11).

Negative Politeness

According Mahmud (2019), negative politeness strategy refers to an attempt to demonstrate awareness not to be imposed on, that is, to avoid interfering with the interlocutor’s freedom of action by using hedges and apologies among others. Negative politeness strategy was applied by teachers and students in order to giving deference (strategy 5) and apologizing (strategy 6). Whereas giving deference divided into two sides: one in which S is humbles and abases himself/herself, and another in which the speaker raises the hearer (pays him positive face of a particular kind, namely that which satisfies hearer’s need to be treated as superior) such as:

- a. “*Maaf Mrs, mau izin buang sampah*”
(I’m sorry Mrs. Excuse me to take out the trash)
- b. “*Speak English please!*”
- c. “*I’m so sorry, your check of assignment will be delivered tomorrow*”

In the context of the utterance (a), the student is asking permission from the teacher with additional polite words such as “*Maaf Mrs*” (I’m sorry, Mam). In which case the teacher/hearer has higher power than the student/speaker, so this is included in the give deference in which the speaker raises the hearer (pays him positive face of a particular kind, namely that which satisfies hearer’s need to be treated as superior) (strategy 5). And the context of second utterance (b), the teacher lowers herself by using the word “*please*” which is actually addressed to her students, which in a position, the teacher has more power than the student. So, some of the words above are included in the type of give deference which belongs to the first side, which is the speaker humbles and abases himself/herself (strategy 5). The third utterance (c) showed that the teacher/speaker apologized for one thing by using

"I'm so sorry", and the reason is that the speaker forgot not to bring the student/hearer's assignment book that had been corrected and scored. Therefore, the speaker's utterance is included in negative politeness with apologizing sub-strategy 6.

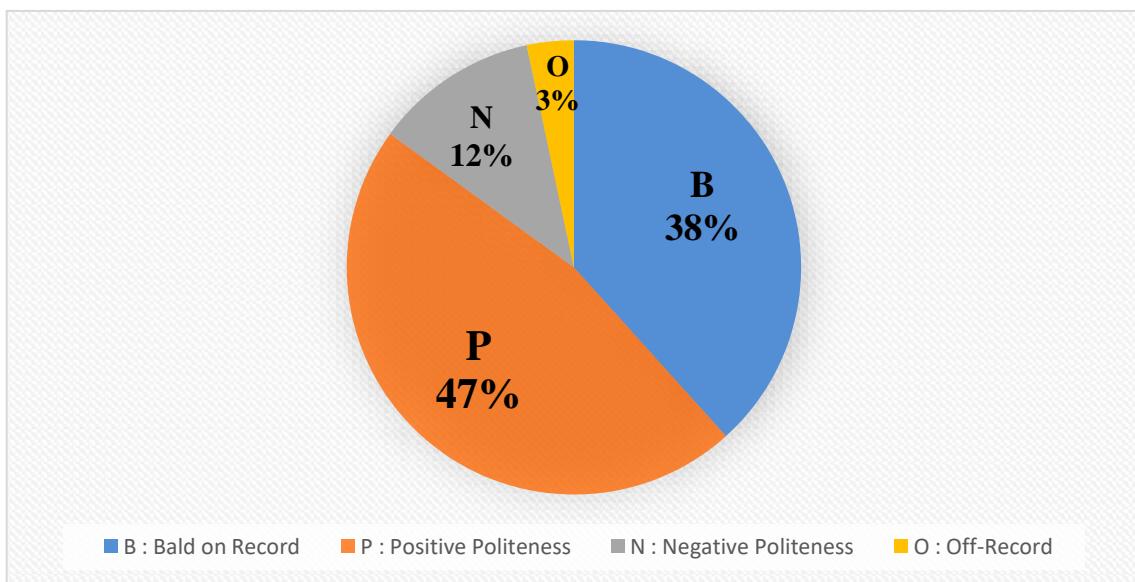
Off record

According Brown and Levinson (1987), off record is the indirect strategy. This strategy uses indirect language and removes the speaker from the potential to be imposing. Off-record strategy was rarely used by teachers and students in teaching learning process at EFL classroom. In this study, there were only two utterances expressed by using off-record strategy; overstating or giving information more than what is needed (sub-strategy 5) and being ironic (sub-strategy 8). For examples:

- a. *"Chemistry kita udah kebentuk Pak."*
(Our chemistry has been established, sir)
- b. *"Ah Pak Dedy sekarang ga asik"*
(Mr. Dedy is no longer fun now)

The situation of first sentence (a) occurred when the teacher wanted the class students to be more serious in learning English, but one of the students answered by saying "*Chemistry kita udah kebentuk Pak.*" (Our chemistry has been established, sir). And the teacher answered that the class atmosphere was crowded when learning was not a problem, the most important thing was to understand the lesson and can get good grades in the final exam. The student said that the chemistry between the teacher and students had already been formed, and this is a bit of an exaggeration in his words so that it is classified as an off record in the form of an overstating (strategy 5). In second sentence (b), the student's words of "*Ah Pak Dedy sekarang ga asik*" (Mr. Dedy is no longer fun now) has a meaning, that is the student wanted her teacher to have the same character as before because the student felt that the current teacher was not being fun. It shows that the utterance's speaker is not the actual meaning, but there is an implied meaning or the opposite meaning of what the speaker says. What the speaker wants is for the teacher to be a fun person as before. As a result, the utterance is included in the off-record strategy, especially in being ironic (strategy 8).

In this study, there were totally 60 utterances containing politeness strategies applied by teachers and students in teaching and learning process of three classes at EFL Classroom; 23 utterances of bald on record strategy, 28 utterances of positive politeness strategy, 7 utterances of negative politeness strategy, and 2 utterances of off record strategy.



Politeness Strategies Used by Teachers and Students in EFL Classroom Interaction

Based on data result of teachers and student's politeness strategy as seen in figure 1, there are 23 (38%) utterances of bald on record strategy in EFL classroom interaction. These strategies are included showing requesting, warning, and commands. Bald on records are used by the speaker to show a high level than hearer, so bald on record employed by the teachers was aimed to give a clear and efficient instruction, classroom management, and motivation.

Figure 1 showed that positive politeness strategy is found in the data with 28 (47%) utterances by teachers and students during teaching learning process in EFL classroom. The use of positive politeness in the classroom is important in order to maintain the positive relationship between the speaker and the hearer. In addition, through the use of positive politeness, teachers can establish a respectful teacher-students relationship and students are encouraged to participate in class activities without worrying about making a fool of themselves by feeling at ease in the environment.

There are 7 (12%) utterances of negative politeness found in EFL classroom interaction between teachers and students. Through the use of negative politeness, teacher maintains students' freedom of action and thus given them a certain autonomy in managing their own learning process and also the students employed the polite utterances to the teacher where the teacher has a higher power and must be respected, and in the use of this negative politeness, the teacher can lower his/her power to respect the student.

There are 2 (3%) utterances of off-record used by teachers and students in EFL classroom interaction. Off records are regarded as the most politically correct strategy out of all the others. The speaker could avoid the impact of face-threatening actions by speaking off the record.

The second purpose of this study is to find out the most frequent between positive and negative politeness strategies in EFL classroom. There are 31 utterances of positive and negative politeness used by teachers and students during five meetings in EFL classroom. There are 28 utterances included in the use of positive politeness strategies used by teachers and students in five meetings in three class VIII at SMP Ihsaniyah Tegal, and there are 7 utterances of negative politeness strategies used by teachers and students. The result of data from positive politeness strategy is 47% and the result of negative politeness strategy is 11%, so between positive and negative politeness that is often used by teachers and students is positive politeness strategy with 28 utterances or 47% of its used. Positive politeness occupied the highest proportion to be applied by the participants.

CONCLUSION

This study is conducted to identify politeness strategies used by teachers and students in EFL classroom interaction, and to find out the most frequent types of positive and negative politeness used in EFL classroom interaction between teachers and students. The results show that four types of politeness strategies used by teacher and students during teaching and learning process in EFL classroom. There are 23 utterances of bald on record strategy, 28 utterances of positive politeness strategy, 7 utterances of negative politeness strategy, and 2 utterances of off record strategy. And the most frequent of positive and negative politeness strategy employed by teacher and students in five meetings is positive politeness strategy. There are 28 (46%) utterances of positive politeness strategy used by teacher and students, while the negative politeness strategy was only found 7 (11%) utterances used by teacher and students during teaching and learning process in EFL classroom.

Based on the conclusion above, there are some suggestions related to further research on politeness strategies. First, for EFL teachers and students. Teachers are expected to be more active in applying politeness strategies in the teaching and learning process, because the use of politeness strategies in the teaching and learning process is believed to trigger student learning motivation or student activity in learning English, and can make students easier to understand the material lesson. Therefore, the process of learning can go smoothly, and the learning objectives can be achieved. In addition, the students are expected to be more active in applying the strategy of using politeness in the teaching and learning process in the classroom. In this study, it can be seen that students are still limited in using politeness strategies, both to communicate with teachers and other students. Therefore, politeness strategies need to be applied by students in the learning process because the strategies can be used to convey

an idea in a discussion forum with better words and easier to understand by others, and also can be the way to be polite to the teacher. The researcher hopes that more research into this issue will be conducted in other learning environments and forums due to the shortcomings of this research.

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Analyzing A Teacher's Strategy and Students' Perceptions in Learning Pronunciation at Eleventh Grade of SMA N 1 Pagerbarang

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ABSTRACT

This study focuses on the challenges and strategies of teachers in teaching speaking in high school. The purpose of this study is to find out what challenges are faced by teacher and what strategies are used by the teacher, and how students' perceptions on the strategies that are often used by the teacher. The subjects were an English teacher and 30 students of Class XI MIPA 1 SMA N 1 Pagerbarang in the academic year 2021/2022. This study uses qualitative research method and the data were collected through questionnaire distributed to the English teacher and 30 students. Interviews were also conducted with one teacher and five students from Class XI MIPA 1, and the researchers also did class observations. The results showed that the challenges faced by teachers in teaching pronunciation are the students' lack of confidence and the students' lack of mastery of English vocabulary. The most frequently used strategies by the teacher were role play and storytelling. Students' perceptions of the strategy are also considered positive, seen from the role play strategy with the result frequency value of 11.6 and a percent value of 77.7% in the agree category. The variable perception of the storytelling strategy has a frequency value of 103.8 and a percent value of 69.18% in the agree category. Based on the average results of the questionnaire and the results of interviews with students, the role play strategy is preferred by students compared to storytelling.

Keywords: Challenges, teaching strategy, perceptions, pronunciation

INTRODUCTION

English is a means of communication and is considered an international language in local and global communication (Wright, 2016). English is considered a foreign language that is commonly used in every school from early school to university. However, many people still have difficulty practicing English both in spoken and written form. In learning English, students often experience difficulties when learning to speak because it requires some preparation, such as finding a topic, how to start to convey messages, and to discuss conversations. Furthermore, many students in Indonesia still have low motivation, such as feel shy, do not have confidence in themselves and are afraid of making mistakes in speaking.

Speaking English requires courage, sufficient mastery of words, and proper pronunciation. According to Kelly (2000), in communicating in English, correct and precise pronunciation is needed to influence understanding of meaning. However, many find it difficult to practice speaking English. The reason is that the phonological features of English and Indonesian are clearly different. English has a different way of pronunciation, many

words have similar sounds, some even have the same writing but different pronunciation. In learning English, pronunciation lies in how to pronounce consonants and vowel sounds correctly. There are several important aspects that need to be studied. The first, word stress is the sound stress on the word. The second, sentence stress is the sound pressure in the sentence. The third, linking is a connection to words. Finally, intonation is the rise and fall of the tone of voice when speaking. To improve pronunciation skills, there are several things that must be done, namely mastering the pronunciation material and learning vocabulary with proper pronunciation.

In learning pronunciation, there are still many students who have difficulty. Therefore, the role of the teacher is very important to help students in dealing with difficulties. A teacher must have a special strategy for teaching pronunciation which aims to make students able to understand and improve pronunciation skills well. According to Sutarto et al. (2020), the teaching strategy is a plan and method of teaching that will be carried out by the teacher by setting the main steps of teaching in accordance with the teaching objectives to be achieved. This study focuses on the strategies used by teacher in teaching speaking, especially on pronunciation. The effectiveness of the strategy is seen from the students' perceptions after students learn pronunciation in class. If the strategy can improve students' abilities, the teacher can continue the strategy so that students can speak English well.

LITERATURE REVIEW

Previous Studies

Lingga et al. (2020) conducted research with the title "Students' Strategies in Learning Speaking Skills at SMP Nasrani 3 Medan" to identify the difficulties in speaking in English faced by students and to find out the strategies they use to overcome these difficulties. The subjects of this study were 17 students in grade 9 at SMP Nasrani 3 Medan. The data were obtained by using observation, interviews, and tests. The result of the research is that students have difficulty speaking English, namely lack of understanding of grammar, lack of vocabulary, pronunciation of wrong words, fear of other people's responses, feeling nervous about making mistakes, and lack of confidence and shame. The strategy used by students is asking for help from others and trying to compose sentences in different ways by using gestures.

The second research by Ahmad (2019) entitled "Problem and Strategies in Teaching Pronunciation on English Department Students" aims to investigate problems and strategies in solving incorrect pronunciation in English education students. This study uses a descriptive

method. The subjects of this research were 6 students of English Education Department. Understanding students' problems and interviews were conducted to re-check the information and data obtained. The results of this study were the problem of English pronunciation caused by differences in the language system between English and Indonesian. The strategy to overcome this problem was to use audio visual media. The lecturer gave verbal feedback or corrective feedback for students who get errors in pronunciation.

The third research by Grandyna (2018) entitled "A University EFL Teacher's Strategies in Solving the Teaching Pronunciation Problems" aims to discuss the experience of a university teacher in teaching pronunciation, especially on the problems faced by the teacher and the strategies used in solving problems in teaching pronunciation. The technique used is an interview with a teacher. The data collected were obtained from a narrative inquiry design with a qualitative method. The results of the study found that the problems that the teacher faced in teaching pronunciation were getting used to different sounds, timing, and side problems of students. Improve the quality of teaching, the introduction of pronunciation rules, and the use of various teaching techniques and classroom activities were used as strategies to solve pronunciation teaching problems.

Speaking Skill

Speaking is the process of constructing and sharing meaning through the use of verbal and nonverbal symbols in various contexts. According to Pratiwi (2021), speaking is an oral language skill to convey information or messages between speakers and listeners smoothly. Speaking means an individual's way of communicating or interacting with other individuals. The main purpose of speaking is to create communication by expressing it through creative forms. Rao (2019) defined speaking as developing a relationship between the listener and the person speaking. Through speaking, one can convey information, motivate, persuade and influence people, entertain, and reach mutual understanding and agreement. National & Pillars, n.d. (2004) states that there are several basic types of speaking, such as imitative (imitating), intensive, responsive, interactive, and extensive (monologue). In addition, there are five components of speaking skills, such as vocabulary, grammar, fluency, pronunciation, and comprehension.

Pronunciation

Kelly (2000: 4) defines pronunciation as the way the speaker uses a language, words and sounds to be spoken using the speech organ. Pronunciation usually deals with the speech sound that is produced by speakers. Features of pronunciation consist of two parts; phonemes (segmental) and supra-segmental features. Segmental phonemes are phonemes that can be

analyzed for their existence. It consists of vowels and consonants. Suprasegmental phonemes are phonemes whose existence must be together with segmental phonemes. It consists of intonation and stress.

Teaching Strategy

According to Sutarto et al. (2020), the teaching strategy is a combination of several series of activities used by teachers, how to organize teaching materials, equipment, time, and methods used for the learning process in achieving the goals of predetermined learning activities. Teaching strategy is the teacher's action in implementing the teaching plan or the teacher's effort in using several teaching variables (objectives, materials, methods, and tools and evaluations) in order to influence students to achieve the goals that have been set. The teaching strategy is a form of technique used by teachers for the learning process of their students. The teacher chooses what strategy will be used in accordance to the topic being studied, the level of student expertise, and the stage of student learning. Teaching strategies must contain an explanation of the methods or procedures and techniques that will be used during the learning process. In other words, teaching strategies contain a broader meaning than methods and techniques. This means that learning methods and techniques are part of the learning strategy. Putri et al. (2017) mention some strategies that can be used to teach speaking such as role play, drilling, discussion, storytelling, and communication game.

Perceptions

According to Surani & Hamidah (2020), perception is a learning process and individual experience in recognizing, interpreting an object, person, and symbol by giving meaning to the environment in which the individual is located. Perception is a process that involves the entry of messages or information into the human brain. Student perception is the process of students' treatment of information about an object through observation with their senses, so that students can give meaning and interpret the observed object. Perception is divided into two forms: (1) Positive perception is an individual's assessment of an object or information with a positive view or as expected from the perceived object or from existing rules and (2) Negative perception is an individual's perception of certain objects or information with a negative view, contrary to what is expected from the perceived object or from existing rules.

METHOD

This study uses qualitative research method and uses case study research as the research design. One of the characteristics of a qualitative approach is descriptive. Qualitative

descriptive is data collection using words or pictures instead of numbers. Therefore, this research is a qualitative descriptive because it is used to describe teacher's strategies and students' perceptions in learning pronunciation at eleventh grade of SMAN 1 Pagerbarang.

The subjects in this research are an English teacher and Class XI students of SMAN 1 Pagerbarang in the academic year 2021/2022. The researcher used two classes, each class consisting of 30 students. The first class was used as a non-class sample to construct validity and questionnaire reliability, while the second class was used to collect data. And 30 students are the focus of this research.

This research used a questionnaire, interview and observation as data collection techniques. The questionnaires used in this study were closed questionnaires. These questionnaires were given to teacher and students. A questionnaire consisting of 30 items was given to a teacher to find out the challenges and strategies used in teaching pronunciation. Questionnaires consisting of 25 items were distributed to students to determine their perceptions of the teacher's strategy. Interviews for teacher and students were conducted to ensure answers from the respondents. Teacher interview was conducted with one English teacher and student interviews were conducted with five students from Class XI MIPA 1. Then, the researchers obtained data by observing the learning process in the classroom for some time. In conducting observations, a checklist table was used as a guideline.

RESULTS AND DISCUSSION

Questionnaire

The results of questionnaires were analyzed to find out the challenges and strategies often used by teacher and students' perceptions of these strategies. Based on the results of the questionnaire for the teacher, it shows that the challenge faced by the teacher is students' lack of self-confidence. Students feel inferior in speaking English, often feel afraid when saying words in English, and students lack or rarely practice pronouncing English. Based on the teacher's perception of the strategies that are often used, the teacher chooses role play and storytelling strategies because they are very easy to use and effective for teaching pronunciation. In addition, students are also enthusiastic and enjoy learning pronunciation with role play and storytelling strategies. The strategies that are rarely used are drilling, communication games and discussions because, as the teacher thinks, these strategies are difficult and requires the ability of students with large vocabulary mastery.

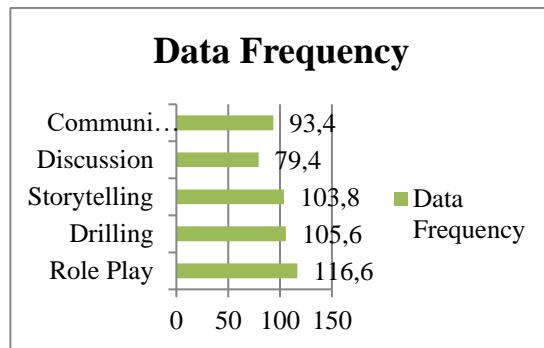


Figure 1. The result of data frequency

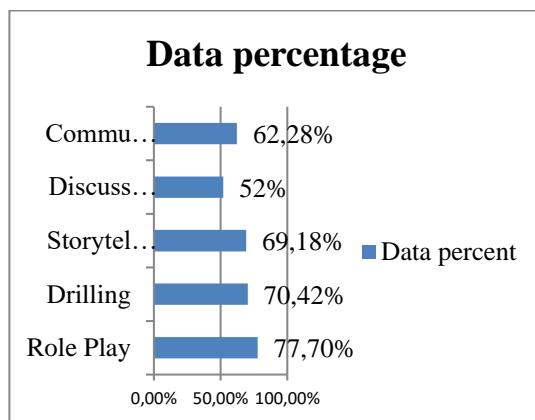


Figure 2. The result of data percentage

Figure 1 and 2 show the data obtained from 30 respondents. The first, students' perceptions of role play strategies are 116,6 frequencies and 77,7% with the category agreeing. The second, students' perceptions of drilling strategies are 105,6 frequencies and 70,42% with the category agreeing. The third, the perception of the storytelling strategy of 103,8 frequencies and 69,18 with the category agreeing. The fourth, students' perceptions of discussion strategies are 79,4 frequencies and 52% with neutral category. The fifth, students' perceptions of the communication game strategy are 93,4 frequencies and 62,28% with the category agreeing. These show that students feel interested and agree if the teacher uses role play and storytelling strategies. However, students also want the teacher to try other strategies so that students can experience learning in class using other strategies.

Interviews

Data were also gathered by interviewing one teacher and five students. Respondents answered questions from the researchers and provided information about learning strategies. The data have been transcribed and the results are presented as follows:

- a. Teacher has challenges in teaching, namely students are less confident and less familiar with English. To overcome these challenges, teacher gives motivation, encourage

confidence, and applies fun learning. The strategies that are often used by the teacher are role play and storytelling. The teacher believes that role play and storytelling can improve students' pronunciation skills. The teacher rarely uses drilling and communication games strategies, and never uses discussion strategy because she thinks that discussion strategy is difficult for students who are lacking English vocabulary.

- b. The first student argued that the role play strategy was interesting because when playing the role she was not alone, so she was with his partner. This strategy is also considered able to improve pronunciation skills. She doesn't like the storytelling strategy because she's shy, so it's hard to express herself when telling stories. According to her, teacher must develop other strategies because she believes that more strategies will make the students more active.
- c. The second student argued that the role play strategy was interesting because she is a person who likes to interact. She likes the storytelling strategy when the text is short. These two strategies can improve her pronunciation skills. However, when compared to role play, she prefers role play strategy. According to her, teacher should try using other strategies because not all students fit the same strategy.
- d. The third student argued that the role play strategy was interesting because he could interact with friends and not just read. He likes storytelling strategy because he likes to tell stories. These two strategies can improve his pronunciation skills. However, when compared to role play, this student prefers storytelling strategy. According to him, teacher should try to apply other strategies.
- e. The fourth student thinks that the role play strategy is interesting because there is interaction with friends. He doesn't quite like the storytelling strategy because if the text is long, he gets bored. So, he prefers a role play strategy. However, these two strategies can improve his pronunciation skills. According to him, teacher should try new strategies so that students don't get bored.

The fifth student argued that the role play strategy was quite unattractive because it only changed roles. According to him, the role play strategy is not very influential in improving pronunciation skills. He prefers the storytelling strategy because he is introverted and likes to tell stories like this. He felt the storytelling strategy could improve his pronunciation ability. According to him, teacher must apply other strategies because who knows they are more effective.

Based on the elaboration above, there are various responses. Of the five answers, there are students who choose role play and storytelling. There are also students who want to try

using other strategies because there will be development and try new things. In comparison, the role play strategy is preferred over the storytelling strategy.

Observation

Table 1. The results of the observation of role play strategy

No	Activities	Yes	No	Note
1.	The teacher makes a scenario (text) that will be shown to the class.	✓		Dialog text
2.	The teacher explains the materials and strategies that will be used in class.	✓		
3.	The teacher reads the text with the correct pronunciation and the students listen.	✓		Students follow
4.	The teacher explains the meaning of the text shown.	✓		
5.	The teacher emphasizes words that are difficult for students to pronounce.	✓		The teacher writes some words that are difficult for students to pronounce on the blackboard and students copy.
6.	The teacher divides the students into groups.	✓		in pairs
7.	The teacher asks the students to demonstrate the text in front of the class.	✓		
8.	The teacher evaluates the results of the student's role	✓		Provide feedback to students who are still wrong in spelling.

Pronunciation is the act or way of saying words to communicate with other people. Based on the collected data, many school students are bad at pronunciation. Teachers must apply appropriate learning strategies to improve students' pronunciation. On May 10, 2022, an observation was conducted in Class XI MIPA 1 and the results found that the teacher used a role play strategy. The role play strategy is an activity to play the role of a story by students in the number of 2 or more people. Researchers have found the steps taken by teachers in learning in class using role play strategies. The teacher used material about asking and giving opinion in conversations. The teacher asked students to come to the front of the class and role play in pairs. The teacher assessed their pronunciation in detail. The steps used by the teacher are in accordance with the strategy used. These results are in accordance with interviews and questionnaires. Students felt happy and enthusiastic in role playing in class, and their pronunciation skills also increased. In fact, very few students were less active. Almost all students were actively involved in learning.

Table 2. The results of the observation of storytelling strategy

No	Activities	Yes	No	Note
1.	The teacher makes a scenario (text) that will	✓		Narrative text

No	Activities	Yes	No	Note
	be shown to the class.			
2.	The teacher explains the materials and strategies that will be used in class.	✓		
3.	The teacher reads the text with the correct pronunciation and the students listen.	✓		Students follow
4.	The teacher explains the meaning of the text shown.	✓		
5.	The teacher emphasizes words that are difficult for students to pronounce.	✓		The teacher writes some words that are difficult for students to pronounce on the blackboard and students copy
6.	The teacher asks students to tell stories by reading the text in front of the class.	✓		One by one
7.	The teacher evaluates the results of the student's role.	✓		Provide feedback to students who are still wrong in spelling.

Based on the collected data, many school students are bad at pronunciation. Teachers should apply appropriate learning strategies to improve students' pronunciation. On May 17, 2022, an observation was conducted in Class XI MIPA 1 and it was found that the teacher used storytelling strategies. Storytelling strategy is the teacher's way of telling stories using the target language to students and students will feel entertained. The researcher found the steps taken by the teacher in learning in the classroom using storytelling strategies. The steps used by the teacher are in accordance with the strategy used. The teacher asked students to demonstrate or read the text forward one by one. The teacher assessed students' pronunciation and expressions when reading storytelling texts. The teacher also corrected the words that were still mispronounced by students. Students enjoyed learning in class, their pronunciation skills also improved. These results are in accordance with interviews and questionnaires. However, when compared to the role play strategy, students were more enthusiastic when playing a role than telling storytelling. However, very few students were less active. Almost all students were actively involved in learning.

CONCLUSION

This study focuses on pronunciation learning strategies in Class XI and students' perspectives on the strategies used by teachers. Based on research data taken in SMA N 1 Pagerbarang, it can be concluded that most of the Class XI students have a very positive perception of the strategies that are often used by teachers in learning pronunciation. This can be seen in the perception variable in the role play strategy which has a frequency value of 11.6 and a percent value of 77.7% in the agree category. The variable perception of the storytelling strategy has a frequency value of 103.8 and a percent value of 69.18% in the

agree category. The variable perception of the drilling strategy has a frequency value of 105.6 and a percent value of 70.42% in the agree category. The variable perception of the discussion strategy has a frequency value of 79.4 and a percent value of 53% in the neutral category. The variable perception of the communication game strategy has a frequency value of 93.4 and a percent value of 62.28% in the agree category.

Based on the data analysis and results discussion, there are some conclusions drawn: (1) The challenges faced by teachers in teaching pronunciation are the students' lack of confidence and the students' lack of mastery of English vocabulary, (2) The strategies often used by teachers in learning pronunciation are role play and storytelling. Students' perceptions of these two strategies are very positive, (3) Based on the average results of the questionnaire and the results of interviews with students, the role play strategy is preferred by students compared to storytelling, (4) Teacher has used learning strategies in learning pronunciation correctly and appropriately so that students like the strategy, and it can even improve their pronunciation skills.

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A Study on Students' Attitudes towards Peer Review in Online Writing Classes

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ABSTRACT

Online peer review has been applied in Academic writing classes and it has given a positive impact on the students' writing skills. Further study was done to find out the students' attitudes toward online peer review in online writing classes. A questionnaire on students' attitudes was distributed to 43 students in academic writing classes who are practicing online peer review. The statements in the questionnaire cover their attitude towards online peer review in three aspects: affective strategies, writing processes, and interaction ability. The findings show that the students have a positive attitude towards online peer review. They have a positive attitude toward the aspects. However, the students have a negative attitude shown by one of the statements in social interaction ability. The average students do not see that this online peer review helps them learn about maintaining harmony in pair work.

Keywords: Attitude, Peer Review, Online

INTRODUCTION

Writing is a basic language skill for language learners which needs attention as it covers five aspects of writing; contents, organization, language use, vocabulary, and mechanics. Online peer feedback has been done in writing classes and it has been proven that these activities give positive impacts in improving students' writing skills. Although students tend to prefer teacher review to peer review, the attitude may not completely negative toward the online peer review activities. This study aims to investigate students' attitudes toward online peer feedback on their essays, specifically towards the affective strategies, the writing process, and social interaction ability.

LITERATURE REVIEW

Peer feedback or peer review has been regarded as a crucial feedback delivery system in process-based L2 writing classes, and it has been widely considered as an effective approach to facilitate teachers for students' writing improvement. Providing written feedback to students and offering individualized attention, as one of the ESL writing teacher's most important tasks,

is rarely possible under normal classroom conditions (Hyland & Hyland, 2001). However, some studies have been done to find out a better way to teach so that students will achieve better writing competence. One of the ways that teachers have started to do is doing a peer review or peer feedback. Peer review can be defined as “a communication process through which learners enter into dialogues related to performance and standards” (Liu & Carless, 2006). Peer review process involves collaborative learning in which students assess one another’s work and provide each other with feedback (Pearce et al., 2009). Feedback has its functions as praise, criticism, and suggestions (Hyland & Hyland, 2001). Further, they define “Feedback is the communication of a response to a student’s performance in relation to a given task. This response can be written, oral, electronic or a combination of all or any of these” (Hyland & Hyland, 2006). In this study, I use the term peer review instead of feedback as these two terms are reversible as it can be defined as communication between students on their writing performance.

By having a peer review activity, learners will get benefits as they will have a communication with the peer who can give them input to improve their writing performance. Some studies on peer review have found out that peer review can improve students’ writing abilities (Gielen et al., 2010); (Bijami et al., 2013); (Farrah, 2011); (Baker, 2016). Additionally, peer review is to stimulate the writer to rethink the entire document (Chisholm, 2006). Thus, having peer review may develop students’ abilities in expressing their ideas.

A study on the effectiveness of peer review done in Iranian proves that peer review training had a positive effect on the students’ subsequent revisions (Esmaeeli, Hadiseh ;Abasi, Maasumeh; Soori, 2014). As it gives positive impacts, it also needs to know their attitude towards the online peer review. For many reasons, training is a crucial element for establishing an open environment for peer feedback sessions. Training sessions may also reduce the potential negative attitudes of peer review. Student reactions towards peer feedback can turn negative if the peer commentators are not open to critical feedback or are over-defensive. In addition, cross-cultural issues that may arise with satisfaction could relate to the students’ home culture.

METHOD

To get the data, the researcher modified the questionnaire constructed with 9 questions on the students’ attitude towards online peer review in online writing class. The first three statements are on the affective strategies, the second three are on the writing process and the last three are on social interaction ability. For the evaluation criteria, a four-point Likert scale

was used with the options *strongly agree*, *agree*, *disagree* and *strongly disagree*, which were used to measure students' attitude toward online peer review in online writing class. *Strongly agree* weighed at 4 while the statement marked *strongly disagree* weighed at 1. The questionnaire was distributed to the students after they did online peer review activities.

The questionnaire was administrated by five students. The writer used the R table as the validity level. The value of 5 respondents is 0.8054. The statement is considered valid if the value of significance is higher than the value in R-table. In this pilot study, the researcher used 5 participants which means $df = 5 - 2 = 3$ with a significance level of 5%. The significance level of 5% is used because the social studies usually come with 5% significance level. In order to check the reliability, the researcher used Cronbach's Alpha. The instrument is considered as reliable if the value is more than 0.70. It was found out that all the items are valid. It is also reliable as the Cronbach's alpha is .804.

RESULT AND DISCUSSION

The results of three aspects including nine questionnaire statements are presented respectively. It shows the mean of all the aspects to see their attitude. Table 1 is the descriptive statistics of the questionnaire.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
VAR00001	43	3.00	3.00	3.0000	.00000
VAR00002	43	2.00	4.00	3.1860	.45018
VAR00003	43	3.00	4.00	3.5814	.49917
VAR00004	43	3.00	4.00	3.4419	.50249
VAR00005	43	1.00	4.00	2.9302	.70357
VAR00006	43	3.00	4.00	3.6744	.47414
VAR00007	43	3.00	4.00	3.4884	.50578
VAR00008	43	2.00	3.00	2.7674	.42746
VAR00009	43	3.00	4.00	3.1628	.37354
Valid N (listwise)	43				

Based on table 1, the average of all the items is 3.248. It means that the participants have positive attitude towards the online peer review activities.

Table 2 .The aspects of affective strategies

	N	Minimum	Maximum	Mean
VAR00001	43	3.00	3.00	3.0000
VAR00002	43	2.00	4.00	3.1860
VAR00003	43	3.00	4.00	3.5814
Valid N (listwise)	43			

On the aspect of affective strategies, the mean is 3.255. This shows that they have positive attitude towards the aspect of affective strategies. The following is the data of each statement.

Table 3. First Affective Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	43	100.0	100.0

The first statement is *I was less anxious while giving online peer review to peers' work*. All of the students chose agree, meaning that all believe that they were not really anxious when doing the online peer review activities.

Table 4. Second Affective Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	1	2.3	2.3
	3.00	33	76.7	79.1
	4.00	9	20.9	100.0
Total		43	100.0	100.0

Almost all participants agree with this statement: *I was more confident in giving online peer review to peers' work*. There is only one who stated that he or she disagreed. Maybe they feel convenient because it is done online or they know what to do.

Table 5. Third Affective Strategy

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3.00	18	41.9	41.9
	4.00	25	58.1	100.0
Total		43	100.0	100.0

All participants agree with the statement: *My positive feelings helped me cope with my*

stress and anxiety while offering online peer review to peers. This shows that all of them have positive feelings toward this activity and they feel fine in doing it.

Table 6 .The aspects of writing process

	N	Minimum	Maximum	Mean
VAR00004	43	3.00	4.00	3.4419
VAR00005	43	1.00	4.00	2.9302
VAR00006	43	3.00	4.00	3.6744
Valid N (listwise)	43			

On the aspect of affective strategies, the mean is 3.348. This shows that they have positive attitude towards the aspect of writing process. The following is the data of each statement.

Table 7. The first aspect of writing process

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	3.00	24	55.8	55.8
	4.00	19	44.2	100.0
	Total	43	100.0	100.0

All students agree with this statement: *I received worthwhile experiences from doing online peer review.* This proves that doing online peer review is considered beneficial.

Table 8. The second aspect of writing process

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	1.00	2	4.7	4.7
	2.00	6	14.0	14.0
	3.00	28	65.1	65.1
	4.00	7	16.3	16.3
	Total	43	100.0	100.0

Some students disagree with the statement *I understand the writing strategies in producing a written paragraph while giving online peer review to peers' work.* More students (81.4%) agree. It can be interpreted that most participants feel that their writing skills improve.

Table 9. The third aspect of writing process

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	3.00	14	32.6	32.6
	4.00	29	67.4	100.0
	Total	43	100.0	100.0

All participants agree with this statement: *I could identify the paragraph structure of each genre while giving online peer review to peers' work*. One of the aspects that the students have to check in peer review activities is the paragraph structure. They have to comment whether the essay that they review have the appropriate paragraph structure. By doing this, they feel that their ability in identifying paragraph improve.

Table 10 .The aspects of social interaction ability

	N	Minimum	Maximum	Mean
VAR00007	43	3.00	4.00	3.4884
VAR00008	43	2.00	3.00	2.7674
VAR00009	43	3.00	4.00	3.1628
Valid N (listwise)	43			

On the aspect of affective strategies, the mean is 3.139. This shows that they have positive attitude towards the aspect of social interaction ability. The following is the data of each statement.

Table 11 .The first aspect of social interaction ability

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	3.00	22	51.2	51.2
	4.00	21	48.8	100.0
	Total	43	100.0	100.0

All participants agree with this statement: *Discussing with peers enhanced my social interaction skills*. This means that they believe by discussing the result of online peer review, they able to interact well with their peer.

Table 12 .The second aspect of social interaction ability

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	2.00	10	23.3	23.3
	3.00	33	76.7	100.0
Total		43	100.0	100.0

There are 23.3% who chose disagree making the average 2.76 with the following statement: *Online peer review activities helped me learn about maintaining harmony in pair work.* Some students do not believe that online peer review activities can make them maintain harmony in pair work.

Table 13 .The third aspect of social interaction ability

	Frequency	Percent	Cumulative	
			Valid Percent	Percent
Valid	3.00	36	83.7	83.7
	4.00	7	16.3	100.0
Total		43	100.0	100.0

All participants agree with this statement: *I realized individuals' differences in the aspect of their writing ability through conducting online peer review activities.* 83% agree and 16.3% strongly disagree.

CONCLUSION

This study has been conducted to know students' attitude on the online peer review activities in three aspects: affective strategies, writing process and social interaction ability. The data were collected using questionnaire with four options. The result of the study shows that they have positive attitude on the three aspects. However, there is one statement: *Online peer review activities helped me learn about maintaining harmony in group work* as one of the statements for social interaction ability that shows negative attitude. It means that the average students do not see that this online peer review help them learn about maintaining harmony in pair work.

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English Education Students' Perception of Pronunciation Difficulties at Universitas Pancasakti Tegal

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ABSTRACT

Indonesian students often find problems with pronunciation when they speak in English due to the difference between L1 and L2 and several other factors. This study aims to analyze students' perceptions and to find out the factors that affect students' difficulties in pronouncing English words. This research is qualitative research using a descriptive case study. The participants in this study were 4th semester students of English Education at Universitas Pancasakti Tegal. Data collection is done by questionnaire. The questionnaire consists of 27 items divided into 9 categories. The results show that the majority of answers in criteria 1, 6, 7, and 8 are neutral (40%-47%), while the majority of answers in criteria 2, 3, 4, 5, and 9 are agree (47%-63%). The conclusion of this study is that the factors that affect students' difficulties in pronouncing English words are difficulty distinguishing words that have the same pronunciation, the scarcity of practice causes speech errors, a lack of vocabulary mastery causes difficulties in understanding English, regional accents lead to incorrect pronunciation, difficulty pronouncing new words, English vowel inconsistency, and spelling effects on pronunciation.

Keywords: Pronunciation, Difficulty, English words

INTRODUCTION

One of the most significant aspects of English that is used for communication is pronunciation. When communicating with others, a person needs not only have a solid vocabulary and grammar, but also good pronunciation. Furthermore, all foreign language learners want to be able to communicate correctly and successfully. Effective communication, on the other hand, is impossible without good pronunciation. According to Simatupang (2021), "Pronunciation is the most obvious linguistic trait that distinguishes nonnative speakers." Pronunciation is just presented as an act that occurs during speaking and listening; the act or style of pronouncing words; emission of speech is referred to as pronunciation. In other terms, it is a method of expressing a word, particularly one that is widely recognized or understood.

In addition, pronunciation is the way of language to be spoken. Ahmed (2017) asserted that "having good pronunciation of the language can help in normal communication, particularly intelligibility" when learning a language. It is essential for achieving full

communication skills. In general, we all know that we are learning how to pronounce the words correctly and clearly. We make the correct sounds of the words when we pronounce them by placing the organ of speech in the correct location of the words. The sounds will be pronounced appropriately, clearly, and understandably by the audience.

Everyday communication is critical in human life. It will be tough to adapt and even get to know each other in this life if there is no communication. We can express our ideas to others for certain goals through communication. We can also exhibit manifestations of sentiments or thoughts for others through communication. It will assist us as humans in avoiding miscommunications when communicating instructions, orders, or judgments to others. Furthermore, communication serves as a channel in the process of meeting the needs of each individual.

It is difficult for Indonesian students to pronounce English words correctly, for example when they are asked to pronounce the word “diamond” /'daɪəmənd/ they will pronounce /diamon/. It is because of the difference between their first language and their second language (English).

The students often find problem with pronunciation when they speak in English. It might be caused by some factors. There are internal and external factors. The internal factors come from the learner themselves, such as: motivation, interest, attitude, and intelligence. While, the external factors come from the outside of learner, such as the situation and the condition of the environment, and learning materials.

The researchers chose a sample from students of fourth semester in the English Education study program at Universitas Pancasakti Tegal because they have received deeper learning material and practice on pronunciation. In addition, they are required to understand the pronunciation itself and also taught to communicate using English with the lecturers.

The researchers also consider to find out about the students' perceptions of what factors make pronunciation difficult for them to understand about stressing, segmental features, supra segmental features, etc.

LITERATURE REVIEW

In conducting this research project, the researchers refer to some previous studies as follows; first one is a research entitled “Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students” by Shak et al. (2016) from Malaysia Sabah University. They found that pronunciation is critical for employability. Graduates are frequently unfairly judged when they fail to persuade others of their abilities due to poor

pronunciation and a lack of language skills. It is critical to improve students' pronunciation, especially those with low oral proficiency levels, in order for them to present confidently to impress potential employers or increase mobility. The first step in dealing with this issue is identifying students' pronunciation issues. The purpose of this research is to identify the specific sounds that Malaysian students with low oral proficiency frequently mispronounce. The qualitative methodology was used in this study, and the data was in the form of voice recordings that were read aloud. According to the thematic analysis, the students frequently mispronounced vowels (pure short vowels, pure long vowels, and diphthongs), consonants (plosives, fricatives, and affricates), silent letters, and the '-ed' form. Based on the findings, this study suggests that the commonly mispronounced sounds be used as the content in the production of an instructional pronunciation video to assist low oral proficiency students in the twenty-first century in addressing their pronunciation problems.

The second research is entitled "Pronunciation Problems Faced by Indonesian College Students Who Learn to Speak English" by Simatupang (2021) from Universitas Kristen Indonesia. This study looks into the English pronunciation errors made by Indonesian college students in Indonesia. The qualitative method was used in this study, which was conducted in Jakarta. Data from purposive sampling were gathered from 50 Gunadarma University students. The researcher typed the mispronunciation words and recorded their voice while they were speaking in front of the class. It was discovered that: 1) the English language has many different sounds for a vowel letter; 2) The Indonesian language lacks silent consonant and silent-vowel letters (such as silent. a, k, and e); 3) In bahasa Indonesia, plosive consonant letters, such as *tidak*, *bebek*, and *sebah*, are not clearly pronounced. As a result, Indonesian students struggle with English words like think, philosophy, psychology, bright, and so on. To summarize, many college students in Indonesia are perplexed when it comes to pronouncing some English words because they have such inconsistent sounds for vowel letters, vowel-letter combinations, silent letters, and the sounds of two or three consonant letter combinations.

The next relevant study by Al-Zayed (2017) from Middle East University is "Non-Native Pronunciation of English: Problems and Solutions". The purpose of this paper is to examine some of the issues that English learners in Jordan face when it comes to pronunciation. These issues are caused by Jordanian interference, learners' age, attitude, and a lack of knowledge of the English language's phonology and phonetics systems. Oral interviews are a method of data collection that is particularly effective because it involves sound, which is best understood when pronounced. The sample includes 30 Jordanian

students majoring in English language and literature at two private universities. The results show that the sounds that exist in Arabic are easier to read, whereas the sounds that do not exist in Arabic but do exist in English caused some confusion for the students, causing them to pronounce the closest sound from the Arabic phonemes to the English phonemes.

Further research is by Ibrahim (2016) entitled "English Pronunciation Problems Encountered by Indonesian Advanced Students". This study looks at the segmental pronunciation issues that advanced students at Maulana Malik Ibrahim State Islamic University in Malang face. The term "segmental pronunciation" refers to how consonant and vowel sounds are produced in terms of phonetics. The advanced students are represented in this case by students from the English Language and Letters Department who are presenting their thesis proposals. They are chosen as research subjects because this study aims to identify English sounds that are difficult to understand even for those who have studied English for a long time. The purpose of this study is to describe how segmental English sounds are incorrectly pronounced by the research subjects using descriptive qualitative inquiry. Based on the findings of this study, the research subject has a number of segmental pronunciation issues involving consonants and vowels, including pure vowels and diphthongs. The substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and deletion of the sounds [k], [g], [t], and [s] were the problems with consonant sounds. The substitution of the sounds [i], [i:], [ɛ], [u], [ʌ], [ɜ:], [ɒ], [ɔ:], and [ə] and the insertion of the sound [ə] between two consonant sounds are the problems with pure vowel sounds. The issue with diphthongs is the monophthongization of the sounds [aɪ], [aʊ], [eɪ], [ɪə], and [əʊ], as well as the replacement of [eɪ] and [ɪə] with other diphthongs.

Moreover, a research by Sahatsathatsana (2017) from Mahasarakham University entitled "Pronunciation Problems of Thai Students Learning English Phonetics: A Case Study at Kalasin University" is aimed to: 1) look at what issues pupils have with acquiring phonetics, and 2) identify factors causing students' problems in phonetics learning. The sample consists of 12 undergraduate English for International Communication students of an English Phonetics course, 6 of whom were specifically chosen for an interview. A questionnaire and a semi-interview form were used as research instruments. The results of the students' opinions revealed that certain sounds, particularly [θ], [ð], and [ʒ], caused serious problems with phonetics learning at the segmental level in students. It was also reported that linking caused serious problems with supra segmental phonetics learning. Furthermore, phonetic ability was reported as the most common cause of problems in phonetics learning. It was concluded that the students' problems with phonetics learning were caused by their

perception of a difference in sound systems between English and Thai, as well as other factors such as phonetic ability, native language, prior English pronunciation learning, instruction, and motivation.

Adeline (2020) conducted a study entitled "Pronunciation Problems of Indonesian EFL Learners in Pronouncing /g/ Sound". Pronunciation is critical when delivering a speech. However, because the students speak Indonesian as their first language, pronouncing English words is difficult. The common issues may be caused by differences in the sound systems of the languages, particularly in the /g/ sound. The purpose of this study is to determine how well students master the /g/ sound and the common problems they face. This study focuses on two research issues: (1) how well fourth semester students pronounce the /g/ sound and (2) what problems they encounter when pronouncing the /g/ sound. It is a descriptive qualitative study that uses triangulation data on twenty-five fourth semester students from the English Language Education Program at the Faculty of Cultural Studies at Universitas Brawijaya. The instruments are a pronunciation test, a recorder, an assessment rubric, and a questionnaire. Data were analyzed statistically and descriptively. The study found that (1) most students' mastery of the /g/ sound in all positions is good (81.5 percent) with the following details: excellent (pronouncing silent /g/ before /n/ at the end of a word, silent /g/ before /n/ in the same syllable, soft /g/ sound); good (pronouncing silent /g/ before /n/ at the beginning of a word and hard /g/ sound); (2) issues encountered by fourth semester students include differences in sound systems between their native language and their foreign language, as well as students' motivation to correctly pronounce the /g/ sound (such as checking pronunciation or phonetic transcription in a dictionary).

METHOD

The researchers employ a qualitative approach in this study. It is a type of research that entails collecting and analyzing non-numerical data. Qualitative research methods are defined as research that employs a combination of data collection methods and data analysis by more than one person.

The research type used in this study is a case study. A qualitative case study is a research methodology that aids in the exploration of a phenomenon within a specific context using various data sources, and it does so using a variety of lenses to reveal multiple facets of the phenomenon. The data were collected using an closed-ended questionnaire. According to Cakrawati (2017), the data from the closed-ended questionnaire are to be statistically computed to determine the percentage of each statement and then descriptively interpreted.

The questionnaire used in this study is a Likert-Scales questionnaire. It is a type of closed-ended question because respondents only need to fill out a checklist based on the level of agreement and disagreement column provided. The researchers created an online questionnaire through Google Form to learn about English Education students' perception of pronunciation difficulties. The questionnaire was tested using SPSS 22 to ensure its validity and reliability. The number of invalid and untrustworthy questions is reduced.

According to Tama (2017), the population is an aggregate or totality of all the objects, subjects, or members that meet a set of criteria. Population is a group of potential participants to whom the researcher wishes to generalize the study's findings. The population of the research is students of English Department of Universitas Pancasakti Tegal and the sample is fourth semester of English Department of Universitas Pancasakti Tegal taken using sample random sampling.

The Bivariate Pearson correlation is a testing technique that is frequently used by researchers to test the validity (Pearson Moment Product). This analysis is carried out by comparing the scores of each item to the total score. The sum of all items yields the total score. Question items that are significantly correlated with the total score indicate that they can help you reveal what you want to reveal. Valid if the $\geq r$ count r table (2-sided test with sig. 0.05) shows that the instrument or question items have a significant correlation with the total score, then the instrument or question items have a significant correlation with the total score (declared valid).

While the reliability test of the questionnaire is carried out using Cronbach's Alpha, if the Cronbach's Alpha value is > 0.60 , the questionnaire item is declared reliable or consistent. The researchers eliminate and remove the questionnaire items that are not valid or unreliable. After getting validity and reliability tested, only the valid questionnaires were distributed to the respondents.

RESULTS AND DISCUSSION

The general results of the questionnaire can we read in the table 1.

Table 1 The general results of the questionnaire

NO.	CRITERIA	QUESTIONS	ANSWER					TOTAL
			SA	A	N	D	SD	
1	Difficulties to distinguish the words that have the same pronunciation.	Learning homophones and homographs confuses me.	0	4	5	1	0	10
		I understand what homophones are.	0	4	2	4	0	10

NO.	CRITERIA	QUESTIONS	ANSWER					TOTAL
			SA	A	N	D	SD	
		I understand what a homograph is.	0	2	5	3	0	10
		TOTAL PERCENTAGE	0	33%	40%	27%	0	100%
		Since I seldom ever practice speaking English, my pronunciation is still incorrect..	0	6	2	2	0	10
2	Practice scarcity causing speech error.	Even if I can pronounce English words properly, I lack the courage to do so in front of others.	2	4	2	2	0	10
		Because my friends encourage me to speak English, I like doing so.	0	5	3	2	0	10
		TOTAL PERCENTAGE	7%	50%	23%	20%	0	100%
		When speaking English, I often consider the upcoming vocabulary.	2	8	0	0	0	10
3	A lack of vocabulary mastery caused difficulties in understanding English words.	I watch English movies to try to expand my vocabulary.	2	7	1	0	0	10
		Playing games helps me strive to expand my vocabulary.	1	4	2	3	0	10
		TOTAL PERCENTAGE	17%	63%	10%	10%	0	100%
		I struggle to speak English since Javanese is my first language.	0	5	4	1	0	10
4	Regional accent caused incorrect pronunciation.	Since I was never encouraged to speak English from an early age, I find it challenging to do so.	1	4	4	1	0	10
		Because I still pronounce "Medhok (the Javanese spoken character)" in English, I feel uneasy.	2	5	2	0	1	10
		TOTAL PERCENTAGE	10%	47%	33%	7%	3%	100%
		I'm simply assuming how to say a new vocabulary that I don't know how to pronounce.	0	7	2	1	0	10
5	Difficulties to say a new word.	I made an effort to ask a friend who is fluent in English how to pronounce the new words.	2	6	1	1	0	10
		I attempt to ask a friend who speaks English well how to appropriately stress the new vocabulary.	1	6	2	1	0	10
		TOTAL PERCENTAGE	10%	63%	17%	10%	0	100%

NO.	CRITERIA	QUESTIONS	ANSWER					TOTAL
			SA	A	N	D	SD	
		I often watch English-speaking lessons that are broadcast in their original tongue to avoid picking up on my Javanese accent.	1	3	6	0	0	10
6	Interference with the Mother Tongue	I haven't discovered a way to speak English with less of a Javanese accent.	1	4	2	3	0	10
		Despite the fact that my friends often tease me about having a Javanese accent, I remain confident.	1	2	4	3	0	10
		TOTAL PERCENTAGE	10%	30%	40%	20%	0	100%
		An Instagram influencer who speaks English with confidence despite having a Javanese accent inspires me.	1	2	5	2	0	10
7	Differences in Sound Systems Between L1 and L2	I am always eager to study English so that I may speak it fluently one day.	0	2	6	2	0	10
		Not all Indonesians are Medhok (the Javanese spoken character) when speaking English.	5	2	3	0	0	10
		TOTAL PERCENTAGE	20%	20%	47%	13%	0	100%
		Speaking English words with distinct vowels that are lined together confuses me (ex: Laugh, speak, fault, etc.)	0	5	4	1	0	10
8	English Vowel Inconsistency	Despite the fact that I don't know how to pronounce the vowels in a word, I feel comfortable speaking in English.	0	2	7	1	0	10
		I often rely on guesswork while pronouncing vowels in words.	0	6	3	1	0	10
		TOTAL PERCENTAGE	0	43%	47%	10%	0	100%
		Because the sounds of spoken English do not match the letters of written English, I am perplexed..	0	8	1	1	0	10
9	The Effect of Spelling on Pronunciation	I'm perplexed by the varied pronunciations of certain terms that are generally pronounced the same way, such as lead, which is pronounced /led/ in one sentence but /li:d/ in another, "lead pipe".	1	5	2	2	0	10

NO.	CRITERIA	QUESTIONS	ANSWER					TOTAL
			SA	A	N	D	SD	
		Some terms, like rain and reign, which are both pronounced with the same sound but have distinct spellings, have puzzled me..	2	5	3	0	0	10
TOTAL PERCENTAGE			10%	60%	20%	10%	0	100%

NB: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), SD (Strongly Disagree)

As we can see in the general results in criteria 1, most respondents (40%) choose neutral (between agreeing and disagreeing) that they find it difficult to distinguish words that have the same pronunciation. But 33% of the total respondents answer agree that they find it difficult to distinguish words that have the same pronunciation, and the rest do not agree (27%).

While in criteria 2, more than half of the respondents (57%) agree that practice scarcity causes speech errors, and 20% of the total respondents do not agree that practice scarcity causes speech errors. The remaining 23% of the total respondents answer neutral.

In criteria 3, more than half of the respondents (63%) agree and strongly agree (17%) that a lack of vocabulary mastery caused difficulties in understanding English words. The remaining 10% of the total respondents do not agree that a lack of vocabulary mastery causes difficulties in understanding English words, and the other 10% answer neutral.

In criteria 4, more than half of the respondents (57%) state agree that the regional accent causes incorrect pronunciation. Meanwhile, 33% of the total respondents answer neutral and 10% answer disagree with regional accents causing incorrect pronunciation.

While in criteria 5, more than half of the respondents (73%) agree that they have difficulty speaking new words, 10% disagree, and 17% said neutral.

In criteria 6, 40% of the total respondents agree about interference with the mother tongue, while the rest answer neutral (40%) and disagree (20%).

In the next criteria, which is criteria 7, there are 47% of the total respondents who feel neutral about the differences in sound systems between L1 and L2. The rest, no more than 40% agree and 13% disagree.

In criteria 8, 47% of the total respondents answer neutral about English vowel inconsistency. The remaining 90% agree on the English vowel inconsistency, while 10% disagree.

In the last criteria, which is criteria 9, more than half of the total respondents (70%)

agree about the effect of spelling on pronunciation. The remaining 20% answer neutral and 10% disagree.

CONCLUSION

After analyzing and investigating the data on students' perceptions of difficulties in pronouncing English words, some conclusions can be drawn as follows.

Respondents have answered 27 questions in the questionnaire. After the data were analyzed, it can be concluded that the fourth-semester students still feel confused about homophones and homographs, so they find it difficult to distinguish the words that have the same pronunciation. They also agree that they still don't speak English frequent enough, so when they do, they find problem with pronunciation.

They speculate that when they speak English, they are still thinking about the next vocabulary, so they don't think too much about pronunciation, which can lead to errors in their pronunciation. They think they find it difficult to speak English because their first language is Javanese. They find it difficult to speak a new language or a foreign language such as English, because since childhood they have been in an environment where people speak Javanese.

In addition, according to 4th semester students of English Education at Universitas Pancasakti Tegal, they find it difficult to speak English because English words are not the same as their pronunciation. Therefore, they feel confused when speaking English.

There are some factors that affect students find it difficult to pronounce English words:

- a) Difficulties to distinguish the words that have the same pronunciation.
- b) Practice scarcity causing speech error.
- c) A lack of vocabulary mastery caused difficulties in understanding English words.
- d) Regional accent caused incorrect pronunciation.
- e) Difficulties to say a new word.
- f) Interference with the Mother Tongue.
- g) Differences in Sound Systems between L1 and L2.
- h) English Vowel Inconsistency.
- i) The Effect of Spelling on Pronunciation.

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Comprehending English Medical Journal as Student Admission Requirement Test for Otolaryngologist Candidate: A Guided Reading Approach

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ABSTRACT

Reading English journal is one of student admission requirement tests for specialist students' candidate. However, some difficulties occur in comprehending the text of English medical journal, including among the Otolaryngologist candidates who are mostly clueless in English. Reading a journal text requires high skills in connection with understanding the content of the article. This study seeks to investigate the implementation of guided reading approach as a way to assist the students in comprehending English medical journal encompassing the strategy and the students' perspectives. Eight Otolaryngologist prospective students at Sebelas Maret University were involved in this study within three weeks. A depth interview was employed to explore their experiences during the learning. The findings indicate that the strategies of guided reading implementation are 1) to separate the learners into two groups, 2) to ask them to read and discuss the text, 3) to proceed them in learning process, 4) to involve them in broadening understanding stage. The students' perspectives are divided into two; before and after joining guided reading class. These findings signify the guided reading approach assists the learners especially from non-English background to comprehend English journal text.

Keywords: English Medical Journal, Otolaryngologist Candidate, Guided Reading Approach

INTRODUCTION

One of the most common academic sources is journal article. Journal article is a kind of instructional reading proficiency having a primary role especially in relation to instructional writing because it provides ideas for the writing. Horning & Kraemer (2013) argue that high awareness in reading makes perfect writing. Reading has a strong connection to writing. The knowledge can result from a reading or writing interaction which means that reading takes a part in the integrated writing process and performance, a crucial consideration when employing suchlike assignments for studying or evaluation (Plakans, 2009).

In higher education circumstance, reading journal texts is beneficial for students to come up with ideas and goals in writing both for assignments from lecturers and scientific papers for

composing thesis or dissertation. In the process of making a writing, they first do reading comprehension and review several references, both books and journal articles related to the topic they want to study. However, according to Cornoldi & Oakhill (2013), comprehending the words in reading is not enough. The readers may disambiguate the words because many words are ambiguous which the readers must choose among these meanings. Thus, in reading process, the strategies of psycholinguistic and metacognitive is necessity in reading as well as considering lexical, syntactical, and discursive processes (Pae et al., 2016). Based on those opinions, to understand a text in reading is not only focused on the ability to recognize the words of the text but also the text comprehension because the ultimate objective of reading is the extraction of meaning.

Reading English (EFL) journal is one of student admission requirement tests for specialist students' candidate. Prospective students majoring in specialist medicine at Sebelas Maret University including Otolaryngologist candidates are given a test to read medical English journals, and then are asked to present the content orally. Lagan (2002) argues that reading a journal is not an easy thing. Alike reading other types of articles, reading a journal text also requires high skills in connection with understanding the content of the article. Comprehending the message is the most important act to depict the idea of the text. Furthermore, although many students at university have studied English since they were in elementary school, their English proficiency is still very low. They are still attempting to encounter their difficulties in reading comprehension (Hamilton, 2018). Reading EFL journal for students at higher institution is more challenging due to several reasons including incompetence to acknowledge the kinds of text, dubious words, unknown vocabulary, and short period of time to intellectually advance the text (Al-Jarrah et al., 2018; Qarqeze & Rashid, 2017).

Guided reading is an approach to improve students' ability in comprehending a text which is designed to assist learners in reading the detail, and rebuild the author's message (Brunner, J, 2012). In this case, the teacher creates an active class atmosphere, by giving a reading so that students are able to make questions, to answer or to make a statement related to the reading text (Fountas & Pinnell, 2013). In other words, the students are engaged in the series actions of reading, starting from the beginning of the activity, the

core activity and the end of the activity. The teacher led the learners to employ strategies of comprehension as well as improvement for their obstacles when the learners are in the reading process.

Moreover, guided reading approach has a purpose to foster victorious self-dependent reading. As stated by Hornsby (2000), using this approach provides the teacher the opportunities

to divide the learners into small groups, to involve them in similar experimental reading phases, and to employ easy-reading strategies for them. The articles are attentively aligned to the students, so they are able to employ their strategies to hinder the text challenges and independently read the text in positive result. The method is influential and relies on the learners' need. Some prevalent principles in almost guided reading groundwork include (1) similar reading level for students in group, (2) similar reading behaviors and strategies, (3) instructional level texts applied by the teacher which is typically recognized as the stage in which a learner can manage with the teacher's support (Fountas & Pinnell, 2013). Guided reading refers to the text decoding, understanding and interpreting. Learners should get involved with the text, evaluate it critically and show their feedback on it, apply previous skills to their text comprehension (Williams, 2000). This concludes that in guided reading class, learners improve the competence of presumption, dedication, vindication and evaluation.

Several studies with different research method have been done to examine the implementation of guided reading approach in several education levels. Most of the studies are done at the level of Primary school. Research with quantitative method conducted by Young (2018) reveals that the improved accuracy, constancy, and extent of guided reading instruction affect positively on the reading independence for the second-grade learners. Several failed students actually got success. Guided reading pursues to become a workable and successful choice for the teacher. Furthermore, at more levels, Gaffner et al. (2014) applied quantitative and qualitative method in their study which depicts that elementary students of first to fourth grade involving in the reading class attain two progresses of reading evaluation. Quantitative evaluation results a positive effect on the reading broadening for the students of Primary School involved in the reading class, especially for younger taken part in two periods of academic year. Meanwhile, in indifferent sense, a guided reading can improve critical thinking for students at elementary school (Supriatna et al., 2020). This study using quasi-experimental with Pretest-Posttest Design

of Static Group and involving fifth-grade students in two elementary schools prove that increased capability is observed by the mean result of the students' ability resulted by the guided reading by contrasting the pretest and posttest results.

Other studies about guided reading approach are held in upper education level. Ariandika and Kartikawatim (2018) conducted research involving tenth grade students of HighSchool and himself as an informant find that a guided reading method is an effective method to teach EFL reading text. In this context, the English teacher guides, directs and informs continuously to the students. In higher education, Marzuki (2016) applied guided reading approach to teach EFL for Islamic Education student using CAR design. The result indicates that the students' reading competency improved after the application of guided reading method. This study has a purpose to depict the strategies and the barriers of guided reading approach for comprehending EFL medical journal as one of student admission requirements for Otolaryngologist prospective students.

Regarding the previous researches above, it reveals similarities and differences with this study. The five researches investigate the effect of guided reading on students' ability in reading by comparing the pretest and posttest score. On the contrary, this study discusses more about the strategies applied in the guided reading performance and the students' perspectives toward guided reading. Thus, this study examines the performance of guided reading approach for comprehending English medical journal among Otolaryngologist prospective students at Sebelas Maret University.

LITERATURE REVIEW

Reading Comprehension on EFL Article

Reading comprehension is crucial for the learners' skill to successfully involve beyond the text. Teachers are responsible to prompt learners to be effectively trained in reading strategies as well as multiple comprehension. The aim of multiple comprehension application for students is to assure accurate understanding. Possessing a text comprehension, it is recognized that comprehension contains three components as stated by Cathrine (2002), including (1) the reader undergoing the comprehension, (2) the comprehension text, and (3) the comprehension activity. Moreover, Lagan (2002) suggests eight skills in recognizing the text of reading, such as meanings and examples, lists, titles, alert words, primary thoughts in each alinea and short option, recognizing how

to elaborate, sum up, and comprehending graphtables and charts. Therefore, the success in reading comprehension means that the students can skillfully acknowledge and employ comprehension abilities, and apply them suitably in readingactivities.

Reading EFL articles for university students is one way to be used as reference material to do assignments, and to ensue ideas for the preparation to compose thesis or dissertation (Kasim & Raisha, 2017) because some universities suggest using international journals including English journals as the main reference source. However, comprehending English

article is considered as a challenge, especially for the students who are from non-English background. Therefore, Rahman (2020) insists that effective strategies are needed for every individual to be able to improve the ability to read EFL journal texts. To have a clear descriptionabout text difficulties, Figure 1 depicts the typical text difficulties.

TEN CHARACTERISTICS RELATED TO TEXT DIFFICULTY	
Characteristics	Definition
1 Genres/Forms	The type or kind of fiction or nonfiction text (e.g., biography, informational, historical fiction, folk tale, realistic fiction, fantasy). Also, the particular form (mystery, oral stories, picture book, graphic text, short story).
2 Text Structure	The way the text is organized.
3 Content	The subject matter of the text—what it is about, the topic or ideas.
4 Themes and Ideas	The big ideas in the text, the overall purpose, the messages.
5 Language and Literary Features	The literary features (such as plot, characters, figurative language, literary devices such as flashbacks).
6 Sentence Complexity	The structure of sentences includes the number of phrases and clauses.
7 Vocabulary	The meaning of the words in the text.
8 Words	The length and complexity of the words (syllables, tense, etc.)
9 Illustrations	The photographs or art in fiction texts; the graphic features of informational texts.
10 Book and Print Features	The number of pages, print font, length, punctuation, and variety of readers' tools (e.g., table of contents, glossary).

Figure 1. Ten Characteristics Related to Text Difficulty (Source: Fountas & Pinnell (2013)

Numerous students try to solve comprehension problems, and lecturers are responsible in convincing them obtain the reading methods they require. Comprehension

is a creative process that hinges on four skills called phonology, syntax, semantics, and pragmatics (Tompkins, 2011). Thus, the students who are clueless in cognitive actions series including many aspects, such as the words understanding and meanings, integration, and mindful reaction are certain to have low abilities in understanding reading texts (Hermosa, 2002). To encounter the problems in comprehending EFL articles, a suitable reading approach is fundamental in developing EFL students' ability in reading comprehension (Gilakjani & Sabouri, 2016).

Guided Reading Approach

One of approaches that can be employed for the learners to enhance reading comprehension skill is guided reading approach which assists them in learning process. Kasten et al. (2005) insist that guided reading approach is often employed to assist students who attempt to overcome reading comprehension problems because there are processes of reading strategies combination in order to support learning and to increase literacy. At guided reading class, teacher undertakes with a group consisting of four to six students, supports their improvement of successful strategies for proceeding texts at progressively challenging stages of adversity (Burkins & Croft, 2010). Thus, it can be inferred that guided reading is a circumstance for reactive teaching based on the teachers' particular knowledge and appreciate for every learner, support the learners' active establishment in reading class. This approach encourages the students to be more active in the classroom as well as getting the information from reading independently. Thus, the teachers' support is highly recommended for conducting this approach. Below is the gradual teacher's prompting for students on independence.

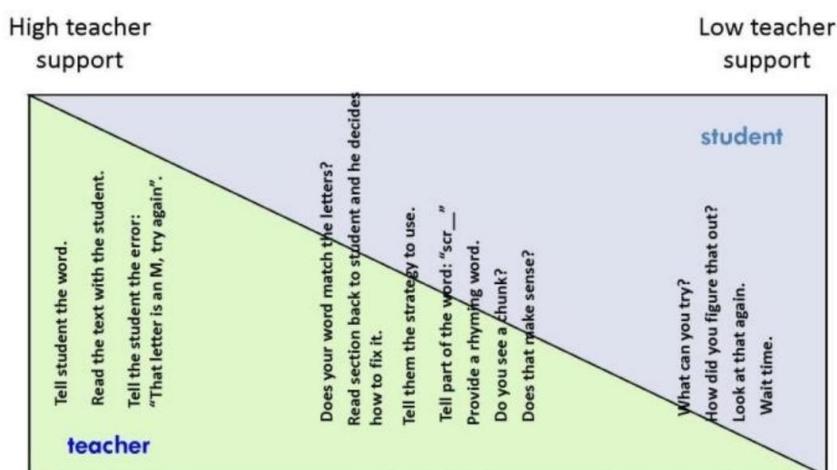


Figure 2. Prompting students on independence (Wall, 2014)

Guided reading purposes to have a steady literacy scheme; reading and writing

chances, instructed in whole groups, small groups, or individually depending on the demands of the students' task and needs (Vygotsky, 2000). The small guided reading groups are dynamic and change in composition, depending on the progress of the students. Students are grouped according to their current use of reading strategies or processing controls. Ongoing assessment,

frequent in-depth analysis of student behaviors, intentional and systematic teaching, strategic lesson planning, and careful text selection are the key components of guided reading (Fountas & Pinnell, 2013). The lesson is focused on guiding learners in employing the strategies of reading which have been formerly given and performed by the teacher. The groups are made randomly based on the same levels of reading and revealed needs.

Moreover, in guided reading lesson, there are three strategic actions, encompassing (1) before reading, such as to predict, to learn new vocabulary, and to discuss many text attributes

(2) during reading, such as to read the entire or half of the text in silent way for initial reads, and

(3) after reading, such as to check students' understanding by discussing about the text with them (Blackall, 2002). Meanwhile, Ascenzi-moreno and Quiñones (2020) claim the stage of guided reading class include 1) text selection, 2) text introduction, 3) reading session, 4) discussion session, 5) teaching session, 6) comprehending words, 7) broadening understanding stage.

The main focus of guided reading approach is to guide the learners in improving their reading sub-skill and solving their comprehension problems. Demanding the learners to instill reading strategies; scanning and skimming, that allow them to broaden their reading potency (Lipp & Helfrich, 2016). Allowing the students to be effective and independent readers is the particular point in which guided reading dissimilar to unguided reading. Thus, in the level of university/college, guided reading approach must be well-taken into consideration.

METHOD

This study applied narrative method to research. Barkhuizen (2014) argues that narrative study in language teaching and learning depicts any life experienced stories of teachers and students and the way they understand those experiences. In addition, this

method concerns on teachers typically revealing about their professional improvement as well as their practices, and learners talking about learning and utilizing language experiences.

The subjects of this research were eight Otolaryngologist prospective students at Sebelas Maret University involving in private course program within three weeks of May 2022. The class was held twice a week in one and half hours, so there were six total meetings. In-depth interview with the students was employed to obtain the data about their experiences before and after joining guided reading class. Technique of data analysis was conducted by thematic analysis, interview transcript, including to present the strategies in implementing guided reading approach and the constraints faced by the students.

RESULT AND DISCUSSION

Strategy in Implementing Guided Reading Approach

In the EFL medical journal reading class for Otolaryngologist prospective students, the teacher herself employs several guided reading approach strategies which are applied at each stage of the approach, including strategies in pre-reading, during-reading and post-reading. In a model lesson, the teacher also creates a small group of students with similar reading strengths and needs which are reading approximately the same level text. In other words, strategies for guided reading method generally include 1) separating the learners into two groups, 2) asking them to read and discuss the text, 3) proceeding them in learning process, 4) and involving them in broadening understanding stage.

There are eight prospective Otolaryngologist students joining this class, then the class is divided into two groups with each group consists of four students. Morning meeting is conducted for the first group at 9 to 10.30 and the second group meeting is at 11 to 12.30 in the afternoon. This time difference is intended to create a focused group, so that the teacher is more intense in applying the guided reading approach to the students.

This medical journal reading class is held six times for one and half hours in three weeks. At each of these meetings, the teacher gives different EFL medical journal text with varied complexity level, and performs the three stages in guided reading as a form of reading comprehension activities. The following is a table of varied journal text given for prospective Otolaryngologist doctors at Sebelas Maret University.

Table 1. Varied EFL Medical Journal Text

Meeting	Journal Title
1 st	“Neighborhood-Level Factors Related to Asthma in Children Living in Urban Areas: An Integrative Literature Review”
2 nd	“Prognostic risk factors for early diagnosing of Preeclampsia in Nulliparas”
3 rd	“Predictive Factors for a New Positive Nasopharyngeal Swab Among Patients Recovered From COVID-19”
4 th	“A Comparative Study of Preoperative Ketamine and MgSO4 Nebulisation for Incidence of Post-Operative Sore Throat after Endotracheal Intubation”
5 th	“Oral Cavity Manifestations by COVID-19 Infections: A Review”
6 th	“The Spectrum of Invasive Fungal Sinusitis in COVID-19 Patients: Experience from a Tertiary Care Referral Center in Northern India”

Based on table 1, at each meeting the teacher gives the similar text to each student in one group. At the first two meetings, the students are provided medical reading text in general. Then, in the last four meetings, they learn about journals with the theme according to the specialist professions they take at Sebelas Maret University.

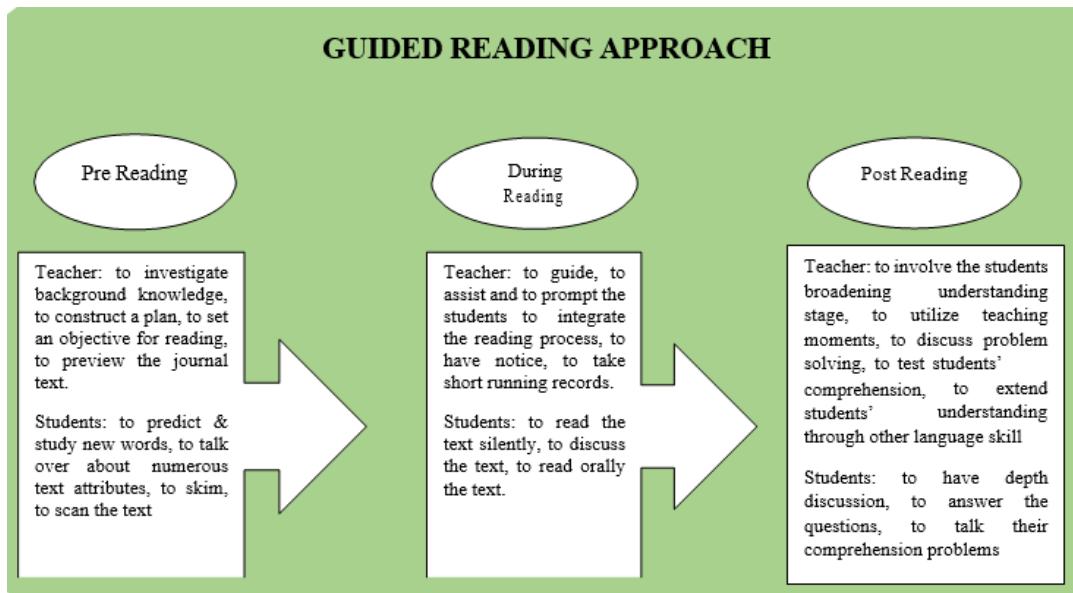


Figure 3. The Stages of Guided Reading Approach in this Research

Figure 3 depicts about the stages of guided reading approach applied in comprehending EFL medical journal articles for prospective Otolaryngologist students encompassing 1) pre-reading, 2) during reading, and 3) after reading.

1) Pre-reading

Pre-reading activity is the introduction that shapes successfully process in reading comprehension as well as support learners' ability. Thus, the introduction is considered as a stage to set an effective reading comprehension (Fountas & Pinnell, 2017). At this stage, teacher herself investigates background knowledge, constructs a plan, sets an objective for reading, and previews the journal text the learners who are engaged in these activities. They predict, study new words, and talk over about numerous text attributes. Moreover, they also engage in scanning and skimming the text by looking at the pictures, if any. This stage has a purpose to engage the students about the text content encouraging them to raise questions, to assemble expectations, and to notice text information.

2) During reading

At this stage, the students get involved in reading activity independently in small groups. When they are reading, the teacher guides and observes them interpreting and comprehending. The teacher prompts them to integrate their reading process. The teacher also observes the class by making transcription about the individual's strategy and also taking a short of the students' reading running record. In the beginning of this activity, the students are allowed to read the whole or the part of the text in silent way. Then, they are required to read orally the given journal text, and the teacher listens to them. This aims in addition to knowing how to read the EFL text correctly; intonation and rhythm, also to correct their pronunciation. The following activity is discussion of the text. The students are invited to have a conversation together for comprehending the reading text while the teacher guides and lifts their comprehension.

In the learning process, reading activities have a concern in abstracts and content of the journal article. Comprehending the abstract is important to recognize the content of text at a glance. Abstracts contain most of the following kinds of information in brief form written at the beginning of the script when it is utilized, serving as the entry point for any academic article which aims to compile a body of

literature of the text (Aguzzi, 2022). Abstract consists of introduction and purpose, method, conclusion and suggestion. Some clearly write the subsections by writing the title, but some do not write them down, they are merged into one paragraph. At this stage, the learners are asked to read and to comprehend the messages displayed in abstract as the first step in capturing messages from the reading process.

The next activity is to understand the journal text contents which usually consists of several parts. The teacher interacts concisely to teach for, encourage and strengthen strategic methods. This is in line with Fountas & Pinnell (2017) stating that during reading, teacher may apply language to demonstrate, prompt, and support the reader in efficient processing because at this stage, the students constantly search for information in the print, in the pictures; they know when they are making errors, and if necessary, they correct them. They reconstruct the important information and use it to interpret the next part of the text.

3) After Reading

At the last stage of reading process, the teacher examines learners' understanding by discussing the journal—the abstract and the content—with them. At this point, the students are involved in broadening understanding stage (Brunner, 2012). The teacher utilizes teaching moments, discussing problem solving, as well as using this time to evaluate the students' comprehension of text. Question and answer session is rolled out to measure their text comprehension. In other words, the teacher and students are together involved in meaningful discussion about the reading text they are comprehending.

At the end of the session, further work of understanding is required. The students extend their text comprehension through other language skills, such as speaking, writing, drawing (Fountas & Pinnell, 2017). The extension of meaning among the students is speaking class. This is done because in the actual test, the prospective Otolaryngologist students are demanded to present the text contents orally. Thus, it is related to the formal speaking academy. The teacher provides them about how to structure public speaking well, starting with an opening that mentions the title, author, publisher and time of publication of the journal, then about the abstract explained by mentioning the parts in it and finally the contents of the journal text. Criticism may be given to journal texts that are incomplete or there is no synchronization between the title and the content; for example in the

abstract the purpose of writing is not stated, in the content of the text the type of research or research subject is not clearly stated, and so on.

The Students' Perspective toward Guided Reading

ApproachBefore having guided reading class

The reading obstacles are the challenges for the EFL prospective Otolaryngologist students at Sebelas Maret University which include sentence structure complexity, unfamiliar with vocabulary, lack of motivation because of text intricacy, incapability to employ strategies in reading, incapability to sum up the main idea, incapability to discern the outline of the text, answering comprehension questions, and low ability in representing the text orally. Of the eight prospective Otolaryngologist students interviewed, in this paper the researcher only presents five of them (S1-S5), because in fact the results are similar, so the following represents the difficulties faced by them when having reading activities.

S1: *When I read English texts, I am often confused by long and complicated sentences, as well as vocabulary problems that I am difficult to translate its meaning. So, I become lazy to continue reading if I encounter difficult vocabulary.*

S2: *Dealing with English texts makes me a little nervous because I am limited in understanding the meaning, so I need a good strategy to always be enthusiastic in reading English texts.*

S3: *Identifying the main idea is a problem for me in reading activities. If you want to know about the essence of reading, you should understand all the texts, while I sometimes have a hard time when I have to do that. I'm confused about the outline of the text.*

S4: *My experience when working on reading questions, I find it difficult when I have to answer some questions using different words in the text*

S5: *Actually, I am not difficult to understand the English text, but I have difficulty in reading the text orally. I have problem in pronunciation, and I am also confused about where to start when I am later asked to present the contents of the text orally in front of the examiners.*

After joining guided reading class

The followings are the response of students after attending a reading class by applying the guided reading method. Basically, they feel very helpful with the strategies applied by the teacher in terms of understanding the text without having to know the meaning of word for word, overcoming difficulties in complex text structures, concluding the essence of the reading, answering questions about understanding the text, and presenting the contents of the journal orally.

S1: *I think this approach is good for improving my reading skills. Guessing the meaning of a word through the context of the sentence surrounding it is a way when I have trouble translating a word. This makes me excited in reading English texts.*

S2: *My nervous slowly disappeared after taking a reading class with this method. During the reading activity, the assistance and guidance provided by the teacher in understanding the reading text significantly really makes me feel enthusiastic to read English texts with more enthusiasm.*

S3: *I am happy to take this reading class because the teacher teaches us about strategies to understand text quickly, including how to discover the main idea of a text which is easy, just by looking at how many repetitions of sentences or words in one paragraph that could be the main idea.*

S4: *The teacher's guidance and assistance in this reading class enabled me to overcome all difficulties, including understanding comprehension questions that used different words from the text. The strategy is to rely on the sentences surrounding the question, so that the answer can be found in which paragraph the words mention.*

S5: *Besides being taught how to understand English texts well, we were also taught how to present reading content in a structured and sequential manner. This is awesome. During the learning process, we were also asked to take turns reading the text orally, so here we also learn how to pronounce the words.*

The various student responses above may only be temporary because they may be in urgent in relation to just facing one of the student's admission requirement tests for the specialist school they are taking. Moreover, what they need is more practices in reading EFL texts on a regular basis in their daily life, especially for medical students who in fact will always be dealing with English texts, it guarantees that they can improve their ability

to understand EFL texts, so that they may automatically be able to overcome problems in reading EFL texts. Hence, as Bhooth et al. (2014) suggest that the priority given to raising the standards of university education is crucial and needs immediate implementation, one of which is a program to improve EFL skills so that students are able to compete globally.

CONCLUSIONS

The application of guided reading approach in reading comprehension class functions as an effective method to improve the ability to read English journal texts for prospective Otolaryngologist students. The teacher creates structured strategies when applying this approach in reading comprehension classes, engaging the students to be actively involved in discussing and arguing about the given text. The students' responses demonstrate that the guided reading approach implementation in the reading class is considered suitable to be able to improve the ability to read English journal texts because the teacher is very intense in accompanying and guiding them. However, because reading journal text is one of the requirements for their admission test, it is possible that their responses to this approach will only be temporary if they do not get used to practicing reading continuously. Support from themselves and the campus related to increasing literacy in reading EFL texts is very much needed.

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Students' Perception in the Use of Subtitled Movie in Enriching English Vocabulary

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ABSTRACT

This study is aimed 1) to find out the students' perception in the use of subtitled movie in enriching their English Vocabulary, and 2) to find out whether the subtitled movie can motivate students to learn English vocabulary or not. The participants in this research were 16 students of fourth semester at English Department Universitas Pancasakti Tegal. Qualitative method was applied in this study. The researcher also used triangulation with three instruments. Checklist observation, questionnaire and documentation were used as the instruments to get the data. The finding of this research showed that the students have positive perception in the use of subtitled movie to enrich their English vocabulary. They also feel motivated when using subtitled movie as their learning media because it is enjoyable. Watching subtitled movie can be one of the effective media for the students to acquire a series of new words. Therefore, it is expected for the lecturer to use subtitled movies as the learning media as the students can be more relax during the learning process. For the further study, it is expected for other researchers to explore more about the use of subtitled movies as the learning media to explain additional information.

Keywords: perception, subtitled movie, vocabulary

INTRODUCTION

English language has become an international language which people still use for years. Nurmala Sari & Aminatun (2021) stated that being able to communicate using English language is important since there are many aspects of our lives that need the English language to be implemented. Therefore, learning English is important. But there are some components in English language that need to be understood in order to master the language and one of the components is vocabulary. Wallace (2007) in Nurmala Sari & Aminatun (2021) has explained that vocabulary has a crucial role in learning English. Due to the lack of vocabulary, sometimes people find it difficult to understand when they are speaking in English. Thus, learning vocabulary is important for people, especially students in order to be capable of speaking English fluently.

Since the technology has already developed, we have many ways to learn using advanced technology and also we can utilize the media as well. According to Sinaga & Oktaviani (2020), using media for teaching and learning English will increase student's interest and motivation. Students tend to be more interested if they use audio or visual media rather

than only using a book. Thus, studying English will be easy with media as the learning tool. One of the attractive media for learning that can help students to enrich their vocabulary is through subtitled movies. Faqe (2020) stated that subtitled movies play a crucial role in advancing the learners with new and up-to-date vocabularies and phrases. This means that subtitled movies can really help students to gain more new vocabulary items.

Based on what the researcher explained above, the researcher decided to conduct a research to find out the students' perception of the use of subtitled movies in enriching their English vocabularies. The researcher used data triangulation with three instruments to gather the data from the subject. Checklist observation, questionnaire and documentation were used as the instrument of this research. The result of this research is supposed to show the students' perception of the use of subtitled movies for their vocabulary enrichment.

LITERATURE REVIEW

Student Perception

Perception is a process by which we organize and interpret sensory impressions in order to give meaning to our environment (Robbins & Judge, 2017:209). People will define something on their own way so all perceptions will be different for each person. Perception is very important because people's behavior is based on their perception of what reality is, not on reality itself. In other conclusion, our behaviour is influenced by our perception.

Students' perception is a process when they receive an information which means the brain has received a stimuli then automatically will try to observe the information with their sense, so that the students can give meaning and interpret the information given. Through observations with their sense, students can interpret the observed object. However, each person will have their own perception. Everyone has a unique way of seeing the same thing. Perception also affected by internal and external factor as Walgito (2001) stated. Internal factor is one that originates within an individual and this element is influenced by personal psychological factors such as thoughts, feelings, willingness, needs, sex, motivations, attentions, and so on. While external factor is a factor that originates outside of the individual, such as stimuli, environment, culture, and belief.

Subtitled Movie

Movie is a form of human expression. When someone decided to make a movie, it needs idea as well as feeling to be a great masterpiece. Movie has become an influential media

because both audio and visual works well, thus everyone who watchs it will not feel bored because it is interesting. İşcan (2017) stated that movie motivates students not only to learn the target vocabulary but also to understand the target language better. Using movie to learn a new language can help students learn and retain it for a long time. Learning through movie allows students to become acquainted with native voices, making them feel at ease and absorbing new language without being conscious that they are learning new terms.

Subtitles, on the other hand, are derived from a transcript or screenplay of the dialogue or commentary in films, television programs, video games, and the like, and are typically displayed at the bottom of the screen, but can also be displayed at the top of the screen if there is already text at the bottom of the screen. Markham (1999) as cited in Riana Rahmawanti et al., (2021) explain that subtitles incredibely leads to understanding listening to ESL students. Using movie with subtitles to teach foreign languages can facilitate students' motivation, solve ambiguities and take away some of the anxiety of non-native learners. According to Sabouri and Zohrabi (2015) in Riana Rahmawanti et al., (2021), they pointed out that English subtitled movies in many ways influence students' vocabulary. Because it is easier for students to understand each words pronounced by the character in the movie. Even sometimes there will be new phrases, idioms also slang that students have just known.

Using movie as media to learn English has many advantages. Xhemaili (2013) in Hanafi Syahrozi, Dewi Rochsantiningsih (2018) explained some advantages of using movie as a learning tool as follows: 1) Movie is a visual image that can stimulate students' perception directly, while written words can do this indirectly, 2) Movie can give more sensory experience rather than reading because there will be verbal language, movement, color and sound provided, 3) Students can enjoy the learning process using movie as their learning tool, 4) Movie draws students' attention and captured their interest, and 5) Movie can visualize what students did not know before, also 7) Movie has a lot of genre and plot that can motivate students to learn a new language in a different way. Based on the explanation before, it is shown that using movie is effective to use for student in learning English. Students can also use movie to enrich their English vocabulary.

Vocabulary

According to (Grabe & Stoller, 1997; Sökmén, 1997) in Bellalem et al., (2018), vocabulary is the bedrock of language, and, hence, it is emphasized that vocabulary instruction be given primacy in the second language classroom. From the statement explained before it can be concluded that vocabulary takes a very important role in learning language. Every word

has different meaning. People who learn foreign language must be able to find out every word in the target language as it will be easy to express ideas. Mastering vocabulary can give learners a chance to share ideas, opinions even feelings toward each other in both spoken and written form.

Students should be aware of the problems they face in learning vocabulary, thus the problems can be solved. They will get hard to acquire new vocabulary if they are still facing the similar problems repeatedly. Students tend to feel bored if they memorize each word one by one. This way might not be an effective way to learn vocabulary. Therefore, students should try another strategy in their learning process. Students should try to find a way that they like to study as the learning process of vocabulary will be easier to do. One solution for replacing the ineffective technique for their vocabulary acquisition is to use learning media.

METHOD

This research used qualitative design to observe the problems. According to Fraenkel & Wallen (1990; Locke et al., 1987; Merriam, 1988) in Creswell & David Creswell (2018), the focus of qualitative research is on participants' perceptions and experiences, and the way they make sense of their lives. The research type of this study is descriptive study. According to Ranjit, (2019), descriptive study attempts to describe systematically a situation, problem, service or programme, or describes information about the living conditions of a community, or describes attitudes towards an issue.

This study is conducted at Universitas Pancasakti Tegal. The subject of this research is 16 students of fourth semester at English Department Universitas Pancasakti Tegal. The sample is selected by using random sampling technique. According to Arieska & Herdiani (2018), random sampling is a technique to choose the sample where every target population will have the same opportunity to be chosen.

The researcher used triangulation method to get the validity. According to Ahyar (2020), triangulation can be defined as the combination of data gathering techniques from various data collection techniques and data sources that have existed. The researcher used three instruments to collect data from the participant. Questionnaire, checklist observation and documentation were used as the instrument in this research.

RESULTS AND DISCUSSIONS

After conducting the research, the researcher found some results from the participant. Based on the checklist observation, the students seemed enthusiast with the movie of Big Hero 6. They also paid attention to the movie since it was an animation movie and it is easy to

understand, thus the students felt more enjoy watching it. The students did not feel annoyed with the English subtitle that the researcher used in the movie. Furthermore, the English subtitle could help them to understand each word being pronounced in the movie so the students could finish watching movie. They could also draw a conclusion from the movie. The students sometimes also took a note to every new word they saw in the movie. In conclusion, the movie could be understandable for the students.

After the students watched the movie, the researcher distributed the questionnaire for them to answer. The researcher divided the questionnaire into 2 groups to answer both of the research question. The results displayed below:

Students' Perception in The Use of Subtitled Movies.

Table 1. Questionnaire 1

No	Question	strongly	agree	neutral	disagree	strongly
		agree				disagree
1.	Do you think English is important to learn?	93.8%	6.3%	0	0	0
2.	Do you like English movie?	31.3%	56.3%	12.5%	0	0
3.	Do you think watching English movies in English subtitles can be beneficial for English use in everyday life?	43.8%	50%	6.3%	0	0
4.	Do you agree learning new vocabulary is worthwhile?	56.3%	37.5%	6.3%	0	0
5.	Do you think that using subtitled movies in class is enough to enrich your vocabulary?	43.8%	43.8%	12.5%	0	0
6.	Do you think that English movies can help you in improving your vocabulary acquisition?	43.8%	50%	6.3%	0	0

No	Question	strongly	agree	neutral	disagree	strongly
		agree				disagree
7.	I prefer watching subtitled movies.	25%	37.5%	37.5%	0	0
8.	Do you link between what is said and what is subtitled?	18.8%	81.3%	0	0	0
9.	I prefer use English subtitle.	31.3%	43.8%	25%	0	0
10.	I can understand better when I watch subtitled English movies.	37.5%	43.8%	18.8%	0	0
11.	Subtitled movies are the fastest way for learning English language.	25%	37.5%	31.3%	6.3%	0
12.	Do you agree that you can learn many new words from watching subtitled English movies?	43.8%	50%	6.3%	0	0
13.	I prefer to learn vocabulary from subtitled movies rather than from books.	50%	25%	25%	0	0

As we can see from the result above, the students mostly have the answer strongly agree and agree in responding the questionnaire. Most of the students are aware that English is important to learn. Mastering English language is beneficial for nowadays. They also agree that learning vocabulary is worthwhile for them. The students tend to be more enjoy learning using subtitled movie because it is entertaining for them. Most of them even prefer using English subtitle when watching movie. It is easier for students to acquire more vocabulary by watching movie with English subtitle.

It indicates that the students' perception toward the use of subtitled movie were all positive. It is showed that all the students agree that utilizing subtitled movies as their learning media is a good way for their vocabulary enrichment. Watching subtitled movie is helpful for student to enrich their English vocabulary.

Can subtitled movies motivate students to learn English vocabulary?

Table 2. Questionnaire 2

No	Question	strongly	agree	neutral	disagree	strongly
		agree				disagree
1.	Do you agree that English movies are fun and entertaining?	37.5%	50%	12.5%	0	0
2.	Do you think that watching English movies motivates you to learn English?	50%	43.8%	6.3%	0	0
3.	I think that watching subtitled movies has a positive effect on learning English vocabulary.	68.8%	31.3%	0	0	0
4.	Do you agree that by watching English movies, you can find a lot of new vocabulary?	62.5%	37.5%	0	0	0
5.	Do you think using movies with subtitles makes vocabulary learning easy?	56.3%	43.8%	0	0	0
6.	Subtitled movies have an impact on enriching vocabulary.	68.8%	25%	6.3%	0	0

Based on the result above, it can be seen that the average answer is from strongly agree and agree. It is showed that the subtitled movie can really motivate students to learn English vocabulary. It is one of the interesting ways to learn vocabulary that students can enjoy. Students can learn and feel entertained at the same time by watching movie. Especially for English movie that using English subtitle, it is much faster for them to acquire new vocabulary.

The students also agree that watching subtitled movie is fun and entertaining. Watching subtitled movie does have positive effect for students to learn vocabulary because it can boost

students' excitement. The learning process becomes more exciting as the vocabulary acquisition is easier.

To support the data, the researcher also took some photos of the activity and collected the attendance list of the students as the documentation. The photos were taken during the activity of watching movie together with 16 students of fourth semester at English Departement Universitas Pancasakti Tegal. The researcher felt the enthusiasm from the students when they watching the movie "Big Hero 6". It showed in the photos that all the students paid attention to the movie displayed in the LCD. Some of the students also sometimes write down the new words they just heard from the movie. Thus, the students seemed enjoy the activity together.

After conducting the research, the researcher found that the students showed positive feedback toward the use of subtitled movie to enrich their English vocabulary. Based on the questionnaire, mostly the students agree if subtitled movie can help them to enrich their vocabulary. Since there are a lot of movies released nowadays, students can utilize them as the learning tool. They can acquire more new vocabulary by themselves besides from the classroom activity.

The researcher also found that the students had motivation to learn English vocabulary using subtitled movie. İşcan (2017) explain that the use of movie can motivate students to understand the vocabulary as well as the target language. It indicated that the use of subtitled movies is helpful for the students to learn vocabulary. It can be one of the effective media for the students to acquire more new words so that they can master the English language in a brief time. The subtitled movie can also be used in the teaching activity since many students like watching movie so they can enjoy the learning process.

The use of subtitled movies was able to give effect on students' vocabulary enrichment. Xhemaili (2013) in Hanafi Syahrozi, Dewi Rochsantiningsih (2018) stated that there are some advantages in the use of subtitled movies as the learning tool. It is in line with the result on the students' responses in the questionnaire by using subtitled movie was helpful for them to learn new English vocabulary. They could enrich their vocabulary to master the English language better.

CONCLUSION

From the table displayed in the previous discussion, it can be seen that most of the students strongly agree with the questions related to the used of subtitled movie. It indicates that they interested by watching subtitled movie as their learning media to enrich their English

vocabulary. The students certain that it is easier learning vocabulary using subtitled movie because they enjoy the process.

Based on the result from the previous discussion, it can be concluded that using subtitled movies is helpful for students in order to enrich their English vocabulary. The students showed that they have a good perception in the use of subtitled movies in enriching their English vocabulary. Students also feel motivated to learn English vocabulary by watching subtitled movies. It is showed on the result that mostly the students have a positive response toward the use of subtitled movies to motivate them learn English vocabulary. By watching subtitled movies is one of the effective ways for students to learn English vocabulary. They can watch movie in their free time, thus they can learn vocabulary easily. The students tend to be more enjoy learning using subtitled movie than only using printable sources. Subtitled movie has a positive perception on students' motivation to learn English vocabulary.

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The Use of Discovery Learning Model and Its Implications to Students' Speaking Ability

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ABSTRACT

The study examines the effects of the discovery learning paradigm on students' speaking abilities in seventh grade SMP N 1 Tegal. The objectives of this research were (1) To find out the use of Discovery Learning Model on students' speaking ability in grade seventh SMP N 1 Tegal, (2) To find out the implication of Discovery Learning Model on students' speaking ability in grade seventh SMP N 1 Tegal. This investigation utilized a quantitative methodology. The design of this study was True Experimental with Pretest-Posttest Control Groups. Cluster random sampling was used to choose the samples for the experimental and control groups. The sample consisted of 63 pupils from two classes drawn from the population of seventh-grade students at SMP N 1 Tegal during the academic year 2021/22. This research utilized a speech test and a questionnaire as its instruments. SPSS was used to analyze the data using the t-test technique. The test results indicated that the experimental group scored higher than the control group. The difference between the Post-Test means of the experimental group and the control group is statistically significant ($22.56 > 18.32$). The results of the questionnaire analysis suggested that the deployment of the Discovery Learning Model for speaking was a success. It may be summarized that the discovery learning paradigm can increase students' descriptive text speaking skills.

Keywords: Discovery Learning Model, Speaking Ability, Descriptive Text

INTRODUCTION

Speaking is one of the four language skills that are important for learning English. Speaking is an important element in learning English as a foreign language, according to Hardiyanto (2018). speaking has an important role in everyday life by directly conveying one's thoughts. It affects a person's performance in many aspects particularly in education. Therefore, someone who has the ability to speak well is someone who can express his thoughts well when interacting with other people.

According to the curriculum that was implemented in 2013, pupils in junior high school should place a significant emphasis on their speaking abilities. Because it is necessary for students to be able to interact effectively in English with other people in order for them to learn how to speak. Students are considered to be able to speak English if

they have these following skills: strong pronunciation, fluency, and mastery of vocabulary; ability to organize words into well-structured sentences so that they can be understood by listeners; and mastery of English grammar.

However, a significant number of kids in junior high school have trouble communicating verbally. Difficulties with pronunciation and memorization of words, as well as a lack of comprehension of grammar and vocabulary, are other common challenges for children who are learning English. There are several reasons why students have trouble speaking English; these reasons include the students themselves, the teaching methods, the curriculum, and the environment. For instance, many students may not have the vocabulary that is required to convey the intended meaning, and as a consequence, they are unable to maintain the engagement. When it comes to studying a foreign language, many students experience anxiety when it comes to speaking in front of the class, particularly when doing so for the first time. This is because they do not have sufficient faith in their own capabilities.

The latest curriculum, curriculum 2013 is a policy implemented by the government which aims to improve creative thinking skills, students learning. There are three types of learning in the 2013 curriculum, namely: problem-based learning, project-based learning, and discovery learning. The discovery learning model is the most effective model for students to apply among the three models recommended in the 2013 curriculum because it encourages students to think at higher level (Higher Order Thinking Skill/HOTS) (Wahyudi, Rukmini, and Bharati 2019 in (Trisna Dwi Jayanti, 2021).

This model is one of the models found by Jerome Brunner (Rasyid et al., 2021) established that the discovery learning model, which asserts that students must take an active role in their learning in the classroom. As a result, discovery can be defined as a teaching technique that encourages students to find ideas and discover their own learning concepts (Hidayati 2017; Khomsiatun & Heri, 2015 ; Khumaedi, 2007 ; Rahman & Maarif, 2014 ; Setiawan, 2015). Discovery learning on the other hand, is a learning approach that does not transfer all material (Husna, 2015).

Furthermore, this model examines students' ability to solve difficulties through curiosity in discovering important aspects of learning. In this model, the teacher's role is limited to only helping student find information they do not have. According to Brunner in (Simamora & Saragih, 2019), the purpose of discovery learning is for teachers to provide opportunities for students to become problem solvers, scientists or mathematicians.

Through this activity, students will apply and find things that are useful for them. Based on definition above, we can conclude that discovery learning is a learning model that directs students to interact, find answers or questions through collaboration, to encourage students to appreciate and participate in speaking English.

Based on the description above, the objectives of this research are (1) To find out the use of Discovery Learning Model on students' speaking ability in grade seventh SMP N 1 Tegal, (2) To find out the implication of Discovery Learning Model on students' speaking ability in grade seventh SMP N 1 Tegal.

LITERATURE REVIEW

Discovery Learning

Related to definition of Discovery Learning is one type of student-centered learning model (Sahara et al., 2017). Meanwhile according to Van Merrinboer & Kirschner (2017) in (Sarimanah et al., 2019), Discovery Learning includes stimulation where students are faced with something that triggers a lot of desire to learn more. In other words, this learning model requires students to understand information and concepts independently through minimal guidance such as stimulation, feedback, and problem examples provided by the teacher (Alfieri, Brooks, Aldrich & Tenenbaum as quoted in Wahyudi, Rukmini & Bharati, 2019). Based on the opinion above, the Discovery Learning Model is a learning model that can challenge students to think independently, find their own information, analyze problems, and solve problems without the help of the teacher so that, the results obtained will be more durable in memory or not easily forgotten by students. In addition, the role that the teacher plays in this model, which includes directing, motivating, and providing reinforcement based on the responses of the students. A teacher is able to determine whether or not students are being overly precise in their answer acquisition, and if students are able to actually provide answers, the answers are more reliable in terms of comprehending the findings.

Furthermore, according to (Siagian, 2018), Discovery Learning Model integrates the principles: (1) Problem Solving. Teacher should guide and motivate students to seek for solutions by combining existing and new acquired information as well simplifying knowledge. (2) Student Management. The teacher must allow students to learn with groups, because it makes students feel flexibility in the static series of learning. (3) Analysis and Interpretation of Information. This is a process oriented and not content-

oriented; it means students learn to analyze and interpret the information obtained. (4) Failure and Feedback. The goal of discovery learning is not to arrive at the best possible outcome; rather, the emphasis is placed on the new information that is obtained throughout the learning process. And it is the job of the instructors to provide feedback, since it is necessary for each of us to assist others in the learning process.

Speaking

Speaking is the most important aspect in learning a second language, and success is measured by the ability to have conversations in that language based on Nunan (1991:39) citated in (Wilany, 2019). In addition, according to Tarigan in Budiarso Iwan (2017) (2005a:15), speaking is the ability to pronounce articulation sounds or words that express, and convey thoughts, ideas, and feelings. In speaking, students learn how to organize thoughts, structure sentences and communicate language in spoken form with correct and clear pronunciation and understanding. From those definitions, it can be said that speaking is an ability that requires students to talk and communicate with other people or make more active interactions with respondents in conveying or expressing meaning.

Furthermore, the main purpose of speaking is to convey information. Speaking is a crucial tool for communicating or delivering mental information about what the speaker will say to their culture. This is way communication are important and critical. There are four essential aims of speaking (Tarigan, 2008:30-36); to inform, to entertain, to persuade and to discuss. In other words, it is possible to draw the conclusion that a person can inform their feeling, find out others' feeling, and make certain decisions through speaking by asking him in their communication about how they feel.

According to Brown and Yule's framework (2001:140) in (Siregar, 2017) there are three functions of speaking. First, speaking refers to an interaction in the form of a conversation or can be called social. When people meet, they exchange greetings, talk, share their experiences, and so on. The focus is more on the speaker's actions and how they want to present themselves to others. Second, talks as performance. It refers to public speaking, such as presentations, public announcement, and speeches that convey information to the audience. Next is talks as transaction. This refers to situations in which the focus is on what is said or done.

Furthermore, there are four components of speaking skills, such as: pronunciation, grammar, fluency, and vocabulary (Syakur in Mora, 2010, P. 3) in (Chye & Han, 2018; Tika, 2021). Pronunciation is the way students produce clearer language when they speak. It deals with the phonological process, which consists of the parts and concepts that control

how sounds and patterns are produced in a language. Grammar is an essential component of language acquisition. Grammar and speech are inextricably linked. Learners must be taught grammar structure system in addition to sound system. Learners must be taught about word order, inflection, and derivation as well as other important aspects of the English language. It will assist students in speaking English properly. Fluency determines a student's ability to talk clearly and fluently. Fluency refers to how quickly students speak English and how much they say without pausing. It implies that fluency is the ability to speak English fluently or without doubt. Another one of the successes in using a second language is mastering vocabulary. Students cannot communicate effectively or express their ideas to other students if they do not master the vocabulary. If students master more vocabulary, it will be easier for students to express their ideas through speaking.

In addition, teaching speaking for a second language or foreign language for junior high school is very challenging for a teacher. Therefore, the aim of teaching and learning English is to develop communicative skills which include listening, speaking, reading and writing skills proportionally. Therefore, the teacher should give speaking assignments to students and give them the opportunity to use the target language to communicate with others. (Al-sibai, 2014) in (Siswita, F. Hafizh, 2014) states that the use of English as a second language (ESL) or foreign language (EFL) in spoken communication is, without a doubt, one of the most common but very complex activities to consider when teaching English language mainly because we live in a time where the ability to speak English fluently has become a must, especially for those who want to advance in certain fields of human endeavor. The focus of teaching speaking is to improve students' oral production.

Therefore, language teaching activities in the classroom should aim to maximize individual language use. Speaking is the most important skill among the four skills (listening, speaking, reading, and writing) because people who know a language are called speakers of that language speakers of that language. Scrivener (2005) states this shows that using a language is more important than just knowing it because there is no point in knowing much about a language if you can't use it. Then, according to Scott Thornbury (in Harmer, 2007: 123), the success of teaching speaking depends on the culture of the speaking class and it becomes a speaking class. Both of these speaking cultures must be in English for the class to be a speaking class. With the above activation, students' speaking skills will improve and they are more confident to speak English than before. It can be said that to support children's development in learning, teachers must develop communicative learning

that provides opportunities for students to talk and share with others and also teachers must create a good atmosphere in the classroom so that children will feel happy in the learning process and they will never think that the subject is complicated for them.

There are a few processes involved in applying the Discovery Learning approach, which are as follows: stimulation, problem formulation, data collecting, data processing, verification, and generalization. Using the Discovery Learning Model to teach speaking involves all of these steps. Observing, inquiring, testing, associating, and sharing are some of the stages that are included in the scientific method in the Curriculum 2013. They have been synchronized with the application of Discovery Learning, and as a result of this collaboration, some strategies have been developed. These strategies include observing through stimulation, questioning through problem statement, experimenting through collecting data, associating through processing data, communicating through verification, and drawing generalizations or conclusions, all of which were suitable with his lesson plan. The teacher began to apply Discovery Learning method in teaching speaking relating to Syah (2004:244) in Irmayanti (2015).

METHOD

The researcher utilized a true experimental research design in this work, along with a control group design that included both a pre-test and a post-test. A quantitative methodology was utilized for this study. The participants in this study were students who were enrolled in the seventh grade at SMP N 1 Tegal during the academic year 2021/2022. In this experimental research, the researcher used a technique called cluster random sampling. Both the experimental class, which was taught using a discovery learning model, and the control class, which was taught using a lecturing learning model, went through a series of different treatments that were carried out by the researchers. After that, each class was given a pre-test as well as a post-test. A speaking test and a questionnaire are the two components that make up the research instrument that is utilized by researchers in the process of data collection.

RESULTS AND DISCUSSION

The data analysis of the students' performance on the pre-test, mid-test, and post-test revealed that their speaking ability had improved in a manner that was reasonably consistent throughout the process of applying Discovery Learning Models. The overall performance of the students on the test, both before and after they were exposed to the

Discovery Learning Models, is the subject of the test's final result. The results of the pre-test revealed that the pupils had difficulties with all aspects of their speaking abilities. In a nutshell, they had very poor control over their pronunciation, and they were unable to create fluent sentences. Inconsistency in the use of terminology was another source of the difficulty. It indicates that the use of different vocabularies was not adequate to convey the meaning of the statement. It had an effect on the result of the understanding component, but the students weren't able to display a performance that met the expectations of the instructor.

Students who were taught and treated by applying the Discovery Learning Model for eight meetings showed better results than students who were taught by the Lecture Learning Model (Conventional Model), which is a way of teaching in which the posttest value of the experimental group is greater than the control group by obtaining an average score 1 point higher. These findings are based on research that was conducted using Statistical Product and Service Solution (SPSS) version 26 IBM for windows. After therapy, the data were acquired.

The researcher provided an explanation of the activities that took place in the classroom in addition to the explanation of the results of the research that was conducted using SPSS. This research was carried out over the course of eight encounters, the first of which involved the researcher presenting stimulation in the form of a number of images and passages of text that were connected to the text description material. During this assignment, students will be requested to look at some instances of text and images that are presented on a power point slide. The pupils are then given a brainstorming activity in the form of many questions concerning the text or image that has been provided to them after they have seen the picture. This is done in order to strengthen kids' creative thinking skills so that they can be better equipped to find solutions to problems and be more motivated to actively participate. This is in accordance with the opinion of Al-Maghrawy, 2012 namely brainstorming activities carried out at the beginning of learning to help find creative ideas related to the problems (phenomena) presented can improve creative thinking skills.

After students observe the text or image, students are asked to analyze the text or image that has been given. then, students are asked to present the results of the answers in front of the class, the researcher gives the opportunity for other students to provide feedback, criticism, suggestions or input regarding the results of the presentations of students who have appeared. in this activity students conduct discussions where this can

improve students' critical thinking, self-confidence, and student motivation to improve speaking skills. this is in accordance with the opinion of Ernawati, 2020; Karyadi, 2017, The application of the discussion method will be able to generate interest and motivation in student learning. Therefore, the use of efficient and effective discussion methods has a close relationship in attracting students' attention and enthusiasm (O'Hare et al., 2020; Sirait, 2018). The discussion method focuses on developing knowledge and understanding as well as actions and even students' direct experiences in forming skills, appreciation, and applying values (Pakaya, 2019; Syafruddin, 2017; Widiarsa, 2020).

In the next meeting, students were given several texts and then students were asked to compare the two texts according to the social function, text structure, and linguistic elements of the descriptive text that had been given. After students find the differences between the two texts, students are asked to present the results of the answers that have been obtained. Then other students provide feedback about the results of other students' answers. This activity is carried out so that students can solve problems with their creative abilities in developing main ideas in comparing two texts. this agrees with Abdul Majid (2015) saying that the problem-solving method is a method that is centered on solving a problem by optimizing the ability to think. Then according to Nana Syaodih Sukamdinata and Erliana Syaodih (2016) said that the problem solving method is one method that can develop high-level thinking in solving problems.

After the activity of analyzing and comparing students better understand and understand what parts are in the descriptive text so that at the third meeting students are asked to be able to explain or find information or concepts about some parts of the text related to descriptive text material such as language features, structure – text structure, definition and purpose. In this activity students are given the opportunity to find out information related to the material from various sources, such as: textbooks, internet or find information from various other sources. In this activity students are required to speak in English. this motivates students to learn English and motivates students to improve their speaking skills and this activity fosters curiosity and confidence in speaking in front of the class, students can develop their own ideas and knowledge. so that students can better understand and easily understand the learning material. By learning to find out for themselves, students will be able to better understand and remember concepts and knowledge learned by themselves, so that student learning outcomes can increase. This is in line with the opinion of Wardani Naniek Sulistya (2016: 22) asserting that discovery

learning is a student-centered learning approach, the teacher provides opportunities and freedom for students to find, explore and construct their own knowledge.

In the fourth and six meeting, students are given tasks related to descriptive text material. This activity is carried out to support learning and measure students' abilities and understanding of the descriptive text material that has been studied. This agrees with Nunan (2004) which states that assignments are part of class work that involves students in understanding, manipulating, producing or interacting in the target language where their attention is focused on knowledge of grammar to express meaning rather than the language itself.

At the following gathering, the students were given the assignment to write and create descriptive texts based on phrases that had been constructed in accordance with the aspects of structure and language. Students will practice beginning to produce the first phrase and organizing their ideas into full paragraphs as part of this activity, which makes use of a technique called an intrinsic breakdown. in order for the kids to have an understanding of the basic structure of the story. This is in agreement with what Buzan has to say about the matter (2010:13) The method of parsing intrinsic elements is a tool for creative thinking that mimics how the brain uses all images and their associations in radial and network patterns. This is how the brain was built because it is how it is always utilized on the inside.

In the last meeting, students were asked to describe the picture. At this stage students are given several pictures, then students are asked to describe one of the pictures. this is done to improve student observation, critical thinking and also creative in describing pictures. after students describe, students conclude about the learning that has been obtained during the learning takes place. This activity also makes students actively participate in learning.

Based on the results of the research and analysis above, it can be said that the discovery learning model is effective in improving students' speaking skills in descriptive text material for seventh grade students of SMP N 1 Tegal. This is also supported by the results of the questionnaire answers which show 60% of the experimental class agrees the use of discovery learning models helps students in practicing speaking in learning English, helps students add new vocabulary, makes it easier for students to understand learning materials independently, makes students not afraid to ask questions, and increase students' motivation to learn English in class VII students in the even semester of the academic year

2021/2022.

CONCLUSION

The conclusion of this study is that the results showed that the average speaking skill test scores of students who were taught using the Discovery Learning Model were higher than those of students who were taught using a method that did not utilize the Discovery Learning Model. This conclusion is based on an analysis of the data.

It can be seen from this that the implementation of the Discovery Learning Model is shown to be more effective in enhancing the students' ability to communicate verbally. This is permissible because participating in learning activities based on the Discovery Learning Model encourages students to acquire knowledge not only from themselves but also from the process of gaining knowledge through the conversation with their other friends. And with the discovery learning model, students participate more actively in learning, more often express ideas, opinions, or suggestions to their friends, and students have more opportunities to take advantage of their knowledge where students with low abilities can respond to problems in their own way or in their own way on the other hand, the teacher also participates in developing and convincing students' mindsets. Moreover, with the discovery learning model, students have more opportunities to take advantage of their knowledge.

According to the findings of the processing and analysis of scores that the authors carried out: To begin, the Discovery Learning Model has the potential to improve the learning outcomes for students' speaking skills. This is demonstrated by the fact that the post-test score of students' speaking skills when utilizing the discovery learning model is greater than the score when not using the discovery learning model for post-testing. $16,50 > 15,00$. Second, there is evidence that the Discovery Learning Model is successful. This is demonstrated by the fact that the score of learning outcomes that make use of the discovery learning model is significantly higher than the scores of those learning outcomes that do not make use of the discovery learning model. Third, when it comes to the learning outcomes of students' speaking skills, there is a significant divide between those educators who implement the discovery learning model and those educators who do not implement the discovery learning model. When using the discovery learning model, it has been demonstrated that a higher difference can be found between the average score and the learning outcomes for students' writing skills.

The questionnaire scores were both experimental (using the discovery learning model) and the control group (not using the discovery learning model). The results of the

questionnaire answers showed 60% of the experimental class agreed to use the member discovery learning model to help students practice speaking in English learning. So that it can be seen that the application of the discovery learning model in the experimental group is effective. This means that the increase in students' speaking skills learning outcomes using the discovery learning model is better than those who do not use the discovery learning model.

As a result of the findings presented in the previous section of research, the author offers some recommendations to English teachers regarding the utilization of the Discovery Learning Model in the course of teaching learning activity, particularly in the teaching of speaking, because this model can assist students in improving their ability to communicate orally.

The researcher also offers advice to other authors who will be conducting research that is related to their own. It is believed that the findings of this study would be able to assist researchers who are interested in conducting research that is comparable with other researchers with helpful feedback. Through the utilization of the Discovery Learning Model, more researchers are in a position to carry out studies with the purpose of enhancing the oral communication abilities of students. The author, on the other hand, has high expectations that further authors will find this research useful and will use it as a reference and guidance in their own writing.

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The Effect of Using Movie Clips “*We Bare Bears*” On Students’ Speaking Ability in Learning Giving Opinion

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ABSTRACT

This study is focused on knowing the effect of using the movie clip "We Bare Bears" as a medium for learning students' speaking ability in learning to give opinions. The participants in this study were 25 students of class XI MIA III as the experimental group and 25 students of class XI MIA II as the control group at Al-Irsyad Senior High School, Tegal City. This research uses quantitative research methods. the language test was adapted from (Brown, 2004), to determine the level of students' knowledge in students' speaking skills, especially in learning to give opinions through pre-test and post-test (after being given treatment). This quantitative research shows that the use of the movie clip "We Bare Bears" can influence students in terms of speaking ability in learning to give opinions. it can be concluded that the use of movie clip media can influence and have a positive effect on students' speaking ability in giving opinions.

Keywords: movie clips, *We Bare Bears*, speaking ability, giving opinion

INTRODUCTION

Language cannot be separated from the life of living things, including humans. Humans who are social creatures must interact with each other to provide an idea, criticism, insight and tell what is meant. According (Tarigan, 1985) that speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas, and feelings. Furthermore. Their social circumstances and culture require or even force humans to convey something to others and ask them to understand the messages conveyed by other people and Language is one of the best facilities for humans to be able to communicate with each other.

(Anton M. Moeliono et al, 1988:114) say that speaking is saying, talking, giving birth to opinions with words. It shows that speaking is not only a receptive skill, but also an activity that requires effort and knowledge to produce quality communication. In classroom learning activities, speaking skills are taught with other language skills.

Through speaking activities students are expected to be able to express and convey ideas and thoughts and feelings to others directly. Based on the statement, it is clear that students are expected to be able to express their ideas, feelings, and opinions through oral activities to

interact in everyday life, especially in English. In fact, in the actual teaching and learning process in the classroom. Students in high school usually get into big problems, when they have to learn speaking skills in English. This happens a lot because most students do not have strong motivation and willingness to learn, therefore an English teacher must create a good learning process that can provide students’ motivation and willingness to learn. One of the ways that English teachers can use to create a good learning process is to use movie clips for appropriate teaching for students.

In this research, the writer uses the movie clips of *We Bare Bears* as a medium of learning to speak in giving opinions. The reason why the writer chose the movie clips of *We Bare Bears* is that the film’s nature is light because the film is a comedy genre film. So, when the writer uses the film, it is hoped that students will be more motivated and active on speaking learning activities in giving opinion. From the background above, the writer is interested in conducting research entitled: “The Effect of Using Movie Clips ‘*We Bare Bears*’ on Students’ Speaking Ability in Learning Giving Opinion”.

LITERATURE REVIEW

Movie

Movie, also called motion picture, series of still photographs on film, projected in rapid succession onto a screen by means of light. Because of the optical phenomenon known as persistence of vision, this gives the illusion of actual, smooth, and continuous movement, (Azhar Arsyad, 2003: p. 48) states that film media can describe an object that moves together with natural sounds or appropriate sounds. The ability to paint vivid pictures and sound gives it its own charm. In general, films are used for entertainment, documentation and educational purposes, Furthermore, film media is media that can describe an object that moves with natural sound coupled with the ability to paint live images and sound to make film media a special attraction. Film media itself is not only for entertainment and documentation but can also be used as a learning medium because the existence of a film effect that has an attractiveness which is expected to help learning activities in conveying material using film media so that students are more interested in learning and also easily understand the material presented.

The movie that is employed in this study is entitled *We Bare Bears*. It is an American animated sitcom created by Daniel Chong. It tells the story of three bear brothers, the Grizzly bear, the panda and the ice bear. With their awkward attempts to integrate themselves with the human world in the San Francisco Bay Area such as buying food, shopping at mall or market.

Make friends with humans or try to become famous on the Internet. One important aspect of the show's humor is the bear's ability to form a "bear pile." As the name implies, the bears stack on top of each other, which serves as their unique means of transportation. We Bare Bears itself is based on online comics or comics from websites on the internet that were also created by Daniel Chong. There are three characters in this We Bare Bare series.



Figure 1. We Bare Bare Series

Media is one tool to facilitate the delivery of learning by teachers to students. The media also aims to make the teaching and learning process more interesting for students. In this case, the media that will be used is movie clips.

(Miryan, 2013, p.62) argues that films can also make students' learning styles more fun and can increase students' interest and motivation to learn English. So, as Miryan said, films can increase students' interest in English and can be used as learning media. So that learning is not only focused on learning media such as worksheets, textbooks and others.

In this research, the writer used the movie clips *We Bare Bears* as a learning medium for learning English, especially speaking ability in learning giving opinions. The first reason why the writer uses the *We Bare Bears* movie clips is because the film can be used for all groups, be it children, teenagers and even adults. This will be one of the supporting factors that the *We Bare Bears* film can be used for English learning media. The second is because the film *We Bare Bears* is full of meaning, especially about their friendly relationship with each other. In some scenes, for example, they have discussed how important friendship is between each

other. This will influence students to imitate positive actions even though this is not the main purpose of using it. *We Bare Bears movie* clip for learning media.

The Nature of Speaking

Speaking is one of the ways humans communicate with each other to give and respond to opinions, ideas, share information and knowledge. According to some experts, there are several definitions of speaking, namely (Widdowson, 1978) who argues that speaking and listening are said to connect language through aural media; Reading and writing are said to be related to language expressed through visual media. Speaking and writing are said to be active or procedural skills while listening and reading are said to be passive or receptive skills. Therefore, speaking is an example of part of a reciprocal exchange in which the listener and the speaker play a role (Widdowson, 1978). Also argues that in the course of conversations both need to exchange information, ideas, opinions, criticisms and thoughts. While (Morris, 2011) argues that speaking serves as a natural way of communicating between community members, both to express thoughts as a form of social behavior and as a natural way of communicating. Conversations can be made if there are two or more people in the communication area. According to (Tarigan and Guntur, 1990) defines that speaking language is a skill that is developed in a child’s life, which is produced by listening skills, speaking skills during his learning. Speaking is a skill that is developed in a child’s life produced by listening skills and speaking skills during their learning. From this we can know that speaking not only requires knowledge and understanding of a broad vocabulary but listening skills also need to be considered because it affects the way children speak.

One tool to facilitate the delivery of learning by teachers to students is by using media. The media also aims to make the teaching and learning process more interesting for students. In this case, the media that will be used is movie clips. (Miryan, 2013, p.62) argues that films can also make students’ learning styles more fun and can increase students’ interest and motivation to learn English. So, as Mirvan said, films can increase students’ interest in English and can be used as learning media. So that learning is not only focused on learning media such as worksheets, textbooks and others. In this study, the writer will use the movie clips “*We Bare Bears*” as a learning medium for learning English, especially speaking in giving opinions. The first reason why the writer uses the *We Bare Bears* movie clips is because the film can be used for all groups, be it children, teenagers and even adults. This will be one of the supporting factors that the *We Bare Bears* film can be used for English learning media. The second is because the film *We Bare Bears* is full of meaning, especially about their friendly relationship with each other. In some scenes, for example, they have discussed how important friendship is

between each other. This will influence students to imitate positive actions even though this is not the main purpose of using it. We Bare Bears movie clip for learning media.

Giving Opinion

Opinions are words of opinion and arguments/reasons to accept or reject the opinions and statements of others. Opinion dialogue is a dialogue consisting of two or more people who have opinions or views of each other on the same object and then give their respective opinions and respond to each other. It can use expressions, like in my opinion, in my view, I think etc. Giving opinions is used when someone expresses their thoughts or responds to questions from people who ask for their opinions.

RESEARCH METHOD

The purpose of this study is to investigate, via the application of quantitative research methodologies as a strategy to research, the impact that utilizing the We Bare Bears movie clip had on the speaking skills of students who were learning to convey their opinions at SMA AL-IRSYAD in Tegal City.

The students that participated in this study were enrolled in the eleventh grade at SMA AL-IRSYAD in Tegal City during the school year 2021-2022. The investigator chose to focus on two different classes: class XI MIA III served as the experimental group, while class XI MIA II served as the control group. There are 25 pupils in each and every class. The participants in this study come from two separate classes and amount to a total of fifty individuals.

Both the experimental group and the control group were subjected to this treatment. In this experiment, the experimental group was given the treatment of being educated with We Bare Bears movie clips, while the control group was educated using the traditional approach. Both groups were given the same amount of information to learn. The authors of this study used various testing tools, including a pretest and a posttest, to determine the impact that watching movie snippets has on students' capacity to articulate their thoughts orally.

RESULTS AND DISCUSSION

The writer of the results of the study conducted data analysis consisting of descriptive statistical analysis, normality test analysis, paired-sample t-test analysis, homogeneity test analysis, and independent-sample t-test analysis. Data analysis in this study aims to answer the problem formulations and find out whether the use of the "We Bare Bears" movie clip on

students' speaking skills in learning gives an opinion whether there is a significant difference in speaking scores between students who use the We Bare movie clip learning media. Bears with students or groups using conventional methods. The author uses the IBM SPSS 22 Statistics 22 program in this study, and the analysis of all the data can be seen as follows:

Descriptive Statistics					
	Pretest control group XI MIA II	Posttest control group XI MIA II	Pretest experimental group XI MIA III	Posttest experimental group XI MIA III	
N	Valid	25	25	25	25
	Missing	0	0	0	0
Mean		67.20	75.08	68.08	80.08
Std. Error of Mean		.645	.603	.732	.516
Median		67.00	75.00	68.00	80.00
Std. Deviation		3.227	3.013	3.662	2.581
Range		11	11	16	9
Minimum		62	70	59	76
Maximum		73	81	75	85
Sum		1680	1877	1702	2002

From the statistical table above, it can be seen that the sample (N) of class XI MIA 3 students was 25 students who were in the experimental group. the minimum pretest value in the experimental group was 59 and the maximum was 75. Then, the average pretest value was 68.08 with a standard deviation of 3.662. after being given treatment with learning using We Bare Bears movie clips media to class XI MIA 3 students, the post-test score of the experimental group was 76 and a maximum of 85. The average value was 80.08 with a standard deviation of 2.581. and in the control group, namely class XI MIA 2 as many as 25 students as a sample (N). The minimum pretest score was 62 and the maximum score was 73. The mean score was 67.20 with a standard deviation of 3.227. After being given treatment to students using conventional teaching methods, the minimum post-test score for the control group was 70 and the maximum score was 81. The mean score was 75.08 with a standard deviation of 3.013.

Tests of Normality						
Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Students speaking MIAII	Pretest_control_group_XI	.127	25	.200*	.945	25 .189

scores	Posttest_control_group_XI MIAII	.155	25	.124	.955	25	.328
	Pretest_experimental_group_XIMIAIII	.121	25	.200*	.974	25	.742
	Posttest_experimental_group_XIMIAIII	.124	25	.200*	.945	25	.194

From the normality test table above, the significant pretest result in the experimental group was 0.742 and the result in the control group was 0.189. we can interpret that the data is normally distributed because the results of the significance of the two groups are greater than 0.05.

Furthermore, it can also be seen from the table above that the significant post-test result in the experimental group was 0.194 and in the control group was 0.328. it means that the post-test data in both groups are normally distributed because the result is significantly greater than 0.05.

Paired Samples Test										
Paired Differences										
	Pair		Mean	Std. Deviation	Std. Error	95% Confidence Interval		Sig. (2-tailed)		
					of the Difference	Lower	Upper	t	df	
1	Pair	Pretest experiment								
1		class XI MIA III – Posttest experiment	-12.000	2.236	.447	-12.923	-11.077	-26.833	24	.000
		class XI MIA III								
2	Pair	Pretest control class								
2		XI MIA II – Posttest control class XI MIA	-7.880	2.991	.598	-9.114	-6.646	-13.175	24	.000
		II								

From the results of the table Pair 1 above sig. (2-tailed) the value of 0.000 <0.05 means that there is a difference between the average pretest score in the experimental group and the average post-test score in the experimental group. it means that there is a positive effect of using the We Bare Bears movie clip on students' speaking skills in learning to give opinions to class XI MIA III students at Al-Irsyad High School, Tegal City. So, it can be concluded that the research hypothesis (H1) is accepted and the null hypothesis (H0) is rejected.

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
Result of Speaking test	Based on Mean	.002	1	48	.963
	Based on Median	.005	1	48	.943
	Based on Median and with adjusted df	.005	1	42.741	.943
	Based on trimmed mean	.005	1	48	.944

Based on the homogeneity test table above, it can be seen that the significant result based on the mean of the homogeneity test result is 0.963. This shows that the data is homogeneous because the results are significantly higher than 0.05.

Independent Samples Test									
result of speaking test	Levene's Test for Equality of Variances			t-test for Equality of Means					
	F	Sig.	T	Df	Mean	Std. Error	95% Confidence Interval of the Difference		
							Sig. (2-tailed)	Difference	Lower
Equal variances assumed	1.011	.320	6.302	48	.000	5.000	.793	3.405	6.595
	Equal variances not assumed			6.302	46.894	.000	5.000	.793	3.404
II									

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
result of speaking test	Posttest Experimental class XI MIA III	25	80.08	2.581	.516
	Posttest control class XI MIA II	25	75.08	3.013	.603

From the independent sample t-test table above, the sig value is obtained. (2-tailed) the value is $0.000 < 0.05$. Then based on group statistics, the average post-test score in the experimental group (XI MIA III) was higher than the average post-test score in the control group (XI MIA II) ($80.08 > 75.08$).

CONCLUSION

Following the completion of the research, we came to the conclusion that showing students from the eleventh grade at SMA AL-IRSYAD in Tegal City movie excerpts from the We Bare Bears franchise was an efficient way to teach them how to communicate effectively

while sharing their ideas. These results can be seen from the value of the pretest and posttest results after treatment was given to the experimental group, which was class XI MIA III, and the control group, which was class XI MIA II, by being given learning treatment using conventional methods. These tests were administered before and after treatment was given. The findings of the pre-test and post-test given to the students in the two courses, which totaled fifty individuals, showed that the two groups had significantly different average scores. The average score of the experimental group was 80.08, whereas the average score of the control group was 75.08. When teaching students in the eleventh grade of MIA three at SMA AL-IRSYAD in Tegal City to learn how to communicate their thoughts, it is possible to draw the conclusion that the utilization of *We Bare Bears* movie clips can have an effect on students' speaking abilities.

Movie clips are shorter segments or scenes from movies that can be utilized as a form of instructional material to teach English conversation. However, instruction through film media must be synchronized with both virtual (distance) and direct (face-to-face) learning in order for the material that is communicated through film media to be communicated correctly and for students to be able to comprehend it. This is necessary in order for students to be able to learn. The movie is an alternate form of instructional media that can be utilized both offline and online (in the context of distance learning) (face to face).

The use of movies as a learning medium has advantages that are beneficial not just for students but also for teachers as a delivery system for educational content. Teaching with movies creates an interesting impression or is done in a different way than teaching with traditional techniques, and it of course follows the trend of education 4.0, which is more cutting-edge and innovative. Nevertheless, understanding how to use films properly calls for focused attention. because it's possible that there will be something that gets in the way of the teaching and learning activities that take place using films. For instance, the problem could be caused by the internet network; the poor quality of the video or audio; and their inability to comprehend how to make use of or present films in front of the class or in online learning rooms are all examples of this.

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The Effect of Task-Based Instruction on Students' Speaking Ability

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ABSTRACT

The purpose of the study is to find out the effect of Task-Based Instruction (TBI) on students' speaking skill at eighth-grade students of SMP N 01 Kota Tegal. A true experimental design was applied in this study. Two classes were randomly selected for the study as the control and experimental groups. Both groups were given speaking pre-test before treatment to find out their speaking ability. The experimental group was taught through TBI for four weeks, while the control group studied the same material through conventional way. After a series of treatment, students were given a post-test similar to the pre-test to assess the effect of TBI on students' speaking ability before and after the treatment. To determine if the test results were statistically significant or not, the paired T-test was used and the results of the tests showed that the experimental group had improved their speaking ability more than the control group. Furthermore, students responded to a questionnaire. The questionnaire data shows that 60% of students agree that TBI helps them to practice speaking English since they have to perform in front of the class by using a various task instruction. In conclusion, TBI has a positive impact on students' speaking ability.

Keywords: *Task -Based Instruction (TBI), Language Teaching and Learning, English Language Teaching (ELT)*

INTRODUCTION

Speaking is the ability to express ideas or information. People speak to express their ideas and to communicate. When compared to the three other language abilities of reading, listening, and writing, speaking is perceived as the most necessary. Ur (2012, as cited in Safitri et al., 2020), when people speak a language as though it includes all other kinds of knowledge, they are said to be "language speakers". Speaking is the most critical skill to learn when studying a foreign or second language. Speaking is regarded as the most crucial of the four key language abilities in learning a foreign or second language (Srinivas Rao, 2019). Most people can express their ideas through speaking, but sometimes many difficulties confront them. Some of them are the lack of vocabulary and lack of confidence. Lack of vocabulary can occur if students do not interact directly using the target language, for example if someone learns a language and there is no speaking interaction that can support someone's speaking ability in a particular language, it will certainly be difficult to increase someone's speaking ability. So that often communicating and interacting is one way to support improving speaking skills.

Nowadays, English is an international language used to communicate with people

around the world, thus it is very important to have the ability to speak in English, however it will be difficult for students who do not have confidence and a lack of vocabulary in English. In addition, English has become a necessity for most people in today's society. According to Long, 2014; Lyons, 2017 as cited in (Nget et al., 2020) advanced English proficiency has the potential to influence many people's educational and economic prospects around the world, and it will be common for it to do so in the twenty-first century. The issue is that pupils from all school levels face these difficulties in different parts of the country. Some of these issues occurred when they were unable to explain concepts or respond to questions from the teacher both within and outside of the classroom. This is not a problem that simply affects one or two kids; rather, it affects the vast majority of students. Teachers that face these issues report that the majority of students are passive in their participation in learning, preferring to remain mute or not respond verbally to questions posed by the teacher. However, if given a written assignment, the majority of students responded, indicating that the students preferred to respond in writing rather than verbally. As a result, learning that should involve verbal interaction between teachers and students occurs infrequently during the learning process.

Another aspect is that in junior high school, learning with speaking practice is less important than learning with writing, despite the fact that we need speaking abilities to communicate and create strong relationships with others. However, one of the problems for English teachers is to pique pupils' interest and motivation in studying English, particularly in speaking. Speaking is essential in English teaching since we speak or communicate in English when we are learning English. In English teaching and learning, we must study numerous components of English, such as grammar, writing, listening, reading, and speaking.

These components cannot be overlooked when it comes to English teaching and learning because they have the potential to influence our English. Despite the fact that English is considered a foreign language in Indonesia, learner proficiency in this subject is vital to the country's development goals. From those four macro skills, improving speaking skills is the most important and should be prioritized because they are necessary for communication in academic, business, industry, and many other areas of our society (Nget et al., 2020). However, one of the challenges for teachers in teaching English is to get students engaged and motivated in learning English, especially in speaking.

The approach that teachers employ in teaching the learning process, together with other influencing elements, has a substantial impact on students' motivation and achievement in learning. Fun learning will entice students to participate in the learning; if students are already

engaged in learning, their enthusiasm to learn will rise. English teachers should also have effective tactics or ways for carrying out their duties in the classroom. As a result, in order to overcome the problems of teaching English, teachers must use certain strategies in the classroom. English teaching and learning is at its most productive, energizing, meaningful, and imaginatively vital, enhancing students' competence, confidence, and creativity while also developing good attitudes toward learning. Schoepp (2018) as cited in (Hamouda, 2016), in order to create a positive image for students, there is a need to teach them in a better language learning method. Considering a number of recent challenges to traditional methodologies such as presentation, practice, and production, new teaching methods focusing on improving learners' communicative competence have been presented. It is called Communicative Language Teaching (CLT) (Nget et al., 2020), and Task-Based Instruction is one of it because Task-Based Instruction is a method for supporting communicative language instruction. Thus, Task-Based Instruction is relevant if it is implemented in learning whose competence is speaking. Task-Based Instruction has an effect on students' language skills when it comes to speaking skills (Hamouda, 2016). Based on that case, Task-Based Instruction is thought to be useful to create an interactive teaching in order to make students' learning more proactive, efficient, and easily to practice the materials. To a language learner, the impact of teaching method is absolutely vital. The student's ability to grasp language concepts is dependent on the teaching method and all that goes along with it. Because Task-Based Instruction has some advantages, it is highly recommended in this study to use it as a classroom or language teaching strategy. Students can learn how to use form and communication in a task-based classroom environment (Safitri et al., 2020).

There are a few In a Task-Based Instruction environment, students are more engaged and motivated to complete tasks and activities. Task-Based Instruction allows students to attend on classroom activities or tasks while also allows them to use language as a tool to perform these tasks and activities (Hamouda, 2016). It provides a platform for students to express their abilities and further improve them through their efforts. Students can learn how to use form and communication through task-based learning (Safitri et al., 2020). Language learners engage in groups and collaborate with one another, creating relationships between them. In conclusion, Task-Based Instruction is the teaching of the learning process through the use of tasks, according to the idea presented above. Teachers provide tasks to students during the teaching learning process, which they must complete by themselves, in pairs, or in groups. These tasks in the Task-Based Instruction method are tasks that support students' speaking skills. Because the technique emphasizes learner activities, it means that teachers in the classroom act as

facilitators, supervisors, and monitors for learners (students-center).

Lin (2009) as cited in (Al-Tamimi et al., 2020), TBLT is a communicative approach method that engages students in meaningful tasks that require them to use the target language. It's a method that emphasizes the use of real-world language tasks. Task-Based Instruction (also known as Task-Based Language Teaching (TBLT)) is a method of language instruction that involves students in meaningful speech and engagement, allowing them to learn grammar through actual language use. Plonsky and YouJin (2016) as cited in (Hamouda, 2016) state that Task-Based Instruction allows students to focus on classroom activities or assignments while using language as a tool to finish these tasks. A task, on the other hand, is an activity in which students use language to achieve a specific goal. In other words, as part of Task-Based Instruction, playing a game, solving a problem, or sharing information or experiences are all important and authentic tasks.

If it were applied to the process of learning how to speak at SMP Ihsaniyah Tegal, the learning method known as Task-Based Instruction would be an appropriate choice. Since SMP Ihsaniyah Tegal offers both intense and bilingual classes, and a comparison of the two reveals that the bilingual class possesses more advanced speaking skills than the intensive class. Therefore, it is appropriate to conduct research employing learning methods that are based on Task-Based Instruction in order to determine whether or not Task-Based Instruction can improve the speaking skills of students who are enrolled in intense classes. If it is successful, then the Task-Based Instruction approach can be used as a reference for the selection of learning methods that can be applied to the teaching of speaking, in particular when it comes to learning English.

LITERATURE REVIEW

Task-Based Instruction

Task-Based Instruction evolved as a turn of CLT (Communicative Language Teaching) to realize effective model for learning a second or foreign language, as well as to approach a more practical and actual situation for learners. Thus, Task-Based Instruction can be described as a strategy that provides learners with a learning context that involves the use of the target language through communicative tasks and prioritizes the activity of using language above the production of correct language forms. TBLT (Task Based Language Teaching) or Task-Based Instruction is regarded as one type of Communicative Language Teaching (CLT) in terms of emphasizing genuine and meaningful communication as the core component of language learning (Richards & Rodgers, 2001; Willis, 1996) as cited in (Ashrafi, 2020). Thus, Task-

Based Instruction facilitates and promotes second language acquisition.

The Nature of Speaking

There are many definition of speaking. Nunan (2009, as cited in *Regina*,) described that speaking also known as oral language, spoken language, or verbal language, is the medium via which one expresses thoughts, feelings, and emotions; delivers information; reacts to other people and situations; and influences and communicates intentions with others. Speaking is perceived as the most prominent skills compared to three other language skills: reading, listening, and writing (Safitri et al., 2020). Spratt, Pulverniss, & Williams (2005, as cited in Syafii et al., 2019) describe that speaking is a useful ability that requires employing speech to communicate meaning to others. Speaking proficiency is classified as one of the most fundamental but difficult productive skills among learners of English as a Second Language (ESL) (Hassan et al., 2021). Chastain in (Hamouda, 2016), Speaking is an active process, through which learners use their world and language knowledge to convert their thought to meaningful oral message.

Speakers must learn to adapt their speech to the listener in the communicative process: Chastain in (Khoshhsima & Bajool, 2015) state that speaking includes two major processes: talking to, when the speaker addresses but does not interact with the audience, and talking with, when the speaker creates a message while actively communicating with the listener.

Based on the theory above, the writer includes that speaking is a process of using language in order to transmit the information, knowledge, idea, and opinion to the other person. Ur (1996) in (Leong & Ahmadi, n.d.) said speaking is one of the most significant skills of the four language skills because individuals who study a language are referred to as speakers of that language. Speaking, according to Chaney (1998) in (Leong & Ahmadi, n.d.), is the process of creating and sharing meaning through use of verbal and nonverbal symbols in various circumstances.

The Component of Speaking Skill

According to Syakur (2000, as cited in *Regina*, 2015), there are at least five components of speaking skill that should be concerned by the teacher in teaching speaking; comprehension, grammar, vocabulary, pronunciation and fluency.

The Principle for Teaching Speaking

Anuradha (2014, as cited in Hussain, 2017) there are several principles of teaching speaking skill; first, it encourages students to speak from the very beginning. If it did not appear, teacher should teach them as soon as possible, rather than waiting until she has a store of words, phrases, or sentences. Second, it allows students to repeat what they say if that is all they have

to say. Third, accept it for the time being if a student responds to a question with a single word. Fourth, allow students to speak freely with whatever English skills they have. Next is propose structures/words and have the students use them in a variety of situations, drilling as much as possible. Sixth, encourage students to use the back-chaining or tail-forwarding approach to combine more than 10 sentences to create large sentences. Seventh, as much as possible, organize role play and pair work, and manage the learners to correct the active ones and activate the inactive ones. Then, be well-prepared in terms of lesson planning, activities, and tasks ahead of time. Final principle, teacher may allow learners to make faults and mistakes in the early stages. Interruptions and corrections will increase the students' learning creativity and discourage them.

Teaching Speaking for Junior High School

As English is currently an international language that people all over the world use to communicate in certain matters, educators are encouraged to use methods and develop these methods in an effort to improve successful and well-executed language learning. Since English is currently an international language, it is used by all people in the world to communicate in certain matters. Therefore, children need strategies for learning English both inside and outside of the classroom, and teachers need to do a good job of developing these tactics for their students. This learning technique helps those who are successful learn and increase their communicative skills, which is essential for success. According to Wenxia (2008) in (ASRIDA, 2016) says when teaching, the teacher should consider not only how to deliver language in a certain scenario, but also how to teach it as a communicative act. In the classroom, teaching speaking can be defined as conversations of oral communication between students and teachers. In 21st century learning, the role of students here is very dominant or as a learning centre, in order that educators need to change the way of teaching which was previously the teacher as a learning centre, turned into students who are given the opportunity to do a lot of practice, especially in learning related to speaking skills. CLT (Communicative Language Teaching) learning can be used as an alternative way to teach speaking skills to students. For junior high school students, it can be said that they are still young, as teachers we need to provide learning strategies that are communicative, student-centered, but still fun, because it is related to student motivation to learn.

METHOD

In this particular investigation, the researcher takes a quantitative research approach. The researcher used a proper experimental design in their work. The true experimental design

can be broken down into two distinct subcategories: the design of the pretest-posttest control group and the design of the posttest only control group. In the course of this research, a two-group design was utilized (experimental group and control group). The experimental group is going to receive a unique form of treatment, which is going to be the Task-Based Instruction approach. The speaking test and the questionnaire are the research instruments for this study. The data was gathered through the use of a speaking exam in addition to a questionnaire. In total, there are 810 pupils enrolled at SMP N 01 Kota Tegal, from which 60 were selected at random to participate in this study.

RESULTS AND DISCUSSION

After conducting experiments in which they taught recount text using the Task-Based Instruction and without utilizing the Task-Based Instruction, the researcher then examined the data from these experiments and continued to draw conclusions from them. The purpose of this study is to determine whether or not Task-Based Instruction is an effective method for teaching speaking to students in the eighth grade at SMP N 01 Kota Tegal. The next step is to determine whether or not there is a discernible gap in speaking scores between students who are participating in Task-Based Instruction and students who are not participating in Task-Based Instruction.

According to the descriptive statistics, the results of the data analysis suggest that the mean score of both the pre- and post-tests in the experimental group has greatly increased, but the mean score of both the pre- and post-tests in the control group has remained relatively unchanged. The results of the paired samples t-test indicate that there is a significant difference between the mean score of the pre-test in the experimental group and the mean score of the post-test in the experimental group. The significance level for this test is 0.000 0.05, which indicates that this difference is statistically significant. Therefore, the author can reach the conclusion that Task-Based Instruction is an efficient method to teach speaking to students in the eighth grade at SMP N 01 Tegal.

Task-based learning prioritizes the use of tasks in both preparation and classroom teaching. (Richards, 2006) as cited in (Safitri et al., 2020), So, in the implementation of Task-Based Instruction method in experimental class, students are given tasks or activities that encourage students to actively speak in class, such as examples group activities, discussing and presenting the results of the discussion in front of the class, role play activities and individual task performance activities where students are trained to work on, identify and present the task

in front of the class. This is also accordance with (Hamouda, 2016) that state Task-Based Instruction allows students to attend on classroom activities or tasks while also allows them to use language as a tool to perform these tasks and activities.

The learning outcomes of the experimental group obtained at SMP N 01 Kota Tegal with treatment using the Task-Based Instruction were higher than the control group. During the implementation of the treatment, students are given several activities that can be considered as tasks in implementing Task-Based Instruction. These activities are in the form of group and individual activities, such as matching activities, discussion and decision, roleplay, picture and picture stories.

Furthermore, the learning carried out in the experimental class has positive effect on improving students' speaking skill. The "matching activities" in this activity means students are asked to discuss and analyze the recount text and pair the parts of the generic structure in the text together with their group members and continue to present the results in front of the class. This activity is similar to "Discussion and decision" activity which carried out during the teaching treatment because those are classified as group activities. However, these activities are carried out together with groups. Furthermore, this activity help students to work in team and develop social skills, and practice their confidence to speak through group activity. This is supported by Richard (2008) as cited in (Maca, 2020) that a small group discussion is a good way for students to talk about their ideas and work together. Moreover, De Bot & Lowie (2005) as cited in (Maca, 2020), states that most language learning happens in everyday situations. Thus, they gained more confidence and got more practice speaking.

The "roleplay" activity, where students are asked to role-play with their classmates and perform in front of the class, then their classmates are given the opportunity to comment on the appearance of other students. Conversations made by students are about their activities in the past. This activity can improve their creativity because they have to make a recount text based on their experience in the past. This is accordance with Sunardi (2013) as cited in (Gumelar & Sugara, 2019) The role-playing activity would seem to be the best opportunity for students to use their English creatively. It also gives them a chance to practice and develop their communication skills while motivating a conversational setting that they might find themselves in. Furthermore, this activity also asks students to increase their confidence in speaking because they have to perform the task in front of the class.

In addition, during the teaching treatment also carried out "picture and picture stories" activities. In this activity, the teacher displays several pictures and provides a verb that corresponds to the picture. Here students are not only asked to make recount text from the picture, but also pay attention to several things that must be considered in making recount text, there are appropriate structures and linguistic elements. In addition, students were asked to perform individually telling the contents of the recount text they had made. Therefore, this activity can practice students' self-confidence and students' speaking skills especially in telling story. This is supported by Wulandari (2012) as cited in (Pratiwi & Ayu, 2020) that describing pictures was an important way for students to improve their speaking skills because pictures help people learn how to speak.

For this reason, students engage in learning activities using the Task-Based Instruction technique with a high level of activity and enthusiasm. As a result, the vast majority of students are able to comprehend the information presented in recount texts. This is also reinforced by the results of the questioner, which showed that 70% of students were completely in agreement that Work-Based Instruction helps make the English lesson more accessible because they are required to accomplish the task in front of the class.

By using Power Point as a learning media, students easily accept the content of the material presented. This is accordance with (Oktaviani & Mandasari, 2020 as cited in (Pratiwi & Ayu, 2020) that using media in teaching can improve students' motivation in learning English. When students showed a video of recount text, and they asked to analyze the structure and linguistic elements of recount text, they start extracting information from the video shown, indicating that students' curiosity can be seen from one-seat group discussions.

In addition, English is the language that is utilized during the lesson when Task-Based Instruction is used. Since English is the target language in this context, English is the language that is used. In other words, the use of English is prioritized over the use of Indonesian when it comes to the implementation of Task-Based Instruction. In order for the method of Task-Based Instruction to have a higher score increase when compared to the method of conventional instruction, this is also supported by the results of the questionnaire answers which explain that sixty percent of the students in the experimental class are completely in agreement that Task-Based Instruction helps practice speaking skills in English because in the implementation of Task-Based Instruction, they have to perform the task in front of the class. This is because in the conventional method, they do not have to perform the task in front of the class. According

to the other findings of the survey, seventy percent of the students in class VIII A, which was an experimental class, are in complete agreement that Activity-Based Instruction makes the English lesson easier to learn because they are required to perform the task in front of the class.

In addition, if the instructor does not direct the students throughout the implementation of task-based instruction in group activities, then the students will develop an interdependent relationship with one another. Students who dominate the task are present in one of the groups, and some of those students do not even contribute to the completion of the task at all. As a result, the tasks they do have a tendency to be more messy. Because they do not engage in conversation and the sharing of ideas with other members of the group while accomplishing work. They will, in the end, hand in the assignment, which has a great deal of room for improvement. Therefore, when they participate in group activities, the results that they achieve are not ideal since they only collect replies that are straightforward. As a result, the answer to the questionnaire revealed that some students preferred group activities, while others preferred activities that they could participate in alone.

CONCLUSION

Based on the results of the data analysis, the research results, and the discussion in the last chapter, the author came to these following findings. Before treatment was given, the experimental group had a higher mean score than the control group. The t-test result was lower than the t-table, which means there was no difference between the two groups. However, after the treatment was done, there was a significant difference in the results of the post-test. Because the mean score of the experimental group went up, and the average result of the experimental group was always higher than the average result of the control group. The fact that the t-test result was higher than the t-table result shows that there was a significant difference between the two groups after treatment. While in the pre-test results, there was no significance between the t-test and the t-table. Since the value of the t-test was lower than the value of the t-table, this means that the alternative hypothesis was rejected. And after the treatment was given, in the post-results, there was a significant difference between the t-test and the t-table. Since the t-test value was higher than the t-table value, this showed that the alternative hypothesis was accepted.

In conclusion, the findings of this study indicate that the method of teaching based on tasks is an effective way to assist students in improving their speaking ability. Following the administration of the treatment, the average scores obtained by both the experimental group and

the control group revealed that the experimental group experienced greater growth than the control group.

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Students' Perception on Improving Speaking Skill Through Drama Performance

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ABSTRACT

This study aims 1) to identify the perception of students' in improving speaking skills, 2) to recognize the way students improve the speaking skills, 3) to identify the challenges in students' speaking practice. This study focused on 12 eighth- and tenth-semester students at the English Department of Universitas Pancasakti Tegal. This research employed qualitative methodology. The instrument was a questionnaire based on the Likert scale. Utilization of a questionnaire to gather data. This study revealed that the majority of students viewed the enhancement of their speaking skills through theatre performance positively. Students were able to develop their interpersonal communication abilities through the use of theatre tactics. The answers of students to their speaking skill challenges were positive. Practicing their English-speaking skills through dramatic performance can be a useful approach of learning and practice. Students are therefore urged to utilize dramatic approaches to practice their public speaking. Through dramatic performances, the teacher is required to practice students' speaking skills. This topic is expected to serve as a reference for future research.

Keywords: perception, speaking skill, drama performance

INTRODUCTION

Language is the most important tool for humans to communicate with each other. It is an indistinguishable part of individuals (Famularsih, 2020). Wardhaugh argues that language is related to what people speak in society (Wardhaugh, 2006). Individuals impart through language to build up a relationship with others. Individuals need to learn different kinds of language. Individuals don't have to get familiar with the main language since it has been acquainted at first as individuals start with use language to convey. Generally, people must master skills in a language to be able to communicate with each other. Speaking naturally provides important knowledge about the appropriate terms to employ in various situations and it is intended to teach students how to perform specific language functions in English by teaching social guidelines for language usage (Bruce T. & Mary N.B, 1985). In conclusion, Speaking is the most important skill for communicating purposes in this digital era and adhering to the social use of communication in a language.

The process through which an individual acquires information about its surroundings is known as perception. Students' perception is the way for students to analyze one issue or one

situation (Zahara, 2018) in (Ni'mah, Ashari, 2021). This is a process of thinking which represents understanding in improving speaking ability. When a student has witnessed or been directly participated in an events, his or her perception will be strengthened. One of the learning techniques to improve students speaking skills is through drama performance. interactive drama are a language learning activity in which each student has a role with specific goals and then interacts with other in class to build alliances and complete common goals (Cheng, 2008) in (Ni'mah, Ashari, 2021). It concludes that in drama performance or activity, students will interact with their peers to make partnership, expressing their feelings, or exchange information.

Following the researcher's explanation, which can be seen above, the researcher made the decision to carry out a study in order to learn the students' perspectives on how strengthening speaking skills through theater performance may benefit them. The data from the respondent was gathered by the researcher through the use of a Likert-scale questionnaire. For the purpose of this research, a questionnaire served as the instrument. The findings of this study are going to illustrate what the students think about the ways in which they might improve their speaking skills by participating in dramatic performances.

LITERATURE REVIEW

Speaking Skill

According to Brown (1994: p.19) in (Merabet, 2021) speaking is defined as "an interactive process of constructing meaning that involves producing and receiving and processing information". It means speaking is a person's communication process to create and deliver thoughts, ideas, and feelings using spoken language to build conversation with others. Speaking is a skill that allows you to construct a variety of linguistic patterns through the use of your voice. A lack of vocabulary, fear of making mistakes and shyness, lack of confidence, lack of motivation, and anxiety are some of the challenges that can be encountered when developing speaking skills.

Students Perception

As stated by (Robbins & Judge, 2017), perception is a process by which we organize and interpret sensory impressions in order to give meaning to our environment. What we perceive can be substantially different from objective reality. It can be concluded that perceptions is a human process of control and have senses to give meaning based on our thoughts.

Student perception is the cognitive process by which students process the information about a real object by observing it with their sensory in order to give understand the meaning

and organize the information that they get. In addition, the perception process reveals the many ways in which each individual interprets information. The environment has an impact on perception. Internal and external factors influence each person's uniqueness (Walgito, 2015). A factor that comes from within a person, such as a habit, motivation and interest, learning, organizational and role specialization, background, or personality, is considered an internal factor. An intensity, size, contrast, repetition, motion, or scenario is an example of an external factor. An external factor is something that occurs from the outside of the individual and that affects the individual's experience.

Drama

Drama is all about talking and acting, and it may be one of the numerous teaching strategies that are commonly used in classroom activities to help students learn English by requiring them to deliver dialogues appropriately in order to express the story's idea. As a result, even learners who have never spoken English before must converse with one another (Merabet, 2021).

(Heathcote, 1985) in (Manurung, 2018) states that drama as one of the most effective ways to help students to learn and that the teachers are the creators of learning situations for others. It is indicated that drama can help students practice their speaking skills with their peers and do the activity in comfortable circumstances. Also, teachers have an important role for students in creating better circumstances with full support and guidance in order to grow the potential of speaking skills in students. There are various technique that students can implemented in performing drama such as mime, role play, simulation, improvisation, script writing, dramatization, going with the flow, something in common, sound and action, and changing voice.

METHOD

The research of this study was a qualitative design. Qualitative research is an emergent design in its negotiated outcomes. Meanings and interpretations are negotiated with human data sources because it is the subjects' realities that the researcher attempts to reconstruct (Lincoln & Guba, 1985; Merriam, 1988) in (Creswell & David Creswell, 2003). Qualitative research focused on people's perceptions and experiences, and the way they make sense of their lives (Fraenkel & Wallen, 1990; Locke et al., 1987; Merriam, 1988) in (Creswell & David Creswell, 2003). The research type of this study was descriptive study. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes

the data collection (Sahin, 2021).

This study conducted in Universitas Pancasakti Tegal. The researcher used random sampling to find out the data of the research. Random sampling is a technique to choose the sample where every target population will have the same opportunity to be chosen, Arieska & Herdiani (2018). This sample had chosen randomly is meant to be a representation of the entire population.

The validity and reliability of the data were determined by the researcher with the help of SPSS. The data from the participants were gathered with the help of a questionnaire. It centered on gaining an understanding of the views held by the students regarding the effectiveness of theatre performance in enhancing public speaking abilities. The research was conducted with the aid of a questionnaire as the instrument.

RESULTS AND DISCUSSIONS

Following the completion of this research, the findings of the students' responses are encoded in a table, and from there, they are categorized in line with the information that was presented in the chapter that came before this one. The questionnaire utilizes close-ended questions. The questionnaire contains a total of 54 questions, which are broken up into the following categories: Difficulties associated with speaking English, Fundamentals of Dramatic Technique in Relation to Speaking Skills, and Students' Perceptions Factors, which include both Internal and External Factors. The results of the survey, which consisted of 54 questions and was based on students' assessments of how their public speaking abilities could be improved through participation in dramatic performances, can be summarized using the following charts:

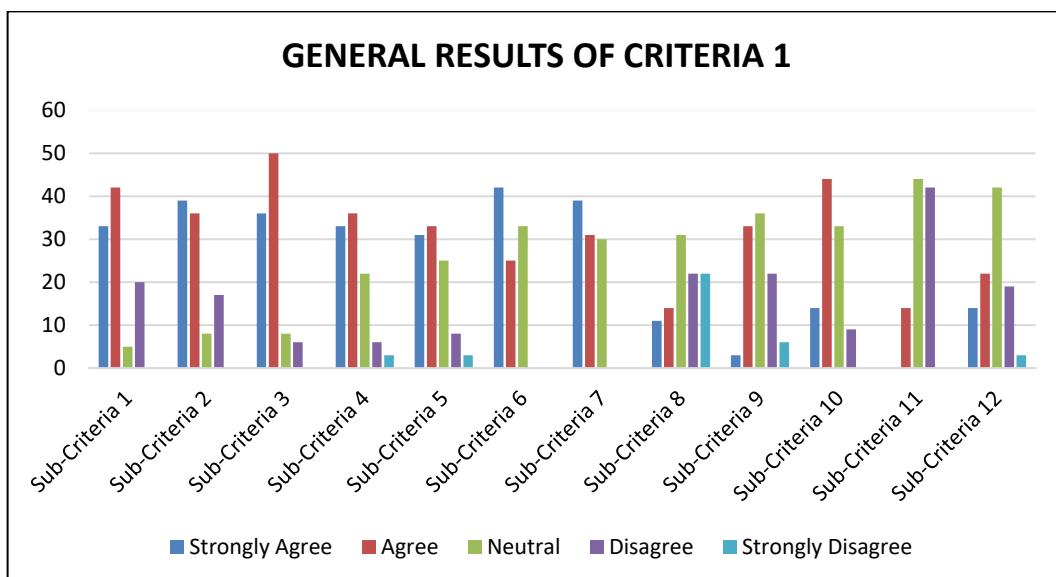


Figure 1. General Result of Criteria 1

According to the findings of the aforementioned sub-criteria 1, the majority of students have chosen to agree (42%) that their routine has the potential to improve their speaking skills in English theater. However, 33 percent of students strongly agree with the statement, while the remaining five percent of students have no opinion either way (between agreeing and disagreeing). Additionally, twenty percent of the student body is divided on whether or not they speak correctly throughout the theatre presentation.

In regard to the second criterion, the majority of students (39%) were in agreement with the statement that speaking English can help them boost their levels of motivation and interest, while 36% of students agreed with the statement and the remaining 8% of students took a neutral stance on the matter. However, 17% of the students are of the opinion that speaking abilities do not raise their level of drive and interest.

Regarding the third criterion, fifty percent of the students gave an affirmative response, and thirty-six percent of those students gave a response indicating that they strongly agree with the statement. The remaining students (eight percent) had no opinion either way, and the remaining students (six percent) did not feel that learning English with the professor would improve their speaking skills.

The findings of the evaluation based on subcriterion 4 indicated that the majority of students (36%) agreed with their role and specialization as English learners, which is to consider how important it is to speak the English language. Furthermore, 33% of the students strongly agreed with this statement. The remaining students had a neutral stance (22%), although 6% of those students disagreed with the statement, and 3% of them students had a significant disagreement with it. In the following sub-criteria, which is sub-criteria 5, a total of 33 percent of students agreed, with 31 percent of those students strongly agreeing with the assertion that their economic and social backgrounds have an effect on their English speaking skills. However, 25% of the total students were undecided, 8% of those students disagreed since they did not believe that their social background affected their speaking skills, and the remaining 3% of students strongly disagreed with the statement. With regard to the sixth criterion, the majority of students (42%) were in agreement, and 25% of them were in agreement with the statement that personality definitely does affect their English speaking skills. The other pupils, which accounted for 33%, did not agree or disagree with the statement.

It was found that 39% of students were strongly agreeing with the intensity for improving speaking skills, while 31% of students were agreeing with it. This was found in relation to the seventh criterion. Thirty percent of the remaining students had an apathetic attitude about the statement. Regarding the eighth requirement, the majority of students (31%) had no opinion regarding the amount of English speaking practice. The message was met with disagreement and significant disagreement by 22% of the student body. The remaining eleven percent of respondents strongly agreed with the remark, while fourteen percent of respondents simply agreed with it. Towards the ninth criterion, the majority of students (36%) held a neutral stance regarding the contrast of improving one's speaking skills, while the remaining students (33% of them) either agreed or strongly agreed. The remaining students (22%) were of the opinion that they disagree, and 6% of the students were of the opinion that they strongly disagree.

When asked about the tenth criteria, 44% of students agreed, and 14% of those students strongly agreed, that they require repetition in order to improve their speaking skills. The remaining 33% were undecided, while 9% of those polled disagreed with the statement. Subcriterion 11 is the one that comes up next in the list of criteria. The majority of students, 44%, had a stance that was neither pro nor con on the motion regarding speaking English; the remaining 14% of students were in favor of the proposal. When asked about the situation that hindered their ability to study English, the majority of students (42%) took a neutral stance, while 22% of them agreed and 14% of them strongly agreed. The remaining pupils had a disagreement rate of 19%, with 3% having a serious disagreement.

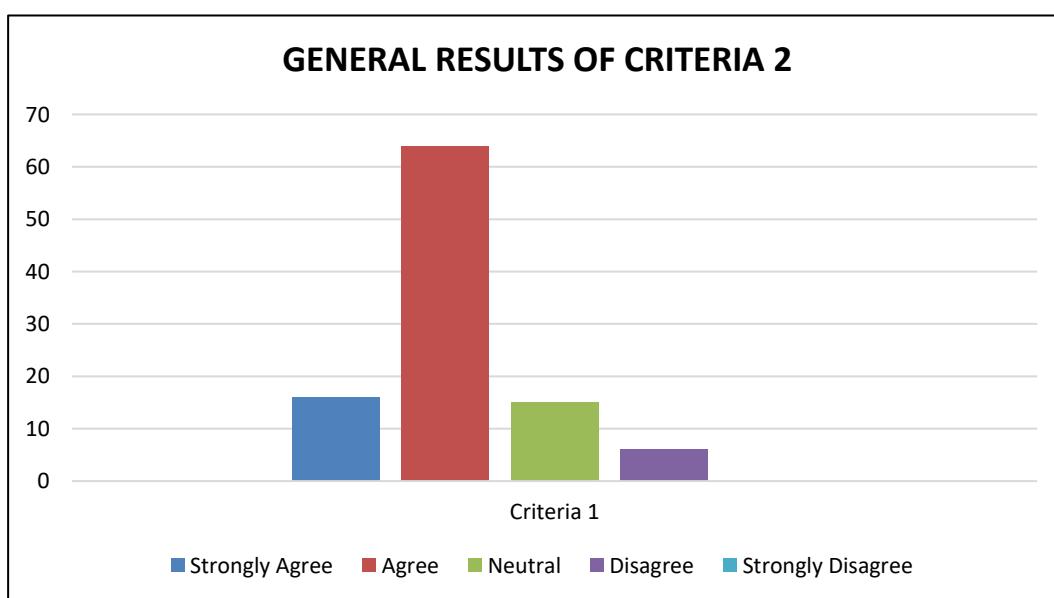


Figure 2. General Result of Criteria 2

Concerning the second criterion, the vast majority of the students (64%) were of the opinion that participating in dramatic performance may help them enhance their public speaking abilities. In addition, 16% of the students strongly agreed with this statement, while 14% of the students were neutral on their opinion towards the remark. The remaining 6% of respondents were of the opinion that the statement was not accurate.

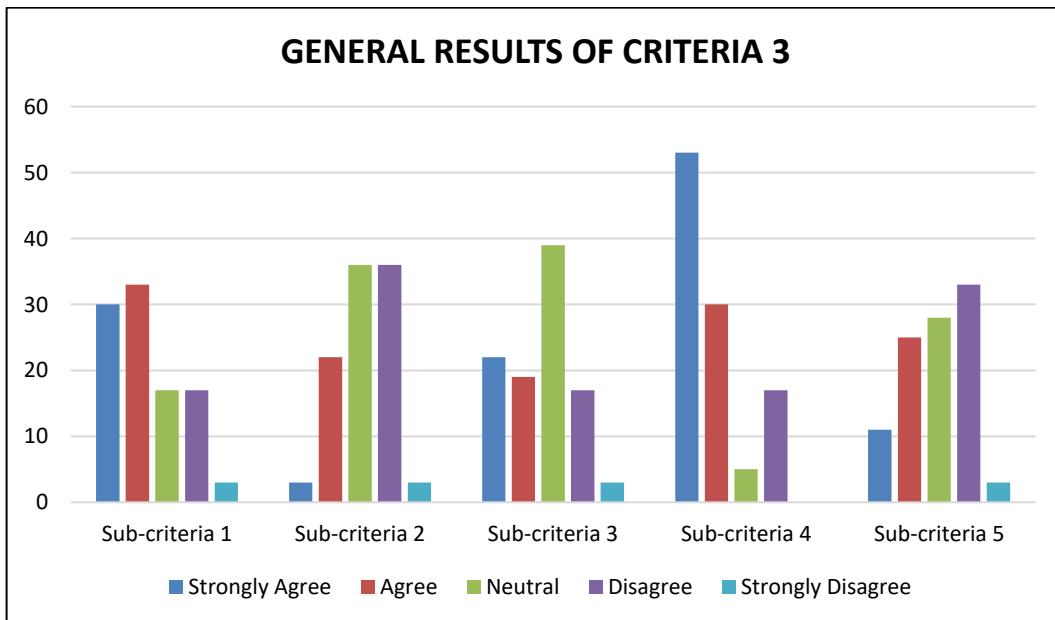


Figure 3. General Result of Criteria 3

Furthermore, based the first criterion, 33% of the students agreed with the statement that a lack of vocabulary hindered their speaking skills in presenting theater, while 30% of the students strongly agreed with the statement. 17% students were neutral and disagree. The remaining 3% are vehemently opposed to this view. The second subcriterion is the one that comes up next in the list. It was found that 22% of students believe that they are still hesitant and afraid to make mistakes while speaking English with their friends, and 3% of those students strongly agree with this statement. 36% were neutral and disagree. The remaining 3% of respondents held a vehemently opposing view to the statement. Regarding the third criterion, "loss of confidence is affected in strengthening speaking abilities," the majority of students (39%) had a neutral opinion on the matter, while 22% agreed and 19% strongly agreed. The remaining pupils had a disapproving stance, with 17% of them holding a strong disapproval. Regarding the fourth criterion, the majority of the students (53%) strongly agreed that a lack of motivation can impact their speaking skills, while 30% of them agreed with this statement and 17% were neutral. Regarding the fifth criterion, 28% of the students gave a neutral response when asked about the nervousness that can lower their confidence when speaking English. 25%

of the students agreed, and 11% of the students strongly agreed. 33% of the student body disagreed with the statement, and 3% of them felt very passionately about it.

In order to draw conclusions about the respondents' responses, the researcher charted a summary of the questionnaire. According to the chart, it was evident that the majority of the students had a strong agreement with the question that was related to the three criteria, which included the difficulties associated with speaking English, the fundamental drama technique that was associated with the speaking skills, and the students' perceptions factors, which included both internal and external factors. To summarize, participating in a theatrical performance can help students enhance their speaking skills, and it is also an efficient approach for them to practice those talents. Students think that participating in theatre performances makes it simpler for them to improve their speaking skills since it allows them to engage in meaningful dialogue with their classmates in appropriate settings.

CONCLUSION

It is possible to draw the following conclusion from the findings: students' speaking skills can be improved through participation in dramatic performances. The findings indicate that the vast majority of students had a favorable opinion of improving their speaking skills through participation in theatre performances. While participating in an English theater play, the students had fun and felt secure while having a dialogue. Students stated that they were able to employ tactics from drama to increase their abilities to communicate with one another in interpersonal settings. The majority of students have a good response to handling the problems they have with their speaking skills. In point of fact, there are a few obstacles that have a negative impact on the students' speaking abilities and make it harder for pupils to improve their speaking skills. Additionally, students came up with several strategies to practice and enhance their speaking abilities on their own time.

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The Correlation Between Google Translate Usage and The Interest in Reading English Articles

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ABSTRACT

The research was conducted in order to find out the correlation between Google Translate usage and the interest in reading English articles of SMP N 13 Tegal academic year 2021/2022. This research is a quantitative correlational investigation. The population of this study consisted of 600 students attending SMP N 13 Tegal during the academic year 2021/2022. The sampling method was stratified random sampling, and 240 students served as samples. Ten statements about Google Translate usage and eight statements about the interest in reading English articles were distributed to students through survey. The data gathered through univariate and bivariate data analysis were processed using SPSS 22. The research finding H1 was accepted, indicating that there is a correlation between Google Translate usage and the desire to read English-language publications. The value of the positive correlation coefficient was 0.272, while the 2-tail significance value was \$0. 63.3 percent, or 152 individuals, have a moderate degree of Google Translate usage, and 66.3 percent, or 159 individuals, have a moderate level of interest in reading English articles. 109 students, or 45.4%, have both a high level of Google Translate usage and an interest in reading English articles, whereas only four students, or 1.7%, have both a high level of Google Translate usage and a low level of interest in reading English articles. The research is anticipated to serve as a resource for enhancing performance quality for readers and linked parties.

Keywords: Google Translate, Reading, English Articles.

INTRODUCTION

Technology is a tool that is utilized by humans to satisfy the requirements of their daily lives. Along with the progression of time, human-created technology has become increasingly complex while simultaneously becoming easier to operate. The meaning of technology is defined as knowledge about how to create and do something worthwhile and having a high sell price. (Martono in Ngafifi, 2014,p.36) One of the technologies created is a translator machine Google Translate.

Google Translate is a service that was introduced by Google Inc. on April 28, 2006, and it is capable of translating text from and into 103 different languages. Through a dedicated webpage, commercial users of Google Translate can use the service. Along with current technological progress. Google translate is available in mobile apps for Android and IOS users. (Joe, 2018).

Because of people's growing desire to be informed, the number of people using Google Translate has steadily increased over the course of the past few years, and there are currently more people using it than ever before. In the range of one day, Google Translate can yield

billions of translations that are accessed by 200 million users of this service (Shankland in Li et al., 2014, p.109).

In 2016, the service of Google Translate became one of the most used online translation services that can be accessed through the website and mobile app. Over 500 million is the number of users access this translator machine for a day, and produced 100 billion words (Kroulek in Aiken, 2019, p.253). This translation was a result of 103 different languages which mostly the user from outside of the United States and Brazil as the highest. From millions of users and billions of translations, English was the most often translated, with English to Arabic, English to Russian, English to Indonesian, and English to Portuguese as the most requested. (Aiken, 2019, p.253)

There are words in Google Translate that cannot be found in dictionaries. This translator can swiftly translate words, so it wastes less time and does not need to purchase a dictionary. This machine serves as an online dictionary that can translate each word displayed in the word translation option's search results. Another advantage is that it may be used as a thesaurus, to determine word usage levels, and as a spell checker for errors in English spelling. Users can utilize foreign language diversity to master foreign languages, particularly in terms of perfect pronunciation. Nevertheless, behind Google translate benefits, it still has deficiency one of them are mistakes in grammar that less consistent with the original meaning. (Maulida, 2017 p.60)

In the research conducted by Andriana Riess Karnal & Pereira W. Vera (2013), the result of the translation was very clear that students able to find the correct answers according to the translated article. This advancement demonstrates that using Google Translate could potentially enhance one's reading comprehension as well as their overall knowledge base. It is possible that if we teach our kids how to utilize the translator on their own, they will become more aware of the fact that it is a part of the reading process. Through the use of translator machines such as Google Translate, educators may be able to build more effective teaching strategies. The machine that is Google Translator has the potential to also be used as a teaching and learning aid.

Although this service is extremely valuable for users, it has a few drawbacks. An example of an effect such as the decline in interest in reading English material. The user's practice in translating languages with this translator is to copy and paste the entire text for automatic translation. This action may cause the translation result to incorrect with the original language. (Pujiati, 2017 p.130)

In Indonesia, reading interest is still very low according to IEA (International Association for the Evolution Achievement) and World Bank No. 16369-IND stated Indonesia placed the lowest score (51,7) below the Philippines (52,6), Singapore (74,0), and Hong Kong (75,5) for children reading motivation (Dani, 2012). Based on data about interest in reading English articles in 2004 and 2005 only 1(1,02%) article, increased in 2006 by 3(3,06%) and decreased in 2007 by 0 (0,00%). Compared to reading Indonesia article in 2004 by 7(7,14%), 9(9,18%) in 2005, 7(7,14%) in 2006, and 10 (10,20%) in 2007. (Mayu & Farida, 2018 p.530)

Today, 80% of the content on the internet are still in English and U.S hold the biggest companies, famous star, and the best institute of research, English lyric, and industries. (J. Sprague as cited in Sutjipto, 2006). Hong Kong Education of Ministry in Asia week stated that students cannot dominate future technology and information if they cannot master English as a medium for communication (Asian Week in Sutjipto, 2006 p.90).

LITERATURE REVIEW

Google Translate

Google translate is known as a translator machine service that is used to translate various languages in text and utterance as a medium. Developed and launched by Google Inc., it supports more than 100 languages and can be accessed publicly for free. Smartphones and Personal Computers (PC) are several devices able to access this translator machine online (Google Translate in Herlina et al., 2019 p.71). Putu Krisnawati (2017) mentions some advantages and disadvantages of using Google Translate for learning English.

There are some benefits of using Google Translate, such as: it may save the user time when performing activities by translating more quickly than a conventional dictionary, it offers alternative word translations, it may assist users in comprehending the synonym, it provides details on the word class of a certain word, it can be used to facilitate pronunciation learning from spoken voices, and it can be utilized for learning phrasal from the offered possibilities. On the contrary, the disadvantages of Google Translate usage are grammatical errors still occur in translating and mistranslates occur frequently when translating complicated sentences.

The existence of GT is considered a positive impact on English learners, which may both support students with low finances and students who have good competency in English because it is free, easy to access by everyone, and able to execute translation quickly (Maulidiyah, 2018,p.4). Even so, GT has a negative impact on students learning habits. Because of its convenience, causing a tendency to be dependent on translator machines than attempt to reading English text directly and copy-paste habit that affects students memorizing difficulties

in understanding new vocabulary and do not put any effort to write their own English and search for meaning from dictionary books (Maulidiyah, 2018,p.4).

Reading and Reading Interest

Reading is a skill that has different types that correlate to various reading purposes (Nunan, 1989,p.33). The purpose of reading is to gain information about the topic that we are curious about, receive instruction about the related daily task to do, act in a play, game, and puzzle, keep a relationship with friends or partners and understand business letters, know information about places and things. to know the phenomenon, news, incident, and event that is happening or has happened in text form and for pleasure (River & Temperley in Nunan, 1989,p.33).

Reading is divided into 4 types according to Praveen (2008), intensive reading, extensive reading, reading aloud, and silent reading. Intensive reading is the type of reading that emphasizes the acquisition of vocabulary and idiom, grammar analysis, and specific information about certain literature under the teacher's guidance. This type also may facilitate for development of better control of the language speech and writing. Whereas extensive reading is the type of reading that focus on the pleasure of the reader, the reader doesn't need to understand deeply about specific information. The purpose of this type is to develop the reader's skill in reading directly and fluently. Next is Reading Aloud. It is the type of reading clearly and loudly, this type is important for word pronunciation that should be given at the primary level. And the final type is silent reading. It is a reading type that is done by the reader silently without any audible whisper to gain information that contains in the text read.

Furthermore, Soeatumah (in Rahayu, 2016,p.191) expresses the factors that several factors that affect reading interest: first is Nature Factor. It is believed the Genetics that children inherit from their parents become one of the factors the interest in reading. Second is Gender. Reading interest is affected by gender difference since, by their very nature, males and females have distinct preferences and areas of interest in life. The level of one's education comes next. Reading interest is affected by a person's education level; someone with a higher education level has a different reading interest than someone with a lower education level. The discrepancy can be traced back to two factors: competence and requirements. The state of one's health comes in fourth. It has an effect on a person's desire to read; for example, if a person is in good health, that person is able to carry on with his activities as usual, and one of those activities is reading. Then, the mental condition in question. Reading is something that a person enjoys more if they are in a good mental state, therefore a child or adult who is in a good mental state is likely to take more pleasure in reading than someone who is in a negative mental state. And finally, we come to behavior. The manner in which a person reads has a connection to the

amount of time that person spends reading. A person who has a more frequent reading habit will spend more time reading in a day than someone who doesn't have a reading habit and reads less frequently.

Article

An article is defined as a text that is created to entertain, convince or educate the reader with ideas and facts related certain topic with a certain length said Rillian E. Wolseley (in Ardiyani et al., 2021,p.773). Sharon Scull defines an article as an essay about the social and natural phenomena, with the intention to inform and explain the analysis of the natural and social phenomena about what, when, who, where, why, and how the phenomenon occurs. (Fitriani, 2011,p.22).

RESEARCH METHOD

A quantitative methodology was utilized by the researcher during the course of this investigation. Slovin's computation resulted in the selection of 240 pupils to serve as the research sample out of a total population of 600 students attending SMP N 13 Tegal during the academic year 2021/2022. The sampling was done using stratified random sampling so that researchers could figure out which samples to take. The seventh, eighth, and ninth classes were used to stratify the samples that were collected. The total number of samples is three hundred, and each class contains eighty of them.

The data were collected through a questionnaire survey method that was designed with a Likert scale (Ordinal), consisting of 10 Statements about Google Translate Usage and 8 statements about The Interest in Reading English Articles. For each statement provided 4 choices. The validity and reliability test were held in SMP N 14 Tegal students with 21 students as participants. 10 statements about GTU were valid with r-count 0.538 to 0.877 and 8 statements about IREA were valid with r-count 0.570 to 0.842, while the value of r-table was 0.4329.

Both instruments were reliable with the result of the Cronbach Alpha analysis showing a consistency value above 0.6. The GTU instrument results in the Cronbach Alpha as 0.886 while The Interest in Reading English Article was 0.870.

The level GTU and IREA were determined by Univariate analysis with result categorization divided into high, moderate, and low levels. While Bivariate analysis explained the correlation degree between both variables. In this research, IBM SPSS 22 was used as a medium to analyze the data collected.

RESULT AND DISCUSSION

Research Result

X

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid H	45	18.8	18.8	18.8
L	43	17.9	17.9	36.7
M	152	63.3	63.3	100.0
Total	240	100.0	100.0	

Table 1 GTU Frequency

45 (18,8%) students have high level on Google Translate Usage.

152 (63,3%) students have moderate level on Google Translate Usage.

43 (17,9%) students have low level on Google Translate Usage.

Y

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid H	49	20.4	20.4	20.4
L	32	13.3	13.3	33.8
M	159	66.3	66.3	100.0
Total	240	100.0	100.0	

Table 2 IREA Frequency

49 (20,4%) students have high interest in English reading articles.

159 (66,3%) students have moderate interest in English reading articles.

32 (13,3%) students have low interest in English reading articles.

			X * Y Crosstabulation			
			Y		Total	
			H	L		
X	H	Count	18	4	23	45
		% within X	40.0%	8.9%	51.1%	100.0%
		% within Y	36.7%	12.5%	14.5%	18.8%
		% of Total	7.5%	1.7%	9.6%	18.8%
	L	Count	6	10	27	43
		% within X	14.0%	23.3%	62.8%	100.0%
		% within Y	12.2%	31.3%	17.0%	17.9%
		% of Total	2.5%	4.2%	11.3%	17.9%
	M	Count	25	18	109	152
		% within X	16.4%	11.8%	71.7%	100.0%
		% within Y	51.0%	56.3%	68.6%	63.3%
		% of Total	10.4%	7.5%	45.4%	63.3%
	Total	Count	49	32	159	240
		% within X	20.4%	13.3%	66.3%	100.0%
		% within Y	100.0%	100.0%	100.0%	100.0%
		% of Total	20.4%	13.3%	66.3%	100.0%

Table 3 GTU and IREA Crosstabs

The crosstabs table reveals that the highest frequency of GTU and IREA is 109 (45,4%) on moderate GTU and moderate IREA, while the lowest frequency is 4 (1,7%) on high GTU and low IREA. These findings may be seen in the table below. The results of the Spearman test indicate that the correlation coefficient between the variables is $r = 0.272$ and $p = 0.000$, which indicates that there is a correlation between the variables that are independent of one another and the variables that are dependent on one another. Given that there is a positive connection between the two variables, it follows that if the GTU on is increased, the IREA will also increase.

The investigation was carried out on 240 participants, all of them were students at SMP N 13 Tegal during the academic year 2021/2022. The positive correlation between variables is shown by the findings of the computing statistic test that was performed using the Spearman rho correlational formula. This test was performed between an independent variable and a dependent variable. The student's degree of interest in reading English articles will steadily increase in tandem with their usage of Google Translate at increasingly higher levels. The r -value comes in at 0.272, and the significance value for two tails is set at 0.00.63,3% or 152 students have moderate Google Translate usage tendencies and 66,3% or 159 students have moderate interest in reading English articles. While the number of students that have both moderate tendencies is 45,4% or 109 students, the highest of the entire sample. 10 (4,2%)

students have a low level of Google Translate usage and low interest in reading English articles and 18 students or 7,5% have a high level of Google Translate usage and a high level of interest in reading English articles.

The outcome of crosstabs not only explain the dominant number, but some students also have different tendency. With high tendency in usage doesn't mean their interest is high, and vice versa. 27 (11,3%) students have low Google Translate usage and a moderate level of interest in reading English articles. 23 (9,6%) have high level of Google Translate usage and a moderate level of interest in reading English articles. The least 6 or 2,5% students whose low tendency in using Google Translate but has high interest in reading English articles and 4 (1,7%) students whose high tendency in using Google Translate but has low interest in reading English articles.

A number of students that have tendencies in both Google Translate usage and interest in reading English articles are related to the regulation in carrying smartphones and gadgets for students. Students are still allowed by teachers to bring their gadgets to school even during the lesson in the classroom, but all of that is allowed as long as under the teacher's permit and monitoring. If a student prohibits the policy that the teacher made for exploiting smartphones or gadgets the student will be punished. The punishment that students get is the smartphones or gadgets will be taken by the teacher and the student's parents who are only able to return the smartphone or gadget, if that incident happens again the student is not allowed to bring the gadget or smartphone anymore. By teacher regulation that gives students the freedom to bring smartphones and access Google Translate during English class to help students in completing tasks, most students confessed that they often use Google Translate which is 148 (61,68%) and 80 (33,4%) chose agree and very agree. To aid them in doing tasks, translating and using it as word references are some of the reasons why the students use this translator machine. This result is comparable to research conducted by Hidya Mauliya (2017), that in her study 90% of respondents use Google Translator to help them in translating tasks, pronunciation exercises, enhance vocabulary or synonyms. Respondents prefer Google Translate to a printed dictionary because it is quick in translating and light to carry.

Some indicators of someone's interest in reading are the need for literature, the efforts to looking literature, pleasure for literature, uninterest in literature, desire for literature, and the follow-up of what have read (Damaiwati in Rahayu, 2016,p.191). Because of the usefulness of reading English articles, it emerges a feeling of need for reading in students, 145(60,4%) stated that reading English articles is useful. Some students have behaviors in reading English articles, they read a lot from the kinds of literature that are available around their environments like

magazines and newspapers. Many of them also often access the internet to get the articles that they wanted. For students reading English give them self-gratification, challenge, and enthusiasm are reasons the students enjoy reading English. The purpose of students in reading English articles is to expand their academic skills in terms of English reading skills or knowledge. This result is inversely proportional to Eka Fajar Rahmani's (2019), in her study of 109 respondents 86% of them don't have any interest in reading the journal articles.

The advantages and the convenience of translating may give the students chance to comprehend deeper the content and meaning of the certain text, including English articles which they read to expand their knowledge and learn English. This is comparable to Adriana Riess Karnal & Pereira W. Vera (2013) who in their study said that Google Translate may be applied to enhance knowledge and reading comprehension even the teacher who applied this translator machine must able to orient the students or readers to avoid grammatical errors in the machine.

The student who can understand the content of English articles influences the students' interest in reading English articles. So that the Google Translator's convenience becomes one of the factors that influence the students' interest in reading. In a study conducted by Ewo Priyo, Cucu, and Tuntun (2015), the r-value from the calculation was 0,673 that is mean there is a significant correlation between students' interest and reading comprehension.

If it is used well, Google Translate can be a useful learning tool for students and have a beneficial impact on their academic experience. If Google Translate is used correctly, it has the potential to become a tool that can pique a student's interest in reading English-language material.

CONCLUSION

63% of SMP N 13 Tegal academic year 2021/2022 students have a moderate degree of Google Translate usage, and 66% have a moderate level of interest in reading English articles. Crosstabs appeared 109 times. 45.4% of respondents had moderate Google Translate usage and interest in reading English articles, and 1.7% have high usage and little interest. According to Spearman, both variables are correlated. Asymptotic significance is 0 and the correlation coefficient is 0.272. If Google Translate usage increases, so will interest in reading English articles. The analysis confirms hypothesis 1 that there is a correlation between Google Translate use and interest in reading English articles.

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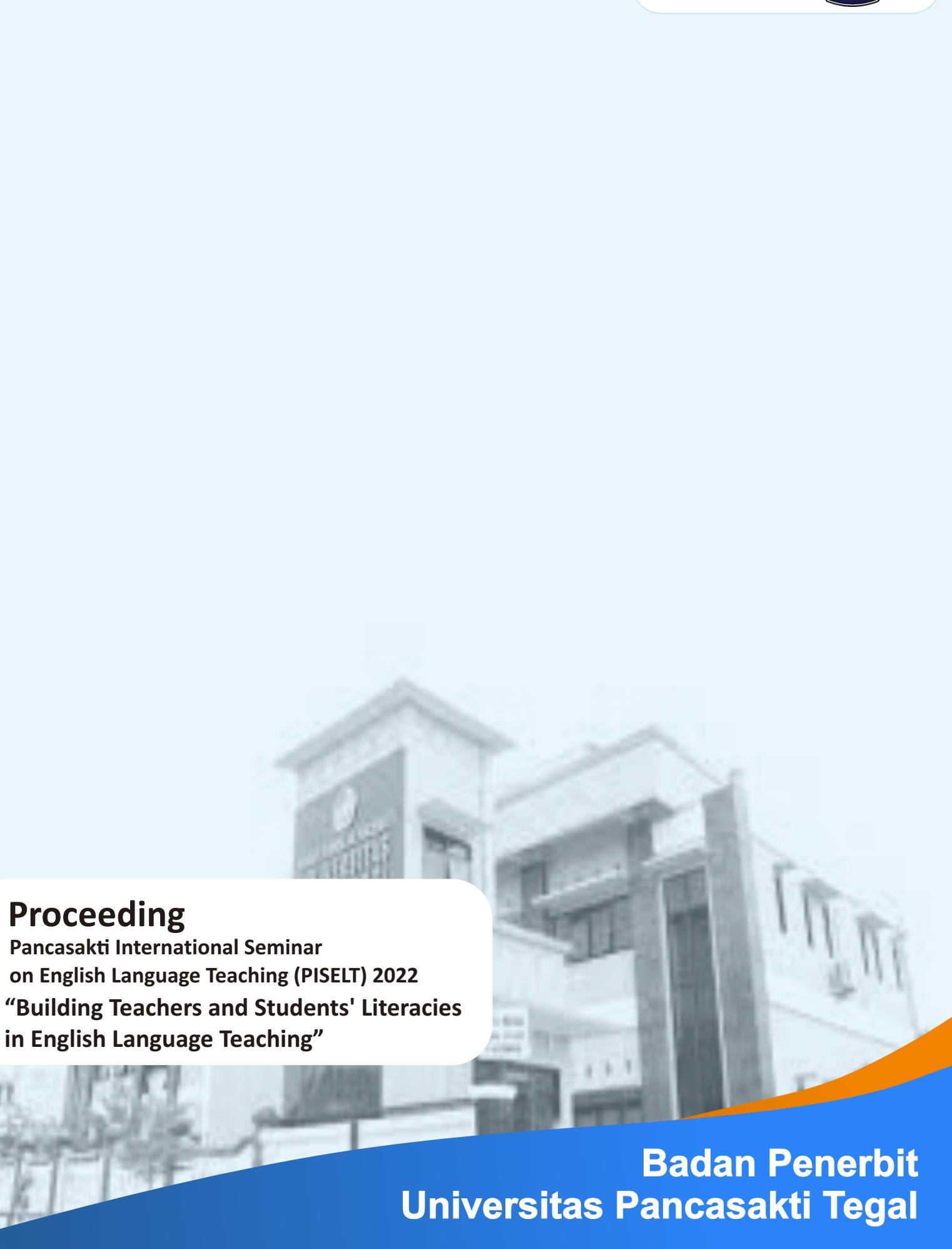
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