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An Analysis of Character Education Values in Tenth Grade English Textbook in Merdeka Curriculum

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Abstract

Character education values play an important role in influencing students to build morale and integrity. This research aims to investigate the character education values contained in the textbook specified in reading text. This research used qualitative method using the content analysis technique to tenth grade English textbook entitled pathway to English. This research used 18 characters education values from Kemendiknas and 3 characters education values from Pancasila Student Profile qualification. The instrument used in data collection is document. Documentation used is the content of textbook specifically in reading text. The result showed that 15 characters education values were found with a total frequency of 57 sentences from 16 reading texts in the textbook entitled Pathway to English. This research implies communicative values, especially in character education values which raises various ideas, issues, facts and stories that contain character values with the aim of being moral education for students. This research suggested other researchers to conduct the research about the technique in integrating character in English textbook.

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INTRODUCTION

Character education values play an important role in influencing students to build morale and integrity. According to Istandy (2019), character education is a solution that can change character and reduce moral degradation. In an educational environment, students are expected to have a good attitude, behaviour and speak. So, to achieve these standards, students need character education that is able to guide students to be able to grow to have good character values. Because a character can be interpreted as an attitude, behaviour, way of thinking, and acting or as a person's life character (Ningrum, 2022). There are several important aspects that influence students character values. Such as association, environment and how the closest people communicate. It is also supported by Lickona (2006), that character education is an effort by schools, families, and communities to help young people understand, care about, and act upon core ethical values.

Furthermore, the character of education has been implemented in all schools in Indonesia. In connection with the implementation of the new curriculum, that is Merdeka Belajar - Kampus Merdeka (MBKM) or independence curriculum. This curriculum integrates the application of strengthening

student character. Merdeka curriculum is expected to be able to develop the competence of students, not only from the value of knowledge but also from the development of character education. As the 2013 curriculum changes into Merdeka Curriculum, there is a change in character education value, which previously five characters values changed into six characters values in accordance with the Pancasila Student Profile. The 6 characters values has been conveyed by the Minister of Education and Culture, Nadiem Anwar Makarim in the Merdeka Learning episode, they are believe, fear God, and noble character, global diversity, mutual cooperation/collaboration, creative, critical thinking, and independent. Meanwhile, The Ministry of National Education (Kemendiknas) has established the basis of character education that is rooted in 18 values of cultural education and national character. 18 characters values according to Kemendiknas are Religiousness, Honesty, Tolerance, Discipline, Hardworking, Creativity, Independence, Democracy, Curiosity, Spirit of Nationality, Patriotism, Achievement respect, Communicative, Peacefulness, Reading interest, Environmental care, Social Care, and Responsibility. Both character values are relevant to the expectation of Merdeka curriculum, in which students must be able to fulfilled what they need autonomously and be responsible for what they have done (Suyanto et al. 2019).

Teaching character values to students is an important rule in school. This teaching can be done in several ways, such as making rules, direct examples or through the media of the material being taught, which is represented in the textbooks. Textbook is a medium used to transfer knowledge to students. According to Zainil (2019) Textbook is basically the main indicator for achieving learning goals in the classroom. Therefore, schools and teachers are required to provide appropriate textbooks to be given to students with the hope of being able to achieve learning objectives. According to Sari et al. (2022), the teacher must be able to choose a textbook that fits the following criteria: (1) relevance to the curriculum, (2) increase student motivation, (3) stimulate student activity, (4) use understandable language, (5) and contains character education values. The five criteria should generally be included in the English textbook. According to Merdeka curriculum, the textbook on this curriculum must contain the character values stated in the Ministry of National Education regulations (Kemendiknas) and the Pancasila Student Profile. Therefore, character education in Merdeka curriculum is expected to build better character of students.

Some researchers have investigated about the values in characters education. First, the study from Purnomo et al. (2022). He reported that in Indonesian language book for Class X of Merdeka Curriculum entitled "Cergas Cerdas Berbahasa dan Bersastra Indonesia" contained 19 values of character education from Kemendikbud qualification; creative, reading pleasure, religious, environmental care, responsibility, social caring, honesty, work hard, national spirit, homeland love, critical thinking, business power, democratic, discipline, compassion, politeness, prudence, cooperation, and self-control. Second, the study from Sari et al. (2022). She reported that out of 18 values of character education from 2013 curriculum, four of them (tolerance, curiosity, democracy, and love for the homeland) were not found in the English textbook for 11th grade senior high school students. Third, the study from Wardani et al. (2019). She reported that there were 17 characters education values from 2013 curriculum presented in the speaking script of English textbook entitled Bahasa Inggris SMA/SMK for grade 12. Those previous studies, focused more on investigating the characters education values based on Kemendikbud qualification. Meanwhile, in accordance with the implementation of the new curriculum, that is Merdeka Curriculum, there is an educational system that must be implemented, that is the Pancasila student profile. Pancasila student profile (PPP) presented by the Minister of Education and Culture, Nadiem Anwar Makarim, they are global diversity, collaboration and critical thinking. To fill this gap, this research

focuses on analyzing the frequency of character education values based on Kemendiknas and Pancasila student profile in conversation text in tenth grade English textbook from Merdeka Curriculum.

METHOD

This research involved qualitative method and using the technique of content analysis. According to Putra (2016), qualitative method is the research design where in the process of analysis always explains and describes the data that obtain from the sample, information and research object through the sentences or clauses as detail. In this research, researchers clasified the frequency of character education values which consist from two sources with a total of 20 types of character education values which analyzed from the content in the English textbook entitled *Pathway to English*, published from Merdeka curriculum.

Instruments

The instrument used in data collection is document. Documentation used is the content of textbook specifically in reading text. The following is the order of the reading texts in the English textbook *Pathway to English*:

Table 2.1. List of Reading Text

No	Unit	Title	RT	Page
1	Unit 1	Text 1: Rough face girl	RT 1	11
2		Text 2: Superman	RT 2	12
3	Unit 2	Text 2: TMII	RT 3	30
4		The giant glass slipper building of Taiwan	RT 4	38
5		Casa terracotta	RT 5	38
6		Text 1: fish building	RT 6	48
7		Text 2: mimetic architecture	RT 7	48
8	Unit 3	The history of black death	RT 8	64-65
9		Covid-19 pandemic from Wuhan to all over the world	RT 9	65-66
10	Unit 4	Dos and don'ts in wearing a mask	RT 10	91
11		How to use a pulse oximeter	RT 11	93-94
12		How to make hand sanitizer	RT 12	102
13	Unit 5	MOQ	RT 13	120
14	Unit 6	Text 1: stop plastic pollution	RT 14	146-147
15		Text 2: electric bike	RT 15	147-148
16		Protect our planet	RT 16	160-161
Total		16		

Procedures

The following are the steps in the procedure of this research:

1. The researcher determines the type of book to be analyzed. In this research, the researcher using the English textbook for the tenth grade from Merdeka curriculum.
2. The researcher reads carefully in every unit which consist of conversation text.

3. The researcher read, analyze, and determine every content of conversational texts that are intended to determine the value of character education.
4. The researcher identifies and give the mark in the text which contains the character education value.
5. The researcher counting the frequency of character education values found in the textbook.

Data Analysis

In analyzing the data, this research used the techniques of content analysis suggested by Krippendorffs (2004) step, there are:

1. Unitizing: First, the researcher specifies the content of the textbook into some parts that will be analyze.

2. Sampling

Second, for the sampling the researcher chooses all the reading text and conversation text in the textbook that will be analyze according to the content of character education values.

3. Recording/Coding

Third, the researcher gives the coding or the term content analysts that used to the data found.

The code that will use are:

U₁, U₂, U₃, ... : Unit 1, Unit 2, Unit 3.

RT₁, RT₂, ... : Reading Text 1, Reading Text 2.

P₁, P₂, P₃, ... : Page 1, page 2, page 3.

4. Reducing data to manageable representations

Fourth, to reduce the data to be analyzed the researcher categorizes the data first. In this research the researcher will categorizes the character education values found in every part of the unit.

5. Abductive inferring contextual phenomena

The last, the researcher counted all the conversation texts found and divided them into each character.

RESULTS AND DISCUSSION

Here is the result of the research.

Table 3.1 The Frequency of Characters Education Values found according to Kemendiknas and Pancasila Student Profile

No	Sources	24 Characters	Frequency
1	Kemendiknas	Religiousness	1
2		Honesty	5
3		Tolerance	1
4		Discipline	1
5		Hard Working	7
6		Creativity	9
7		Independence	2
8		Democracy	0
9		Curiosity	8

10		Spirit of Nationality	0
11		Patriotism	2
12		Achievement Respect	0
13		Friendly/Communicative	0
14		Peacefulness	1
15		Reading Interest	0
16		Environmental Care	11
17		Social Care	5
18		Responsibility	1
20		Pancasila Student Profile	Global Diversity
21	Mutual Cooperation		2
22	Critical Reasoning		0
		Total	57

Based on the table above, 57 characters education values were found in tenth grade English textbook from Merdeka Curriculum entitled *Pathway to English*. The total frequency is 1 Tolerance, 1 Religiousness, 1 Honesty, 1 Discipline, 7 Hardworking, 9 Creativity, 2 Independence, 8 Curiosity, 2 Patriotism, 1 Peacefulness, 11 Environmental Care, Social Care, 1 Responsibility, 1 Global Diversity and 2 Mutual Cooperation.

Based on the data, The most implementation of character education values found is environmental care character. In environmental care, there are many explanations on how to protect the environment from a health perspective and also contains several examples of cases from the spread of viruses, wastage of natural resources, to various steps taken in order to prevent the spread of disease. As one of the example:

Always wear masks whenever you are in crowded public spaces. They help protect us from the spread of COVID-19.

(Extracted from RT 10)

The often frequent of environmental care implemented in this book is related with the implementation of Merdeka curriculum created after the Covid-19 pandemic which has replaced offline learning in schools to online learning for the past 2 years. Therefore, this textbook aims to make students remember the importance of maintaining health and build awareness of environmental health. This is similar to the findings by Purnomo, et al. (2022), he states that environmental care character is an attitude possessed by someone who is able to love the environment. Thus, there is no damage and maintenance and develop the surrounding environment remains beautiful.

CONCLUSION

Based on the data which have been taken from the result analysis data, it can be concluded that the types of characters education values found in tenth grade English textbook entitled *Pathway to English* from Merdeka curriculum based on Kemendiknas (2017) theory were; honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, communicative, peacefulness, reading interest, environmental care, and social care. While, types of characters education values based on Pancasila Student Profile (2023) theory were; mutual cooperation, and critical reasoning. The frequency of characters education values based on Kemendiknas (2017) and Pancasila Student Profile (2023) theory were 15 characters in 57 sentences. The most implementation of character education values found is environmental care character. While six other characters (democracy, spirit of nationality, achievement respect, friendly/communicative, reading interest and critical reasoning) were not found in the textbook.

Other researchers can use this research as an additional reference and comparison in textbook research. Other researchers can also conduct the same research using different textbooks to provide new insights and perspectives in researching the content in the textbook. This research is only limited to researching conversational texts. It would be more interesting if other researchers also observed more types of text that usually appear in every textbook, such as reading text and also the technique in integrating character.

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Analysis of the Implementation of Blended Learning with Google Classroom as a Language Learning Media

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Abstract

The Covid-19 pandemic has impacted education and made teaching and learning activities use blended learning and Google Classroom as learning media. This research aims to determine the implementation of blended learning using Google Classroom as a language learning media. The method used in this research is descriptive qualitative. The research results indicate that using Google Classroom as a platform for implementing Blended Learning at SMP X is common and aims to make learning easier for students. In conclusion, Blended Learning with Google Classroom can improve language learning. However, it is necessary to consider the challenges and recommendations mentioned to achieve optimal results in technology-based education.

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INTRODUCTION

The worldwide COVID-19 pandemic has profoundly changed various aspects of our lives, and the education sector is no exception. Since the outbreak of this virus, schools worldwide have been forced to face serious challenges they had never imagined before. Inefforts to prevent the spread of the virus, such as physical distancing and school closures, have forced us to look for innovative solutions so that education does not stop. (Samudera, 2020)

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter 4 of 2020 concerning implementing Education during the Coronavirus Disease (COVID-19) Pandemic. Since the government stopped all face-to-face learning activities in schools to reduce the spread of the COVID-19 virus, schools have decided to hold distance learning so that students can continue learning as they should. (Fitra, Sitorus, Sinaga, & Marpaung, 2020)

Distance learning has its own positive and negative impacts. Such as for PAUD children, distance learning is less effective because it inhibits their growth, which requires interaction (Amiliya & Giantara, 2021). The solution to ensure that education continues to run is blended learning. Blended learning is the use of one of the technological developments. Blended learning activities are characterized by combining conventional and online learning. The combination of learning is adjusted to the learning objectives (Wicaksono & Rachmadyanti, 2017).

Conventional learning activities are carried out as usual, and online learning activities are carried out at home with the help of other media as support. One of the media used in this research sample is Google Classroom. Blended learning activities require other media, such as Google Classroom, because this platform is critical for integrating online and face-to-face learning. Google Classroom and similar platforms are important in creating an integrated and effective learning experience in a blended learning approach. Google Classroom media is one of the features provided by Google to help teachers and students interact and carry out online learning activities (Kamal, Firmansyah, Rafiah, Rahmawan, & Rejito, 2020). Furthermore (El Fauziah, Suryani, & Syahrizal, 2019) also revealed that Google Classroom is a quite popular online learning platform.

According to findings from research conducted by Sabran and Sabara, as stated in research (Rosali, 2020), the use of Google Classroom as a learning media has overall proven to be quite effective, with a trend level of 77.27%.

Google Classroom can be used as a medium for learning all languages, especially at SMP X, which uses Google Classroom to learn languages. The courses at SMP X contain theory and practice. Therefore, research on implementing blended learning with Google Classroom in language learning is an important step to understanding the development of language education in the digital era, identifying opportunities and challenges, and ensuring that language education remains effective and relevant in an ever-changing context.

This research aims to evaluate the implementation of blended learning with Google Classroom as a language learning media. This research will provide benefits in a deeper understanding of how Google Classroom is used in language learning contexts. This can help educators, administrators, and decision-makers in education to design more effective strategies for integrating technology into language learning. This research can identify the challenges teachers and students face in adopting technology in the learning process.

This research is expected to significantly contribute to understanding the implementation of blended learning with Google Classroom in the context of language learning. By exploring the data and analyzing the results, this research will provide a deeper understanding of how effective this approach is in language learning.

Based on the explanation above, researchers are interested in analyzing the implementation of Blended Learning with Google Classroom as a language learning media.

METHOD

The method used in this research is descriptive qualitative to describe phenomena or events systematically according to what they are and conditions in the field. The data used in this research is descriptive qualitative data. The place of this research is SMP X. Data collection was carried out through observation. From the results of observations, researchers analyze the results and interpret them.

RESULTS AND DISCUSSION

Use of Google Classroom

The research results show that Google Classroom has become the platform used in implementing blended learning for language learning at SMP X.

Google Classroom is used to make it easier for students to learn. This research aligns with research (Iftakhar, 2016) entitled "Google Classroom: What Works and How?" which presents information that Google Classroom helps monitor student learning progress. In this platform, teachers can track all student activities during the learning process. Also, interactions between teachers and students can be recorded well.

Google Classroom as a learning tool in the Language Text Course provides advantages in deciphering learning material, both theoretical and practical. (Nurhusna, 2020)

Learning can be carried out both inside and outside the classroom by using technology to complete the lesson material and assignments given in the classroom or through an online platform managed by the teacher.

Level of Student Engagement

Research finds that the level of student engagement in language learning via Google Classroom varies. Some students are active and participate, while others may need to be more enthusiastic. In line with research (Choirudin & Rahmasari, 2021), it is known that some students need to be more active in responding during discussions in Google Classroom. Student responses in the context of learning activities via Google Classroom tend to be less active, especially during discussions and collecting assignments.

Furthermore, research (Inggriyani, Hamdani, & Dahlan, 2019) states that around half of all students, namely 50%, are actively and fully involved in online learning. Several other students, namely around 33%, are also involved in learning, although their level of participation may not be as active as the first student. However, 17% of students are less active and tend to have a low level of participation in online learning. This means that in online learning, with Google Classroom in particular, students participate less actively.

Quality of Learning Materials

The research results reflect that the quality of learning materials provided through Google Classroom significantly impacts learning effectiveness. More interactive and relevant material tends to improve student understanding. This research aligns with research (Natalia & Kristin, 2021), which states that using Google Classroom learning tools on the quality of learning outcomes is more efficient than ordinary learning.

Difficulty in using Google Classroom

Using Google Classroom as a platform in education can bring several difficulties that must be overcome. One of the main challenges is adapting to technology and understanding how to use these platforms effectively. Many teachers, students, and even parents unfamiliar with Google Classroom or similar technologies may need help navigating the interface, uploading materials, submitting assignments, or communicating online.

One of the disadvantages of using Google Classroom is the lack of interaction. Communication in Google Classroom still needs to run smoothly because the form of communication on this platform is still relatively passive and limited to collecting assignments and responding to lectures given. Therefore, many lecturers finally decided to use other applications as an alternative to increasing more active interaction. (Sendi & Susanti, 2021)

Research (Nurhayati, Az-Zahra, & Herlambang, 2019) suggests that using Google Classroom is practical and fun for students, but the lack of features provided makes users need clarification.

Some students face financial burdens in using personal internet data. Another challenge is the difficulty of accessing information from old posts due to the streaming system, where newer information is placed at the top, and old posts are increasingly difficult to find (Kumar, Bervell, & Osman, 2020).

Additionally, limited technological accessibility is a significant problem. Some students may need a personal computer device or a stable internet connection, which may hinder them from participating in online learning. This can also result in accessibility gaps among students.

Another challenge is time management. Online learning requires students to have high self-discipline in managing their study time. Sometimes, students can find it easier to stay focused and productive with direct supervision from a teacher.

Communication is also a relevant issue in using Google Classroom. How teachers communicate with students, how students interact with each other, and how parents are involved in the learning process must be considered.

In the face of these difficulties, educators, students, and parents must work together to increase their understanding of Google Classroom, provide technical support, and create a more inclusive and well-managed learning environment. The better we can address these challenges, the more effectively Google Classroom can be used as a learning tool in education.

The Teacher's Role in Blended Learning using Google Classroom Media

Educators have used online learning to simplify the teaching and learning process during the pandemic (Putra & Fitrayati, 2021).

Utilizing Google Classroom does not require real-time engagement. As a teacher, teachers must have skills in managing documents and classes efficiently. Mastering information and communication technology is the key to managing online learning effectively. This is important so that the online learning process can run smoothly, especially in the context of the new normal era, and to ensure that the quality of education continues to achieve the goals set by the government.

Technology-based learning through the Internet network provides a new dimension to the learning process, which previously depended heavily on the role of the teacher (Rochaety, Rahayuningsih, & Yanti, 2006). This is further strengthened by research (Fauziyah & Triyono, 2020), which states that learning that combines the roles of computers and teachers (blended learning) is proven more effective than learning that only involves teachers or computers.

However, according to research, the presence of teachers is the key to motivating active participation and involvement of students in the learning process, and teachers also enable them to experience changes in an ever-changing and dynamic world (Puspitarini, 2022).

Technology Skills Improvement

Using Google Classroom can improve technology skills for students and teachers in language learning contexts. This platform allows students to interact with technology regularly when accessing learning materials, submitting assignments, and communicating with teachers and fellow students online.

Students can become more skilled in using software and applications related to digital learning. They can also become more independent in managing their work online.

Teachers can also develop technology skills when designing learning materials that fit the Google Classroom platform, managing various digital resources, and facilitating online learning. This can improve their competence in integrating technology into language learning.

However, it is important to remember that effectiveness in improving technology skills will depend on how Google Classroom is implemented in the learning context and the extent of support and training available to teachers and students.

Measuring the Success of Blended Learning

Measuring the success of Blended Learning in the context of using Google Classroom as a language learning media includes increasing student achievement, participation, attendance, evaluating student feedback, increasing technology skills, and the efficiency and effectiveness of the learning process. By

analyzing these factors, we can evaluate how Blended Learning through Google Classroom has successfully improved students' language understanding and ability to use technology while ensuring effectiveness in achieving the desired language learning goals.

Recommendations for Improving the Implementation of Blended Learning

To improve the implementation of Blended Learning, several recommendations can be followed. First, teachers need adequate training and support in using learning technology, such as Google Classroom. Furthermore, planning learning materials must focus on their relationship to the curriculum and learning objectives. Integrating technological tools that support language learning also needs to be considered. Finally, Blended Learning must be integrated as a main component in learning strategies, not just as an addition, to ensure effectiveness in achieving learning goals.

The Importance of Students' Mental Well-Being

Students' mental well-being is an important aspect of the educational context. Students' emotional and psychological conditions can affect their ability to learn and participate in the learning process. Therefore, creating an environment that supports students' mental well-being is important. This includes providing access to mental health services, creating safe and inclusive learning environments, and providing social and emotional support to students. By paying attention to students' mental well-being, educators can help create conditions that support students' holistic academic and personal growth.

This research evaluates the effectiveness of Blended Learning using Google Classroom as a language learning media. The results show that this approach has significant potential to improve language learning. Improved student grades, more active participation, and better engagement are key findings supporting the effectiveness of Blended Learning. The potential implication for the future of education is that technology, such as Google Classroom, can be a useful tool for increasing interactivity and efficiency in the learning process. However, it is necessary to pay attention to teacher training, good material planning, and support for student welfare to achieve optimal results in this technology-based education.

CONCLUSION

The research results indicate that using Google Classroom as a platform for implementing Blended Learning at SMP X is common and aims to make learning easier for students. Google Classroom can monitor student progress and facilitate interaction between teachers and students. Its use in language text courses brings benefits in explaining learning material, both theoretical and practical, and enables learning inside and outside the classroom. The level of student involvement in learning with Google Classroom varies, with some students being active, some active, and some less active. The quality of learning materials significantly impacts learning effectiveness, and more interactive materials improve student understanding. However, using Google Classroom also has challenges, including adaptation to the technology, lack of engagement, accessibility, time management, and communication issues. The teacher's role in Blended Learning with Google Classroom is emphasized, and the teacher's role in facilitating learning and maintaining the quality of education remains relevant. Apart from that, using Google Classroom can also improve the technology skills of students and teachers in language learning. Measuring the success of Blended Learning includes factors such as increased student achievement, participation, attendance, evaluation feedback, increased technology skills, and efficiency and effectiveness of the learning process. Recommendations for improving Blended Learning include teacher training, material planning, technology integration, and integrating Blended Learning as a main part of learning strategies. Students' mental well-being is also emphasized as an important aspect of education. In the main conclusion, Blended Learning with Google Classroom can improve language learning. However, it is necessary to consider the challenges and recommendations mentioned to achieve optimal results in technology-based education.

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TECHNOLOGY'S ROLE IN LANGUAGE TEACHING

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Abstract

The integration of technology into language teaching has revolutionized traditional pedagogical approaches and reshaped the landscape of language learning. This paper examines the multifaceted impact of technology on language education, elucidating its contributions to engagement, accessibility, and efficacy in language acquisition. By harnessing a wide array of digital tools, platforms, and applications, educators can create immersive and dynamic learning experiences that cater to diverse learning styles and preferences.

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INTRODUCTION

In the contemporary educational landscape, the integration of technology has brought about a paradigm shift in various disciplines, and language teaching is no exception. The rapid advancement of digital tools and platforms has revolutionized traditional pedagogical approaches, offering educators new avenues to enhance language learning experiences. This paper delves into the pivotal role that technology plays in language teaching, shedding light on its multifaceted influence on engagement, accessibility, and efficacy in the process of language acquisition.

The integration of technology in language teaching has not only transformed how languages are learned but has also redefined the dynamics of the classroom. With the proliferation of online platforms, virtual reality (VR), augmented reality (AR), language learning apps, and various digital resources, educators now have an array of tools at their disposal to create dynamic and immersive learning environments. These digital resources cater to diverse learning styles and preferences, fostering an inclusive and interactive approach to language instruction.

As technology continues to reshape language teaching, it is essential to explore its diverse manifestations and implications. This paper will navigate through the various facets of technology's integration in language education, emphasizing its potential to facilitate interactive engagement,

promote authentic communication, and cultivate cross-cultural understanding among language learners. It will also address the utilization of technology in personalizing language instruction, adapting to individual learning trajectories, and expanding the horizons of learning beyond the confines of physical classrooms.

While the benefits of incorporating technology in language teaching are evident, it is equally imperative to approach this integration with a discerning eye. Striking a balance between technology and effective pedagogical strategies is paramount to ensure that the human element in education is not compromised. As we traverse this dynamic landscape of technology-assisted language instruction, it becomes apparent that the harmonious fusion of innovation and tradition is vital for fostering linguistic proficiency, cross-cultural competence, and digital literacy among learners.

In the subsequent sections, this paper will delve into the varied dimensions of technology's impact on language teaching, exploring its implications for both educators and learners. By unraveling the intricate relationship between technology and language education, we aim to provide a comprehensive understanding of how the digital revolution is reshaping the way languages are acquired and taught.

METHOD

Teaching methods play a crucial role in shaping the learning experiences of students and are especially significant in the field of language education. The diversity of languages, learners' backgrounds, and learning preferences necessitates a varied and dynamic approach to teaching. Language educators have long explored and developed a wide range of teaching methods to cater to the multifaceted nature of language acquisition.

Effective language teaching methods not only facilitate the acquisition of linguistic skills but also promote cultural understanding, critical thinking, and effective communication. With the advent of technology and the changing educational landscape, traditional teaching methods have evolved and blended with innovative techniques, enhancing the effectiveness of language education.

In this exploration of teaching methods in language education, we will delve into various approaches that educators employ to engage, inspire, and empower learners. From traditional classroom methodologies to cutting-edge technology-driven techniques, the following discussion will provide insights into the diverse world of language teaching methods, shedding light on their advantages, challenges, and applicability in different contexts. Whether it's fostering interactive classroom discussions, harnessing the power of digital tools, or incorporating experiential learning, each method contributes uniquely to the holistic development of language learners.

Data Analysis and Feedback: Analyzing students' performance data collected through online platforms helps teachers identify learning gaps and adjust teaching strategies accordingly.

RESULTS AND DISCUSSION

Enhanced Engagement: The use of technology, such as language learning apps and interactive exercises, has been found to increase student engagement in language learning. The interactive and gamified nature of technology-based activities captures students' attention and motivates them to participate actively.

Improved Retention: Technology offers various multimedia elements that cater to different learning styles, facilitating better understanding and retention of language concepts. Visual aids, audio clips, and interactive visuals contribute to a more comprehensive grasp of vocabulary and grammar.

Real-world Application: Virtual language exchanges and video conferencing connect students with native speakers, providing authentic language practice. These interactions enable students to use language skills in real-world contexts, enhancing their confidence and language fluency.

Personalized Learning: Technology-driven language learning platforms provide immediate feedback, allowing students to identify and correct errors in real-time. This personalized feedback enhances students' understanding of their mistakes and encourages them to take ownership of their learning journey.

Cross-cultural Understanding: Virtual language exchanges and cultural interactions foster cross-cultural understanding. Students gain insights into different perspectives and cultural nuances through direct interactions with speakers of the target language.

Independent Learning: Language learning apps and online exercises empower students to take control of their learning outside of the classroom. This self-directed learning approach encourages students to practice and reinforce language skills on their own time.

Flexibility and Access: Technology allows students to access language learning resources anytime and anywhere. This flexibility accommodates various schedules and enables students to learn at their own pace.

Challenges and Digital Literacy: Incorporating technology requires addressing challenges related to students' digital literacy. Teachers need to ensure that students are comfortable using digital tools and provide guidance as needed.

Balancing Human Interaction: While technology enhances language learning, it's important to strike a balance between digital interactions and human connections. Face-to-face communication and classroom interactions remain crucial for developing spoken language skills.

Professional Development for Educators: Teachers need ongoing training to effectively integrate technology into language teaching. Staying updated with new tools and approaches ensures educators can harness the full potential of technology.

Ethical Considerations: The use of technology raises ethical concerns related to data privacy, online security, and responsible use. Educators need to ensure that students' personal information is protected and that technology is used responsibly.

In conclusion, the integration of technology in language teaching has yielded positive findings, including increased engagement, improved retention, authentic language practice, and personalized learning experiences. While the benefits are evident, educators must address challenges, provide proper guidance, and maintain a balance between technology-mediated learning and traditional pedagogy to create a holistic and effective language learning environment.

Language Learning App for Vocabulary Enhancement

The case study method is a valuable pedagogical approach that has gained prominence in various educational contexts. This method involves in-depth analysis of real-world scenarios to provide learners with practical insights and problem-solving skills. This paper explores the utilization of case studies in classroom settings, emphasizing its benefits, challenges, and strategies for effective implementation.

The classroom environment is a dynamic space where educators strive to engage students, foster critical thinking, and bridge the gap between theory and practice. The case study method aligns well with these goals, as it offers a platform for students to apply theoretical concepts to real-life situations. By presenting complex and authentic scenarios, educators can stimulate active participation, discussions, and collaborative learning among students.

Benefits of Case Studies in Classroom

- 1) **Active Learning:** Case studies encourage active engagement by requiring students to analyze, synthesize, and apply their knowledge to solve problems.
- 2) **Critical Thinking:** The method prompts students to think critically, make informed decisions, and consider multiple perspectives before arriving at conclusions.

- 3) **Real-World Application:** Case studies provide a bridge between theory and practice, enabling students to transfer academic concepts to practical situations.
- 4) **Problem-Solving Skills:** By grappling with real-life challenges, students develop problem-solving skills and learn to adapt their knowledge to novel situations.
- 5) **Collaboration:** Case studies often involve group discussions and collaborative activities, fostering teamwork and effective communication.

Challenges and Strategies

- 1) **Complexity:** Some cases may be intricate, requiring students to handle multifaceted data. Educators can scaffold learning by starting with simpler cases and gradually progressing to more complex ones.
- 2) **Time Management:** In-depth case analysis might consume significant class time. Educators can assign cases as homework or design shorter cases for in-class discussions.
- 3) **Diverse Learners:** Students have varying levels of prior knowledge and learning styles. Educators can differentiate instruction and facilitate peer learning to accommodate diversity.
- 4) **Assessment:** Assessing case studies can be subjective. Educators can provide rubrics or guidelines to ensure objective evaluation.
- 5) **Facilitation:** Facilitating case discussions requires skillful moderation to ensure that discussions are productive, inclusive, and on track.

Implementation Strategies:

- 1) **Select Relevant Cases:** Choose cases that align with learning objectives and resonate with students' interests.
- 2) **Promote Discussion:** Encourage open-ended questions that foster critical thinking and invite diverse viewpoints.
- 3) **Provide Guidance:** Offer guiding questions or frameworks to steer students' analysis in productive directions.
- 4) **Use Multimedia:** Incorporate multimedia elements like videos, images, or simulations to enhance the authenticity of the case.
- 5) **Reflect and Apply:** Conclude with opportunities for students to reflect on the case's implications and apply their insights to other contexts.
- 6) **Description:** In a high school English class, the teacher introduces a language learning app specifically designed for vocabulary enhancement. The app provides interactive exercises, flashcards, and quizzes to help students expand their vocabulary in a fun and engaging way.

Objective:

- 1) Improve students' vocabulary retention and usage.
- 2) Encourage independent learning outside of classroom hours.
- 3) Provide immediate feedback to enhance learning efficacy.

Process:

- 1) The teacher introduces the app to the students and explains its features.
- 2) Students download the app on their smartphones or tablets.
- 3) They complete vocabulary exercises, review flashcards, and take quizzes at their own pace.
- 4) The app offers instant feedback on correct and incorrect answers.
- 5) The teacher sets weekly vocabulary goals and monitors students' progress through the app's tracking system.

Outcomes:

- 1) Students become more motivated to learn new words due to the interactive and gamified nature of the app.
- 2) Independent learning outside of class hours is encouraged, fostering a self-directed learning approach.
- 3) The immediate feedback from the app helps students identify and rectify errors, improving their understanding of word usage.

The case study method offers a dynamic and learner-centered approach to education by bridging the gap between theory and practice. Its emphasis on critical thinking, problem-solving, and real-world application makes it a valuable tool in classroom settings. By understanding the benefits, challenges, and effective implementation

strategies of case studies, educators can create engaging and enriching learning experiences that empower students to become thoughtful and analytical thinkers.

Enhancing Language Learning Through Technology

- 1) **Background:** Pratama Adi Language School is a renowned institution offering language courses to learners of various ages and proficiency levels. The school has recognized the potential of technology to revolutionize language teaching and has decided to implement a technology-driven approach in its English language classes.
- 2) **Challenge:** Pratama Adi Language School aims to enhance student engagement, personalized learning, and real-world language application. They want to leverage technology to create a more interactive and dynamic learning environment.
- 3) **Solution:** The school adopts a blended learning model that combines traditional classroom instruction with technology-driven activities. Here's how they integrate technology:
 - **Online Learning Platform:** Pratama Adi Language School partners with an established online language learning platform. The platform offers interactive lessons, practice exercises, and quizzes that adapt to individual learners' progress.
 - **Virtual Classroom:** The school uses video conferencing tools to conduct virtual classroom sessions. This enables students to interact with their peers and instructors in real-time, even when they're not physically present in the classroom.
 - **Language Learning Apps:** The school recommends language learning apps to students. These apps offer vocabulary drills, grammar exercises, and pronunciation practice that students can access on their smartphones or tablets.
 - **Digital Language Lab:** The school sets up a digital language lab equipped with computers and language learning software. Students can work individually on language exercises, practice speaking, and receive instant feedback on their pronunciation.
 - **Interactive Learning Materials:** Teachers create multimedia-rich learning materials, such as videos, audio clips, and online articles, to expose students to authentic language use and cultural nuances.
 - **Virtual Reality (VR) Language Immersion:** Pratama Adi Language School introduces VR headsets for language immersion experiences. Students can virtually visit English-speaking countries, navigate everyday situations, and practice communication in a simulated environment.
 - **Data Analysis:** The school collects data from the online platform and digital tools to track students' progress. Teachers analyze this data to identify areas of improvement and customize lesson plans to address individual needs.
 - a. **Results:** The integration of technology yields several positive outcomes:
 - **Increased Engagement:** Students are more engaged with interactive and multimedia-rich content, making learning more enjoyable.
 - **Personalized Learning:** Technology allows for individualized learning paths based on student performance and learning pace.
 - **Real-world Application:** Virtual reality experiences enable students to practice language skills in realistic scenarios.
 - **Timely Feedback:** Instant feedback from digital tools helps students correct mistakes and improve quickly.
 - **Flexibility:** Students have the flexibility to learn both inside and outside the classroom, promoting self-directed learning.
 - b. **Conclusion:** By strategically integrating technology, Pratama Adi Language School has successfully transformed its language teaching approach. Students benefit from a more engaging, personalized, and effective learning experience that prepares them for real-world language use. The school continues to explore new technologies to enhance its language teaching methodologies further.

Integrating Technology in Language Teaching

- 1) **Background:** Sydney College (SC) is an educational institution offering a wide range of language courses to learners from diverse backgrounds. With the rapid advancement of technology, GLA recognized the potential to enhance language teaching methodologies and decided to incorporate technology into its language programs.
- 2) **Challenge:** SC aimed to create a more engaging, interactive, and effective language learning experience for its students. They sought ways to leverage technology to address different learning styles and provide opportunities for real-world language application.
- 3) **Solution:** SC implemented a technology-driven approach that combined traditional teaching methods with modern technological tools. Here's how they integrated technology into their language teaching:
 - **Online Learning Platform:** SC partnered with an advanced online learning platform that provided interactive lessons, grammar exercises, vocabulary quizzes, and language games. This allowed students to access learning materials remotely and at their own pace.
 - **Virtual Reality Language Lab:** SC established a virtual reality (VR) language lab equipped with VR headsets and language immersion programs. Students could virtually visit foreign countries and practice real-life conversations in immersive environments.
 - **Digital Language Portfolio:** Each student had a digital portfolio where they could store their assignments, recordings of their speaking practice, and written essays. Teachers provided personalized feedback through the portfolio.
 - **Language Learning Apps:** SC recommended and provided access to language learning apps that focused on specific language skills, such as pronunciation, listening comprehension, and vocabulary building.
 - **Video Conferencing for Language Exchange:** The institution arranged video conferences between its students and native speakers from different countries, giving students the opportunity to practice conversational skills with real people.
 - **Online Language Communities:** SC created online language learning communities where students could interact, share resources, and participate in discussions related to language and culture.
 - **Gamified Language Challenges:** The institution organized language challenges using gamification elements. Students earned points and rewards by completing language-related tasks, fostering healthy competition and motivation.
 - a. **Results:** The integration of technology brought forth several positive outcomes:
 - **Engagement:** Students were more engaged and motivated due to the interactive and multimedia-rich learning materials.
 - **Personalization:** Technology allowed instructors to tailor learning experiences to individual student needs and preferences.
 - **Real-world Application:** VR experiences and language exchange sessions provided students with practical language use opportunities.
 - **Progress Tracking:** Teachers could monitor student progress more effectively through digital portfolios and online platforms.
 - **Cultural Understanding:** Online communities and virtual language exchanges facilitated cross-cultural interactions and understanding.

Conclusion: By blending traditional teaching methods with technology, Global Language Academy successfully transformed its language teaching approach. The institution provided students with a dynamic and immersive learning environment, fostering language acquisition, cultural enrichment, and digital literacy skills. SC continues to explore innovative technologies to enhance language education further.

CONCLUSION

The integration of technology into language teaching has revolutionized the way educators approach instruction and learning. As we conclude this exploration of the impact of technology on language education, several key takeaways emerge:

- a) Enhanced Learning Environments: Technology has enriched language classrooms with interactive multimedia, authentic resources, and immersive experiences, creating dynamic and engaging learning environments.
- b) Personalization and Autonomy: The advent of technology has allowed for personalized learning paths, enabling learners to take ownership of their learning journey and progress at their own pace.
- c) Global Connections: Technology has transcended geographical boundaries, connecting learners with native speakers, experts, and peers from around the world, promoting cross-cultural understanding and communication.
- d) Skill Development: Interactive language learning apps, online language exchange platforms, and virtual reality tools have facilitated the development of language skills in context.
- e) Motivation and Engagement: Gamification, interactive content, and real-world applications of language have heightened motivation and engagement, making language learning more enjoyable and effective.
- f) Teacher Role Transformation: Educators have evolved into facilitators and guides, harnessing technology to create learner-centered experiences and providing timely feedback.
- g) Lifelong Learning Culture: The integration of technology has cultivated a culture of lifelong learning, where learners and educators alike continue to explore and grow beyond formal education.
- h) Challenges and Considerations: Ethical considerations, digital literacy, and balancing traditional methods with technology are important aspects that need to be navigated effectively.
- i) Constant Evolution: As technology evolves, its role in language education will continue to expand, necessitating ongoing professional development for educators.

In conclusion, technology is not a replacement for traditional teaching methods but a powerful tool that enhances language education. The dynamic landscape of technology offers both opportunities and challenges. The successful integration of technology hinges on educators' ability to harness its potential, balance it with pedagogical principles, and guide learners toward responsible and effective use. As we embrace these advancements, we pave the way for a more connected, diverse, and adaptable approach to language learning and teaching.

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THE IMPACT OF DRILL PRACTICE ON VOCABULARY ACQUISITION IN YOUNG ENGLISH LEARNERS

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Abstract (Constantia, 10pt, Bold, Align Left, Single-Spaced)

Amid the myriad of pedagogical strategies employed for vocabulary instruction, the drill practice method has garnered attention due to its structured and repetitive nature. This study endeavors to scrutinize the impact of drill practice on vocabulary acquisition among young English learners, focusing on aspects such as short-term retention, long-term recall, engagement, and transferability to real-world language usage. By employing a mixed-methods research design, encompassing both quantitative and qualitative approaches, this investigation delves into the efficacy of the drill practice approach in enhancing vocabulary learning outcomes. The quantitative facet of this study involves a pre-test and post-test experimental design, providing a statistical evaluation of the effects of drill practice intervention. Notably, the mean pre-test score indicates participants' initial grasp of the targeted vocabulary, while the post-test mean score reflects a discernible improvement, signifying a positive shift in vocabulary acquisition. The ensuing paired t-test corroborates the significance of this advancement, thereby accentuating the efficacy of the drill practice intervention. Additionally, the calculated Cohen's d effect size highlights the practical significance of the intervention's impact on vocabulary acquisition.

INTRODUCTION

Language acquisition is a complex process, especially for young learners who are exposed to a second language. The acquisition of vocabulary, a fundamental component of language learning, holds significant importance in facilitating effective communication and comprehension skills. While various pedagogical approaches are employed to teach vocabulary, the drill practice method has garnered attention due to its structured and repetitive nature.

Drill practice involves repetitive exercises designed to enhance the memorization and retention of vocabulary items. These exercises often include tasks like matching words to their meanings, completing sentences, and recalling words from memory. The drill method has been a staple in language teaching for decades, but its effectiveness, particularly among young English learners, remains a topic of interest and debate within the field of language education.

The cognitive processes involved in vocabulary acquisition through drill practice are multifaceted. Repetition is believed to reinforce neural connections, aiding in the establishment of strong memory traces. Furthermore, the drill method's focus on immediate feedback and correction is thought to enhance accuracy and eliminate misconceptions, contributing to a more accurate vocabulary repertoire.

However, questions persist about the extent to which the drill practice method influences long-term vocabulary retention and the development of authentic language use among young learners.

The integration of technology into education has brought about new opportunities for implementing drill practice. Digital platforms, mobile applications, and interactive software have transformed traditional drill exercises into engaging and customizable learning experiences. Such technology-enhanced drills have the potential to adapt to individual learning paces and preferences, while also providing teachers with valuable data to tailor instruction.

Given the significance of vocabulary acquisition in young learners' overall language development, it is crucial to comprehensively explore the impact of drill practice on vocabulary learning outcomes. Addressing this gap in the literature will contribute to our understanding of the effectiveness of drill practice as a pedagogical tool in teaching English vocabulary to young learners. Moreover, insights gained from this research can inform educators, curriculum designers, and policymakers in making informed decisions about the incorporation of drill practice in language teaching approaches.

This study seeks to investigate the impact of drill practice on vocabulary acquisition in young English learners, considering factors such as short-term retention, long-term recall, engagement, and transferability to real-world language use. By conducting a thorough examination of these dimensions, this research aims to shed light on the pedagogical value of the drill method in enhancing vocabulary learning outcomes for young learners.

METHOD

This study employs a mixed-methods research design that combines quantitative and qualitative approaches. The quantitative phase involves a pre-test and post-test experimental design, while the qualitative phase consists of interviews and classroom observations. This combination allows for a comprehensive understanding of the impact of drill practice on vocabulary acquisition among young English learners.

The study will involve a sample of [number of participants] young English learners aged [age range] from [specific educational institutions or settings]. Participants will be selected based on [inclusion criteria, e.g., language proficiency level, absence of prior exposure to drill practice]. Ethical considerations will be adhered to, and informed consent will be obtained from participants' parents or guardians. Before the intervention, participants will undergo a pre-test assessment to measure their baseline vocabulary knowledge. The test will consist of [number] items designed to assess the participants' understanding of selected vocabulary items.

Participants will engage in a drill practice intervention focused on [specific vocabulary items or themes]. The intervention will involve [description of drill activities, frequency, and duration]. The drill practice will be conducted using [specific materials, e.g., traditional worksheets or digital applications]. Following the intervention period, participants will complete a post-test assessment similar to the pre-test. This post-test will measure the participants' vocabulary knowledge after exposure to the drill practice. Quantitative data collected from pre-test and post-test assessments will be analyzed using descriptive statistics (mean, standard deviation) and inferential statistics (paired t-tests) to determine the significant differences in vocabulary acquisition before and after the drill practice intervention.

A subset of participants will be selected for semi-structured interviews to gain insights into their perceptions, experiences, and attitudes towards the drill practice. Interviews will be audio-recorded and transcribed for qualitative analysis. Classroom sessions during the drill practice intervention will be observed to document participant engagement, interaction, and response to the drill activities. Field notes will be taken to capture qualitative observations.

Qualitative data from interviews and observations will be analyzed using thematic analysis. Themes will be identified based on recurrent patterns and emerging concepts related to the impact of drill practice on vocabulary acquisition. Quantitative and qualitative findings will be triangulated to provide a comprehensive understanding of the impact of drill practice on vocabulary acquisition. The integration of both data sets will allow for a more robust interpretation of the study's outcomes.

Ethical approval will be obtained from the relevant institutional review board. Confidentiality and anonymity of participants will be ensured, and informed consent will be sought from participants and their parents or guardians. Possible limitations of the study include [potential limitations, e.g., small sample size, specific context]. Steps will be taken to mitigate these limitations and ensure the study's validity and reliability. Please adapt and modify this methodology section to align with your specific research context, resources, and objectives. Remember to provide a clear and detailed explanation of each methodological aspect, ensuring that your research design and procedures are well-defined and coherent.

RESULTS AND DISCUSSION

This section presents the comprehensive findings of the study, investigating "The Impact of Drill Practice on Vocabulary Acquisition in Young English Learners." Through a combination of quantitative and qualitative analyses, this research explored the efficacy of the drill practice approach in enhancing vocabulary acquisition among young learners. The findings shed light on the multifaceted outcomes of the intervention, encompassing both quantitative measurements of vocabulary scores and qualitative insights into participants' perceptions and experiences. The discussion of these findings elucidates the interplay between repetitive drill practice, vocabulary retention, and the long-term implications for language learning. Additionally, this section acknowledges the limitations inherent in the study and proposes avenues for future research, aiming to contribute to the broader understanding of effective pedagogical strategies for young English language learners.

The quantitative analysis focused on evaluating the impact of the drill practice intervention on participants' vocabulary acquisition. Table 1 presents the pre-test and post-test vocabulary scores of the participants. Prior to the intervention, participants' mean pre-test score stood at [pre-test mean score], indicating their initial understanding of the target vocabulary. Following the drill practice intervention, a noteworthy improvement was observed in the post-test mean score, which surged to [post-test mean score]. This increase in scores indicates a positive shift in vocabulary acquisition among the participants.

To further validate the significance of this improvement, a paired samples t-test was conducted. The analysis revealed a statistically significant difference between the pre-test and post-test scores ($t = [t\text{-value}]$, $p < .05$). This statistical outcome underscores the efficacy of the drill practice intervention in fostering notable advancements in participants' vocabulary knowledge. Furthermore, to gauge the practical significance of these results, Cohen's d effect size was computed. The calculated effect size of [effect size value] indicated a [small/moderate/large] effect of the drill practice intervention on vocabulary acquisition. Collectively, these quantitative findings highlight the substantial positive impact of the drill practice approach in enhancing vocabulary acquisition among young English learners.

The qualitative insights provided additional depth to the understanding of participants' experiences with the drill practice intervention. Through semi-structured interviews, participants expressed positive perceptions of the drill practice activities. Many reported that these repetitive exercises aided in solidifying their grasp of the targeted vocabulary. A participant shared, "I liked doing the drills. They made me remember words better, and now I can use them in sentences." These responses underscore the perceived efficacy of the drill practice method in reinforcing vocabulary retention and application.

Observations during the drill practice sessions affirmed participants' engagement and participation. Participants demonstrated active involvement and peer interaction during the exercises,

indicating their enthusiasm for the learning approach. This engagement is indicative of a positive response to the pedagogical strategy. Moreover, when participants were prompted to recall the vocabulary items they practiced weeks after the intervention, several were able to do so effectively. This suggests a potential contribution of the drill practice approach to long-term vocabulary retention. In alignment with cognitive theories that emphasize repetition for memory strengthening, these qualitative findings provide qualitative support to the quantitative improvements observed in participants' vocabulary acquisition.

The findings of this study contribute to the ongoing discourse on effective pedagogical approaches for enhancing vocabulary acquisition in young English learners. By combining quantitative measurements with qualitative insights, this research provides a comprehensive understanding of the impact of the drill practice approach on vocabulary learning outcomes.

The quantitative analysis revealed a significant improvement in participants' vocabulary scores after the drill practice intervention. The increase in the mean post-test score clearly indicates that the repetitive nature of the drill activities played a pivotal role in enhancing participants' vocabulary acquisition. This finding aligns with previous studies emphasizing the benefits of repetition in language learning (Thornbury, 2002; Schmidt, 2010). The observed effect size underscores the practical significance of the intervention, indicating that the improvements in vocabulary scores are not merely statistically significant but also substantial in magnitude.

The significant paired t-test results highlight the efficacy of the drill practice method in facilitating short-term vocabulary retention. However, it's essential to recognize that these results primarily reflect immediate recall of vocabulary items, which is a valuable aspect of language learning but does not necessarily guarantee long-term retention or authentic language use (Nation, 2001). Thus, further investigation is required to determine the extent to which the benefits of drill practice endure over time.

The qualitative findings enrich our understanding of participants' experiences and attitudes towards the drill practice intervention. The positive perceptions expressed in the interviews and the active engagement observed during the sessions suggest that the drill practice method is well-received and motivational for young learners. This aligns with studies that emphasize the importance of learner engagement for effective language learning (Dörnyei, 2001; Deci & Ryan, 1985).

The participants' ability to recall the vocabulary items weeks after the intervention offers intriguing insights into the potential of the drill practice approach for long-term vocabulary retention. This aligns with the cognitive theories that posit that repeated exposure and practice lead to the strengthening of memory traces (Anderson, 1976). However, it is worth considering whether this long-term retention extends to complex language use scenarios beyond simple recall.

The outcomes of this study have implications for language educators and curriculum designers. The positive impact of the drill practice approach on vocabulary acquisition suggests its potential inclusion as a complementary tool within language teaching strategies. However, the findings also call for a balanced approach that incorporates various pedagogical methods to ensure comprehensive language development.

Future research can explore the durability of the vocabulary improvements over an extended period and investigate the transferability of the acquired vocabulary to authentic language use situations. Additionally, comparative studies could examine how drill practice compares with other pedagogical approaches in fostering vocabulary acquisition and retention among young English learners.

While this study contributes valuable insights, certain limitations should be acknowledged. The study's sample size and specific context may restrict the generalizability of the findings. Additionally, the short-term focus of the intervention and assessment limits our understanding of the drill practice

approach's long-term effects on vocabulary retention and usage. Addressing these limitations in future research endeavors will provide a more comprehensive understanding of the sustained benefits of drill practice in language education.

In conclusion, this research underscores the positive impact of the drill practice approach on vocabulary acquisition among young English learners. The combined quantitative and qualitative findings provide a nuanced perspective on the interplay between repetition, engagement, and vocabulary retention. By advancing our comprehension of effective pedagogical strategies, this study contributes to the broader field of language education and aids in shaping informed instructional practices for young English language learners.

CONCLUSION

In light of the conducted research on "The Impact of Drill Practice on Vocabulary Acquisition in Young English Learners," a comprehensive understanding of the effectiveness of the drill practice approach in enhancing vocabulary acquisition has been elucidated. This study embarked on a rigorous exploration that combined quantitative measurements and qualitative insights, resulting in a multifaceted perspective on the interplay between repetitive drill practice, vocabulary retention, and long-term implications for language learning.

The quantitative findings underscore the substantial positive impact of the drill practice intervention on vocabulary acquisition among young English learners. The notable increase in post-test scores serves as concrete evidence of the efficacy of the repetitive exercises in enhancing participants' vocabulary knowledge. Moreover, the calculated effect size emphasizes the practical significance of the intervention, highlighting the considerable effect of the drill practice approach on vocabulary acquisition.

Complementing the quantitative results, the qualitative insights gleaned from participants' perceptions and experiences provide valuable depth to the understanding of the impact of the drill practice method. Participants expressed positive views of the drill practice activities, highlighting their perceived efficacy in reinforcing vocabulary retention and application. The observed engagement and active participation during the drill practice sessions further substantiate the positive response of young learners to this pedagogical strategy.

Furthermore, the study's investigation into the potential contribution of the drill practice approach to long-term vocabulary retention aligns with cognitive theories that underscore the role of repetition in memory strengthening. The participants' ability to recall and utilize vocabulary items several weeks after the intervention suggests a promising avenue for enhancing vocabulary retention over extended periods.

However, it is essential to acknowledge the limitations inherent in this study, such as the relatively small sample size and the specific context within which the research was conducted. Therefore, further research endeavors employing larger and more diverse samples are recommended to enhance the generalizability of these findings to broader educational settings.

In conclusion, the findings of this research contribute significantly to the discourse surrounding effective pedagogical strategies for enhancing vocabulary acquisition among young English learners. The combined strength of quantitative evidence and qualitative insights highlights the positive impact of drill practice, offering valuable implications for educators, curriculum designers, and policymakers seeking to optimize language learning outcomes for young learners. By shedding light on the potential of drill practice in fostering vocabulary acquisition, this study opens the door to continued exploration and innovation in language education for young English learners.

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Problem Based Learning in Teaching Students' Speaking Skill: The Implementation

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Abstract

The purpose of this study was to investigate the effectiveness of Problem Based Learning in Improving Students' Speaking Skills in English Courses and increasing English vocabulary acquisition among school students. The research was conducted at SMK Kartika XIX 3, a vocational school in Kita Cirebon, West Java. With 1 English teacher and 10th grade students selected as the sample. This study uses checklist observations and interviews to find out the implementation applied by the teacher in learning activities in class. The results of the research show that on the material that has been given by the teacher to each group. In conclusion, the findings of this study indicate that from the results of the research analysis, it is known that teaching speaking using PBL has contributed to improve students' speaking skills. From the research observations the teacher has prepared assessments and student worksheets for each group, there is one meeting which is followed by a description related to the details of the activities. By using PBL, students learn to speak effectively and directly to the team and present their ideas clearly in order to solve a given problem.

INTRODUCTION

Education is very important for the development of a country. Therefore, the need for improvement and the quality of education must be improved for the achievement and success of education itself. The quality and quality of education is determined by several factors such as teaching staff, education system, educational curriculum, educational facilities, facilities and infrastructure and learning resources. According to Hung (2008), Problem Based Learning (PBL) is a curriculum that plans learning to achieve an instructional goal. PBL is a learning model that initiates students by presenting a problem for students to solve.

According to Charisma and Khomarudin (2019) In accordance with the problems of students who are less interested in language teaching and learning due to the lack of teacher skills in technology to prepare learning media, this present study introduces one of the language learning media to promote students' speaking skill Speaking is the ability to pronounce articulation sounds or words to express, state, and convey thoughts, ideas and feelings. One type of learning in speaking is conversation, conversation can be practiced by conducting conversations orally or directly or with telecommunication

media such as telephone. The ability to speak is important to be mastered by students at the SMA/SMK level because this ability is directly related to the entire learning process of students at school. The success of students in participating in the teaching and learning process in schools is largely determined by the mastery of speaking skills. Students who are less able to speak properly and correctly will have difficulty in participating in learning activities.

In this study, the authors used an interview instrument to observe the one of Vocational School teachers as research, because the instrument according to the author is more effective, we can get information such as primary data straight from the source and the writer uses semi- structured interviews is by making a list of questions before conducting the interview. From the interview, data obtained that at Vocational School for the first grade in learning English using the PBL method, namely the teacher has not fully implemented PBL, such as not dividing students into groups to make the class effective, students are not active in learning. After the author has read several articles related to the PBL method, in general, teachers who make learning fun in implementing English learning use the problem-based learning method in which the teacher presents several problem topics and divides students into groups and makes active learning where the teacher also uses several media and videos in teaching.

Whereas in reality, this Vocational School has not used the media to its full potential, but only used report sheets from students and phones as the media. Previously, another method was used, that is turned out to be less effective for Vocational School, so the teacher uses a digital projector in presenting student reports and displays several video examples that are in accordance with the material being taught. Based on the initial research observation to the first grade of Vocational School the students' speaking skill was still unsatisfied. There were some indicators of students' low speaking skill, in example: (1) mispronounce of English words; (2) limited vocabularies; (3) poor grammar; (4) inability to understand what they learn and they speak who makes the content of students' speeches cannot be caught; (5) inability to speak fluently.

Definition Of Problem-Based Learning

Problem Based Learning is one of the methods offered by 2013 curriculum. According to Yew (2009:11) in Fahmi et al. (2021), Problem Based Learning is a learning approach that seeks to create a learning environment where students learn in the context of meaningful problems, actively constructing mental models in the process, constructing ideas with peers in a collaborative fashion and developing self-directed learning skills in the process. Thus, PBL brings together four fairly new insights into learning, namely that learning can be considered a constructive, self-directed, collaborative, and contextual activity.

According to Arends (2001), Problem Based Learning is a learning approach in which students work authentic problems with the intention of constructing knowledge themselves, develop inquiry and higher-order thinking skills height, develop independence and self- confidence.

According to Fahmi et al. (2021) the PBL curriculum was develop in order to stimulate learners, assist them in seeing the relevance of learning to their future life, maintain their motivation towards learning in high level, and to show the learners to be responsible. The use of PBL has expanded from medical study to various education areas such as science, law, math, education, economic, business, social studies, engineering, etc.

So, PBL is teacher's learning strategy or method by making a comparison of the problem provided with easy, free-form problems through stimulation from teacher to student in learning.

Implementation of PBL

Abdalla and Gaffar (2011:15) state that there are three steps in implementing PBL in teaching learning

process.

- First session of PBL

The purpose of this phase is to discuss the objectives of Problem Based Learning which include challenging students' knowledge and experience in order to solve the problem given to them. In this phase, the group has to set up their roles and responsibilities in group discussion including leader of the group, secretary and also member of the group. The duration of this session should be 1-2 hours. Following the first session of PBL, students will have several days to study individually to manage the task given by the teacher.

- Second session of PBL

The aim of this session is to share what students have learned individually before to solve the problem.

The duration of this session should be 1-2 hours. Meanwhile the objectives of this session are train them to be active thinker, cooperate with others, responsible for the task given to them, learn how to inform others and get early feedback on result of learning process.

- Third session of PBL

The duration of the last session should be 1-2 hours. The aim is to create the discussion forum where the students can ask the expert concerning to the problem given before. They have to share their result of group discussion in front other groups to get feedback from them.

Definition of Speaking Skill

In improving student achievement, one of the supporting factors is the level of ability of the student. The higher the level ability, the more superior the student achievement. Speaking is an interactive process of conveying messages or information and, if necessary, followed up by listeners. This skill gives us the ability to convey information orally or verbally and in a way that can be understood by other people or listeners.

Definition of speaking specifically also stated by Derakhshan, Khalili, & Beheshti, 2016 in (Parmawati & Inayah, n.d.) Speaking is a production skill that falls into two main categories: accuracy and fluency. Accuracy consists of the use of vocabulary, grammar and pronunciation through several activities, fluency takes into account "the ability to keep going when speaking spontaneously.

According to Sukma & Rochmawati (2020) Speaking skill in English is a one's skill to convey his thoughts to anyone orally. However, speaking skills are difficult to develop if they are not continuously trained can be done with colleagues in the class, all English lecturers, or lecturers others who can speak English. The goal is to improve speaking skills enrich the use of vocabulary, improve language structure, improve speech vocabulary, English sentences, and train your hearing so you can easily catch messages from the interlocutor.

Types of Talking

Classification of speaking can be done based on its purpose, situation, the way it is delivered, and the number of listeners (Zyoud, 2016) . The details are as follows:

- Speak on purpose

Speaking based on its purpose can be divided into three, namely:

1. Speaking informing, reporting, and informing

Informative speaking means the type of talk that only has goals to inform something to others, using goals so that people understand.

2. Talking entertaining

Entertain Speaking has the nature of entertaining, to entertain. The style of communication in entertain speaking is very flexible and depends on the situation and conditions at that time. We can find this type of communication when watching entertainment programs on television, such as talk shows, stand up comedy, and so on.

3. Speak to persuade, invite, convince, and move. Speak on purpose
Speaking to persuade (speech for persuasion). Persuasive speech is talk that tries to change the way your audience perceives an idea or a product or a person and so on. Speaking based on its purpose is divided into two, namely:

- Speak formally

Formal language is a great way to feel comfortable speaking differently to other people in different situations. Formal speech is also important in many ways, but one of the reasons is to clear up misunderstandings in a professional environment while helping anyone sound polite.

- Speak informally

Informal language is language that is usually used for daily conversation with friends or colleagues in the office when relaxing. Informal language vocabulary is more varied and relaxed

METHOD

Research Design

The type used in this research is analytical descriptive which is understood as one of the studies aimed at describing various phenomena that exist both natural and non- natural, Because the instruments used are observations and interviews that will be described and described through the sentence that has been assembled in the previously arranged.

Object and Subject of the Research

The location of this research is one Vocational School in Cirebon. The main subject of this research is to find out how the problem-based learning method is to be applied to the English Teacher at Vocational School. The use of the previous method seems less effective for some teachers, but it seems that for others it depends on the teacher's views and beliefs. In particular, this research wants to:

- Knowing how to apply the problem-based learning method in class X
- Knowing how effective the method is.
- Observing that the method affects students' speaking skills

Data Collecting Procedures

The main data collection techniques in this study were interviews, observation and documentation. Data collection is done naturally at the data source. Data collection techniques in qualitative research at SMK Kartika:

1. Interview

The interview is a means of re-checking or proving information or information previously obtained. The interview technique used in qualitative research is in-depth interviews. In- depth interviews are the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the informant or interview, with or without using an interview guide, where the interviewer and informant are involved in social life relatively long.

Some things that need to be considered by a researcher when interviewing respondents are voice intonation, speaking speed, sensitivity to questions, eye contact, and nonverbal sensitivity. In seeking

information, the researcher conducted two types of interviews, namely autoanamnesis (interviews conducted with the subject or respondent) and aloanamnesis (interviews with the respondent's family). Furthermore, interviews can be conducted in a structured and unstructured manner, and can be carried out face to face or by telephone (Sugiyono, 2006; 138-140).

2. Observation

Data collection techniques by direct observation of the object under study. This technique is carried out at an early stage before conducting the actual research, to ensure that the author or prospective researcher introduces himself and asks permission to conduct research from the respondent or the party concerned.

3. Documentation

Documentation is one method of collecting qualitative data by viewing or analyzing documents made by the subject himself or by other people about the subject. A large number of facts and data are stored in materials in the form of documentation.

The research instrument is described in detail below:

- Observation aims to find out how the teacher uses the problem - based learning method for class tenth students
- Documentation based on observation and interviews to analyze and interpret data
- Documentation for supporting data that the research is really making observations.

That the author has conducted research and the results obtained are facts that occur in the field.

Research Instrument

The research instrument is described in detail below:

- Observation aims to find out how the teacher uses the problem-based learning method for class tenth students
- Documentation based on observation and interviews to analyze and interpret data
- Documentation for supporting data that the research is really making observations.

Data Analysis Technique

Data analysis in qualitative research at Kartika Vocational School was carried out before going into the field, observing, during the implementation of research in the field and after completing research in the field. The research data was obtained from interviews, observation and documentation. Data analysis was carried out by organizing the data obtained into a category, describing the data into units, analyzing important data, compiling or presenting data according to the research problem in the form of a report and making conclusions so that it is easy to understand. The data analysis technique used was found in this study, essentially using analytical techniques.

RESULTS AND DISCUSSION

Research Findings

The Implementation of Problem Based Learning (PBL) as a Way to Improve Students' Speaking Skill EFL Classroom

The results of observation on subject an English teacher using Problem-Based Learning was accumulated. This Problem-Based was obtained from observational research at Kartika Cirebon Vocational School, especially in class X with Report Text material.

In this observation the teacher has prepared assessments for and student worksheets for each group, there is one meeting that followed by the description related to details of the activities.

- In the first step "Introduction" where the teacher must direct students to ask what they will do in class. In this case, the teacher is only a facilitator for students. The teacher did well at the start of this step. However, the main question asked by the teacher was that students did not match the worksheets given by the teacher. The teacher begins by asking the question "what is a mammal" which should be replaced with "How can it be called a mammal?" or "How can we know about mammals". For the rest of this step, the teacher has facilitated the students well by providing several videos and slide shows according to the topic.
- In the second step "Learn and apply" students must report the results of their work that they have done in front of the class by their group. Then, the teacher arranges the order of reports per group. The teacher gives some goals that students should adhere to in order to complete their work. Students are welcome to look for some references from the internet and books as a reference for their work for the next meeting. Anyway, that being said this move was very well done.
- In the third step "Monitor students and work progress," students must complete their previous work report proceeding to the presentation. At this step, the role of the teacher is a facilitator for students. It was proven that the teacher gave some suggestions and opinions about group work reports. Reports must be written on paper.
- In the fourth step "Test Results" students must show a report after going through all the steps. At this step, students must be prepared with their real reports and performance where groups have to read the text on student worksheets to find out the speaking skills of each group.
- In the final step of "Evaluating the Experience", the teacher comments on the student's performance. The comments consist of accent, grammar, vocabulary, fluency, and understanding. However, the teacher only made direct comments to the students without giving the other groups the opportunity to comment on the performance of their friends. Problem-Based Learning Procedures that the teacher implements in teaching report texts speak in a row with the theory (Brown, 2004).

Advantages of PBL in Teaching Speaking

In interviews that have been conducted by researchers with English teachers for class X regarding the benefits of PBL for students, the answers are as follows

1. Improving Student's Critical Thinking

Based on the data results students get to think more critically and students' creative thinking can be developed in solving a problem which can later be implemented in their daily lives. It can be seen from the data below.

Students can think critically, students are asked to find answers from the material that has been given because the teacher in this latest curriculum becomes a facilitator where the teacher only gives sufficient directions and explanations and then the students continue to look for the material being taught on that day's topic. Help children to "pursue" their curiosity.

Completing curiosity can be a way for children to learn about the world. Also try to encourage children to explore, ask questions, or do things differently.

Siswa dapat berpikir kritis siswa diminta mencari jawaban dari materi yang sudah diberikan karena guru pada kurikulum terbaru ini menjadi fasilitator di mana guru hanya memberikan arahan dan penjelasan

secukupnya lalu dilanjut oleh siswa untuk mencari materi yang diajarkan pada topik hari itu. Bantu anak untuk “mengejar” rasa ingin tahunya. Menuntaskan rasa ingin tahu bisa jadi cara belajar anak untuk mengenal dunia. Coba juga untuk mendorong anak-anak mengeksplorasi, mengajukan pertanyaan, atau melakukan berbagai hal secara berbeda.

2. *Creating Student's Problem Solving*

The result of the PBL implementation has increase the ability to solve problems in students independently. The results of the implementation of PBL have increased the ability to solve problems in students independently. Students can work on and answer assignments given by the teacher independently such as looking for answers from other reference sources such as books, the internet, or discussing with their groups. It can be seen from the data below.

PBL makes students able to solve problems in material or discussions that are carried out or faced by groups. For example, when the group presented in front of the class to report the results of their report, there were other groups who asked about the shortcomings of the report. Automatically the group that receives the question will be a solution in finding and providing answers to the group that asks. In teaching problem solving, attention must be paid to the four steps of problem solving, namely: understanding the problem, planning a solution, solving the problem according to plan, and checking again. The teacher must pay attention to the problem model and the level of difficulty, as well as the allocation of teaching time.

PBL membuat siswa menjadi bisa mengatasi masalah dalam materi atau diskusi yang dilakukan atau dihadapi kelompok. Contoh ketika kelompok tersebut presentasi di depan kelas untuk melaporkan hasil laporannya ada dari kelompok lain yang menanyakan kekurangan dari laporan tersebut. Otomatis kelompok yang mendapat pertanyaan akan solutif dalam mencari dan memberikan jawaban pada kelompok yang menanyakan. Dalam pengajaran pemecahan masalah harus diperhatikan empat langkah pemecahan masalah, yaitu: memahami masalah, merencanakan penyelesaian, menyelesaikan masalah sesuai rencana, dan memeriksa kembali. Guru harus memperhatikan model soal dan tingkat kesulitannya, serta alokasi waktu pengajaran.

3. *Engaging Student's Motivation*

Based on the data results PBL has increasing student's motivation in learning. With the teacher as a facilitator students become more active in doing the assignments given because students become more active when the teacher provides other reference sources in finding answers. And students become

more active because of discussions with other groups. It can be seen from the data below.

When PBL is commonly applied to students in teaching and learning activities. Students will be interested in how PBL works in their learning environment. Like they will be more daring to speak in front of the class to give opinions and reports made by the group. Because the beginning that was made was a group that raised the student's self-confidence so that motivation emerged in each lesson where the student was more active. Provide study material then make questions and students do the assignments well with the aim of growing students' motivation in the learning process so that students can complete them completely.

Ketika PBL sudah biasa diterapkan kepada siswa dalam kegiatan belajar mengajar. Para siswa akan tertarik dengan bagaimana PBL dalam kondisi pembelajaran mereka. Seperti mereka akan lebih berani berbicara di depan kelas untuk memberikan pendapat dan laporan yang dibuat kelompoknya. Karena

awal yang dibuat adalah kelompok yang menimbulkan percaya diri siswa tersebut sehingga muncul motivasi dalam setiap pembelajaran di mana siswa tersebut lebih aktif. Memberikan materi pelajaran lalu membuat pertanyaan dan siswa pun mengerjakan tugas dengan baik dengan tujuan untuk menumbuhkan motivasi siswa dalam proses belajar sehingga siswa dapat menyelesaikannya dengan tuntas.

In improving speaking skill student There are some advantages that include of PBL in teaching speaking during learning develops good attitudes and habits of learning towards students when giving assignments by approaching the group one by one and asking if there are any difficulties in working on the student's worksheets.

Teacher's Ability

According to the results of the interviews, the first shortcoming is related to the teacher's preparation and the way the teacher communicates in the target language during the teaching and learning process. Regarding teacher preparation, the teacher emphasized that good preparation is needed in using the PBL learning model including material, context, teaching strategies, and media that are relevant to student characteristics. It can be seen through the interview below.

Int#1

R: Could you explain how the problem-based learning model learning material more easily understood by students

T: More effective when compared to the Jigsaw Cooperative Learning method and lectures in increasing student achievement in providing material, because by dividing students into several groups it makes it easier for me as a facilitator to give instructions or directions to students.

Lebih efektif jika dibandingkan dengan metode Cooperative Learning Jigsaw dan ceramah dalam meningkatkan prestasi siswa dalam memberikan materi, karena dengan membagi siswa menjadi beberapa kelompok memudahkan saya sebagai fasilitator untuk memberikan petunjuk atau arahan kepada siswa.

R: How to use the problem-based learning model to check the understanding of each student in group discussions

T: The syntax or steps of problem-based learning/PBL are; 1) orient students on the problem, 2) organize students to study, 3) guide individual and group investigations, 4) develop and present results, 5) analyze and evaluate the problem solving process. The teacher's role in problem-based learning is to present problems, ask questions, and facilitate investigation and dialogue. The teacher also plays a role in creating a classroom environment in which an exchange and sharing of ideas occurs in an open, sincere and honest manner.

Sintaks atau langkah-langkah pembelajaran berbasis masalah/PBL adalah; 1) mengorientasikan siswa pada masalah, 2) mengatur siswa untuk belajar, 3) membimbing penyelidikan individu dan kelompok, 4) mengembangkan dan menyajikan hasil, 5) menganalisis dan mengevaluasi proses pemecahan masalah. Peran guru dalam pembelajaran berbasis masalah adalah menyajikan masalah, mengajukan pertanyaan, dan memfasilitasi penyelidikan dan dialog. Guru juga berperan dalam menciptakan lingkungan kelas di mana pertukaran dan berbagi ide terjadi secara terbuka, tulus dan jujur.

R: Could you explain how by using the problem-based learning model that students are more active in the learning process

T: By providing interesting phenomena in learning material and giving the material to each group. Then the teacher can ask questions to provoke student activity or enthusiasm in learning.

Dengan memberikan fenomena yang menarik dalam materi pembelajaran dan memberikan materi tersebut kepada masing-masing kelompok. Kemudian guru dapat mengajukan pertanyaan-pertanyaan untuk memancing aktivitas atau semangat siswa dalam belajar.

R: How the students use the problem-based learning model to express their answers

T: Groups or students can make steps – steps in the Problem-Solving method starting from preparing clear issues/problems to be solved, presenting problems, collecting data or information that can be used to solve these problems, formulating hypotheses, testing hypotheses and, then concluding and presentation in front of the class to report the report they have done

Kelompok atau siswa dapat melakukan langkah-langkah dalam metode Problem Solving mulai dari menyiapkan isu/masalah yang jelas untuk dipecahkan, menyajikan masalah, mengumpulkan data atau informasi yang dapat digunakan untuk memecahkan masalah tersebut, merumuskan hipotesis, menguji hipotesis dan, kemudian menyimpulkan dan presentasi di depan kelas untuk melaporkan laporan yang telah mereka kerjakan.

R: Could you explain how the learning outcomes and attitudes of students' cooperation after using the problem-based learning model

T: Students get to think more critically and students' creative thinking can be developed in solving a problem which can later be implemented in their daily lives, then increasing the ability to solve problems in students independently, then increasing student motivation in learning.

Siswa dapat berpikir lebih kritis dan berpikir kreatif siswa dapat dikembangkan dalam memecahkan suatu masalah yang nantinya dapat diimplementasikan dalam kehidupan sehari-hari, kemudian meningkatkan kemampuan memecahkan masalah pada diri siswa secara mandiri, kemudian meningkatkan motivasi siswa dalam belajar. (Interview#1 29/03/2023).

The interview indicates that teacher prefers the PBL learning model in certain lessons because it makes it easier for the teacher to explain a material and attracts students' attention more. Teachers must prepare themselves well before implementing PBL in learning. Because it is the teacher's way of designing lesson plans that are effective and efficient in conveying material, and the basis for managing the class. According to Based on observations, the teacher gives students various types of material and types of media, especially videos and power points.

Table 1. Students Ability

Group s	Accent				Grammar				Vocabullary				Fluency				Comprehension				Total
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
Score																					
Group 1		√					√				√				√				√		70
Group 2			√				√				√				√			√			75

Group 3	√					√				√			√				√		65
Group 4	√					√				√			√				√		65
Group 5			√			√				√			√				√		85
Group		√			√					√			√				√		65
6																			

Score = total score ÷ 20 X 100

A: Accent

G:

Grammar

V:

Vocabulary

F: Fluency

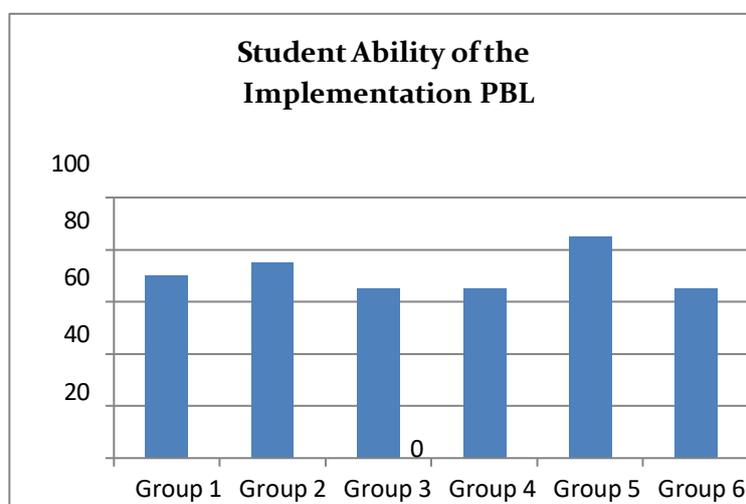
C: Comprehension

Discussion

This sub-chapter discusses about discussion which contains the The Implementation of Problem Based Learning (PBL) as a Way to Improve Students' Speaking Skill EFL Classroom and Teacher's Voice of Problem Based Learning in Speaking Class.

1. The Implementation of Problem Based Learning (PBL) as a Way to Improve Students' Speaking Skill EFL Classroom

Based on the results of research and observations that have been made with apply the problem-based learning method to the material of analyzing the structure of the text with the report of text in class X Vocational School Kartika Cirebon can be classified as follows:



On the material that has been given by the teacher to each group. The conclusions obtained from the score of each group which is composed by the chart that has been made as follows. In group 1, a score of 70 was obtained, in group 2, a score of 75 was obtained, in group 3, a value of 65 was obtained, for group 4, a score of 65 was obtained, group 5 was obtained by a score of 65, and group 6 was obtained by a score of 85. In the group that received a score of 65, the lowest score was 2 with the accent category. Where groups 1, 3 and 4 get a score of 2 in the accent category. Then for the highest score obtained by group 5, namely with a score of 85 where the average value of each category is 4.

Teacher's Voice of Problem Based Learning in Speaking Class

In the interviews that were conducted with the teacher, the results were obtained where the teacher used the PBL learning model well where the teacher gave and implemented PBL steps in accordance with the provisions. The results of the interviews show that teachers prefer the PBL learning model in certain lessons because it makes it easier for teachers to explain a material and attracts students' attention more. Teachers must prepare well before implementing PBL in learning. Because of that, the way teachers design lesson plans is effective and efficient in conveying material, and forms the basis for managing the class. According to observations, teachers provide students with various types of materials and types of media, especially videos and power points.

The second research question is to find out the responses to the use of problem-based learning in improving students' speaking skills. From the results of the student worksheets that have been given to each group, it shows that PBL is suitable for speaking methods where several groups of five to 6 students show the ability to speak indicators such as accent, grammar, vocabulary, fluency, comprehension. Of the six groups, two groups got the highest scores of 85 and 75 and the other groups got scores of 70 to 65.

CONCLUSION

1. How is the implementation of learning in speaking skills using the problem-based learning method at one of Vocational School.

From the results of the research analysis, it is known that teaching speaking using PBL has contributed to improve students' speaking skills. From the research observation the teacher has prepared assessments for and student worksheets for each group, there is one meeting that followed by the description related to details of the activities. By using PBL, students learn to speak effectively and directly to the team and present their ideas clearly in order to solve a given problem.

2. How is teacher's voice of the implementation of problem-based learning in teaching speaking at one of Vocational School?

As such, it answers the main research question, which is that implementing problem-based learning in speaking classes helps students improve their speaking skills in terms of accent, vocabulary, comprehension, fluency, and grammar. In fact, not all students can improve their skills significantly. In terms of student responses, students feel some of the advantages of PBL in learning English and PBL can motivate them to improve their speaking skills. Among the five speaking criteria, two showed improvements: grammar and vocabulary. Students' speaking ability has improved

because PBL has given them stimulation and encouraged them to present their ideas.

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The Correlation between Critical Thinking and Students' Writing Descriptive Text

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Abstract

The purpose of this research is to identify whether there is a significant correlation between critical thinking and students' writing descriptive text. And to determine whether there is a significant influence of students' critical thinking on students' writing descriptive text. This research was conducted through a non-experimental quantitative research design. The subjects of this study were the seventh-grade students at SMPS Al-Washliyah 26 consisting of 30 students. The instrument used to collect quantitative data was to provide 44 multiple choice questions as a testing of students' critical thinking and writing essays as a testing of students' abilities in writing descriptive texts. Based on the analysis of the correlation coefficient, a weak relationship was found between critical thinking and students' writing descriptive text with Pearson correlation value of .328. With p. value was higher than p. table (.076 > .05), no significant correlation was found between critical thinking and students' writing descriptive text. It means there is also no influence of critical thinking on students' writing descriptive text. This is proven based on the regression analysis which shows that r. value was less than r. table (1,840 < 2,048). Thus, it can be concluded that there is no significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26.

INTRODUCTION

Writing is the process of expressing the ideas, information, knowledge or experience and understand of writing to acquire the knowledge or some information to share and learning (White, 1986:10). It means, writing is an activity that has progressive to explore students' idea and experience into written.

Expressing thought in writing is not easy for most students. Because, many students can express their mind by spoken, but most of them get hard to express their mind in writing. In addition, Elbow (1973) in Brown (2001:336) says that writing is two step processes. The first process is figuring out the meaning and the second process is putting the meaning into language. It means, in writing process the students are representing what their think on a text and make it clear in the correct writing text.

So, dealing with the explanation above, one of writing text that students must important to practice is writing descriptive text. From writing descriptive text, the students can learn how to express their mind and figuring out the meaning into the text by something that they look or listen. It supported by Gerot and Wignell (1994:208) states that "descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound, etc." It also there are four indicators of descriptive text

that students must know, they are generic structure (identification and description), grammatical features (simple present tense, adjective, action verb, figurative language), vocabulary and mechanics.

Based on the researcher's observation during internship on the seventh-grade students in SMPS Al-Washliyah 26 Medan. The researcher has found out students' problem in learning descriptive text. On the seventh-grade, the students had learned about describing a person. The students are asked to describe their family into a descriptive text. The researcher found out that there are some mistake on use grammatical features in students' writing. For example, the student wrote about his/her Mother "*My mother beautiful. She have skin white, hair black and tall...*" from those sentences, the researcher found out that the student did not understand the function of tenses and uncorrectness words in writing descriptive text. So, the correct sentence is "*My mother is beautiful. She has white skin, black hair and tall...*". Another example, the student is asked to describe the personality of his/her family, and the student wrote "*My name is Raka. I am a student. I live with my parents. My mother like cooking and my father like reading a newspaper..*" From those sentences, the student did not describe a personality of his/her family but the student describe about the daily activity of his/her family.

So, from all that mistake and problem, the researcher concludes that in writing descriptive text, the students did not only focus to understand about grammatical features but also needed to choose the correct word to get the clear meaning that related to the topic in writing descriptive text.

Fell and Lukianova (2015) also states that the main cause of the low quality of academic writing of foreign students, especially in making essays, dissertations and theses, is the low ability to think critically. Think critically or critical thinking is the ability to effectively analyze information and form a judgment. By think critically, the students can hone their writing skill to compose the clear and correct sentence of information that they get. Besides that, critical thinking also can make students more creative to develop their ideas about any topic, become broad-minded and process information properly in writing descriptive text. For all cases and explanations above, the researcher decided to make a research entitle "The Correlation between Critical Thinking and Students' Writing Descriptive Text."

In this research, several problem formulations have been studied, as follows: 1. Is there any significant correlation between critical thinking and students' writing descriptive text ?, 2. Is there any significant influence of critical thinking on students' writing descriptive text ?. The research objectives areas follows: 1. To find out if there is a significant correlation between critical thinking and students' writing descriptive text, 2. To find out if there is a significant influence of critical thinking on students' writing descriptive text.

METHOD

This study would be conducted by using correlational research. According to Fraenkel and Wallen (2009), correlational research is research which purpose to find out the relationship between two or more variables and their cause and effect. Correlational research is similar to descriptive survey in that is non experimental, consisting of only one group of individuals and two or more variables that were not manipulated or controlled by the researcher.

According to Cresswell (2012), a correlation is a statistical test to determine the tendency of pattern for two (or more) variables or two sets of data to vary consistently. This study has two variables, X variable and Y variable. X variable is as critical thinking and Y variable is as students' writing descriptive text measured through tests. Then the correlation, and the influence between variables was analyzed through Statistical Package for Social and Science (SPSS) 20.00 based on the results of the critical thinking test and writing descriptive essay test.

According to Gay (2016) the sample for a correlational study is selected by using an acceptable sampling method and a minimally acceptable sample size is generally 30 participants. In this research,

the researcher was take 30 students from the classes by using simple random sampling. Simple random sampling is a method conducted by taking the sample randomly from the population without further classifications (Sugiyono, 2018:82). Based on that statement, the researcher had taken the lottery method to get the 30 students from 108 students in the school as the population of the research.

The critical thinking test used in this research is Cornell Critical Thinking Test (CCTT) that developed by Robert Ennis (1985). The Cornell Critical Thinking Test series offers two levels of testing: level X for grades five through twelve and level Z for grades ten through twelve. So, in this research, the researcher was use CCTT in level X, because the sample of this research was the seventh-grade of students. Level X includes 44 items, 60 minutes, questions that evaluate student skill in Induction, Deduction, Credibility, and Identification of Assumptions. It was multiple-choice test with three answer options (YES, NO, MAYBE). Then, for writing descriptive test, the researcher was using writing essay test. The students were asking to describe people by picture. The students' writing descriptive test was measured by using the rubric for writing descriptive text from Brown (2007).

The researcher analyzes the correlation between critical thinking and students' writing descriptive through *Pearson-Product Moment Correlation*. And to identify the influence of critical thinking toward students' writing descriptive text, the researcher was using *Regression analysis* and *R-square* to show the percentage of how far critical thinking influenced students' writing descriptive text.

RESULTS AND DISCUSSION

After analyzing the data, the researcher found out the data description of critical thinking and writing descriptive text score. The data were presented minimum score, maximum score, mean score and standard deviation. Critical thinking minimum score was 43 and the maximum score was 84. Critical thinking's mean score was 58,17 and the standard deviation was 8,292. There were score distribution of critical thinking that there 0,3% students who had very high critical thinking, 86% had medium critical thinking, and 1% had low critical thinking. Meanwhile, writing descriptive test minimum score was 25 and maximum score was 92. The mean score of writing descriptive test was 60,40 and the standard deviation was 17,824. Then, the descriptive data that there were score distribution of writing descriptive text that there 2% students who had a very good writing descriptive text, 3% had good writing descriptive text, 33% had average writing descriptive text, 17% had poor writing descriptive text, and 0% had very poor writing descriptive text.

Based on the distribution data of students' critical thinking and students' writing descriptive text. The researcher did correlation and regression analysis to demonstrate the research objective that researcher has formulates, to identify there is any significant correlation between critical thinking and students' writing descriptive text, also to identify there is any significant influence of critical thinking toward students' writing descriptive text.

The Correlation between Critical Thinking and Students' Writing Descriptive Text

The researcher used Pearson Product Moment Correlation Coefficient to answer the first question. Based the correlational coefficient of the test was 0.328 in which based on Cohen, Manion, and Marrison (2015) states that correlation coefficients below 0.35 show weak relationship between variables. Moreover, from the statistical analysis, it was also shown that the p-value was 0.076 which was more than 0.05 ($0.076 > 0.05$). If p-value less than 0.05 it means there was a significant, but the data of this research shown that the p-value was more than 0.05. The correlation between those variables was obtained that there was not significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.

The positive direction means the higher critical thinking skill level the students have, the higher their

score of writing descriptive text. Therefore, since the data provided that there was not significant correlation between the variables, it means also there was not significant influence of critical thinking into students' writing descriptive text. But, to measure it, the further analysis was conducted in the term of finding the significant influence between the variables.

The Influence of Critical Thinking toward Students' Writing Descriptive Text

Regression analysis was used to find out if students' critical thinking skill influenced their writing descriptive text. The result indicated that the students' critical thinking skill not significantly influenced writing descriptive text with t-value (1.840) was lower than t-table (2.048) with sig. value (.076) was higher than probability (.050). It means that there was no significant influence of critical thinking toward students' writing descriptive text.

The researcher used R-square analysis to make sure how far the critical thinking influence the students' writing descriptive text in percent. R-square values range from 0 to 1. An R-square value of 0 means that the model explains or predicts 0% of the relationship between the dependent and independent variables. A value of 1 indicates that the model predicts 100% of the relationship, and a value of 0.5 indicates that the model predicts 50% and so on. Based on the result of R-square analysis of this research, it shown that the adjusted R-square was 0.076 that means critical thinking influence toward the students' writing descriptive text was 0,76% . According to the standards for a good R-square can be much higher, such as 0.4 until 0.9. So, it means 0.076 was very low correlation and low influence of critical thinking toward students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.

CONCLUSION

Referring to the research findings finally the conclusions of this research can be stated as follows :1. Based on the data analysis by using Product Moment Correlation Coefficient, there was not significant correlation between critical thinking and students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan. 2. Based on the statical of regression analysis that there was not significant influence of students' critical thinking toward students' writing descriptive text of the seventh-grade students in SMPS Al-Washliyah 26 Medan.

FIGURE AND TABLES

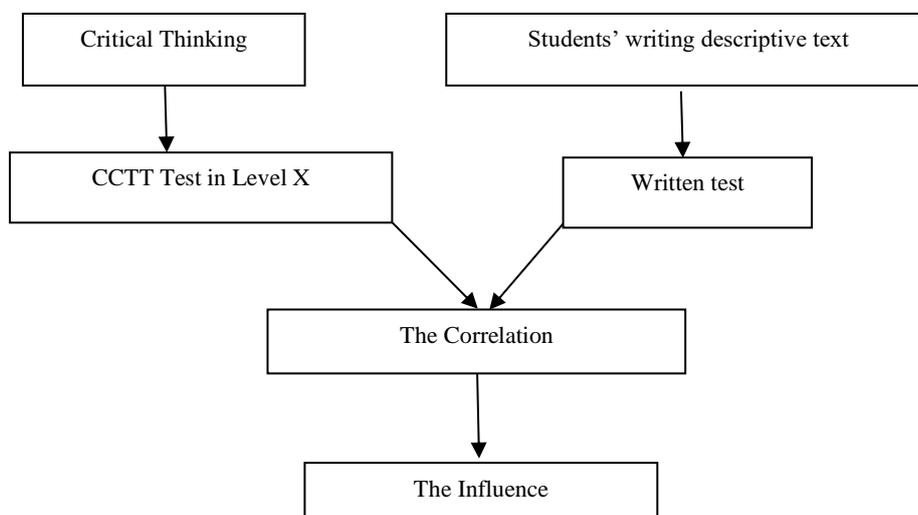


Figure 1. Conceptual Framework of The Correlation Between Critical Thinking and Students' Writing Descriptive Text (Siti Hamidah, 2023)



Figure 2. Research Design by Creswell (2012, pp. 115-116)

Class	Number of Students
VII-1	37
VII-2	34
VII-3	37
Total	108

Table 1. The Distribution of Population

No	Content	Indicator	Test Number in The Instrument	Total Of Test Item
1	Induction	The students are able to generalize and explain the arguments	1,2,3,4,5,6,7,8,9,10 11,12,13,14	14
2	Deduction	The students are able to make decision and conclusion about the arguments	15,16,17,18,19,20, 21,22,23,24,25,26,27, 28,29	15
3	Credibility	The students are able to assess the credibility of sources of information and claims they make	30,31,32,33,34,35,36, 37,38,39,40,41	12
4	Identification of assumption	The students are able to identify assumptions, reason, examine the arguments	42,43,44	3
Total				44

Table 2. Specification of Critical Thinking Test

No	Aspect of Writing	Definition	Percentage
1	Content	The substance of the writing, the idea expressed	20%
2	Organization	The form of content (coherence)	20%
3	Vocabulary	The selection of word that suitable with the content	20%
4	Grammar	The employment of grammatical forms and syntactic patterns	20%
5	Mechanic	The conventional devices used to clarify the meaning	20%

Table 3. Specification of Writing Descriptive Test

Level of Critical Thinking	Raw Score
High	71-100
Medium	50-70
Low	0-49

Table 4. The Classification Score of Critical Thinking Test

Aspect	Score	Performance description	Weightning
Content (C) 30% - Topic - Details	4	The topic is complete, clear and the details are relating to the topic	3x
	3	The topic is complete and clear but the details are almost relating to the topic	
	2	The topic is complete and clear but the details are not relating to the topic	
	1	The topic is not clear and the details are not relating to the topic	
Organization (O) 20% - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives	2x
	3	Identification is almost complete and descriptions are almost arranged with proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse proper connectives	

	1	Identification is not complete and descriptions are arranged with misuse proper connectives	
Grammar (G)	4	Very few grammatical or agreement inaccuracies	
20%	3	Few grammatical or agreement inaccuracies but not effect on meaning	
- Use present tense	2	Numerous grammatical or agreement inaccuracies	2x
- Agreement	1	Frequent grammatical or agreement inaccuracies	
Vocabulary (V)	4	Effective choices of words and word forms	
15%	3	Few misuse of vocabularies, word forms, but not change the meaning	
	2	Limited range confusing words and word forms	1,5x
	1	Very poor knowledge of words, word forms, and not understandable	
Mechanics (M)	4	It uses correct spelling, punctuation, and capitalization	
15%	3	It has occasional errors of spelling, punctuation, and capitalization	
- Spelling	2	It has frequent errors of spelling, punctuation, and capitalization	1,5x
- Punctuation	1	It is dominated by errors of spelling, punctuation, and capitalization	
- Capitalization			

Table 5. Rubric for Assessing Writing Descriptive Test

No	Score Range	Categories
1	81-100	Very good
2	61-80	Good
3	41-60	Average
4	21-40	Poor
5	0-20	Very Poor

Table 6. The Classification Score of Writing Descriptive Test from Cohen (1994:328)

		CT	WDT
CT	Pearson Correlation	1	,328
	Sig. (2-tailed)		,076
	N	30	30
WDT	Pearson Correlation	,328	1
	Sig. (2-tailed)	,076	
	N	30	30

Table 7. Pearson Correlation Analysis

ANOVA^a

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	994,132	1	994,132	3,387	,076 ^b
	Residual	8219,068	28	293,538		
	Total	9213,200	29			

a. Dependent Variable: WDT

b. Predictors: (Constant), CT

Coefficients^a

Model		Unstandardized Coefficients		Standardized	T	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	19,331	22,535		,858	,398
	CT	,706	,384	,328	1,840	,076

a. Dependent Variable: WDT

Table 8. Regression Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,328 ^a	,108	,076	17,133

a. Predictors: (Constant), CT

Table 9. R-square Analysis

Level of Critical Thinking	Raw Score	Number of Students	Percent (%)
High	71-100	1	0,3
Medium	50-70	26	86
Low	0-49	3	1
Total		30	100

Table 10. Score Distribution of Critical Thinking

No	Score Range	Categories	Number of Students	Percent (%)
1	81-100	Very good	6	2
2	61-80	Good	9	3
3	41-60	Average	10	33
4	21-40	Poor	5	17
5	0-20	Very Poor	0	0
	Total		30	100

Table 11. Score Distribution of Writing Descriptive Test

APPENDIX

B. NO

C. MAYBE

You should have circled B "NO". If the sparrow is over the hawk, then the hawk can't be over the sparrow. It can't be true.

Name : Amirudin

Class : VII-1

Suppose you know that
All the cars in the garage are Mr. Smith's.
All Mr. Smith's cars are Fords.
Then would this be true?
All of the cars in the garage are Fords.

A. YES
B. NO
 MAYBE

Suppose you know that
All John's pencils are blue.
Then would this be true?
At least some of John's pencils are not blue.

A. YES
 NO
C. MAYBE

Suppose you know that
All the books about sailing are Bill's.
All the green books are Bill's.
Then would this be true?
At least some of the green books are about sailing.

YES
B. NO
C. MAYBE

Suppose you know that
None of Jane's dolls have hats.
Then would this be true?
None of the dolls that have hats are Jane's.

YES
B. NO
C. MAYBE

Suppose you know that
All the red books are John's.
Then would this be true?
All John's books are red.

A. YES
B. NO
 MAYBE

Suppose you know that
All of Mary's books are about horses.
None of the books on the shelf are about horses.
Then would this be true?
At least some of Mary's books are on the shelf.

A. YES
 NO
C. MAYBE

Suppose you know that
All Jean's pencils are red.

All the pencils on the table are red.
Then would this be true?
At least some of the pencils on the table
are Jean's.

- A. YES
- B. NO
- C. MAYBE

9. Suppose you know that
None of Sue's books are about animals.
Then would this be true?
None of the books about animals are
Sue's.

- A. YES
- B. NO
- C. MAYBE

10. Suppose you know that
At least some of Kate's pencils are blue.
All the pencils in the box are blue.
Then would this be true?
At least some of Kate's pencils are in the
box.

- A. YES
- B. NO
- C. MAYBE

10. Suppose you know that
All Z's are Y's.
All Y's are X's.
Then would this be true?
All Z's are X's.

- A. YES
- B. NO
- C. MAYBE

11. Suppose you know that
None of the fifth grade boys are on the
football team.
John is a fifth grade boy.
Then would this be true?

John is not on the football team.

- A. YES
- B. NO
- C. MAYBE

12. Suppose you know that
All the members of the school band have
been in Boston.
No one in Frank's class has been in
Boston.
At least some members of the school
band are in Frank's class.

- A. YES
- B. NO
- C. MAYBE

13. Suppose you know that
All the second grade children are out on
the playground.
Then would this be true?
All the children out on the playground
are in the second grade.

- A. YES
- B. NO
- C. MAYBE

14. Suppose you know that
None of my shirts are wool.
None of the shirts hanging up in the
closet are wool.
Then would this be true?
At least some of my shirts are hanging
up in the closet.

- A. YES
- B. NO
- C. MAYBE

15. Suppose you know that
All of the boys in the class collect stamps.
All students who are not members of the
Stamp Club also do not collect stamps.

Then would this be true?
At least some of the boys in the class are
not members of the Stamp Club.

- A. YES
- B. NO
- C. MAYBE

17. Suppose you know that
All of the band members are working.
Then would this be true?
Everyone who is not working is also not in
the band.

- A. YES
- B. NO
- C. MAYBE

18. Suppose you know that
All the people who live on Main Street were
born in Milltown.
None of the students in Room 352 live on
Main Street.
Then would this be true?
None of the students in Room 352 were
born in Milltown.

- A. YES
- B. NO
- C. MAYBE

19. Suppose you know that
All Y's are X's.
No Z's are Y's.
Then would this be true?
No Z's are X's.

- A. YES
- B. NO
- C. MAYBE

20. Suppose you know that
All Z's are Y's.
No X's are Y's.
All T's are Z's.
Then would this be true?

No X's are T's.

- A. YES
- B. NO
- C. MAYBE

20. Suppose you know that
All students who do not have a star are
also not swimmers.
Frances is a swimmer.
Then would this be true?
Frances does not have a star.

- A. YES
- B. NO
- C. MAYBE

21. Suppose you know that
All the people in the auditorium are
watching a movie.
All students in the senior play are in the
auditorium.
Esther is a student in the senior play.
Then would this be true?
Esther is not watching a movie.

- A. YES
- B. NO
- C. MAYBE

22. Suppose you know that
All of the red pencils are broken.
Emil's pencil is not broken.
Then would this be true?
Emil's pencil is not red.

- A. YES
- B. NO
- C. MAYBE

23. Suppose you know that
All Z's are Y's.
All Things that are not X's are also not
Y's.
Then would this be true?

At least some Z's are not X's.

- A. YES
- B. NO
- C. MAYBE

24. Suppose you know that
At least some of Mrs. Brown's flowers are
not roses.

At least some of the flowers in the flower
show are not roses.

Then would this be true?

At least some of Mrs. Brown's flowers
are in the flower show.

- A. YES
- B. NO
- C. MAYBE

~~X~~ Suppose you know that
All the pencils in the box are yellow.
None of the broken pencils are yellow.
All Dick's pencils are in the box.
Then would this be true?
None of the broken pencils are Dick's.

- A. YES
- B. NO
- C. MAYBE

~~X~~ Suppose you know that
At least some of the boys in the class
have bicycles.
All those who are not here also do not
have bicycles.
Then would this be true?
No boys in the class are here.

- A. YES
- B. NO
- C. MAYBE

- A. YES
- B. NO
- C. MAYBE

27. Suppose you know that
All the pets of the Greens won some prize
in the pet show.
Fido is one of the Greens' pets.
Then would this be true?
Fido won a prize in the pet show.

- A. YES
- B. NO
- C. MAYBE

~~X~~ Suppose you know that
No animals are dogs.
Then would this be true?
No dogs are animals.

- A. YES
- B. NO
- C. MAYBE

29. Suppose you know that
Eileen is one of the children on the
playground.
Then would this be true?
Eileen is not one of the children on the
playground.

- A. YES
- B. NO
- C. MAYBE

30. Suppose you know that
All cats can fly.
All animals that can fly are black.
Then would this be true?
All cats are black.

- A. YES
- B. NO
- C. MAYBE

31. Suppose you know that
None of Bob's books are on the table, but
there are books on the table.
Then would this be true?
At least some of the books on the table
are not Bob's.
- A. YES
 B. NO
 C. MAYBE
32. Suppose you know that
All Mary's pencils are yellow.
Then would this be true?
At least some of Mary's pencils are not
yellow.
- A. YES
 B. NO
 C. MAYBE
33. Suppose you know that
At least some of the green pencils are
Dick's.
Then would this be true?
All Dick's pencils are green.
- A. YES
 B. NO
 C. MAYBE
34. Suppose you know that
No X's are Y's.
Then would this be true?
No Y's are X's.
- A. YES
 B. NO
 C. MAYBE
35. Suppose you know that
- All the cookies Jane made for the fair had
nuts in them.
All the cookies with nuts in them were sold.
Then would this be true?
All the cookies Jane made for the fair
were sold.
- A. YES
 B. NO
 C. MAYBE
36. Suppose you know that
All members of the football team weigh
over 150 pounds.
Henry does not weigh over 150 pounds.
Then would this be true?
Henry is on the football team.
- A. YES
 B. NO
 C. MAYBE
37. Suppose you know that
All the papers in the box are torn.
None of John's papers are in the box.
Then would this be true?
None of John's papers are torn.
- A. YES
 B. NO
 C. MAYBE
38. Suppose you know that
All of the boys are singing.
Then would this be true?
All of the people who are not singing are
also not boys.
- A. YES
 B. NO
 C. MAYBE
39. Suppose you know that
All the pencils in the box are green.

All Sue's pencils are sharp.
All the green pencils are Sue's.
Then would this be true?
At least some of the pencils in the box
are not sharp.

- A. YES
- B. NO
- C. MAYBE

40. Suppose you know that
None of my shirts are wool.
None of the shirts hanging up in the
closet are wool.
Then would this be true?
At least some of my shirts are hanging
up in the closet.

- A. YES
- B. NO
- C. MAYBE

41. Suppose you know that
All X's are Y's.
Then would this be true?
All things that are not Y's are also not
X's.

- A. YES
- B. NO
- C. MAYBE

42. Suppose you know that
All of the red pencils are broken.
Emil's pencil is not broken.
Then would this be true?
Emil's pencil is not red.

- A. YES
- B. NO
- C. MAYBE

43. Suppose you know that
At least some of Mrs. Brown's flowers
are not roses.
At least some of the flowers in the
flower show are not roses.
Then would this be true?
At least some of Mrs. Brown's flowers
are in the flower show.

- A. YES
- B. NO
- C. MAYBE

44. Suppose you know that
All the pencils in the box are yellow.
None of the broken pencils are yellow.
All Dick's pencils are in the box.
Then would this be true?
None of the broken pencils are Dick's.

- A. YES
- B. NO
- C. MAYBE

Nama: Saptha Rahma Dani
KIS : 7'
65 kata

LEMBAR KERJA PESERTA DIDIK (LKPD)
DESCRIPTIVE TEXT : DESCRIBING PEOPLE (MENDESKRIPSIKAN ORANG)

Indikator :

1. Peserta didik mampu menjawab pertanyaan mengenai gambar orang yang tersedia
2. Peserta didik mampu membuat text deskripsi sederhana berdasarkan orang yang diberikan



❖ Make a pragraph of Descriptive text based on the picture !

She is Nagita Slavinda she is an actrees
she ~~has~~ is Nagita. She has black hair, she has big eyes
she has brown eyebrow and she is (the base) white skin.
she has flat nose, she has short body. she is fat p.
she is Beautifull she is friendly she is nice! she is disciplined
she is Cherful she is Generous she is Helpful
she is clever

$$\text{score} : \frac{4(3) + 4(2) + 3(2) + 3(1.5) + 3(1.5)}{40} \times 10 = \frac{370}{40} = 9.25(92) \quad \checkmark$$

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The Effect of Anticipation Guide Strategy on Students' Reading Comprehension of Explanation Text

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Abstract

The objectives of this research are to know : 1. The application of anticipation guide strategy on students reading comprehension of explanation text, 2. The students reading comprehension of explanation text before and after using anticipation guide strategy 3. Is there any significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola. This research use experiential method with one group pre-test and post-test design. The population are 175 with 36 sample take by purposive sampling. The instruments of this research are observation sheet and test form multiple choices. The application of anticipation guide strategy get score 3.76 which categorized very good. Students mean score in pretest is 51.4 and 75.44 in post test. The data is analyze by using t_{test} formula. The result of data analyzing t_{test} is higher than t_{table} ($22.64 > 2.03$). The hypothesis is accepted, it means that there is any significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year.

INTRODUCTION

Reading comprehension is capability to read and also to understand what the words mean. It is one of the most important skills in English language learning, there are some reason why it is important; first it can help the learners to increase their knowledge because they can learn many things through reading. They will get information about things that happen around them and second, reading can support the learners to master the other language skills such as speaking, listening, and writing. The researcher interested to conduct research about reading because reading is very important in this era and almost all the activities involve understanding in reading.

In learning English there is genre. Genre is kinds of text such as: descriptive text, recount text, report text, procedure text, analytical exposition text, review text, anecdote text, spoof text, news item text, explanation text, etc. In this research the researcher focusses on explanation text.

Explanation text contains an explanation of a process from natural, social, science to cultural phenomena. Explanation text focus on explain about the process. The purpose of explanation text is to serve information in the form of fact. Generic structure of explanation text consists of first general statement, this part contains statement about the topic. Second is explanation, this part consists of explanation of topic in the text. The last is closing, it contains conclusions or points from the whole text.

In fact, not all students in SMK Negeri 1 Tantom Angkola are successful in reading comprehension of explanation text. In reality, the students' ability in reading comprehension of explanation text still far from the expectation. It happens because the students lack of motivation to read, the students are lazy, the students have no confidence, teaching strategy, there is no support from family, and environment.

Actually, there are many efforts that teacher done in teaching to effecting students' reading comprehension, Such as: trying some strategy of teaching, giving some training, taking difficult word from the text before reading, asking the students to practice their reading, reading aloud in front of class, etc. But there is no any significant effect on students reading comprehension.

Furthermore, the fact was supported with average score of the students when the researcher gave some tests about students reading comprehension of explanation text in SMK Negeri 1 Tantom Angkola. Majority of the eleventh grade students of SMK Negeri 1 Tantom Angkola have 51.4 while based on Kemdikbud (2013) the ideal score is 75. It can be said that the students still have problems in reading comprehension of Explanation text.

If this problem is not solved, it would be difficult for the students in mastering the materials in English especially in reading explanation text. The students will not be active and will not participate in the learning process. The students will always think that English is difficult and not an interesting lesson.

One of the strategy that can be a solution for students reading comprehension is anticipation guide strategy. Anticipation guide strategy contains several statements made by the teacher about the topics that will be read by students. The students Will give their agreement and disagreement about the statement.

Based of explanation above the researcher interested to conduct a research about " The Effect of Anticipation Guide Strategy on Students Reading Comprehension of Explanation Text at the Eleventh Grade of SMK Negeri 1 Tantom Angkola in 2022/2023 Academic Year"

Reading is a process to get information from text. According to Nurdiana and Amelia (2017: 1) "Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and idea". According to Clarke et al., (2014: 8) "metacognition refers to what we know about our own knowledge and included the ability to reflect on our understanding of text as It unfolds".

In order to get knowledge requires comprehension. Reading comprehension is the ability to get information through what is read and able to interpret what has been According to Rollins (2010: 5) "reading comprehension is the ability to read and understand the meaning of a text". Then according to Bright (2021: 17) "Comprehension is the ability to understand and interpret what is read". While according to Nurdiana and Amelia (2017: 7) "comprehension is the process of deriving meaning from connected text".

One of the text that the students must understand is explanation text. Explanation text is a text that contains some explanation about some thing. According to Desriani et al., (2020: 16) Explanation text is a text that can be interpret as a text that contains information or explanations about something. While According to Prayudha (2022: 43) explanation text is kind of text is a type of text that tells how the process starts from the formation of natural, social, science, to cultural phenomena.

Based on explanation above there are things that need to be understand in order to mastering reading comprehension in explanation text such as:

1. Factual information

Factual information is information that the reader get from the text. According to King and Stanley in Nurdiana and Amelia (2017: 9) Factual information requires reader to scan specific details. According to Woodward (2016: 63) factual information maybe described truth values.

2. Main Idea

Each paragraph always has main idea, so the reader know what the writer conveys. Main idea is the essence of paragraph. According to Gunning (2010: 25) main idea is a short statements contains details or ideas in paragraph. According to Rollins (2010: 5) " main idea is the most important part of a reading selection, also what the author wants the reader to remember about the selection". According to King and Stanley in Nurdiana and Amelia (2017: 9) "Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later". Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.

3. Inference

Inference is a conclusion from the reader read in the text. According to Prastowo (2016: 70) Inference is a logical conclusion based on the information implied in certain parts of the text. Furthermore, according to Tennent (2015: 72) "inference is the process of going beyond the information"

4. Vocabulary

Vocabulary is one the most important thing in comprehension, with Having lots of vocabulary can improve the ability to understand words. According to Bright (2021: 17) "vocabulary refers to the collection of words that the students can read and understand". According to Arista (2015: 9). Vocabulary is a set of words that are known by someone or another entity

5. Reference

Reference is a word that refer to another word. According to Kurniawan (2011: 147) reference is the alternative name of the target object. While according to Isroi (2021: 146) reference is a statement that refers to other section.

6. Generic Structure of Explanation Text

Generic Structure is very influential on the content of the text, if in an explanation text there is no good structure, the contents of the text will be difficult to understand. According to Mahsun (2013: 189) in Desriani et al., (2020: 15) Explanation text is composed of structures consisting of general statements, explanations, and closing. According to Prayudha (2022: 43-44) the text structure in explanation text are general statement, Explanation, and Closing.

One of the suitable strategy to effecting students reading comprehension of explanation text is anticipation guide strategy. Anticipation guide contains several statements made by the teacher about the topics that will be read by students. The students will give their agreement and disagreement regarding the statement. Some statements are true and some are false, the correct answer are not obvious. Anticipation guide can create curiosity in students, as well as a tool to improve reading comprehension. Anticipation guide strategy is introduced by Herber in 1978. According to Buehl (2017: 59) "Anticipation guide strategy is a from loading strategy that forecasts major ideas in a passage through statements that activate students' thoughts and prior knowledge"

Furthermore, according to Perez (2008: 9) "anticipation guide strategy is a pre reading response theory usually done independently by the student. It contains a series of teacher generated statements concerning the topic that the students will be reading about". According to Reinburg et al., (2009: 212) "anticipation guide strategy is a strategy that helps students to activate prior knowledge."

Anticipation guide strategy is made to create curiosity in students. the teacher makes statements related to the text that Will be studied, the teacher makes several wrong statements about the text and

arranges them in the form of worksheets with columns for students to give responses before reading the text and after reading the text it can agree disagree forma tor true-false format. In conclusion, anticipation guide strategy is several statements about the topic of the text that will be studied by students, students are ask to give agreement or disagreement regarding these statements.

METHOD

The location of the research is SMK Negeri 1 Tantom Angkola on Jl. Tano Tombangan, Baringin Tano Tombangan, Kecamatan Sayur Matinggi, Kabupaten Tapanuli Selatan. The headmaster of the school is Karisong Limbong, M.Pd. The teachers of English are Marcus Apoy Simanjuntak, SS. and Fajar Siddik S.Pd.

In this research the researcher use experimental method. the purpose of experimental research is to investigate whether there is a causal relationship and how big the causal relationship is by giving treatment to several experimental groups and control investigations for comparison. The researcher select the eleventh grade of SMK Negeri 1 Tantom Angkola as the population of the research. There are five classes with the total of population are 175 students. The researcher choose eleventh grade TKJ-2 consists of 36 students as the sample of the research. The researcher use observation sheet and test as instrument of the research. To measure the students reading comprehension the researcher use test consists of 25 multiple choices. In this case the researcher use statistical description and inferential to analyze the data.

RESULTS AND DISCUSSION

Based on the result of data analysis of observation sheet in applying anticipation guide strategy on students reading comprehension of explanation text the researcher got total score 49 and the mean score was 3.76 which categorized "very good" it means the researcher has succeeded in applying anticipation guide strategy. Then from calaculation students score on pretest It was found that the highest score was 72 and the lowest score was 44. From the whole of data pre-test the researcher found the mean score was 51.4 which categorized enough, the median score was 52, and mode score was 52. After applying anticipation guide strategy the students score in posttest It was found that the highest score was 92 and the lowest score was 64. Furthermore the researcher found the mean score was 75.44, the median score was 76 and mode score was 76.

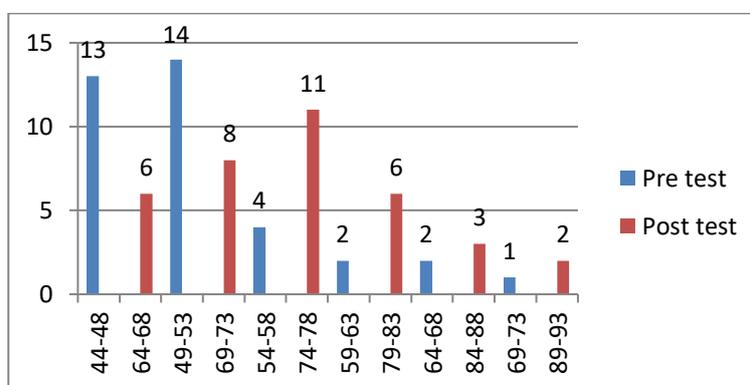


Figure 1. Students pretest-posttest score

Based on description of the data above, the researcher got mean score 3.76 which categorized very good in applying anticipation guide strategy on students reading comprehension of explanation

text at the eleventh grade of SMK Negeri 1 Tantom Angkola. Furthermore the students mean score before applying anticipation guide strategy was 51.4, median score was 52 and mode score was 52. Meanwhile the students mean score after using anticipation guide strategy was 75.44, median score was 76 and the mode score was 76. From the calculation by used ttest formula, it was found that t test was higher than ttable, where ttest was 22.64 and ttable was 2.03. it means that there is a significant effect of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola.

CONCLUSION

Based on the result of the research in chapter four, the researcher concluded:

1. The Application of anticipation guide strategy on students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola categorized "very Good". It can be seen from the observation sheet with the mean score is 3.76.
2. The students reading comprehension of explanation text at the eleventh grade of SMK Negeri 1 Tantom Angkola before and after applying anticipation guide strategy is 51.4 categorized "enough" and after using anticipation guide strategy is 75.44 categorized "Satisfying"
3. There is any significant effect of anticipation guide strategy on students' reading comprehension of explanation text at the eleventh grade of SMK Negeri 1Tantom Angkola. Based on the result ttest is higher than t table. Where t test is 22.64 and t table is 2.03. So the hypothesis is accepted.

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An analysis of type using students' reflection in English subject at senior high school

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Abstract

Students' reflection is a student's effort to express themselves, which can be done with various types of reflection that are written after the learning process has finished. This study aims to know type of students' reflection in English subject at senior high school. This study used qualitative research with a case study design. The instrument used in this study are document reflection sheet and an interview. The participants in this study were students of class XI at senior high school. The results of the study revealed that the type of student reflection given by the teacher used a type of cognition, namely a one-sentence summary. In addition, there are benefits from student reflection, namely being able to recall what has been learned, and knowing the advantages and disadvantages of learning the material after writing student reflections. It can be concluded that students also express perspectives about student reflections, which were very helpful in evaluating learning that has been implemented.

INTRODUCTION

Education is the teaching and learning activities carried out by educators and students to attain learning objectives, learning is often done face to face. (N et al., 2021). In English Language Teaching teachers' cognition plays a crucial role in Teaching English, requiring them to employ a variety of strategies, materials, media, and evaluations. (Sugesti et al., 2020). The reflection causes teacher to learn and assess their educating: They plan and implement instruction in class by utilizing their expertise and knowledge. They keep on making changes until learning happens (Diah & Adnyani, 2017). According to Chang (2019) state by Larsen, London, and Emke (2016) Reflection can be used to "influence students' learning from experience, increase their awareness of their thoughts and actions, and increase their memory of experiences," in addition to serving social purposes.

In accordance with regulation article 1 paragraph (1) Law no. 14 of 2005 concerning Teachers and Lecturers whose function is to improve the quality of education (article 4 of Law 14/2005). Quality of education is measured by educational assessments, both by teachers, educational units, and the government. Regarding the educational assessment carried out by the teacher, the teacher can measure

its success through student learning outcomes. In order for the teacher to be wise in dealing with learning problems, the teacher needs to reflect after doing the learning in class.

A successful learning process always involves both the teacher and the students, with the teacher playing a crucial role in ensuring its success. If the teacher has taught well, but there is no positive response from the students, the learning can be said to have not been successful. This can be done because a good learning process is very determined how teachers and students are able to play their roles optimally. During the learning process, teachers definitely try to provide the best performance for their students but sometimes the teacher feels that he has given his best but often the teacher does not know exactly how the student perceives the learning process that has been carried out.

Students' reflection is carried out after the learning activities are completed. Because to find out the disadvantages and advantages during the teaching and learning process earlier. Especially in the understanding of students in receiving the material that has been delivered. Teachers must know this, so that in the future when teaching and learning if no one understands it, it can be reviewed again before learning the new material is started. According to Fajriah (2017) state by Trigwell, et al (2012) Students' learning journals provided the instructor with information on how students felt during the learning process. Furthermore, the emotion appeared as a catalyst for a learning process. The teacher could determine whether or not the method teacher used might help pupils love learning by observing their feelings. If the pupils had a positive attitude, it may affect their drive to study. On the other hand, if student develop negative feelings, the learnin be hampered.

Based on the observation in Senior high school in the learning process in class, students are sometimes asked to provide feedback (criticism, input or suggestions, and improvements or corrections) to the learning process that has been carried out. The goal is simple to provide a reflection on which aspects of the learning process that have taken place need to be improved. For example, whether there are notes on the content side of the lesson, the methodology of delivering the material, or the way the teachers interact during the learning process.

Considering the phenomenon above it is important for student reflection to be used after learning English is finished to find out improvements or changes in students' learning after or before, so students can self-evaluate if there are deficiencies that have not been fulfilled. According to (Cavilla, 2017) reflection activities have the potential to changed overall student academic performance as well as allow teachers to evaluate the quality of thinking exhibited by individual students by gaining access to their internal thought processes about activities

However, according to Chang (2019) that states by researcher Heyler (2015) stated that: Reflection is more than just looking back on what happened; it is comprehensive. People intuitively reflect on experiences, maybe to better comprehend and make sense of what has occurred; the concept of learning from the past, particularly attempting not to repeat mistakes, is widely established. But in the fact, based on preliminary observation that not all teachers ask their students to write down their reflection on learning and reflection is carried out in each lesson, but it's still carried out orally.

METHOD

This design of his study is case study – qualitative research. According to Creswell & Creswell (2018) State by Stake (1995) Yin (2009, 2012, 2014) Case studies are a design of inquiry found in many fields, especially evaluation, in which the researchers develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are bounded by time and activity, and researchers collect detailed information using a variety of data collection procedures over a sustained period of time. According to Crowther & Lauesen (2017) State by Aspers & Corte (2019) Qualitative

research is multi-method in focus, involving an interpretative, naturalistic approach to its subject matter. This means that qualitative researchers study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them.

Respondents

The respondent in this study were English the students in English subject at class XI MIPA in the academic year 2022/2023. Students in class XI MIPA consisted of 36 people, namely 21 women and 15 men. In this research, there were the students who participated, they are classified into three criteria, namely the intelligence of students: High, Mid, and Low. Six documents were selected based on these criteria.

Student Category : High		
Student	Gender	Age
S1H	Female	17
S2H	Male	17
Student Category : Mid		
S3M	Female	17
S4M	Male	17
Student Category : Low		
S5L	Female	17
S6L	Female	17

Table 1 Students Participant

Instruments

Document

In this method, the researchers using document to analysis a data from students make a reflection. Therefore, this research used document to answer the researchers question related to participant make a students' reflection. According to Morgan (2022) state by Patton (2015) Document analysis is a valuable research method that has been used for many years. This method consists of analyzing various types of documents including books, newspaper articles, academic journal articles, and institutional reports. Any document containing text is a potential source for qualitative analysis.

a. Reflection sheet

This reflection sheet is a document that is collected by students using a piece of paper to write about the student reflections that have been provided and students must answer the paper using the teacher's instructions to know aspects are used in students' reflections in the class.

b. Teacher instruction

This teacher instruction makes questions for students related to student reflection in class with several questions and students must answer according to these instructions.

Interview

In this method, the researchers asks the participants direct questions relating to the study. The interview is semi-structured because they can communicate casually and make participants comfortable during the interview process. The researchers conduct interview with Students at class XI MIPA This interview was to answer the first research question, strengthen the results of the previous instrument, namely document analysis, and then ensure the student reflection process through this interview with students who have been selected based on predetermined categories.

Data analysis

Research data were obtained from students of the English subject at class XI MIPA . According to Rijali (2019) Through data reduction, presentation of data, and verification. The researcher was conducted the data by document reflection sheet and interview students. All off the data document reflection sheet and recording was collected and then the researcher wrote the transcription of recording data. The researcher was identify the ways how student reflection are in English subject class XI MIPA. The three activities in interactive model analysis can be explained as follows:

1. Data Reduction

Data reduction in this study was carried out to select existing data deemed necessary and unnecessary. So that conclusions and data verification can be drawn. In this process the data obtained is reduced, summarized, and selects the main points which will focus on important things to make it easier for researchers to find data other than the data needed. so that researchers reduce document analysis or interview data and retrieve data related to research.

2. Data display

In this study the data display is information about student reflection in learning English. The data is also arranged systematically to draw conclusions as a student reflection research findings.

3. Verification

The researcher was drawn a conclusions from the data in accordance with the reflection sheet and interviews that had been carried out by researchers at the school when conducting the analysis.

In order to reach the correct conclusion, the conclusion must be verified during the research. This conclusion is the result of connecting the research questions with the data obtained by the researcher.

RESULTS AND DISCUSSION

Students' Reflection in English Subject

Based on the data analysis that the researchers has carried out through document analysis and interviews, with a focus on the objective of investigating the type students' reflection conducted in class XI MIPA of Senior High School.

a. Document

This is a document analysis of the results of the research, namely the reflection sheet. This reflection sheet is analyzed based on the intelligence of three criteria, namely high, medium, and low. Based on these criteria, six document of reflection sheets were taken from 36 students.

Participant	Analysis of Reflection Sheet			
	Experience	Feelings	What You Like & Didn't Like	How You Learnerd
Students Category High				
S1H	Can make a series of sentences from Cause & Effect material by using conjunctions found in cause & effect material	Excited and happy because it adds knowledge about English lessons	Likes about this material is being able to express a reason for the Cause & Effect of the events experienced and what he doesn't like is making cause effect sentences with certain conjunctions, there are some that change the structure of the sentence.	Learn Cause & Effect by applying it to dialogue through striped comics made with Canva.

S₂H	There is a part of stringing words where all elements are interrelated from this cause and effect material.	Feel challenged if fail to work on mastering a material.	Prefer this material compared to other materials.	Studying this material yesterday I made a mistake.
Students Category Mid				
S₃M	Studying Cause & effect material means knowing that the material in English is very broad	Really enjoyed learning in this chapter.	Everything that is learned is very meaningful in life and makes you familiar with English.	Learn cause effect by having dialogue with friends and making comic striped..
S₄M	So knowing how to design sentences and make reasons out of cause and effect material.	happy to get new knowledge	-	make dialogue so easy to understand the material.
Students Category Low				
S₅L	By learning this material, you will know cause and effect in English	Fun, not boring, easy to understand,	-	-
S₆L	It is easier to understand the cause and effect material compared to the previous material that has been taught.	Fun because the material is easy to understand	-	Make dialogues to learn the material.

Table 2 Analysis Reflection Sheet

The table above according to (Demers, 2021) showed documents are analyzed based on the three category of the students' intelligence, namely: high, medium, and low category these categories are based on recommendations from English subject teachers. So the researcher used six document from the three criteria to carry out document analysis.

The results of the analysis of the high-intelligence student participant document are the findings that researcher found in the form of a reflection sheet with instructions. Participant S₁H answered according to the instructions given. The student's experience comes from writing student reflections about the chapter that had been taught and getting experience such as making a series of sentences from the Cause and Effect material by using conjunctions found in the cause and effect material. S₂H participants answered the reflection sheet according to the instructions given. These students like the material that has been taught because there is a part of stringing words, all cause and effect material are interrelated and from these students feel challenged if they fail to understand the material.

The results of the mid-intelligence analysis, the findings that the researchers found were that the S₃M participants when writing the reflection sheet the answers given by the students were shorter than the previous students did not explain clearly, but answered all the instructions given even though some answers came out of the questions given by the teacher. In S₄M the answers were given according to the instructions but some were not answered, and the answers to each instruction were very short.

The results of the low-intelligence analysis, the findings that the researchers found were that S5L answers were short and some did not answer according to the instructions given, only answered a few instructions. In the S6L the answered were short but almost all answered the instructions and the answers matched instructions given.

Reflection Sheet	Types of Students Reflection															Conclusion	
	Prior Knowledge				Cognition				Metacognition		Competency			Personal Growth & Change			
	3-3-1	KWL	Missconception check	Story Board	One Sentence Summary	Quick Write	Journal s	Reflective Essays	Self Assessment	Transfer Journal	Portfolios	Concept maps	Video Presentation	Self Assessment	Sentence stems		What? So What? Now What?
1. Write about your experience in learning this chapter. 2. Write about your feelings, how you learned something, what you liked didn't like, etc.					√												Because this Reflection Sheet addresses the characteristics of the Cognition type which uses one sentence summary as the writing instructions contained in the reflection sheet compared to other types.

Table 3 Analysis Type of Students' Reflection

The table above showed the documents are analyzed based on type of student reflection have 5 type namely Prior knowledge, Cognition, Metacognition, competency, personal growth & change. The type of student reflection has activities of each type. This table was the final result of the findings of six document reflection sheet analyzed used the three category of the students' intelligence, namely: high, medium, and low category. So the researcher used six document from the three criteria to carry out type of student reflection document analysis.

Based on the results of research from these findings it was found that in the Document Analysis this makes students' reflection there is a reflection sheet that is used to make it easier for students to write evaluations of the material that has been done. Therefore this Reflection sheet requires students to answer honestly to make it easier for the teacher to provide good feedback on the results of the student reflection. This reflection sheet contains Teacher instructions, namely instructions about experiences, feelings, and how you learned this chapter. So students answer according to the instructions given by the teacher.

From the document it can be seen that from the characteristics of student reflection used by the teacher, namely using a reflection sheet which contains teacher instruction, the contents of which include questions such as experiences, feelings, how you learnerd, what you like and didn't like. The instructions refer to the type of students' reflection Cognition, namely one sentence summary. Reflection activities for cognition is an effective problem-solving test that evaluates individual variations in the proclivity to reflect on and reject intuitive but incorrect answers. This multiple measure's validity is dependent on participants being aware of its contents and purposes. It is accordance with the research according to Demers (2021) the type of students' reflection Cognition is One Sentence Summary is Students are asked to write a summary sentence that answers "who, what, where, when, why, how" questions about the topic.

It can be concluded this document that three criteria intellegence students namely high, mid, and low. The findings obtained from the document analysis show that the type of student reflection given by the teacher uses a type of cognition, namely one sentence summary.

b. Interview

Based on the findings from the analysis of research documents, it was conducted on three category of the student intelligence namely high, medium and low students. To strengthen this research, added by using interviews. The purpose of this interview is to find out more about the benefits, feelings, time to write student reflections, instructions, and difficulties in writing student reflections that have been done with the three participants above.

1) The Benefits of writing students' reflection:

The results of the interview is students can recall what has been learned before and can be applied in everyday life. This explanation is supported by excerpts from interviews with high intelligence students as follows:

Excerpt #1

S1H "... I was able to recall what things had been learned in the material previously taught by Mrs. Widya. ... for example, being able to apply the material that has been taught in everyday life. Then I also came to know some new conjunctions after the material was taught and added a new vocabulary."

Another student can find out what has not been understood after finishing writing student reflections and can learn it on their own. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #2

S3M "... see what others might learn, but we can't yet. So, we can study it ourselves after writing students' reflections"

However students will know their strengths and weaknesses after writing student reflections, increase their self-confidence, not easily make decisions, and know the side effects of making decisions so that they make wise decisions. This explanation is supported by excerpts from interviews with low intelligence student.

Excerpt #3

S5L "... it's usually sure so that we know our own strengths and weaknesses, ... increase our self-confidence, ... learn things we don't know yet, ... make it a lesson in the future. If you make a response or a decision, you can think first of the future and the side effects of making that decision so that you make a wise decision"

The benefit is that students can recall what they have learned from the material to provide reflection to the teacher; this material can be applied in everyday life. Besides that, another benefit is that students can find out what they don't understand after writing their reflections; from there, they can study independently material that they don't understand. The last benefit is knowing your own strengths and weaknesses. It's not easy to make decisions, and you can think in advance about what the side effects will be in the future so that you make wise decisions. This reseach related according to Chang (2019) The reflection at the end of the evaluation assignment was beneficial because it was like getting a high light on what was just done and it always beneficial to look back at your efforts and see how you could improve in the future.

2) The reaction writing student reflections

The results of the interview is students feel happy and proud because they get new knowledge and can learn the material. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #4

S_{1H} "... happy and proud of myself because I got new knowledge, also proud because I have gone through the material that has been taught ..."

Another student students feel happy because they can share what they don't know with the teacher, and it can also be a reflection for the teacher. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #5

S_{3M} "It's always nice to be able to share with Mrs Widya... just like for example learning from Mrs. Widya maybe can get the student reflection for Mrs. its Widya."

However students feel normal and calm when writing students' reflections. This explanation is supported by excerpts from interviews with low intelligence students.

Excerpt #6

S_{5L #3} "For me, writing student reflection is just normal, it's more relaxed, just take it easy so you can relax."

The feelings are feeling proud of yourself because you have gone through the material, even though there are some difficulties related to the material being taught; besides that, you feel happy because you can share what you feel with the teacher regarding the material that has been studied; and the last thing is to be more relaxed when writing students' reflections because they are related to the material that has been taught. This relevant to the research conduct Chang (2019) according to Yaffe (2010) this made the students feel closer to their peers and helped strengthen their interconnectedness. Further, they gained the ideas of how to solve such problems when some peers shared their ideas of how they dealt with similar problems in their reflections.

3) The Time for making the student reflections

The results of the interview is student reflection is given after the material for each chapter is finished or after the test. This explanation is supported by excerpts from interviews with high intelligence student.

Excerpt #7

S_{1H} "Usually, students always give this reflection when they finish the material, such as after completing a test, students are required to write students' reflection, usually on a piece of paper or on Google Drive."

Another student usually teacher give the students' reflection after creating a project and then make the students' reflection. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #8

S_{3M} "Usually, when we give students' reflections at the end of the lesson, for example, we have made dialogues or comics, and then we do the tests. After the exams, students' reflections are usually given via Google Drive or on a piece of paper. ..."

However, it is common for students to write student reflections waiting until one chapter is finished before moving on to the next chapter. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #9

S5L *"After each chapter, before moving on to the next chapter, we are usually asked to fill in the student reflections or after the daily review of the chapter,"*

The time spent writing the student reflection and the instructions given by the teacher. Writing student reflections at the end of learning after completing chapters or tests can also be done after finishing working on a project from the material that has been taught.

4) The Instructions of Student Reflection

The result of the interview is the instructions given by the teacher are always the same every time make a student reflection. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #10

S1H #1 *"The instructions are always the same every time giving students' reflections such as likes and dislikes, feelings when learning the material."(AP)*

Another student say the teacher always the same instructions. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #11

S3M *"Always the same instructions as experience or like and don't like"*

However, about what is not understood from the material and how to make learning from the teacher better in the future. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #12

S5L *"Usually the instructions are for us to feel what is learned by Mrs. Widya who doesn't understand how to teach mrs. Widya how to make it even better in the future."*

The instructions given are always the same for every student's reflection writing, such as about likes and dislikes, experiences related to the material, classroom learning by the teacher, which material is not understood, and how to learn the material.

5) The difficulty of writing students' reflection

The result of the interview student is no trouble when writing students' reflection. This explanation is supported by excerpts from interviews with high intelligence students.

Excerpt #13

S1H *"There is no difficulty in writing students' reflection because it only follows clear instructions given by the teacher."*

Another student say no difficulty because of the experience of the chapter. This explanation is supported by excerpts from interviews with mid intelligence students.

Excerpt #14

S3M *"There are no difficulties, because it's about our experience, especially about our feelings about that chapter."*

However, student there are no difficulties because writing students' reflections is what we feel. This explanation is supported by excerpts from interviews with students with low intelligence.

Excerpt #15

S5L "For difficulties, Alhamdulillah, there are none because writing student reflections is because of what we feel, so there are no difficulties."

The difficulty of writing student reflections. There are no difficulties when writing student reflections; they already know what they are going to write because there are already clear instructions when writing student reflections. According to Chang (2019) Through reflection, learners reviewed and revisited the knowledge they had learned, explored the depth of the knowledge, and reinforced the knowledge. Reflection allows learners to step back to review the whole process of learning and to recognize the value of the knowledge holistically, not just fragments of knowledge.

It can be concluded of this interview that student reflection has several benefits, such as being able to review what has been learned; students also feel happy because they can share with the teacher learning material that they have not understood. Writing student reflections is also done after each chapter is over, from the instructions given by the teacher to write student reflections, it is easy to understand, and students don't find it difficult every time they write a student reflection.

CONCLUSION

It can be concluded that the process of student reflection in class XI MIPA writing students' reflections is useful, among other things, for being able to find out the strengths and weaknesses of the material that has been taught. Students are also happy to write student reflections because they can share their experiences with the teacher. When writing students' reflections, the students didn't have difficulties because there were already clear instructions from the teacher, and the aspect used in student reflection in this class is the Reflection for Cognition Activity, which is a one-sentence summary. This type is used in student writing, which is done after each chapter or after exams. From the findings of the reflection sheets, students can be better at learning after writing reflections because they honestly express what they experience.

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The Implementation of Hybrid Learning in EFL International Classroom

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Abstract

This research focused on the Implementation of Hybrid Learning itself. Document analysis was one of the qualitative research methodologies used in this study. The location chosen for this study was an EFL international class that offers hybrid learning. The implementation of the hybrid learning model was carried out in academic year 2021/2022. The video recordings of the hybrid class were used in this study as documents. The author ran three tests in the documentation checklist to obtain results. It was carried out to investigate if hybrid learning could be utilized in the classroom. After doing documentation checklist and sharing questionnaire the results obtained turned out not to be fully learning done hybrid because there are some points not achieved.

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INTRODUCTION

Covid-19 Distance Learning was implemented by all components of education in Indonesia as a result of the pandemic (PJJ). Implementing Distance Learning (PJJ) has resulted in introduce both online and offline learning methods. Online learning is where students acquire knowledge and connected teachers to the online network. In the interim, offline learning is not support by the offline internet network. Our educational system has evolved. Through the use of face-to-face technology, face-to-face classrooms become virtual. technology including web conferencing and video conferencing. Likewise, learning outside the classroom, numerous forms of technology are also utilized. Student freely seek information by watching television or videos and reading print media as well as online media and radio or podcasts. Unluckily, in education collaborative autonomous learning activities amongst students conducted at home minimum. This may be due to the challenges of online collaborative learning. media, in addition to teachers' poor capacity to use collaborative learning courageous medium.

Distance learning has led to a striking change in the learning system, where traditional face-to-face learning must suddenly turn into online/virtual learning called e- learning or online learning or distance learning (Resmiaty et al., 2021). As a result, all those involved in the higher education environment face the challenge of quickly adapting to the new normal (Resmiaty et al., 2021). Hybrid

learning is a mix method where online and offline learning is carried out simultaneously. Many institutions have implemented hybrid learning or blended learning, even though there are still institutions that dismiss their students or carry out face-to-face learning. In fact, even many institutions have already started hybrid learning, but also many people are stuck with the old procedures (Mutmainnah et al., 2022). Even though there is a lot of technology that support online learning, many applications and platforms are used for learning, such as Zoom, Google Meet, Microsoft Teams, Edmodo, Google Classroom and many more, even WhatsApp can also be used for online learning. Therefore, educational institutions are expected to provide the necessary technology to support students' and educators' online teaching and learning process (Resmiaty et al., 2021).

Hybrid learning is learning that utilizes technology as a medium of learning and learning in the classroom. Hybrid learning model refers to the blending and mixing of the learning environments: face-to-face classroom instruction and online environment (Doering, 2006). Hybrid learning systems are designed to leverage the strengths of face-to-face instructional contacts with web-based knowledge acquisition which focuses on distance learning and virtual collaboration (Ratnaningsih, 2016). In other words, teachers jointly teach students in offline and online environments using hybrid learning. Some students attend classes in person, while others attend online at home, following the idea of blended learning. Educators simultaneously teach students remotely and in person using video conferencing software and technology.

In some instances, face-to-face classroom sessions are supplemented by asynchronous learning components, such as online tasks and pre-recorded video lessons. When well designed, blended courses combine the benefits of face-to-face courses and e-learning to make education more accessible to more students. These five key keys also apply the learning theory of Keller, Gagne', Bloom, Merrill, Clark Gray A book by (Carman, 2005), especially Live events, Self-Paced Learning, Collaboration, Assessment, Performance Support Materials.

Syam et al., (2019) entitled Hybrid e-Learning in Industrial Revolution 4.0 for Indonesia Higher Education. The purpose of this study is to investigate the perceptions, techniques, and challenges of lecturers who use hybrid e-learning in the classroom. This case study combines quantitative and qualitative approaches. Quantitative data were collected through an online questionnaire, while qualitative data were gathered through interviews. The data show multiple areas of blended usefulness, institutional support, the effect of blended e-learning on subject mastery, and the use of blended e-learning. Research suggests that instructors may use blended e-learning application strategies used by instructors in similar circumstances. Research shows that the more familiar teachers are with modern technology, the more effective the use of technology in their classrooms. It is important to note that the use of blended online learning should be governed by the policy of the formal university so that it is widely implemented in a wide variety of academic activities and situations.

Mutmainnah (2022). This study aims to test the perceptions of teachers and students about blended learning in English language teaching. The researchers used a qualitative method. The sample for this study was 10 students and all English teachers. This study uses triangulation methods which are interviews, observations and documents. The results of this study are as follows: 1) Teachers have a positive perception of blended learning allowing teachers to reduce the weaknesses of online learning; 2) And students also have a positive perception of blended learning, which makes it easier for them to understand the material the teacher gives them in e-learning; and 3) They implemented associative learning without bypassing the health protocol, so that the teacher establishes a health protocol that corresponds to the associative learning. In terms of benefits, all teachers believe that blended learning is one of the solutions that teachers use to minimize the weaknesses of online learning. Some students still prefer to study online. Based on some previous studies, the researcher can conclude that the research

that will be examined differs from previous study, specifically in the methods that will be used. In the previous research, hybrid learning was applied to local classes, whereas the researcher will meticulously apply hybrid learning to international classes. Therefore, the present research attempts to address the following research questions:

1. How is hybrid learning implemented in EFL international classroom?

METHOD

This study used a Document analysis. Document analysis is a qualitative research method that involves a systematic review or evaluation of literature. Like other analytical methods in qualitative research, document analysis requires data to be examined and interpreted in order to derive meaning, gain understanding, and develop empirical knowledge (Corbin & Strauss, 2007).

Document analysis is a systematic process for examining or evaluating documents, whether printed or electronic (computer-based and transmitted over the Internet). Documents containing text (words) and images were recorded without the intervention of the researcher. The researcher used the video as analytical material.

In this case, research focused on associative learning is implemented. Accordingly, the researchers collected data through learning videos before describing and analyzing in depth the implementation of blended learning in education. In this case, the researcher used document analysis because the researcher had data from a recorded video. This research was conducted from September 13, 2021 until January 15, 2022. The subject of this research was the implementation of hybrid learning. The researcher took ten students who joint hybrid learning in the EFL classroom.

The researcher collected the data by using two instruments, those were document is data collection technique which involved a record of event in the past form such as handwriting, picture, or literary work. A checklist is a document that enumerate Statements or task to be accomplished. Checklist are one of the most common, versatile, and widely used form. The researcher used document checklist adapted by Starts, which is introduction, during, closing in the classroom. A questionnaire is a research tool consisting of a series of questions designed to collect data from respondents. Using this quiz, research gathers information by sharing questions with students. The researcher used a closed-ended questionnaire. Adapted by Megawati, the researcher wrote one of the questions that will be used in the questionnaire, which is, "In hybrid learning, teachers provide technical support instruction for face-to-face learning."

In collecting data, the researcher applied the procedures as following selected which video to analyze, wrote a screenplay describing how gestures and actions from the instructor or his students, checked the observation checklist, checked again to ensure that the original document checklist results are incorrect, after three checks the author delivered a questionnaire to the students to check again.

According to Miles and Huberman (1994), data miniaturization, data visualization, drawing and verification of conclusions are the three main steps in data analysis. The three model interaction analysis activities After determining the problem, researchers gather information by watching videos of the teaching process and learning to gather further evidence. The researcher collected all the recording information and document checklists, after which he made a transcript of the recordings and obtained data from them. Researchers at this point determine how students and lecturers view the various media. The researcher chooses data that will be gathered at the time of the investigation into user perceptions of the implementation of hybrid learning, and then the data is simply categorized and chosen. The researcher creates a structured description of the data at this point in order to draw conclusions and take action. The researcher draws a conclusion and confirms it by searching for the significance of the

symptom derived from the subject of this study. At this point, the researcher draws conclusions from the previously analyzed video and compares them to the notes and observations conducted during the analysis phase.

RESULTS AND DISCUSSION

The findings of the present research is the implementation of hybrid learning is implemented.

The implementation of hybrid learning is implemented

The following sequences show how the findings are organized. First, the document analysis findings are video. Second, the outcomes are highlighted depending on the research topics of this study. Finally, the discussion is offered in order to discuss and finish the research findings and draw a conclusion to this study.

The data used in this study is video learning conducted between September 2021 and January 2022. There are three videos that researchers analyze in this study and the researchers perform a document checklist after watching the video repeatedly three times and checking three times. After watching the video three times, the author made a document checklist referring to the notion of hybrid learning according to (Starts, 2015). The result of the document checklist will be displayed in the table below:

Table 1 Document Checklist

	Statement	Checklist	
		YES	NO
INTRODUCTION			
	Student have received any technical training necessary (e.g., for institution's course management system).		
	Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)		
	All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.).		
	All online content/assignment modules have been uploaded (at least the first three weeks' worth of modules).		
	All online media links and components work		
During the Course			
	Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components		
	Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.)		
	Teachers are present in both face-to-face and online sessions		
	Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.		
	Lecturers ask for feedback from students at regular intervals.		
	The lecturer gave notes for classes to be conducted in the next course.		
	Asked students to study the material for the next meeting and gave assignments regarding today's material.		
CLOSING			
	Lecturer provides backup copies of all electronic communications/online components.		
	The lecturer reviews all the feedback the students receive.		

The table above is a table document checklist that contains 14 points on the implementation of hybrid learning. In this introduction section there are five points to be discussed.

a) Statement 1

At the first attempt, answer, "Students have received any technical training necessary (e.g., for the institution's course management system)." Before the session begins, the researcher agrees that the

students should get technical training. The author still agrees that the class should hold technical training to present the application or online system that will be used in the classroom on the second attempt. To persuade, the author created a third document check list, and the results remained the same as the first and second outcomes, i.e., the author agreed to hold technical training before the class began.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 2 “Students have received any technical training necessary (e.g., for the institution’s course management system)”

	Classification	Frequency	Percentage
	Strongly Agree	4	40%
	Agree	5	50%
	Neutral	0	0%
	Disagree	1	1%
	Strongly Disagree	0	0%
	Total	10	100%

Table 2 showed that 4 students (40%) said “strongly agree”, 5 students (50%) said “agree”, 0 students (0%) said “undecided”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that hybrid learning class have received any technical training necessary.

b) *Statement 2*

At the first attempt, to answer "Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)", the author agrees that before the class starts, hybrid class arrangements are made, such as setting up a platform for task collection and a system for online quizzes. At the second attempt, the author still agrees to set up the classroom first. In the third attempt, the results remained the same, as the author agreed with the statement.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 3 "Set up the classroom management system for the online portion of the hybrid class (e.g., creating/configuring online quizzes, setting up the grade book, etc.)"

	Classification	Frequency	Percentage
	Strongly Agree	3	30%
	Agree	6	60%
	Neutral	1	1%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	10	100%

Table 3 showed that 3 students (30%) said “strongly agree”, 6 students (60%) said “agree”, 1 student (10%) said “Neutral”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that set up the classroom management system for the online portion of the hybrid class.

c) *Statement 3*

At the first attempt, answer "All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.)". The author agrees that all lecture documents have been uploaded before the class begins. On the second attempt, both authors agreed that the lecture document had been uploaded before the study and also provided an explanation of the point in the document.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 4 "All course documents have been uploaded (e.g., syllabus, schedule, protocols, rubrics, etc.)"

	Classification	Frequency	Percentage
	Strongly Agree	4	40%
	Agree	6	60%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	0	0%
	Total	10	100%

Table 4 showed that 4 students (40%) said “strongly agree”, 6 students (60%) said “agree”, 0 student (0%) said “Neutral”, 0 student (0%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that All course documents have been uploaded.

d) Statement 4

At the first attempt to answer “All online content/assignment modules have been uploaded (at least the first three weeks’ worth of modules).”. The author disagrees if all document modules have been released at least three weeks in advance, because there is just a curriculum in the video that offers a material schedule for the following two semesters, but the learning module is uploaded one day before the learning begins. On the second attempt, researcher still disagrees if all modules’ documents have been submitted because after viewing the learning videos again, the author discovered identical results.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 5 “All online content/assignment modules have been uploaded (at least the first three weeks’ worth of modules).”

	ion	Frequency	Percentage
	Strongly Agree	1	10%
	Agree	6	60%
	Neutral	2	20%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 5 Showed that 1 student (10%) said “strongly agree”, 6 students (60%) said “agree”, 2 students (20%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students agree that all online content/assignment modules have been uploaded.

e) Statement 5

At the first attempt to answer “All online media links and components work.”. The author agrees that if all online media works perfectly, for the campus website can be opened well and video links to the class can work well. At the second attempt, the author remains in agreement because indeed all the online media prepared works well and can be used by students at any time.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 6 “All online media links and components work.”.

	Classification	Frequency	Percentage
	Strongly Agree	8	80%
	Agree	1	10%
	Neutral	0	0%
	Disagree	1	1%
	Strongly Disagree	0	0%
	Total	10	100%

Table 6 showed that 8 students (80%) said “strongly agree”, 1 student (10%) said “agree”, 0 students (0%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at were strongly agree that all online media links and components work.

f) Statement 6

At the first attempt to answer “Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components.”. The author agrees if the student finds out that they are enrolled in a hybrid course because every time the student enrolled a meeting the absence is made by the teacher. At the second attempt, the author remains in agreement because in absence there is the number of students already enrolled in the class and the number of students who are already absent.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 7 “Students are known that they are enrolled in a hybrid learning course with both face-to-face and online components.”.

	Classification	Frequency	Percentage
	Strongly Agree	2	20%
	Agree	6	60%
	Neutral	1	10%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 7 showed that 2 students (20%) said “strongly agree”, 6 students (60%) said “agree”, 1 student (10%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Students are know that they are enrolled in a hybrid learning course with both face-to-face and online components

g) Statement 7

At the first attempt, to answer “Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.). The researcher agrees the instructor displays screencast online of students attending classes online in offline classes so that students in the classroom can see students following through online, and students who follow online can see students in the classroom. At the second attempt, the writer agreed, because in the classroom there were students who followed the class.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 8 “Orient students to the online portion of the course (e.g., via an in-class demo, an online screencast, etc.).”

	Classification	Frequency	Percentage
	Strongly Agree	1	10%
	Agree	7	70%
	Neutral	1	10%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 8 showed that 1 student (10%) said “strongly agree”, 7 students (70%) said “agree”, 1 student (10%) said “Neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Orient students to the online portion of the course.

h) Statement 8

At the first attempt to answer “Teachers are present in both face-to-face and online sessions.”, The researcher agreed during the course of study, the lecturer is present in the classroom and records the class status as well as the instructor explaining, so that the instructors are present in both online and offline classes. At the second attempt, the writers stayed in accord because there was a lecturer instructing in the classroom and online students on the video the authors reviewed.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 9 “Teachers are present in both face-to-face and online sessions.”

	Classification	Frequency	Percentage
	Strongly Agree	8	80%
	Agree	1	10%
	Neutral	0	0%
	Disagree	0	0%
	Strongly Disagree	1	10%
	Total	10	100%

Table 9 showed that 8 students (80%) said “strongly agree”, 1 student (10%) said “agree”, 0 students (0%) said “Neutral”, 0 student (0%) said “disagree”, and 10 student (10%) said “strongly disagree”. So, we can conclude that most students at were strongly agree that teachers are present in both face-to-face and online sessions.

i) Statement 9

At the first attempt, to answer “Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus). Hold students (and yourself) accountable to established procedures.”. The researchers agreed because the author observed the professor conversing with the student in one of the films she watched. The author disagreed with the author's presentation on the second attempt. The author discovered that if the lecturer primarily concentrates on the face-to-face classroom in learning, students who attend the online classroom rarely have the intensity to communicate with their lecturer. The author agrees in either experiment because, in the general video, the lecturer have a consistent communicating with the student.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 10 “Lecturers are consistent between communication with online and face-to-face students and with your course documents (e.g., syllabus).”

	Classification	Frequency	Percentage
	Strongly Agree	6	60%
	Agree	2	20%
	Neutral	0	0%
	Disagree	2	2%
	Strongly Disagree	0	0%
	Total	10	100%

Table 10 showed that 6 students (60%) said “strongly agree”, 2 students (20%) said “agree”, 0 students (0%) said “neutral”, 2 student (20%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were strongly agree that Lecturers are consistent between communication with online and face-to-face students and with your course documents.

j) Statement 10

At the first attempt to answer “Lecturers ask for feedback from students at regular intervals.” In the video that the author analyzed, the author agrees if the lecturer gives feedback to the student periodically on one video. At the second attempt the author disagrees. After analyzing the other video results the lecturer did not give regular feedback to the students. The lecturer just explains the material continuously. At the third attempt, the author also disagreed because the lecturer was more focused on the students in the classroom.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 11 “Lecturers ask for feedback from students at regular intervals.”

	Classification	Frequency	Percentage
	Strongly Agree	0	0%
	Agree	4	40%

	Neutral	1	10%
	Disagree	3	30%
	Strongly Disagree	2	20%
	Total	10	100%

Table 11 showed that 0 students (0%) said “strongly agree”, 4 students (40%) said “agree”, 1 student (10%) said “neutral”, 3 student (30%) said “disagree”, and 2 student (20%) said “strongly disagree”. So, we can conclude that most students were agree that Lecturers ask for feedback from students at regular intervals.

k) Statement 11

At the first attempt, to answer “The lecturer gave notes for classes to be conducted in the next course.”. In the video that the author of the analysis, the lecturer gives notes for the next meeting, The lecturer informed the students about the next week's material and the tasks to be done next week, as a result, the researcher agreed to the statement. The writer was still in agreement after the second effort because the findings were the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 12 The lecturer gave notes for classes to be conducted in the next course.”.

	Classification	Frequency	Percentage
	Strongly Agree	6	60%
	Agree	3	30%
	Neutral	0	0%
	Disagree	1	10%
	Strongly Disagree	0	0%
	Total	10	100%

Table 12 showed that 6 students (60%) said “strongly agree”, 3 students (30%) said “agree”, 0 students (0%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were strongly agree that the lecturer gave notes for classes to be conducted in the next course.

l) Statement 12

At the first attempt to answer “Asked students to study the material for the next meeting and gave assignments regarding today's material.”. Relating point 11, teacher asked students to study the material for the next meeting and gave assignments regarding today's material. The writer was still in agreement after the second effort because the findings were the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 13 “Asked students to study the material for the next meeting and gave assignments regarding today's material.”

	ion	Frequency	Percentage
	agree	1	10%
		7	70%
		1	10%
		1	10%
	Disagree	0	0%
	Total	10	100%

Table 13showed that 1 student (10%) said “strongly agree”, 7 students (70%) said “agree”, 1 student (10%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that Asked students to study the material for the next meeting and gave assignments regarding today's material.

m) Statement 13

At the first attempt to answer “Lecturer provides backup copies of all electronic communications/online components.”. The lecturer provided all of the data, such as the recording of the day's learning and the day's conversation. As a result, students can re-watch the learning videos to better understand the topic.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 14 “Lecturer provides backup copies of all electronic communications/online components.”.

ion	Frequency	Percentage
agree	3	30%
	6	60%
	0	0%
	1	10%
Disagree	0	0%
Total	10	100%

Table 14 showed that 3 students (30%) said “strongly agree”, 6 students (60%) said “agree”, 0 students (0%) said “neutral”, 1 student (10%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students at were agree that Lecturer provides backup copies of all electronic communications/online components.

n) *Statement 14*

At the first attempt to answer “The lecturer reviews all the feedback the students receive.”. The lecturer reviewed all the students' feedback and commented on the day's learning, so the researcher agreed about that statement. At the second statement, the result is the same.

To support the results of the checklist document, the author also distributed a questionnaire to students attending hybrid classes.

Table 15 The lecturer reviews all the feedback the students receive.”.

ion	Frequency	Percentage
agree	3	30%
	4	40%
	1	10%
	2	20%
Disagree	0	0%
Total	10	100%

Table 15 showed that 3 students (30%) said “strongly agree”, 4 students (40%) said “agree”, 1 student (10%) said “neutral”, 2 student (20%) said “disagree”, and 0 student (0%) said “strongly disagree”. So, we can conclude that most students were agree that the lecturer reviews all the feedback the students receive.

The findings of the present research show that hybrid learning is implemented. One of the fourteen-point document analysis, there are one point whose checklist results are not compatible with hybrid learning. At the point Lecturers ask for feedback from students at regular intervals, the researcher disagree. After analyzing the other video results the lecturer did not give regular feedback to the students. The lecturer just explains the material continuously, the lecturer was more focused on the students in the classroom.

On the video from week two, the lecturer did not provide comments to students, and the lecturer and faculty did not provide feedback to face-to-face and hybrid students. In regards to the video in week 4, the professor only provided feedback to students who attended online sessions, as well as solely to local

students who were not international. In week 5, the lecturer only questions students who are in the classroom; the faculty does not provide comments to students who follow online.

There are five essential components to the hybrid learning procedure theory of Keller, Gagne', Bloom, Merrill, Clark Gray: Live events, Self-Paced Learning, Collaboration, Assessment, Performance Support Materials. The five keys to hybrid learning are well implemented based on research results.

Similar with study was conducted by Syam et al. (2019) entitled Hybrid e-Learning in Industrial Revolution 4.0 for Indonesia Higher Education, the purpose of this study is to investigate the perceptions, techniques, and challenges of lecturers who use hybrid e-learning in the classroom. This case study combines quantitative and qualitative approaches. Quantitative data were collected through an online questionnaire, while qualitative data were gathered through interviews. The data show multiple areas of blended usefulness, institutional support, the effect of blended e-learning on subject mastery, and the use of blended e-learning. Research suggests that instructors may use blended e-learning application strategies used by instructors in similar circumstances. Research shows that the more familiar teachers are with modern technology, the more effective the use of technology in their classrooms. It is important to note that the use of blended online learning should be governed by the policy of the formal university so that it is widely implemented in a wide variety of academic activities and situations.

According to study was conducted by Mutmainnah (2022), this study aims to test the perceptions of teachers and students about blended learning in English language teaching. The researchers used a qualitative method. The sample for this study was 10 students and all English teachers. This study uses triangulation methods which are interviews, observations and documents. The results of this study are as follows: 1) Teachers have a positive perception of blended learning allowing teachers to reduce the weaknesses of online learning; 2) And students also have a positive perception of blended learning, which makes it easier for them to understand the material the teacher gives them in e-learning; and 3) They implemented associative learning without bypassing the health protocol, so that the teacher establishes a health protocol that corresponds to the associative learning. In terms of benefits, all teachers believe that blended learning is one of the solutions that teachers use to minimize the weaknesses of online learning. Some students still prefer to study online. Based on some previous studies, the researcher can conclude that the research that will be examined differs from previous study, specifically in the methods that will be used. In the previous research, hybrid learning was applied to local classes, whereas the researcher will meticulously apply hybrid learning to international classes.

CONCLUSION

That hybrid learning has been implemented in the EFL classroom. The positive assessment of respondents comes from their experience learning with the accepted mixed learning methods. It can be seen from the students questionnaires that, overall, they agree with the questionnaire shared.

Implementation of these methods is acceptable to students, and they get some benefits from mixed learning methods. So, teachers can see that students need more variation in learning, like the hybrid learning method used. The students and the faculty are more focused on the students who are in the classroom. For that, the author concludes that if hybrid learning is implemented in learning but not so, it has an effect on its pupils.

In this study, the researcher has a limitation that many interviews are conducted to students because the respondents are unwilling to be interviewed because of one thing and the others.

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Navigating Reading Comprehension: Insights into Strategy Utilization and Cultural Influences among EFL Learners

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Abstract

Proficient reading comprehension is a fundamental pillar of language acquisition and academic excellence, empowering students to extract meaning from a diverse array of texts and nurturing essential critical thinking skills. This qualitative investigation delves into students' perceptions and utilization of reading strategies, employing comprehensive in-depth interviews and focused group discussions with tenth-grade high school students. Employing a phenomenological research framework, the study delves into how students actively employ a range of strategies, the rationale underlying their choice of specific techniques, and their evaluations of the efficacy of these strategies in bolstering reading comprehension. The findings underscore the dynamic nature of strategy preference and utilization among students. Participants exhibit a diverse spectrum of preferences, embracing strategies such as visualization, questioning, summarization, and forging connections based on their unique learning styles and contextual exigencies. These strategies emerge as cognitive tools that not only facilitate profound interaction with the text but also contribute to comprehension and the retention of knowledge. Remarkably, participants showcase metacognitive awareness, thoughtfully reflecting on their strategic decisions and adapting these strategies in consonance with the complexity of the text. The exploration further unveils the influence of cultural and linguistic factors on strategy selection. Participants hailing from various backgrounds emphasize how their cultural heritage and language proficiency mould their approach to reading. Additionally, discernible patterns in strategy preferences across demographic variables, including age, gender, and language proficiency, are identified, thereby offering nuanced insights into the interplay between personal attributes and strategic engagement. Ultimately, this research enriches our comprehension of reading comprehension strategies by illuminating the intricate interplay of individual characteristics, cultural contexts, and strategic deployment.

INTRODUCTION

Reading comprehension stands as a critical skill in the realm of language acquisition and academic achievement, serving as a pivotal gateway to understanding diverse texts and fostering the development of vital critical thinking abilities. The ability to derive meaning from written material not only enables students to access and digest information effectively but also equips them with the skills necessary for higher-order cognitive processes (Puranik & Li, 2022). As such, investigating the strategies employed by students to enhance their reading comprehension becomes a focal point of research in the educational landscape.

In recent years, the scholarly community has witnessed an increasing emphasis on the significance of understanding the cognitive processes that underlie effective reading comprehension. Numerous strategies have been proposed and explored, ranging from visualization and questioning to summarization and making connections (Bakken & Lund, 2018). However, the dynamic and personalized

nature of strategy selection, influenced by individual learning styles and contextual demands, adds a layer of complexity to this area of inquiry.

Amidst this backdrop, the current qualitative research endeavours to delve deeper into the realm of reading comprehension strategies, particularly focusing on the perceptions and utilization of these strategies by tenth-grade high school students. By employing in-depth interviews and focused group discussions, this study aims to shed light on the intricate interplay between individual learning preferences, cognitive processes, and the selection of reading strategies (Chen et al., 2019). The adoption of a phenomenological research approach facilitates the exploration of the 'how' and 'why' behind students' strategic choices, as well as their evaluations of the effectiveness of these strategies in augmenting their reading comprehension skills.

Furthermore, this investigation recognizes the influence of cultural and linguistic factors on students' reading strategy preferences. The diverse backgrounds and language proficiencies of participants contribute to the multifaceted nature of reading comprehension strategy utilization. This study aspires to uncover the ways in which cultural heritage and language skills shape students' strategic engagement with texts.

By discerning patterns in strategy preferences across demographic variables such as age, gender, and language proficiency, this research contributes to the broader understanding of how personal characteristics intersect with strategic deployment. This knowledge can inform educators, curriculum designers, and educational policymakers in tailoring reading instruction to better suit individual needs and cultural contexts.

In summation, the present study emerges against the backdrop of the increasing need to comprehend the intricate dynamics of reading comprehension strategies. By offering insights into the multifarious factors that influence strategy selection, this research not only advances theoretical understanding but also bears practical implications for enhancing reading comprehension pedagogy.

METHOD

This qualitative study employs a phenomenological research approach to investigate students' perceptions, preferences, and utilization of reading comprehension strategies. Phenomenology is particularly suitable for exploring individuals' lived experiences and the meanings they ascribe to those experiences (Ary et al., 2014). This method aligns well with the aim of understanding how students engage with reading strategies, their motivations for strategy selection, and their assessments of strategy effectiveness. The participants in this study consist of tenth-grade high school students drawn from diverse backgrounds and contexts. A purposive sampling technique is employed to ensure a range of experiences, learning styles, and cultural perspectives are represented in the study. The sample size will be determined by data saturation, ensuring that new insights cease to emerge from the collected data.

Data is collected through in-depth semi-structured interviews and focused group discussions. Semi-structured interviews provide the flexibility to delve into participants' responses while also allowing for the exploration of emergent themes (Creswell & Creswell, 2018). Focused group discussions provide an additional layer of interaction by facilitating group dynamics and the exchange of perspectives. The interviews and discussions are guided by a set of open-ended questions designed to explore various dimensions of participants' engagement with reading strategies. Questions revolve around the types of strategies students employ, their decision-making processes in selecting strategies, perceived benefits of these strategies, challenges encountered, and any adjustments made based on text complexity. The questions also touch upon participants' cultural background and language proficiency, probing how these factors influence their strategy choices.

The collected data undergoes a thorough and systematic process of thematic analysis, which serves as the cornerstone of data interpretation. This analytical method involves several distinct stages, each contributing to a comprehensive understanding of the participants' responses. Firstly, in the Familiarization phase, the transcripts of the interviews and focused group discussions are meticulously read multiple times. This iterative process enables the researchers to become deeply immersed in the richness of the data, facilitating a thorough grasp of its nuances, context, and inherent meanings. Next, during the Initial Coding stage, segments of data that hold significance are singled out and assigned initial codes. These codes capture essential concepts, ideas, and sentiments conveyed by the participants. This initial coding phase functions as a crucial step in breaking down the data into manageable units for further analysis. Subsequently, the Theme Development phase involves grouping the coded segments into potential themes. These themes emerge from the patterns, commonalities, and variations present in participants' responses. This step provides a structured framework for understanding the recurrent ideas and concepts that surface across the collected data. In the Review and Refinement phase, the identified themes undergo meticulous scrutiny. Themes are refined through iterative comparisons with the data and other themes, ensuring that they accurately encapsulate the participants' perspectives and experiences. This iterative process enhances the accuracy and validity of the identified themes. Finally, the Interpretation and Synthesis stage brings the research full circle. The final themes are examined in the context of both the research objectives and the existing literature. This examination fosters an in-depth understanding of how the emergent themes align with prior knowledge, offering insights that contribute to a cohesive narrative. The themes, once interpreted, are synthesized into a coherent framework that helps illuminate the complex interplay between individual characteristics, cultural contexts, and the strategic use of reading comprehension strategies.

By meticulously following this structured thematic analysis process, the study ensures a comprehensive and robust understanding of the data, ultimately leading to a nuanced and well-informed exploration of the research questions and objectives. To ensure the credibility and rigor of the study, methods such as member checking and peer debriefing are employed. Member checking involves sharing preliminary findings with participants to validate the accuracy and interpretation of their responses. Peer debriefing entails seeking input from colleagues familiar with qualitative research methods to ensure an unbiased and comprehensive analysis. Ethical guidelines are adhered to throughout the research process. Informed consent is obtained from all participants, and their privacy and confidentiality are maintained. Pseudonyms are used to ensure anonymity, and data is stored securely. Through the adoption of a phenomenological research approach and the use of in-depth interviews and focused group discussions, this study seeks to uncover the intricacies of students' engagement with reading comprehension strategies. The qualitative nature of the research allows for an in-depth exploration of participants' lived experiences and provides valuable insights into the dynamic interplay between individual characteristics, cultural contexts, and strategic utilization.

RESULTS AND DISCUSSION

As the cornerstone of language acquisition and academic achievement, effective reading comprehension is a skill that empowers students to extract meaning from diverse texts, fostering critical thinking abilities and enabling deeper engagement with knowledge. In pursuit of unravelling the intricate tapestry of strategies that underlie this skill, our study embarks on an exploration of tenth-grade high school students' perceptions, preferences, and utilization of reading comprehension strategies. Guided by a phenomenological research approach and bolstered by in-depth interviews and focused group discussions, our investigation unveils a landscape rich in insights, revealing not only the strategies employed by students but also the rationale behind their choices and their assessments of strategy

effectiveness. The interplay between individual learning styles, contextual demands, cultural influences, and metacognitive awareness emerges as a central theme, highlighting the dynamic nature of reading strategy adoption. This opening of the findings section delves into the mosaic of themes that surfaced through rigorous thematic analysis, shedding light on the diverse range of preferences, the cognitive tools employed for deeper engagement, the strategic adaptation process, and the influence of demographic variables. Join us in this journey of discovery, as we present the multifaceted dimensions of students' strategic engagement with reading comprehension

Diverse Range of Strategy Preferences

Participants exhibited a diverse range of strategy preferences when engaging with texts to enhance their reading comprehension. The strategies employed included visualization, questioning, summarization, and making connections. These preferences were driven by individual learning styles and the specific demands of the reading material.

Cognitive Tools for Deeper Engagement

The strategies were perceived as cognitive tools that facilitated deeper interaction with the text. Participants reported that strategies such as visualization helped them create mental images, aiding in understanding complex concepts. Questioning strategies prompted critical thinking and active engagement with the material, contributing to a more profound comprehension of the text.

Metacognitive Awareness and Strategy Adaptation

An intriguing finding was participants' metacognitive awareness regarding their strategic choices. Many participants reflected on their approach to reading and acknowledged adjusting their strategies based on the complexity of the text. This awareness highlighted their ability to self-regulate their reading processes for optimal comprehension.

Cultural and Linguistic Influences

The impact of cultural and linguistic factors on strategy selection was evident in the findings. Participants from diverse cultural backgrounds emphasized how their heritage and language proficiency shaped their reading approach. Certain strategies were favoured due to cultural inclinations, showcasing the intricate interplay between personal identities and reading strategy adoption.

Interplay of Demographic Factors:

Patterns in strategy preferences emerged across demographic factors such as age, gender, and language proficiency. These patterns provided insights into how personal characteristics intersect with strategic engagement. Younger participants tended to gravitate toward more visual strategies, while older participants displayed a preference for analytical techniques. Gender differences were observed, with females often emphasizing collaborative strategies and males focusing on independent strategies.

Strategies as Tools for Knowledge Retention

The strategies employed by participants were not only instrumental in enhancing comprehension but also contributed to knowledge retention. Summarization strategies, in particular, were noted for their efficacy in condensing and internalizing information, aiding long-term recall.

Complexity-Adjusted Strategy Deployment

Participants' flexibility in adjusting strategies based on the complexity of the reading material was a recurrent theme. Strategies were tailored to suit the intricacy of the text, underscoring the adaptive nature of strategic deployment.

Educational Implications

These findings have important implications for educators and curriculum designers. The recognition of diverse strategy preferences suggests that a multifaceted approach to teaching reading comprehension may be more effective. Acknowledging the influence of cultural and linguistic factors could aid in the development of culturally responsive reading instruction.

The findings of this research illuminate the intricate landscape of reading comprehension strategies among tenth-grade high school students. The diversity of strategy preferences, metacognitive awareness, and the impact of cultural factors underscore the complex nature of strategic engagement. Patterns across demographic variables provide valuable insights into the interplay between personal attributes and reading strategy adoption. This study enriches our understanding of how students navigate the process of reading comprehension and offers valuable insights for educational practices aimed at enhancing this vital skill.

Discussion

The diversity of strategies employed by the participants underscores the personalized nature of reading comprehension. This finding aligns with previous research that emphasizes the importance of tailoring strategies to individual learning styles. The prevalence of strategies like visualization and questioning speaks to students' preferences for techniques that align with their cognitive inclinations (Bakken & Lund, 2018). Moreover, the variety of strategies adopted suggests that a flexible and comprehensive approach to teaching reading comprehension may be more effective than a one-size-fits-all approach.

Participants' recognition of strategies as cognitive tools resonates with the emphasis on the cognitive nature of reading comprehension. The reported effectiveness of strategies such as visualization and questioning in fostering deeper engagement with the text is consistent with previous research on metacognition and cognitive engagement (Radosavlevikj, 2020). This finding suggests that integrating explicit instruction on these strategies could enhance students' active involvement with texts, thereby promoting better comprehension.

The metacognitive awareness demonstrated by participants aligns with the importance of metacognition in learning. This finding suggests that students are not only employing strategies but also reflecting on their effectiveness and adjusting them in response to varying text complexities (Karaca & Uysal, 2023). This level of metacognitive engagement is indicative of higher-order thinking skills and aligns with educational goals of fostering self-regulated learners.

The influence of cultural background and language proficiency on strategy selection aligns with sociocultural theories of learning and cultural psychology. The findings resonate with discussions on the role of language proficiency and cultural identity in shaping cognitive processes (Radosavlevikj, 2020). This finding underscores the importance of recognizing and respecting students' cultural backgrounds in designing reading instruction that resonates with their lived experiences.

The observed patterns of strategy preferences across demographic factors mirror the findings of previous studies. The gender-related differences in strategy emphasis align with sociocultural theories of gender, suggesting that educational interventions might consider tailoring strategies to cater to diverse gender perspectives (Scherer et al., 2023). The age-related variations in strategy choices highlight the evolving nature of cognitive development and suggest that instructional approaches should evolve alongside students' cognitive maturation.

The insights gained from this study offer valuable implications for educators and researchers. The recognition of diverse strategy preferences calls for a pedagogical approach that accommodates individual learning styles. Integrating strategies like visualization and questioning explicitly into reading instruction might empower students to adopt more effective reading practices (Sybing, 2021). Additionally, acknowledging the role of cultural and linguistic factors could guide the design of culturally sensitive reading materials and strategies.

This study contributes to our understanding of reading comprehension strategies by highlighting the intricate interplay between individual characteristics, cognitive processes, and contextual influences.

The findings underscore the importance of tailoring instructional approaches to individual learning styles and cultural backgrounds, ultimately enhancing students' reading comprehension abilities.

It is important to acknowledge certain limitations of this study. The sample size was relatively small, and the focus on tenth-grade high school students might limit the generalizability of the findings to other age groups. Additionally, the study primarily relied on self-report data, which could be subject to response bias. Future research could consider employing a larger and more diverse sample and incorporating additional measures, such as think-aloud protocols, to provide richer insights into participants' cognitive processes during reading.

CONCLUSION

In conclusion, this study delved into the intricate landscape of reading comprehension strategies among tenth-grade high school students, shedding light on the multifaceted interplay between individual characteristics, cognitive processes, and contextual influences. The findings underscore the value of tailoring instructional approaches to accommodate diverse learning styles and cultural backgrounds, ultimately fostering more effective reading comprehension abilities.

The insights garnered from this research have notable implications for both educators and researchers. The recognition of individualized strategy preferences emphasizes the importance of employing a versatile pedagogical approach that resonates with students' cognitive inclinations. The incorporation of explicit instruction on strategies such as visualization and questioning stands out as a potential strategy for enhancing student engagement and comprehension. Acknowledging the role of cultural and linguistic factors highlights the significance of culturally sensitive reading instruction that acknowledges and respects students' lived experiences.

Moving forward, several avenues for future research warrant exploration. Firstly, a longitudinal study could provide insights into the developmental trajectory of reading strategy preferences and their impact on academic achievement over time. Secondly, investigating the effectiveness of tailored reading interventions based on individual learning styles and cultural backgrounds could offer practical strategies for educators. Furthermore, exploring the interplay between reading comprehension strategies and technology-mediated learning environments could shed light on the evolving landscape of reading in the digital age.

Additionally, incorporating neurocognitive research methodologies, such as neuroimaging techniques, could unveil the neural underpinnings of strategy utilization during reading. Furthermore, investigating how reading strategies intersect with other cognitive processes, such as critical thinking and metacognition, could yield a more comprehensive understanding of the cognitive toolkit employed by proficient readers.

In conclusion, this study contributes to the broader understanding of reading comprehension strategies by uncovering the intricate dynamics that shape students' strategic engagement with texts. As educators and researchers continue to explore the dimensions of reading comprehension, these insights serve as a foundation for refining pedagogical practices and directing future investigations. Through the synergistic collaboration of educators, researchers, and learners, the journey to unravelling the nuances of effective reading comprehension strategies will undoubtedly continue, fostering a deeper appreciation for the art of understanding and deriving meaning from texts.

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The Effect of Task Based Learning Method on Students' Writing Advertisement Text at Eightgrade of SMPN 1 Badiri in 2022/2023 Academic Year

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Abstract

The purposes of this research are to find out: 1) the extent of using task-based learning method in teaching writing advertisement text at the eighthgrade students of SMP Negeri Badiri. 2) the extent of the students' writing advertisement text before and after using task-based learning method on students' writing advertisement text ability at the eighthgrade students of SMP Negeri 1 Badiri. 3) whether there is a significant effect of using task-based learning method on students' writing advertisement text ability at the eighthgrade students of SMP Negeri 1 Badiri. The population of this research were all the eighthgrade students of SMP Negeri 1 Badiri totaling 242 students. The sample was the class VIII4 students, which consist of 32 students who were taken by purposive sampling. The data collected by using observation sheet and test. The results of this research: 1) The use of task-based learning method was 3.6, it was categorized "very good". 2) The mean score of the students' writing advertisement text ability before using task-based learning method was 54.12, it was categorized "bad". Meanwhile, after using task-based learning method was 85.4 it was categorized "very good". 3) the results of data analysis showed that the ttest is higher than ttable (ttest 15.52 > ttable 2.04). The hypothesis was accepted. It means that there is a significant effect of tas-based learning method on students' writing advertisement text ability at the eighth grade of SMP Negeri Badiri in 2022/2023 academic year.

INTRODUCTION

In learning English, students must master the four basic skills in English, namely listening, speaking, reading and writing. As an English language skill, writing is important because of writing can persuade the other people to do something and stimulate the reader minded. Writing is a process where students can express their feelings, ideas, desires, and thoughts in the form of correct sentences. Students express their feelings, think, share opinions or ideas, and express what they feel in writing.

Nowdays many students are lazy and not interested in writing. Meanwhile, in this era English is not foreign language anymore, we can see English words everywhere. By writing can help students to improve students' vocabulary and can also improve their grammar skills. In other words writing is useful, it includes structure, vocabulary, word formation and other aspects like spelling, capitalization, pronouns too. These skills are used to communicate with each other through writing.

Based on the curriculum in SMP (K13) the types of texts that must be taught to students include: descriptive text, procedure text, recount text, and narrative text. Apart from the text that has been mentioned, students also study advertisement text. In this research the researcher focuses on writing advertisement text. Advertisement text is text that contains product information and is distributed to the public and promotes the product to the public. In studying advertisement text students must be understand the purpose of advertisement text, generic structure of advertisement text, and lexicogramatical of advertisement text. By understanding all of the aspects, the students can write advertisement text well.

In fact, there are still many students who have difficulty in writing, especially writing advertisement text. In SMP Negeri 1 Badiri, there are many students have low ability in writing advertisement text. To find out the initial ability of students related to advertisement text, the researcher do the pretest. It can be seen based on the researchers' observation and pretest on March, 9th 2023 the researcher found the data pretest from 32 students got the average score in writing advertisement text was 54.12. Meanwhile, based on the Kemendikbud (2013) state the minimum completeness criteria (KKM) in learning, if students have got minimum score of 75. This means that students' writing ability is low, especially in writing advertisement text.

Students need to know what the meaning of advertisement text. Studying advertisement text it will train students to be able to communicate their messages, ideas or thoughts well to others through products or services offered to the public. Considering that in this era we can see advertisement text anywhere, such as in media digital, social media, and also can be found in print media. This makes that advertisement text really needs to be studied by students. In accordance with the curriculum, advertisement text is part of the competencies that must be mastered by students. This shows how important it is to study advertisement text, so teacher must also ensure students are able to write advertisement text well to achieve the learning objectives that have been set.

English teacher have conducted some efforts to solve this problem, to improve students' ability to write advertisement text such as asking students to study hard, giving motivation, more practice, and using several teaching methods but students' writing ability still low. If this problem is not solved, students will not be able to write advertisement text correctly. So that, it will affect for their ability in writing another text.

Based on the explanation above, the researcher is interested in conducting research entitled "The Effect of Task-Based Learning Method on Students' Writing Advertisement Text at The Eighth Grade Students of SMP Negeri 1 Badiri in 2022/2023 Academic Year."

Based on the background of the problem in this research, it can be identified that the eighth grade of SMP Negeri 1 Badiri in 2022/2023 Academic Year has a problem in writing advertisement text. There are several factors that cause students' low ability to write advertisement text, namely internal factors and external factors. Internal factors are: 1) less students' interest, 2) low students' motivation, 3) students still have difficulty in pouring their ideas into writing form, 4) lack of knowledge.

While the external factors are: 1) students' environment, 2) the teacher's technique in teaching still use unattractive methods which makes students bored or monotonous, in such circumstances learning to write advertisement text becomes less enthusiastic.

Based on the background of the problem above, the researcher formulated the problem as follows:

1. To what extent is the application of Task-Based Learning Method in teaching writing advertisement text at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?
2. To what extent is the students' writing advertisement text before and after using Task-Based Learning at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?

3. Is there a significant effect on students' ability to write advertisement text after using Task-Based Learning at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year?

Definition of Writing

In English, writing is one of the four skills that must be mastered by students. Writing is the process of organizing ideas, opinions, and feelings into words and arranging them properly into sentences that are clear, understandable to readers. So it's not enough for a writer to just have an idea. Writing is not only a matter of the ability to arrange writing and ideas, but the writer must also put it in a linear form, write for the reader, so that the idea is meaningful. It is the same as Hasibuan, et al., (2018:25) state that by writing students express their feelings, thinking, share opinion and ideas.

According to Pricilia and Rahmansyah (2018:65), writing is a complex activity that requires the ability to organize words and sentences to be understood by readers. It is a process when a writer not only learns the mechanism of writing but also develops ideas to the readers do or not do things related to the events that occur.

From some of the explanations above, the researcher can conclude that writing is an activity where a person can express his feelings in writing. We can remember, tell stories and channel the ideas we have into writing. As we know to write something, the writer must first get an idea and think in advance what to write to convey to readers. This is the same thing as what Huy in Ningsih (2016:130) claims that writing is one of the ways to transmit thoughts or ideas to the other people.

Indicators of writing

Brown (2007) states that there are five significant indicators of writing. They are content, organization, vocabulary, language use and mechanics. 1) Content: There are at least two things which can be measured in connection with content; the points that are presented and formal signals given to the reader to guide understanding of the topic fully. 2) Organizational; The process of organizing materials in writing involves coherence, order of importance, general specific to general, chronological order and special order pattern. 3) Vocabulary: Vocabulary is one of the language aspects dealing with the process of writing. 4) Language Use: For language use in writing recount text and other form of writing, it involves correct usage and points of grammar. 5) Mechanics: Mechanics of writing deals with capitalization, spelling, and punctuation.

Heaton in Pratiwi (2012) states that varied skills are necessary for good writing which can be grouped into five general indicators or main are as: 1) Language Use: The ability to write correct and appropriate sentences. 2) Mechanical Skills The ability to use correctly those conventions peculiar to the written language, for example punctuation, and spelling. 3) Treatment of Content: The ability to think creatively and develop thoughts, excluding all irrelevant information. 4) Stylistic Skills: The ability to manipulate sentences and paragraphs, and use language effectively. 5) Judgement Skills: The ability to write in an appropriate for particular purpose with particular audience in mind, together with an ability to select, organize and order relevant information.

Based on the explanation above, the researcher can conclude that there are five significant indicators of writing. They are: 1) Content is the points presented with formal signals that are given to the reader to guide them in understanding the topic properly, 2) Organization is the process of organizing materials in writing, 3) Vocabulary is the ability to manipulate sentences and paragraphs and use language effectively, 4) Language use is the ability to write correct sentences, 5) Mechanic is the ability to use correctly those conventions peculiar to the written language.

Definition of Advertisement Text

Advertisement text is text whose purpose is to promote something so that the product is known to the general public. In line with Kotler & Keller (2007:244) say, Advertisement text is a persuasive communication media designed in such a way as to generate responses and help achieve objectivity or marketing objectives.

According to Kriyantoro (2008:174) argues that advertisement text is a form of non-personal communication that sells persuasive messages from clear sponsors in order to persuade or lead people to take actions that are beneficial to the advertiser.

Based on the explanation above, the researcher can conclude that advertisement text is a text which contains information about a product or service in order to promote an item or service that aims to make the product known to the public and attract public interest in the product or service being offered.

Task Based Learning

One type of learning method that can be used is Task-Based Learning. Task- Based Learning is student-centered learning process by providing a series of tasks whose learning outcomes are achieved from student assignment scores.

Sari and Pangaribuan (2018:62) says, Task-Based Learning is an approach which offers students material which they have to actively engage in the process of learning teaching in order to achieve a goal or complete a task. Then, Richard and Rodgers in Angelina (2018:37) state Task-Based Learning is an approach which uses tasks as the core unit of planning and instruction in language teaching.

Furthermore, Musengimana et al., (2022:2) says, Task-Based Learning is a learner centered method in which learning outcomes are achieved in various tasks. Meanwhile, Hasibuan et al (2022:395) state that Task Based Learning is a lesson structure, a method of sequencing activities in your lesson.

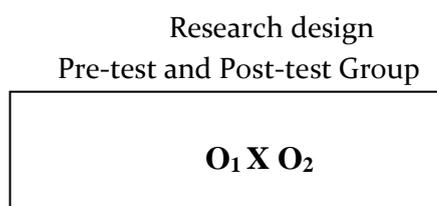
Based on the opinions of various experts, it can be concluded that Task-Based Learning is a method that is given to students as the main focus of learning, aims to make students actively involved in the teaching and learning process to achieve goals, complete tasks and learning outcomes are achieved from student assignment scores.

According to Willis (1996:38), the steps of implementing Task-Based Learning on students writing advertisement text are: 1) Pre-task; Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task. 2) Task; Students do the task, in pairs or small groups. Teacher monitors from a distance. 3) Planning; Having complete the task, students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students. 4) Report; Some groups present their report to the class, or exchange written reports, and compare. 5) nalysis; Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language forms that the students were using, problems that the students had, and perhaps forms that need to be covered more or were not use enough. 6) Practice; Teacher conducts practice of new words, phrases and pattern occurring in the data, either during or after analysis. Based on the explanation above, the researcher concludes that the steps of using Task-Based Learning in teaching writing advertisement text are: 1)Pre-task, Teacher explores the topic with the class, highlights useful words and phrases, helps students understand task instructions and prepare. Students may hear a recording of others doing a similar task. 2) Task, Students do the task, in pairs or small groups. Teacher monitors from a distance. 3) Planning, Having complete the task, students prepare either a written or oral report to present to the class. The instructor takes questions and otherwise simply monitors the students. 4) Report; Some groups present their report to the class, or exchange written reports, and compare. 5) Analysis Here the focus returns to the teacher who reviews what happened in the task, in regards to language. It may include language

forms that the students were using, problems that the students had, and perhaps forms that need to be covered more or were not use enough. 6) Practice, Teacher conducts practice of new words, phrases and pattern occurring in the data, either during or after analysis.

METHOD

The research will be conducted in SMP Negeri 1 Badiri, Kelurahan Hutabalang, Kecamatan Badiri, Kabupaten Tapanuli Tengah, The headmaster of this school is Mukriman Sitompul, S.Pd., M.Si and the name of English teacher are : Siti Handayani Sanjaya, S.Pd and Boyke Edison, S.Pd. In this research, researcher used the a pre-experimental design by using one group pretest and post-test design. This design can describe as below (Sugiyono, 2014:112).



The population in this research are all class VIII SMP Negeri 1 Badiri, which consist of seventh classes consisting of 242 students and the the sample is class VIII-3 as a sample with a total of 32 students. For more details see the table below:

Tabel 1. The State of the Student Population of Class VIII SMP Negeri 1 Badiri Academic Year 2022/2023

No	Class	Total
1	VIII-1	35 students
2	VIII-2	35 students
3	VIII-3	36 students
4	VIII-4	32 students
5	VIII-5	35 students
6	VIII-6	35 students
7	VIII-7	34 students
Total		242 students

Instrument in this research, researcher use observation sheet and test to measure variable.

Observation Sheet

Data collection technique is the methods used by researcher in obtaining data in the field. According to Marshall in Sugiyono (2014:226) says, “though observation, the researcher learn about behavior and the meaning attached to those behavior” 2) **Test:** Test is data collections techniques carried out by providing a series of questions or assignments done by students to measure students skills, knowledge, capabilities by individuals or group. The test is use to measure student’s writing advertisement text ability.

Tabel 2. Scoring rubric of Writing Advertisement Text at the Eighth Grade Students’ of SMP Negeri 1 Badiri in 2022/2023 Academic Year

Item Analysis	Rubric	Score
Content	Knowledge, substantive, throughDevelopment of thesis, mostly relevant to assigned topic.	30-27 Excellent to verygood
	Some knowledge of subject, adequateRange, limited development of thesis,Mostly relevant to topic, but lacks detail.	26-22 Good to average
	Limited knowledge of subject, little substance, inadequate developmentof topic.	21-17 Fair to poor
	Does not show knowledge of subject, non substantive, not pertinent, or not enough to evaluate.	16-13 Very poor
Organization	Fluent expression, ideas clearlystated/ supported, succinct, well organized, logical sequencing, cohesive.	20-18 Excellent to verygood
	Somewhat choppy, loosely organizedbut main ideas stand out, limited support, logical but incomplete sequencing.	17-14 Good to average
	Non-fluent, ideas confused orDisconnected, lacks logical sequencing, and development.	13-10 Fair to poor
	Does not communicate, noorganization, or not enough to evaluated.	9-7 Very poor
Vocabulary	Sophisticated range, effective word/idiom choice and usage, word formmastery, appropriate register.	20-18 Excellent to verygood
	Adequate range, occasional errors ofword/idiom form, choice, usage but meaning not obscured.	17-14 Good to average
	Limited range, frequent errors ofword/ Idiom form, choice usage, meaning Confused or obscured.	13-10 Fair to poor
	Essentially translation, tittle knowledge of English vocabulary, idioms, word form, or not enough to evaluate.	9-7 Very poor
Grammar (Language Use)	Effective complex construction, few errors Of agreement, tense, number, word order/ Function, articles, pronouns, prepositions.	25-22 Excellent to very good
	Effective but simple constructions, minor Problems in complex constructions, several errors of agreement, tenses, number, word order/ function, articles, pronouns, preposition, but meaning seldom obscured.	21-18 Good to average
	Major problems in simple/complex constructions, frequent errors of negation, agreement tense, number word order/ function, articles, pronouns, prepositions, and or fragments, run-ons deletions, meaning confused or obscured.	17-11 Fair to poor
	Virtually no mastery of sentence construction rules, dominated by errors, does not communicated or not enough to evaluate.	10-5 Very poor
Mechanics	Demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, and paragraphing.	5 Excellent to very good
	Occasionally errors of spelling, punctuation, capitalization, paragraphing,	4 Good to average

poor handwriting, meaning confused or obscured.	
Frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.	3 Fair to poor
No mastery of convention dominated by errors of spelling punctuation, capitalization, paragraphing, handwriting illegible or not enough to evaluate.	2 Very poor

Based on Hughes in Pricilia and Rahmansyah (2018)

Aspect value

Content	30
Organization	20
Vocabulary	20
Grammar	25
Mechanics	: 5 +

The Highest Score = 100

$$\frac{\text{Nilai siswa : skor tertinggi}}{\text{skor perolehan}} \times 100$$

In this research use descriptive analysis and inferential analysis

Table 3. Criteria of the Score Task-Based Learning

No	Interval	Criteria
1	3.1 - 4	Very good
2	2.1 - 3	Good
3	1.1 - 2	Enough
4	1	Bad
5	0	Fail

Tabel 4. Criteria of the Score Writing Advertisement Text Ability

No	Interval	Criteria
1	80 - 100	Very good
2	70 - 90	Good
3	60 - 69	Enough
4	50 - 59	Bad
5	0 - 49	Fail

While in experimental analysis is using the statistic to the hypothesis. The means is all the data that had been collected where analyzed by using statistic. In this research, to analyze the data the researcher uses t_{test} formula as Arikunto (2010:349) the formula can be seen as follow :

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

Where:

t : Test

Md : Mean of deviation (d) between pretest and post-test

xd : The Differences of deviation with mean deviation (d - Md)

$\sum d^2$: Number of squares of

deviationN : Subject on sample

RESULTS AND DISCUSSION

Subheading 1 (research question 1)

Subheading

Application of Task-Based Learning Method in Teaching Writing Advertisement

Text

Based on the result obtained from the analysis from the observation sheet about the application about the use of Task-Based learning method in teaching writing advertisement text at the eight grade SMP Negeri 1 Badiri which contain 12 aspects statement of steps. The mean was 3,6. Furthermore, the researcher shows the result of observation sheet in teaching writing advertisement text after using task-based learning method in the table below:

Table 9

The Result of Observation Sheet in Teaching Writing Advertisement Text using Task-Based Learning Method

No	Indicators	Mean
1	Pre-task	3.7
2	Task Cycle	3.6
3	Language Focus	3
Score Total		43
		3.6

From the explanation above, it can be seen that the mean of using Task-Based Learning method is 3.6 it is categorized "Very Good", especially on the pre task section it got mean score 3.7 it is categorized "Very Good". When researcher teach advertisement text using Task-Based Learning method this can help students more understand the subject matter given before. It means that the researcher had used Task-Based Learning method in teaching writing advertisement text well.

Student's writing advertisement text before and after applying task based learning method

Before

After got the data by given pre-test which is formed writing advertisement text, it was found that the highest score was 69 and the lowest score was 34 (see appendix 6). From the whole data of pre-test, the researcher found the mean score was 54.12 it was categorized bad, median score was 55 and mode was 69. It can conclude students' writing advertisement text ability before using task-based learning method at the eighth grade students of SMP Negeri 1 Badiri can be seen it is 54.12 is categorized "Bad".

After

After collected the data by given post-test about the students' writing advertisement text ability by using task-based learning method. The researcher found that the highest score was 93 and the lowest score was 76

(see appendix 9). Furthermore, the researcher found mean score was 85.4, it categorized very good, median score was 89 and mode score was 88.1. From the data that found by researcher showed, that before used task-based learning method the most of the students' score is 64-69. It is categorized "enough". After using task-based learning method, the score 88-90 were 9 students or 28.13% in categorized "good". It means that task-based learning method can give effect on students' writing advertisement text ability.

Hyphotesisi Testing

The hypothesis is tested by using the formula of t-test. The result of the calculation of t-test is called t-observed (t_o) and t-critical is called t-table (t_t). These are used to show whether the null hypothesis (H_o) and the alternative hypothesis (H_a) accepted or rejected. Hypothesis is acceptable if value $t_o > t_t$, and hypothesis was rejected if $t_o < t_t$.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}$$

$$t = \frac{29.28}{\sqrt{\frac{3684.47}{32(31)}}$$

$$t = \frac{29.28}{\sqrt{3684.47}}$$

$$t = \frac{29.28}{1.92}$$

$$t = 15.25$$

$$df = n-1$$

$$= 32 - 1 = 31 \text{ t-table } 5\% = 2.04$$

So from the $15.25 > t_{table} 2.04$. The score of ttest was 15.25 and ttable is 2.04 at 5% significances level with degree of freedom ($df = N - 1 = 32 - 1 = 31$). The researcher found that ttest was higher than ttable ($t_{test} 15.25 > t_{table} 2.04$). Based on the previous explanation, it means that there is a significant effect of using task-based learning method on students' writing advertisement text ability at the eighth grade of SMP Negeri 1 Badiri. The researcher can say that Alternative Hypothesis (H_a) was accepted.

Discussion

Based on the observation sheet, the result of application Task-Based Learning Method in teaching writing advertisement text, the researcher found that the score is 3.6. The score is categorized "Very Good" criteria. Furthermore, the result of students' writing advertisement text before taught by Task-Based Learning method was 54.12 and it is included in "Bad" criteria. While, the result of students' writing advertisement text after taught by using Task-Based Learning method is 85.4. It is included in "Very Good" criteria. The students' writing ability got a significant effect in the content indicator, previously the average score obtained by the students in the content indicator was 16.31. Meanwhile, the students' average score in

the content indicator increased to 25.44. It means that there is an effect on students' writing advertisement text after taught by using Task-Based Learning method, especially in the content indicator.

The effect is happened because the application of task-based learning method in teaching writing advertisement text is very good, so students can express their ideas in writing well. The teaching and learning process using task-based learning make students more interested and active during the learning process.

This research is related to the previous research which has been discussed in chapter II. First, Kusnawati (2014) argue that students' writing skills can be improved through the use of Task-Based Learning method. The result of this study is that average score was 5.6 increase to 6.3 in the post test cycle 1 becomes 7.2 in the process of cycle 2. It means use Task-Based Learning method in skills students writing is very effective.

Second, as stated by Sari and Pangaribuan (2018) that through the application of Task-Based Learning method could improved the students' interest, motivation, and involvement in the classroom activities. The result of this research is that students' mean score increased continuously from 64.86 in the pre test, 74.71 in the post test cycle 1, to 86.14 in the post test cycle 2. The data showed that the learning teaching processes academic writing skill, by applying Task-Based Learning method is very good.

Third, Husain et al., (2021) argue that Task Based Learning method as an alternative method to increase students writing skills. There is the effect of Task- Based Learning method on students' writing narrative text. The result of this study is that the mean score of students' writing skills before using task-based learning method was 28.38. Meanwhile after taught by using Task-Based Learning method the mean score was 31.50.

Based on explanation above, the researcher concludes that the use of Task- Based Learning Method was very suitable used in teaching writing advertisement text. In this study, Task-Based Learning gives significant effect on students' writing advertisement text ability. The results of hypothesis testing show that the $t_{test} = 15.25$ meanwhile $t_{table} = 2.04$, and t_{test} was higher than t_{table} ($t_{test} 15.25 > t_{table} 2.04$). It means, the world alternative hypothesis (H_a) is accepted. So, there is a significant effect on students writing advertisement text ability at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 Academic Year.

CONCLUSION

The use of Task-Based Learning method in writing advertisement text at the eighth grade students has a significant effect on students' writing ability. The ability and understanding of students in writing advertisement text is getting better than before. This is proven based on the research result of data analysis, the researcher describes the conclusion as follows:

1. The result of the use of Task-Based Learning method in teaching writing advertisement text at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year is 3.6, it is categorized "Very Good".
2. The students' writing advertisement text ability before and after using Task-Based Learning method at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year. Before using Task-Based Learning method is 54.12 it is categorized "Bad". While, the students writing advertisement text after using Task- Based Learning method is 85.4 and it is "Very Good" category.
3. There is a significant effect of students' writing advertisement text ability after using Task-Based Learning method at the eighth grade students of SMP Negeri 1 Badiri in 2022/2023 academic year. Where the hypothesis testing shows that $t_{test} = 15.52$ meanwhile $t_{table} = 2.04$, t_{test} is higher than t_{table} ($t_{test} = 15.52 > t_{table} = 2.04$), or the word alternative hypothesis (H_a) is accepted.

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Enriching Students' Vocabulary Mastery Through Derivation Word Game

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Abstract

The objective of this study to investigate whether the application of Derivation Word Game can significantly enrich students' vocabulary. This study was conducted by using classroom action research. The subject of this research was the eighth students' of SMP PAB 19 Manunggal which consist of 36 students. This research was conducted in two cycles. The instrument for data collection are quantitative data was test Derivation Word Game and qualitative data (Observation sheets and questionnaires). Based on the analysis, students' achievement is improved in every test. In Pre-test the mean score was 65.4. in post-test cycle I the mean score was 75. in post-test cycle II the mean score was 84.3. based on the observation sheet and questionnaires, it was found that the teaching learning process ran well, the students' were more active and enthusiastic in taking the test. So, it can be concluded that derivation word game can enrich students' mastery in english vocabulary.

INTRODUCTION

Vocabulary is a collection of several words that are combined, so that it has meaning or significance. Vocabulary cannot be separated from the four skill in language, reading, writing, listening, and speaking (Hornby, 1984: 959)

Learning Vocabulary is very important part of learning English because of the fact if we have a little vocabulary, it will be difficult for us to express something or talk to other people, like a baby who wants to talk with her mother or her siblings, she must know a lot of vocabulary so she can express what she feels and what she wants to say. Pieter A, 1991 states, "The fact that vocabulary is the component of language and there is no language exists without words. In order to form a correct sentence requires some vocabulary. Therefore, to be able to form a correct and correct sentence we must have a lot of vocabulary"

Nowdays, students are very trivial with English because of the availability of google translate which make students lazy to open dictionaries and memorize vocabulary even though the first thing that must be mastered in learning a language, especially English is vocabulary.

According to (Dalimunthe, 2018) Improving vocabulary by using game has some advantages. First in general children are found of games. They always play game in their lives. They spend of more free time to play. Second, game offers natural communication context among them. By playing games they

sometimes forget about their shies. Third, games can motivate children to speak in foreign language that they learn. Therefore, one of the way that can make students active, enjoy and motivate in learning process is using a game.

Derivation Word Game has easy instruction and can be played by everyone making this game on of the most popular training games that are played a lot. This game make it easier for students to enrich vocabulary and also the more word derivation that occur, the greater the chance of winning. Example: for the word 'UNEXPECTABLE' so the students' begin to think about finding derivation word and then the students' will make derivation include: Expect, Table, Able, Next,...so on. Iwan Pramana (2016:8) stated that, Derivation Word Game practicing speed and accuracy of thinking, practicing cooperation and division of group task and this game is also able to make dozens of vocabulary from just one vocabulary so that this game is able to enrich students vocabulary.

METHOD

The subject of the research was grade VIII-2 of SMP Swasta PAB 19 Manunggal. Based on the purposive sampling technique, the researcher uses the class VIII-2 students' which consists of 36 students as the subject of the research.

Test is a process to measure students ability and knowledge about material that is given, competence, intelligence, and talent that can belong for individual or groups. In the test, the researcher made a test of vocabulary test about variants vocabulary and the students' must construct many words as possible from the word given the researcher, the word from word families. Observation was one way that can be done for collecting data. The focus on observation in classroom action research is on how the teacher teaching, students learning and the interaction between the teacher and student while focus how the students' learned. Questionnaire, Based on observation, the researcher also conducted a questionnaire as the way collecting data. The researcher conducted an questionnaire with asking the teacher and students orally to have direct information about teaching and learning process.

This research used the method Classroom Action Research. It is a classroom action research (CAR) study since it was appropriate for the aims of the study, which is to improve the quality of teaching and the teaching-learning processes for the students. In conducting this study, the researcher has applied procedures for CAR propose by Johnson (2007, p. 75). These procedures make use of a cycle via:

1. Planning the action,
2. Implementing the plan,
3. Observing
4. Reflecting and then run the cycle again

This study was conducted by organizing the quantitative data and qualitative data. The quantitative data was taken by Derivation Word Game and the qualitative data was taken by observation sheet and questionnaire sheet. Every cycle consisted of the four step of Classroom Action Research (planning, action/implementing, observing, and reflecting).

RESULTS AND DISCUSSION

Result

Based on the data analysis above it was found that vocabulary to Derivation Word Game gave a significant enrichment at students' English vocabulary as shown at Pre-test I data, and Post-test II data, there was significant influence achievement at students' vocabulary. The researcher focused on the learning process, test the vocabulary of the students before and after did implement the step, giving Derivation Word Game.

In the learning process, the students' enjoy and did not feel bored in the classroom when study with the Derivation Word Game. The students were serious when studying vocabulary used Derivation Word Game because they wanted to get knowledge. The researcher also analyzed the result of interviews and observations. The researcher identified that students responses during the process of cycle I and cycle II supported the success of this research process, and concluded that use of Derivation Word Game, could enrich students vocabulary.

The comparing between pre-test, post-test in Cycle I and post-test in Cycle II were in pre-test the vocabulary of students before giving Derivation Word Game, the students' vocabulary was low their English vocabulary. The mean score of the Pre-test was 65,4 after giving treatment, that was vocabulary to Derivation Word Game, there was a sign of students' English vocabulary as shown in Post-test data in Cycle I. The mean score of Post-test in Cycle I was 75,0. In Cycle II of action, research got better than Cycle I, the mean score of Post-test in Cycle II was 84,3. The percentage of students' vocabulary from Pre-test up to Post-test score in Cycle I was 61,6 or 22 students and Pre-test up Post-test score in Cycle II was 91,6 or 33 students. Vocabulary to Derivation Word Game can enrich students' English vocabulary from 14,6% the enrichment of students. The enrichment 18,9% of students. Based on the findings above, the students get enrichment in vocabulary through Derivation Word Game.

Discussion

This research was conducted to find out the Enriching Students' Vocabulary Mastery Through Derivation Word Game:

Derivation Word Game was effective to enrich students' English vocabulary. The enrichment of students could be seen on Pre-test, Cycle I, and Cycle II data and the learning process. The result of the Derivation Word Game test has shown the mean score of the pre-test was 65,4. After giving the treatment through Derivation Word Game to English vocabulary, there was a sign of students' vocabulary mastery as shown in Post-test I data in Cycle I. The mean score of Post-test in Cycle I was 75,0. In Cycle II of action, research got better than Cycle I, the mean score of Post-test in Cycle II was 84,3. So, the students get enrichment in vocabulary through Derivation Word Game. In this case, the use Derivation Word Game in the learning process in the classroom, this method not only Enrich Students Vocabulary, but also practicing speed and accuracy of thinking.

Based on the questionnaire and observation between the researcher with teacher and students, before implementing Derivation Word Game they did not know many vocabulary, they did not how to write the word "Able" and how to speak and also their teacher said it was difficult for them to know a vocabulary and the meaning, after implementing Derivation Word Game, it was easy for them to find new vocabulary, because they are looking for new words from limited letters that challenge them to complete so they can easily to remember what they looking for, At the end of the meeting when the researcher asked what vocabulary they remembered, almost 80% of them remembered the vocabulary they had written in the test.

CONCLUSION

Based on the result of this research, the conclusion is the researcher proves that game Derivation Word Game could enrich students' English vocabulary. It can be concluded by seeing the learning process and the enrichment of result from Pre-test, Cycle I, and Cycle II. The result of students' tests was showed that the mean score of the pre-test 65,4. the mean score of the post-test in Cycle I was 75,0, and the mean score of the post-test in Cycle II was 84,3. It showed that students have improved from Pre-test to Post-test of Cycle II in English Vocabulary through Derivation Word Game.

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An Error Analysis of Students' Reading Ability on News Item text

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Abstract

Reading is one activity that can make a person increase knowledge. Reading aloud is one of type in reading skills. Reading aloud is an activity designed to practice students to read aloud with correct pronunciation. This research was aimed to find out the errors appeared in students' reading, especially in news item text and causes of errors made by students in reading news item text. This research was conducted in SMA Swasta Imelda Medan of XII grade students of 2023/2024. This research was carried out using qualitative method which used transcript instruments from the results of students' reading in news item text. Then, from the results of the transcript read by the students, the researchers examined them to find out what errors often appeared in students' reading, especially in news item text. And for the causes, the transcript result interview, the researchers examined them to find out what causes of errors that made by students in reading news item text. The results of this research show that errors in students' reading include substitution, addition, omission, repetition, reversal and unknown word. Then the results of this research also show that the most frequent errors in students' reading are substitution with a total of 400 errors with percentage 37,8%, the second is unknown word error with a total of 313 with percentage 29,5%, the third is omission error with a total of 210 with percentage 19,8%, the fourth is addition error with a total of 62 with percentage 5,8%, the fifth is repetition error with a total of 61 with percentage 5,7% , and the last is reversal error with a total of 12 with percentage 1,1%. This problem influenced by cognitive and psychological factors. The students felt lack of vocabulary, lack of pronunciation, feeling nervous and lack of confidence.

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INTRODUCTION

The purpose of teaching English in schools is to improve the language skills of students. Students learning English should master four main skills, namely listening, speaking, reading and writing. The four basic English skills are divided into two categories, namely receptive skills and productive skills. Reading and listening are considered receptive skills, while speaking and writing are considered productive skills. Reading is one activity that can make a person increase knowledge. According to (L.Stoller, 2002) taken from article citation (Nurmalasari, Kania 2019) reading is the ability to draw meaning from the printed page and interpret this information appropriately. In teaching reading skills can divided into; reading aloud, silent reading, reading comprehension, and independent reading. Reading aloud is an activity designed to train students to read aloud with correct pronunciation. Reading aloud usually using the skills of look and say, aimed at being able to pronounce English words, phrases and sentences correctly. The purpose of reading is not only to understand the text, but also to inform the listener. Mckeown and Gentilucci (2007) claim that

reading aloud is a method of measuring the cognitive reading process and it is used to measure the competence of reading skill.

During internship program, the researcher saw that students are interested in learning that involves action rather than explanation a material. Students prefer when the teacher involved students in a material that will be explained. Reading aloud is one of the methods used by researcher in implementing learning, and some students looked enthusiastic in reading aloud. But, there are some students who do not seem enthusiastic in learning reading aloud because they lack self-confidence and afraid to make mistake in saying word. Actually, the researcher felt that the students' interest in reading is quite good. When learning English, the researcher used news item text in reading aloud. The researcher read it first and students pay attention to it. After that, the researcher asked the students to read aloud one by one. When students read, the researcher saw that some students made mistakes in reading and had difficulty in reading. In this case, the researcher choosen news item text in research. News item text in forms the readers, listeners or viewers about an event of the day, which is considered newsworthy or important. Teaching news item text is not always simple as most of people think especially in reading news item text like a news anchor. The reading aloud a news item text help the students to understand the meaning of the text, getting new vocabulary, improving pronunciation, improving confidence and make students active during learning. In reading aloud, students could be more attentive to reader. When the students read in English, they will have errors in reading English text. Many types of errors are made by students when they read news item text, including substitution, addition, ommision, repetition, reversal and unknown word.

There are several previous studies that related to the error analysis in reading news item text. The first related research conducted by Ahmad Saifudin (2019) with his research title, Error Analysis on Grammar in Writing News Item Text Made by The First Year Students of MA Syekh Subakir Nglegok Blitar. In this research, the researcher's research was qualitative. The subjects of the research covered the first year students of MA Syekh Subakir Nglegok. After researcher did observation and have the result that found the most frequent error types which made by the tenth grade students of MA Syekh Subakir Nglegok was noun error or errors of ordering of noun phrase. There were 21 errors in ordering of noun phrase. The second errors is verb selection. The third errors is verb addition. The fourth errors is verb of substitution. The fifth errors is preposition addition. It can be taken conclusion that the students still have difficulties in grammar.

The second related research was written by Mutiana Nurmallasari and Ikeu Kania (2019) with the title, The Analysis of Students' Pronunciation Errors in Reading Aloud. In this research, the researcher used the qualitative research. The subjects of this research were secong grade of SMAN 13 Garut. After the researchers did observation and have the result that found 97 pronunciation errors from 7 students that had been tested. The researchers found the students' pronunciation errors in six parts of speech; nouns, verbs, adjectives, adverbs, prepositions and conjunction.

Those several previous studies have been conducted. The focus of the first research was on error analysis on grammar in writing news item text and its data were collected by observation data and students' test score from about 35 students which found the most frequent error types which made by the tenth-grade students was noun error or errors of ordering of noun phrase. There were 21 errors in ordering of noun phrase. The second previous research focused on pronunciation errors. The researcher found 97 pronunciation errors from 7 students that had been tested. The researchers found the students' pronunciation errors in six parts of speech; nouns, verbs, adjectives, adverbs, prepositions and conjunction. The difference of this research and those previous researches are the research design, the concern of material and the place where the research will be conducted. This research focuses on identifying an error analysis on the use news item text about natural disaster in student's reading text and the researcher focuses on

reading aloud. This research will take place at SMA Swasta Imelda Medan and the research subject of this study is the XII grade students at SMA Swasta Imelda Medan.

Kennedy (1981: 5) says that reading is the ability of an individual to recognize a visual form, associate the form with a sound and or meaning acquired in the past, based on past experiences, understand and interpret its meaning. In addition, Badrawi (1995:16) means that when someone is reading, his brain will work actively. The reader brings all kinds of knowledge has about the world (schemata) and relates to the text that reading at the moment so that able to understand the writer's ideas. Reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read. It means that reading is a process to understand the content and to get information.

Kailani (1998: 281) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation and rhythm, and the effective use of pauses. Reading aloud is the activity of reading by voicing the text, the students read with the right words and intonation to get more information, vocabulary, and improve their pronunciation. Mckeown and Gentilucci (2007) claim that reading aloud is a method of measuring the cognitive reading process and it is used to measure the competence of reading skills. Applying the reading aloud strategy will prompt the students to improve their reading skills.

Error analysis is considered as one of the best ways that describes and explains errors made by the learners who study English language as a second or foreign language. James (1998) defines error analysis as the process of determining the incidence, nature, causes and consequences of unsuccessful language. According to H Douglas Brown (2007) "Errors analysis is the fact that the learners do make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the learner led to surge of study of learners "error".

According to William Scott gray, states that in a reading error, there are six categories of errors made by the reader. The six categories are: substitution, addition, omission, repetition, reversal and unknown word. According to Clark and Clark (1977: 271), there are two sources of errors, as follow; cognitive reason and psychological or affective reason.

According to Eltis (1990: 15-18) news item text is to inform readers about events of the day which are consider newsworthy or important. From the definition above, it can be concluded that a news item is factual text which inform readers events of the day which are considered newsworthy or important. According to Eltis (1990: 15-18) The generic structure of news item text, they are;

Newsworthy Events

The newsworthy event stage is put at the beginning because the reader needs to get the angel on the events before deciding whether to read on. This stage gives information about who, when, where and what the events occurred.

Background Events

Background events in the news story gives information about the events that lead up to. It can include information about how and why the events occurred, the circumstances surrounding the crisis. After the lead up events, the news writer will often give more information about what happened during and after the crisis what is likely to happen in the future.

Sources

It directly follows each of background events. It contains a comment given by person or participant, or authority on the subject. The example of news item text in reading aloud about natural disaster with title " Floods hit dozens of areas in Jakarta "

Table 1 Example News Item Text

<p>Opening : Good Morning Viewers. I'm (Your Name) from Imelda English Headline News, bringing you the latest news for today.</p> <p style="text-align: center;">Floods hit dozens of areas in Jakarta</p> <p>Dozens of neighborhoods across Jakarta were inundated on Saturday morning following heavy downpour in the upstream area of Bogor in West Java since Friday afternoon. The Jakarta Disaster Mitigation Agency (BPBD) announced on its official Twitter account that it had recorded rising water levels at the Katulampa and Depok sluice gates.</p> <p>Jakarta's Ciliwung River has also reportedly overflowed. According to the Jakarta BPBD, at least 32 neighborhood units (RT) in three subdistricts in South and East Jakarta were flooded by 5:30 a.m. on Saturday.</p> <p>Rawajati subdistrict in Pancoran, South Jakarta, Cawang and Kampung Melayu subdistricts in East Jakarta were inundated by water between 10 centimeters and 1 meter deep. The agency also reported that its Manggarai sluice gate in South Jakarta was placed under alert level status, indicating that floods might hit other areas in the heart of the city, from as Gondangdia in Central Jakarta to Tomang, West Jakarta.</p> <p>Closing : That's all the news for today. Check this out at Imelda English News.com for the latest updates. I'm (Your Name). Thank you for watching and have a great day.</p> <p>Source : JakartaPost</p>

METHOD

The type of this research is qualitative research. This research used descriptive qualitative method. In writing this research, the researcher will collect, classify, analyse, and draw a conclusion based on the data analyse without making generalization. Thus, the researcher would know the types of reading errors made by students in reading news item text and causes of the errors. According to Cresswell (2018), Qualitative research is an approach for exploring and understanding the meaning individuals or group ascribe to social or human problem. Simply, qualitative research is often called naturalistic inquiry, or field study. It means qualitative is a research design where the researcher presenting the data with using description. The research will be conducted at SMA Swasta Imelda Medan academic year 2022/2023. It is located at Jalan Bilal, Kecamatan Medan Timur, Medan, Sumatera Utara. The subject of this research is the XII grade students of SMA Swasta Imelda Medan in academic year 2023/2024.

Data collection techniques according to As John W. Cresswell (2009) acknowledges, data collection requires observation, interviews, documentation and visual materials. In this research, researcher collected data using observation, interviews, documentation and visual materials. To collect the data of this research, the researcher used the following steps; the researcher prepares the instrument of the test. Instrument of

the test consists of researcher, recording equipment, stationery, interview text and documentation, the researcher comes to school and ask for permission to the principal of SMA Swasta Imelda Medan to do research, the researcher makes a schedule with the English teacher of SMA Swasta Imelda Medan to conduct the test, the researcher gives a test to the XII grade students of SMA Swasta Imelda Medan, the students starts the test one by one to reading aloud news item text test and record it by handphone recorder, after that, the researcher will identify and analyze based on Asmani’s reading aloud assessment to know the kind of errors, and in order to answer the causes of errors in reading ability, the researcher will interview the students as personally, from this, the researcher knows the kind of errors and the causes of errors made by students in reading aloud focused on news item text about natural disasters.

After data is collected, organized, and stored, the researcher have to identify the meanings and significance of the information. According to Cresswell (2012) identifies four steps for this phase; Prepare data, Analyze data, report result and interpret the result. 1.) Process and prepare data for analysis, 2) Read the entire data or analyze in depth to describe all the information and the identify it. 3) Integrate data and summarize for audience, indicate how these descriptions and themes will be restated in the narrative/qualitative research, 4) The final step is to interpret the data. To find the percentage of the students , this is the formula of calculating the percentage is as the following.

$$P = \frac{f}{n} \times 100\%$$

Note:

- P = Percentage of category
- f = Frequency of the category
- n = Total amount for the category

RESULTS AND DISCUSSION

The data were taken from the student’s test to read news item text. The researcher discussed about the error on students’ reading news item text that focused on the kinds of error. The students’ error in reading was the resource of the data which the researcher had implemented in the classroom. In reading, most students made abundant of reading errors.

Table 2 Classification of Errors

No	Name (Initial)	Classification of Errors						
		Substitution	Addition	Omission	Repetition	Reversal	Unknown Words	Total
1.	MP	4	1	2	0	1	1	9
2.	MM	19	4	12	3	0	18	56
3.	NI	15	4	1	1	1	6	28
4.	HW	24	5	6	1	1	20	57
5.	NS	20	6	3	0	0	14	43
6.	SK	37	6	11	2	1	31	88
7.	RF	28	5	4	6	1	13	57
8.	SK	18	1	2	1	0	12	34

9.	DL	18	1	1	4	1	5	30
10.	FF	13	0	1	3	0	6	23
11.	NA	29	6	9	12	2	22	80
12.	ZN	29	2	7	4	0	29	71
13.	RP	11	5	17	3	0	30	66
14.	MDR	19	3	5	4	1	17	49
15.	AT	23	3	5	4	0	22	57
16.	RA	19	1	23	5	0	25	73
17.	NS	23	1	5	3	1	13	46
18.	CC	10	2	92	2	1	19	126
19.	SR	22	3	3	1	1	9	39
20.	AP	19	3	1	2	0	1	26
Total		400	62	210	61	12	313	1058

From the table above, the researcher found that the total errors made by students are 1058 by each kind of errors as the following table, it shows that the occurrences of substitution error was 400, the occurrences of addition error was 62, the occurrences of omission error was 210, the occurrences of repetition error was 61, the occurrences of reversal error was 12, and the occurrences of unknown words error was 313. Occurrences which totaled 1058.

The next step is to analyze the result of data. Here are data analysis about students' errors in reading news item text on the test and causes of the errors, which have been done by students in XII IPS class.

Table 3. The Identification of the Errors of Students 1

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Title	Fluds, hits, Dozen	Subtitution, Addition, Omission	Floods /'flʌdz/, Hit /'hɪt/, Dozens /'dʒənz/
1	Japa, Agency/'adʒənsi/ Katalumpa	Subtitution, Reversal	Java /'dʒɑvə/, Agency /'eɪdʒənsi/, Katulampa
2	Reported	Omission	Reportedly /,rɪ'pɔ:tɪdli/
3	Stetus	Subtitution	Status /'stætəs/

Table 4. The Identification of the Errors of Student 2

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Viewrs, English /'eɪŋɡlɪʃ/, Henline, bring	Omission, Subtitution	Viewers /'vjʊəz/, English /'eɪŋɡlɪʃ/, Headline /'hed,laɪn/, bringing
Title	Fluds, it, areaks	Subtitution, Omission, Addition	Floods /'flʌdz/, Hit/'hɪt/, areas /'eɪrɪəz/
1	Sains, ai, sluns	Subtitution, unknown words, addition	Since /'sɪns/, it /'ɪt/, Sluice /'slʊs/
2	Raiver, anits, subdistri	Subtitution, Omission	River /'ɪvəz/, Units /'ju:nɪts/, Subdistrict

3	Agency /'adʒənsi Manggari,inandes	Subtitution, Omission, Unknown Words	Agency /'eidʒənsi/, Manggarai, Inundated /'ɪnən.deɪtɪd/
Closing	Nes, Update	Unknown Words, Omission	News /'njuz/, Updates /'əp.deɪts/

Table 5. The Identification of the Errors of Student 3

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋɡlɪʃ/, Yor	Subtitution, Unknown Words	English /'ɪŋɡlɪʃ/, You /'ju/
Title	Areas /'aɪəz/	Subtitution	Areas /'eɪəz/
1	Frider, Sluis	Unknown Words, Addition	Friday /'fraɪ.deɪ/, Sluice /'sluːs/
2	Sout	Subtitution	South /'saʊθ/
3	Rajawati, alert /a'ɛt/	Reversal, Subtitution	Rawajati, Alert /ə'ɛt/
Closing	Les	Unknown Words	Latest /'leɪtəst/

Table 6. The Identification of the Errors of Student 4

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Hel, new	Unknown Words, Omission	Headline /'hed.ɦəm/, News /'njuːz/
Title	Fol, dit , Dozen	Unknown words, Subtituton , omission	Flood /'flʊd/, Hit /'ɦɪt/, Dozens /'dʒənz/
1	Dozen, Naighborhoods, anobed, sluns...slus, gatese	Omission, subtitution, unknown words, repetition, addition	Dozens /'dʒənz/, Neighborhoods /'neɪbə.ɦʊdz/, announced /ə'naʊnst/, sluice /'sluːs/, gates /'geɪts/
2	Rivers, overwait	Addition, unknown words	River /'ɪvə/, overflowed /,oʊvə'flʊd/
3	Rajawati, Reporter, hert	Reversal, Subtitution	Rawajati, reported /,ri'pɔːtɪd/, heart /'ɦɑːt/
Closing	Update, ot	Omission, unknown word	Updates /'əp.deɪts/, Out /'aʊt/

Table 7. The Identification of the Errors of Student 5

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Lets, English /'eŋɡlɪʃ/, News /'njez/	Unknown Words,Subtitution	Latest /'leɪtəst/, English /'ɪŋɡlɪʃ/, News /'njuːz/

Title	Hait,eres	Addition, unknown words	Hit /'hit/, areas /'eɪəz/
1	Wis, sluts	Subtitution, addition	West /'eɪəz/, Sluice /'slʊs/
2	Onits	Subtitution	Units /'juɪts/
3	Meter /'metɜː/, subdistrict	Subtitution, Omission	Meter /'mɪtɜː/, Subdistricts
Closing	News /'njez/, les	Subtitution, unknown word	News /'njuːz/, latest /'leɪtəst/

Table 8. The Identification of the Errors of Student 6

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Views, English /'eɪŋɡlɪʃ/	Omission,Subtitution	Viewers /'vjuːzɜː/, English /'ɪŋɡlɪʃ/
Title	Fluts, Einots	Subtitution , unknown words	Floods /'flʌdz/, announced /ə'naʊnst/
1	Dozen, distaiter	Omission, unknown words	Dozens /'dʒənz/, Disaster /dɪ'zæstɜː/
2	Rivers, repotly	Addition, Omission	River /'ɪvɜː/, Reportedly /ɪ'pɔːtədli/
3	Rajawati, Sout	Reversal, Subtitution	Rawajati, South /'saʊθ/
Closing	News /'njez/ , les	Subtitution, unknown word	News /'njuːz/, latest /'leɪtəst/

Table 9 .The Identification of the Errors of Student 7

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Hidlin, news /'njez/	Unknown words ,Subtitution	Headline /'hed ,laɪn/, news /'njuːz/
Title	Fluts, Dlozes	Subtitution , unknown words	Floods /'flʌdz/, dozens /'dʒənz/
1	Dozen, neigbrotes	Omission, unknown words	Dozens /'dʒənz/, Neighborhoods /'neɪbɜː ,hʊdz/
2	Raiver, repotly	Subtitution, Omission	River /'ɪvɜː/, Reportedly /ɪ'pɔːtədli/
3	Rajawati, weter	Reversal, Subtitution	Rawajati, Water /'wɔːtɜː/
Closing	News /'njez/, les	Subtitution, unknown word	News /'njuːz/, latest /'leɪtəst/

Table 10. The Identification of the Errors of Student 8

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Liders, news /'njez/	Unknown words ,Subtitution	Latest /'leɪtəst/, news /'njuːz/
Title	Fluts, His	Subtitution, Unknown words	Floods /'flʌdz/, Hit /'hit/
1	hive,raising	Subtitution	Heavy /'heɪvi/, rising /'raɪzɪŋ/

2	Unit, Floo...flooded	Subtitution, Repetition	Unit /'ju:nɪt/, Flooded /'flʌdəd/
3	Ainendid, oder	Unknown words, Subtitution	Inundated /'ɪnən,deɪtɪd/, other /'əðə-/
Closing	News /'njeɪz/, lits	Subtitution, unknown word	News /'nju:z/, latest /'leɪtəst/

Table 11. The Identification of the Errors of Student 9

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Hidlain, lets	Subtitution, unknown words	,Headline /'hɛd,laɪn/, Latest /'leɪtəst/,
Title	Fluts	Subtitution,	Floods /'flʌdz/,
1	Hive, lev...levels	Subtitution, repetition	Heavy /'heɪvi/, levels /'levəlz/
2	Owerflowed, lets	Subtitution, unknown words	Overflowed /,oʊvə'flood/, least /'li:st/
3	Rajawati, sluts	Reversal , addition	Rawajati, sluice /'slu:s/
Closing	English /'eŋɡlɪʃ/, lets	Omission, unknown word	English /'ɪŋɡlɪʃ/, latest /'leɪtəst/

Table 12 The Identification of the Errors of Student 10

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋɡlɪʃ/, lets	Subtitution, unknown words	,English /'ɪŋɡlɪʃ/ ,Latest /'leɪtəst/,
Title	Fluts	Subtitution,	Floods /'flʌdz/,
1	Faraday, Disain	Unknown words	Friday /'fraɪ,deɪ/, Disaster /dɪ'zæstə-/
2	Raiver, reportly	Subtitution, Omission	River /'ɪvə/, reortedly /rɪ'pɔ:ɪtədli/
3	Rajawa...rawajati, sout	Repetition , subtitution	Rawajati, south /'saʊθ/
Closing	English /'eŋɡlɪʃ/, lets	Subtitution, unknown word	English /'ɪŋɡlɪʃ/, latest /'leɪtəst/

Table 13 The Identification of the Errors of Student 11

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋɡlɪʃ/, lets	Subtitution, unknown words	,English /'ɪŋɡlɪʃ/ ,Latest /'leɪtəst/,
Title	Flood, Duzen	Omission,Subtitution	Floods /'flʌdz/, Dozens /'dʒənz/
1	Inended, anocation	Unknown words	Inundated /'ɪnən,deɪtɪd/, Announced /ə'naʊnst/

2	Ciwuling, forget	Reversal, Unknown words	Ciliwung, flooded /'flədəd/
3	Rajawa...rawajati, Gondangdi	Reversal, omission	Rawajati, Gondangdia
Closing	English /'eŋgɪʃ/, lets	Subtitution, unknown word	English /'iŋgɪʃ/, latest /'leɪtəst/

Table 14 The Identification of the Errors of Student 12

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋgɪʃ/, head	Subtitution, unknown words	,English /'iŋgɪʃ/ ,Headline /'hed,ɪam/
Title	Dozen,Flood	Omission,Subtitution	Dozens /'dəʒənz/ , Floods /'flɒdz/
1	Neighborhoods /'neɪbərɦodz/	Subtitution	Neighborhoods /'neɪbər,ɦodz/
2	Overlofet	Unknown words	Overflowed /,oʊvə'flood/
3	Inteided	Reversal, omission	Inundated /'mən,detɪd/
Closing	Today, lets	Subtitution, unknown word	Today /tu'deɪ/, latest /'leɪtəst/

Table 15 The Identification of the Errors of Student 13

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Everyone, henglai	unknown words	Viewers /'vjʊəz/ ,Headline /'hed,ɪam/
Title	Dosen,Flood	Subtitution ,Omission	Dozens /'dəʒənz/ , Floods /'flɒdz/
1	Neighborhoods/'neɪbərɦodz/ heven	Subtitution, Unknown words	Neighborhoods /'neɪbər,ɦodz/ heavy /'hevi/
2	Clinung	Unknown words	Ciliwung
3	Rajawati, Subdistri	Reversal, omission	Rawajati, subdistrict
Closing	Green, lets	unknown word	Great /'gɹeɪt/ ,latest /'leɪtəst/

Table 16 The Identification of the Errors of Student 14

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Lets, bringings	unknown words, Addition	Latest /'leɪtəst, bringing /'brɪŋɪŋ/
Title	Fluts	Subtitution	Floods /'flɒdz/
1	Dozen, Upstreaming	Omission, addition	Dozens /'dəʒənz/, upstream /'əp'stɪm/
2	Units /'unit/	Subtitution	Unit /'juɪt/
3	Rajawati, Subdistrict	Reversal, subtitution	Rawajati, subdistrict

Closing	Lets	unknown word	,latest /'leitəst/
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Table 17 The Identification of the Errors of Student 15

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Las, English /'eŋgɪʃ/	unknown words, Subtitution	Latest /'leitəst/, English /'eŋgɪʃ/
Title	Hins	Unknown words	Hit 'hit/
1	Dozen	Omission	Dozens /'dɒzənz/
2	Sout	Subtitution	South /'saʊθ/
3	Her	Unknown words	Heart /'hɑ:t/
Closing	Weder	unknown word,	Watching /'wɑ:tʃɪŋ/

Table 18 The Identification of the Errors of Student 16

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	Las, English /'eŋgɪʃ/	unknown words, Subtitution	Latest /'leitəst/, English /'eŋgɪʃ/
Title	Areas /'eɪəz/	Subtitution	Areas /'eɪəz/
1	Sains	Addition	Since /'sɪns/
2	Soun	Unknown words	South /'saʊθ/
3	Area /'eɪə/	Omission	Area /'eɪə/
Closing	Lets, gret	unknown word, subtitution	Latest /'leitəst/, great /'grɛt/

Table 19 The Identification of the Errors of Student 17

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋgɪʃ/	Subtitution	English /'eŋgɪʃ/
Title	Dozen, areas /'eɪəz/	Omission, Subtitution	Dozens /'dɒzənz/, areas /'eɪəz/
1	Sains	Addition	Since /'sɪns/
2	Sout	Unknown words	South /'saʊθ/
3	Rajawati, meter /'metɜ:/	Reversal, subtitution	Rawajati, meter /'mitɜ:/
Closing	Lets, English /'eŋgɪʃ/	unknown word, subtitution	Latest /'leitəst/, English /'eŋgɪʃ/

Table 20 The Identification of the Errors of Student 18

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English, hen	Subtitution, Unknown words	English /'eŋgɪʃ/, headline /'hɛd.laɪn/
Title	All of title	Omission	Floods hit dozens of areas in jakarta
1	Sains, Friday	Addition, subtitution	Since /'sɪns/, Friday /'fraɪ.deɪ/
2	Overload	Unknown words	Overflowed /,oʊvɜ:'flood/

3	Rajawati,sous	Reversal, Unknown words	Rawajati, South /'saʊθ/
Closing	Lets, English /'eŋgɪʃ/	unknown word, substitution	Latest /'leɪtəst/, English /'ɪŋgɪʃ/

Table 21 The Identification of the Errors of Student 19

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	English /'eŋgɪʃ/	Subtitution,	English /'ɪŋgɪʃ/
Title	Dozen	Omission	Dozens /'dʒənz/
1	Announced	Addition,	Announced /ə'naʊnst/
2	Reportly	Omission	Reportedly /rɪ'pɔ:tədli/
3	Rajawati,sous	Reversal, Unknown words	Rawajati, South /'saʊθ/
Closing	All	subtitution	All /'ɔ:l/

Table 22 The Identification of the Errors of Student 20

Paragraph of the Test	Identification of Error	Description Error Classification	Correction
Opening	News /'njez/	Subtitution	News /'njuz/
Title	Areas /'aɪəz/	Subtitution	Areas /'eɪiəz/
1	Announced	Addition	Announced /ə'naʊnst/
2	Sout	Subtitution	South /'saʊθ/
3	Placed /'plaset/	Addition	Placed /'pleɪst/
Closing	Ne..news /'njuz/	repetition	News /'njuz/

Subtitution

The most substitution error was made by the student who was initialized “SK” number 6, the student made 37 substitution errors when read the text. The student did not know how to pronounce a word so made the student pronounce change a letter. Example word “area”, correct pronunciation in English of the word is “ /'eɪiə/” but students kept reading the word with their mother tongue and still like originally their mother tongue is “area”. Another example word is “news”, correct pronunciation in English is “ /'njuz/”, but the students kept reading with their mother tongue is “news”.

Addition

In this sentence “Dozens of neighborhoods across Jakarta were inundated on Saturday morning following heavy downpour in the upstream area of Bogor in West Java since Friday afternoon”, the researcher saw the student as “MDR” number 14, in the word “upstream”, the student added “ing” and to be “upstreaming”. And another word “subdistricts”, the student as “RF” number 7, the student added “si” after “sub” and to be “subsidistricts”.

Omission

Omission is the third most errors among other types of errors made by students. The word “dozens” is a word that has the most omission errors. The students erased letter “s” and just read “dozen”. And the most omission error was made by student who has initialized “CC” number 18, the student made 92 omission errors when read the text. Students not only remove letters in words but students remove words

in a sentence. Example is in the first sentence on first paragraph, the students did not read from word "Dozens" until "downpour".

Repetition

Repetition error made by students when the students read a word not fluently so that it makes students repeat the pronunciation of the word. The most repetition error was made by the student who was initialized "RF" number 7, the student made 7 repetition errors when read the text. Example word "Katulampa", in the first recitation the students faltered so that the student read "Katulu..." and next the student made repetition to correct the pronounce and finally the students read "Katulampa"

Reversal

Reversal is reversal of the order in which language units are read. This inversion can be in the form of phoneme, letter or morpheme reversal. Reversal is the least error made by students. Error was made to the word "Rawajati", the students read to be "Rajawati".

Unknown Words

Unknown words is results of reading errors that undergo a process of replacing, adding, deleting, repeating or reversing, which results in words not being identified in the target language. Unknown words is the second most errors among other types of errors made by students. The student did not know how to pronounce a word so made the student read with the pronunciation random. Example "inundated", the student has initialized "RA" number 16, the student read to be "intent". Another example made by student who has initialized "HW" number 4, the student read to be "inaded".

After determining the error that made by students, the next step was calculating the percentage of all kinds of error to figure out dominant kind of error. Total errors of Substitution are 400 errors on percentage 37,8%. Total errors of Addition are 62 errors on percentage 5,8%. Total errors of Omission are 210 errors on percentage 19,8%. Total errors of Repetition are 61 errors on percentage 5,7%. Total errors of Reversal are 12 errors on percentage 1,1%. Total errors of Unknown Words are 313 errors on percentage 29,5%.

Based on the findings, the students were known that there was some problems in their reading ability. Clark and Clark (1977:271) stated that the causes of error that might cause the students errors which were cognitive and phsycological reason. Based on the interview results, the researcher found those causes of errors influenced the sudents' ability in reading. Those were classified in the following:

Cognitive Reason

Lack of Vocabulary

Vocabulary is an important skill when reading English in fluently. The students can not reading news item text fluently because some of them feel there are words they rarely hear and some students felt that they could not speak English. The Problems that face with some students were stated in the data or interview, "*Menurut saya karena ada kata-kata yang jarang bahkan tidak pernah didengar*" and "*Karena saya tidak bisa bahasa Inggris*".

Lack of Pronunciation

For this case based on experienced by students, one of the problem or causes in their reading error were have poor pronunciation that explained in data interview, "*Menurut saya pengucapan setiap kata dan aksennya*". The last experiences from respondent related to lack of pronunciation, "*Ketika membaca angka, waktu dan kata-kata yang jarang dijumpai*".

Phsycological Reason

Feeling Nervous

The prevalent problems are faced by students of SMA Swasta Imelda was feeling nervous. This condition like shy uncomfortable as well, or it can be affected by a person's emotional state for some

reason. The problems related in feeling nervous were stated in data interview, " *Merasa gugup ketika membaca teks berita di kelas*".

Lack of confidence

Some students felt unconfident when they read news item text in class. They are not confident because they are afraid of making mistakes and being noticed by other friends in the class. And the student felt insecure with English skill they have. The problems related in lack of confident were stated in data interview, " *Merasa tidak percaya diri ketika membaca teks berita di kelas*".

After analyzing the data, it was found that the occurrence of substitution error was 400, the occurrence of addition error was 62, the occurrence of omission error was 210, the occurrence of repetition error was 61, the occurrence of reversal error was 12 and the occurrence of unknown words error was 313. The most dominant error made by students in reading news item text was 400 occurrences or about 37,8% in substitution. The Causes of error made by students' reading news item text is Cognitive reason and Psychological reason. In cognitive reason, most dominant causes of students' error is lack of pronunciation. And in psychological reason, most dominant causes of students' error is feeling nervous.

CONCLUSION

After analyzing the data, some conclusions can be drawn as the following. There were six kinds of errors that the students made namely substitution, addition, omission, repetition, reversal, and unknown words. Substitution was the most frequent error made by the XII grade students of SMA Swasta Imelda Medan. Total errors of substitution were on percentage 37,8%. The lowest frequent error was reversal. Total errors of reversal were on percentage 1,1%.

Causes of errors in reading news item text encountered by the XII grade students of SMA Swasta Imelda Medan, it was found that there are some reasons or causes of errors in their reading ability, related to cognitive and psychological factors. Among those causes of errors, the major causes encountered by the XII grade students are lack of vocabulary and lack of pronunciation as cognitive reason, feeling nervous and lack of confidence as psychological reason.

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THE IMPLEMENTATION OF VIDEO DIGITAL STORYTELLING TO INCREASE STUDENTS SPEAKING ABILITY

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Abstract

This research examines the implementation of video digital storytelling as an innovative media to enhance students' speaking ability. Video digital storytelling involves the creation of short, multimedia narratives that integrate images, videos, and audio to convey personal or fictional stories. The research aimed to encourage students to actively engage in spoken communication, express themselves creatively, and develop their oral language skills. The study investigates 25 students who participated using video digital storytelling in learning English as a means to increase their speaking ability in English as a Second Language (ESL) context. The research design was based on a case study with a thematic questionnaire was used for data collection. The results of students' post-test scores show an increase in students' speaking ability. The average post test score of students' speaking ability was 79.4. From the findings of the questionnaire indicated positive outcomes in terms of active engagement, motivation, collaboration, communication, confidence building, critical thinking, application of knowledge, and satisfaction through the usage of video digital storytelling for students in speaking ability. In short, the students enjoyed learning and participating in various speaking assignments by using video digital storytelling.

INTRODUCTION

The development of information and communication technology opens up new opportunities in English language teaching and learning. One of the media that can be used to support English language teaching and learning activities is by using Video Digital Storytelling (VDS) media. Video Digital Storytelling or better known as VDS is a learning media that uses several elements of audio, video, visual images, narration, and sound in delivering the story as interesting as possible by evoking various animation elements (Nair & Yunus, 2021).

In the context of English language learning, Video Digital Storytelling can be used to increase English speaking skills, because Video Digital Storytelling combines various storytelling arts that are

displayed as interesting as possible through various multimedia such as images, audio, video and music to display information on certain topics that make it easier for students to learn independently by watching, listening and reading because there is text available in Video Digital Storytelling (James et al., 2019). One of the advantages of this media is that students can also watch various kinds of interesting stories that are packaged in a form that is more acceptable to all types of student characteristics which are displayed in auditory, visual, kinesthetics forms through image impressions and readable text story sounds so that students are trained in terms of pronunciation (Pronunciation) of each English word contained in the media. Digital Storytelling Video Media provides reinforcement to students' memory because it displays interesting visualisation to be enjoyed. Thus, through VDS, it is expected to increase students' English-speaking ability in English learning (Sam & Hashim, 2022).

Video digital storytelling is an innovative and creative media using various visual, narrative and sound elements that can increase students' English-speaking ability. The use of Digital Storytelling Video in learning provides many benefits for students, especially in improving speaking skills (Arroba & Acosta, 2021). By combining elements of narrative and video technology, VDS engages students in the process of creative storytelling, increases speaking skills, strengthens self-confidence and hones creativity. In addition, VDS also helps students develop presentation skills, critical thinking and technology mastery, all of which contribute to successful learning (Abdolmanafi-Rokni, 2014).

In other words, video digital storytelling can help students hone their speaking skills in an engaging and effective way. Through video digital storytelling, students engage in activities and eliminate fear when retelling using folklore-themed videos that are simple and easy to understand, so through the medium of video digital storytelling can increase English speaking and develop overall communication skills. Therefore, video digital storytelling is a very appropriate and useful media that supports learning using increasingly sophisticated and modern communication technology applied in the world of education and English language learning (Fu et al., 2022).

Video Digital Storytelling has various interesting features that allow users to engage in learning activities. The main components of video digital storytelling are images, text, audio and video. Images are the visual elements that form the core of digital storytelling. Images can be photographs, illustrations or graphics that are relevant to the story being told. Careful use of images can help visualise the story and give the right feel to the audience. Text is an important part of video digital storytelling as it is used to convey narration or dialogue. Text can be written text that appears on the screen or a voice read out by a narrator (J. Juliana, 2016). The use of strong and relevant text helps to build the story clearly and effectively. Audio includes all sound elements, including music, sound effects, and the narrator's voice. Sound provides a deeper emotional dimension in digital stories. Appropriate music and sound effects can enhance the atmosphere and influence the feelings of the audience. The use of Video Digital Storytelling can add a dynamic element to the story. Videos can be live footage, animations, or other visual effects. Good use of video can make the story more interesting and arouse the attention of the audience (Syafryadin* et al., 2019).

Some of the benefits of video digital storytelling are that they can motivate students to engage in learning. Video Digital Storytelling uses multimedia elements that attract attention, so the story is easier for students to understand and remember. Digital Storytelling Videos can increase memory's (Febliansyah, 2023). The combination of images, text and audio helps to strengthen students' memory of the story. Video digital storytelling evoke emotions as audio and video in Digital Storytelling can affect students' emotions and make the story more interesting and immersive. And video digital storytelling can also increase student creativity. Video digital storytelling provide opportunities for students to express creativity and create unique narratives. In video digital storytelling, students can share story

experiences: students can share their experiences, ideas, or information effectively and touch the hearts of the audience (Kallinikou & Nicolaidou, 2019).

This research focused on the application of video Digital Storytelling media in improving students' English-speaking ability. It also explored various aspects related to the use of Video Digital Storytelling, including the main features offered by the app, the extent to which it can provide structured speaking practice, specific feedback, and benchmarking with correct pronunciation. The study also involved students' participation in an experiment using VDS media and analysing the data obtained to evaluate the increasement of students' English-speaking ability after using this application (Mitra Zuana, 2018). VDS has 4 advantages including (a) Emotionally, students have the opportunity to be touched by the story in the video. (b) Educational: Students can convey informative things in a series of stories. (c) Emphatically: Watching video digital storytelling can foster students' trust and empathy. (d) Engaging: After watching the video, students can engage further by providing their comments for the video or sharing the video with their friends and relatives, so it is more shareable and has the potential to go viral (Purnama et al., 2022).

The results of this study were expected to provide a better understanding of the benefits and effectiveness of applying simple North Sumatra Folklore-themed Digital Storytelling Video media in improving students' English-speaking skills. This research can also provide recommendations to educators on the effective application of simple North Sumatran Folklore-themed Digital Storytelling Videos in the context of English language learning. Thus, this research is expected to make a significant contribution in the effort to increase students' English-speaking learning through the use of technology in education.

In other words, this research was important for the students of SMP Amalyatul Huda Medan to be more familiar with learning media that support English learning activities, one of which is video digital storytelling media (Putri & Ardi, 2013). This research included the use of various features on the video digital storytelling with the theme of North Sumatra Folklore which is simple and supportive in improving students' speaking skills. video digital storytelling with the theme of North Sumatra Folklore is an effective solution to increase English speaking skills. Through interactive features, students can practice their speaking skills by utilising the video with consistency and commitment in using it, English learners can increase speaking fluency, increase pronunciation, and expand vocabulary. With video digital storytelling, students can overcome difficulties and fear of speaking English and increase confidence in speaking in front of the class (- Juliana, 2018).

In other words, this research aimed to implement video digital storytelling in improving English speaking ability of Amalyatul Huda Junior High School Students in order to open the students' insight, understanding, awareness and skills of the importance of the use and application of video digital storytelling in improving students' English-speaking ability (Nair & Md Yunus, 2022).

METHOD

Research Design

The research design was based on a case study about students' speaking ability that was still low and also lack of media applied in teaching English speaking. Twenty-five ninth-grade students from SMP Amalyatul Huda in Medan, North Sumatra, Indonesia, were selected based on the result of preliminary observation about students with low English-speaking proficiency. Preliminary observation was conducted to assess the speaking proficiency of the students to determine their interest in learning English. In addition to the observations, the researcher asked the English instructor for recommendations regarding the selection of the students (Creswell, J. W., & Poth, 2007).

The above efforts resulted in the selection of twenty-five students who met the prerequisites with less speaking proficiency in English. Therefore, the researcher applied alternative media as the solution with the use of video digital storytelling to increase students' speaking proficiency. Due to the fact that the students were unfamiliar with video digital storytelling, a step-by-step guide to the use of video digital storytelling was provided (Creswell et al., 2007).

Observations of the speaking proficiency and interests of the students provided an overview of the speaking activities to design. In addition to observations made through complete participation, questionnaires were distributed to students related to the implementation of video digital storytelling that had some benefits in increasing students speaking proficiency such as engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction

The data consisted of the outcomes of observations of the students' participation, thematic questionnaires: to determine some benefits of digital storytelling on their English-speaking performance and also a semi-structured interview to know English-speaking confidence of students using video digital storytelling. Ten randomly selected students were interviewed to determine the benefits of video digital storytelling on their English-speaking confidence (Creswell & Miller, 2000).

Instruments

Speaking Tests

English speaking tests were utilized by the researcher. The oral examination consisted of two sections. In the first section, the students were asked to discuss their personal information, followed by a situation-based conversation with their interlocutors. In order to reduce the subjectivity of the raters, an oral performance record was administered during the conversation so that it could be scored using a scoring rubric that comprised a checklist of conversation performance. (Cambridge English preliminary for schools, 2012).

Thematic Questionnaires

Thematic questionnaires were used related to some benefits of Implementation of video digital storytelling to Increase students' speaking ability. They were engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction were the eight factors. The researcher utilized a closed ended questionnaire (Yes/No) (adapted from Griffiee, 1997) to assess the English-speaking proficiency of the students. The questionnaire included three aspects of English-speaking performances: skill, self-assurance, and eagerness. This questionnaire was modified by the researcher based on these three aspects of speaking performance, and it also corresponded with the research questions.

A Semi-Structured Interview

A semi-structured interview was conducted in order to investigate the English-speaking confidence of students using video digital storytelling. Ten randomly selected students were interviewed to determine the influence of digital storytelling on their English-speaking confidence.

Data Analysis

The quantitative information was gathered via an oral performance record. The quantitative data was then analysed using descriptive statistics. For the qualitative data, 10 randomly selected students were interviewed and recorded in order to obtain in-depth information about the students' English-speaking confidence in relation to video digital storytelling; the interviews were transcribed and a theme was identified.

RESULTS AND DISCUSSION

Research Findings

Speaking Tests – Video Digital Storytelling to Enhancing Students’ Speaking Performance

The researcher used English speaking tests, consisting of two sections: discussing personal information and having a situation-based conversation with interlocutors. A performance record was administered to reduce subjectivity and score conversation performance (Lim et al., 2022). The result of pre-test and post-test of students’ speaking ability can be seen in the following figure:

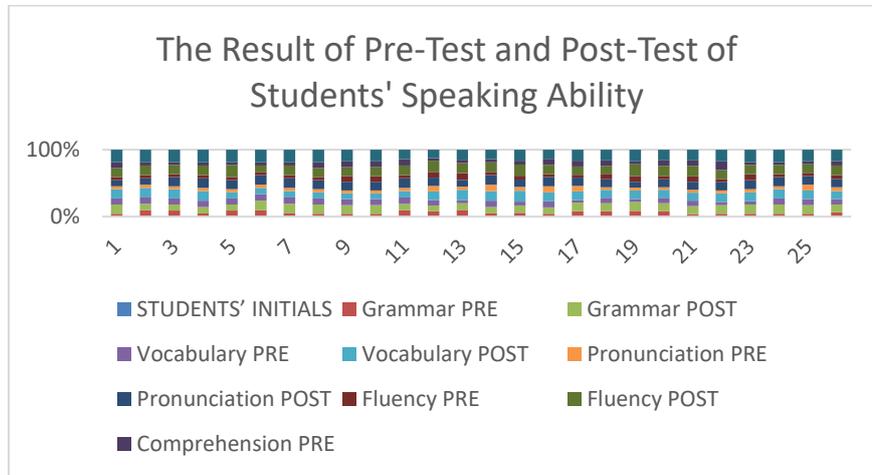


Figure 1. Pre-test and Post-test of Students’ Speaking Ability

The researcher utilized video digital storytelling to enhance students’ oral communication skills. Eight meetings were held to conduct the pre-test, implementation, and post-test. Before implementing video digital storytelling, the researcher administered a pre-test, for which the mean score was 36.00. The school's minimum Criteria for Mastery of Learning (or KKM, *Kriteria Ketuntasan Minimal*) is 70. The use of video digital storytelling to increase students’ speaking ability applied, after that, the researcher conducted the post-test, and the result of the post-test is 79.4 for the mean score.

Thematic Questionnaires

The study utilized thematic questionnaires to assess the benefits of video digital storytelling in increasing students’ speaking performance. Eight factors were identified, including engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction that automatically increase their speaking performance. The result of questionnaire can be seen in the following table:

Table 1. Questionnaire about the usage of video digital storytelling to increase students’ speaking Performance

Statement	Responds	
	Yes	No
I was actively engaged during the video storytelling activities.	96	4
Digital storytelling motivated me to improve my speaking ability.	92	8
Working with my peers on video storytelling projects was enjoyable	88	12
My communication skills in the target language increased through video digital storytelling.	80	20
Digital storytelling boosted my confidence in using the target language.	92	8
Digital storytelling helped me develop critical thinking skills related to language learning.	84	16

apply my language knowledge while creating video stories.	80	20
ified with the overall video digital experience.	96	4

The table 1 shows the results of the questionnaire on the benefits and usefulness of video digital storytelling in improving students' speaking performance in the form of yes or no answers to 8 questions tested on students after the activity was carried out. On average, students felt the role and existence of video digital storytelling could increase students' speaking performance. These eight thematic questions are related to its speaking outcomes. Eight factors were identified, including engagement, motivation, collaboration, communication, confidence-building, critical thinking, knowledge application, and satisfaction that impact on students speaking performance (Roza & Rustam, 2023).

Students responses provided valuable insights into the effectiveness of this innovative media (video digital storytelling) applied in enhancing language learning experiences specially to increase students speaking performance. Based on the evaluation's findings showed that video digital storytelling was effective and appropriate for improving students' speaking performance. *“Although respondents stated that I could apply my language knowledge practically while creating video stories”* and *“My communication skills in the target language increased through video digital storytelling”* were in the level of 80%. But other respondents stated that *“Video digital storytelling motivated me to increase my speaking ability”* and *Video digital storytelling boosted my confidence in using the target language”* were in the level of 92 %. All respondents concurred that video digital storytelling made students engaged in their speaking activities and can be used to increase students' speaking performance. The respondents were almost agreed that video digital storytelling had some strengths and benefits to increase their speaking performance. Thus, it can be said that the results of the questionnaire showed an increase in involvement and enjoyment in speaking activities that automatically increase students' speaking performance with an average percentage of 96%.

A Semi-Structured Interview

To obtain additional information, the researcher conducted semi-structured interview questions to ask 10 randomly selected students. Five queries were used to determine how students perceived their English-speaking confidence. The following describes the interview's findings:

1. How does video digital storytelling assist you in overcoming your fears and gaining confidence?

Most students (85%) said that they liked video digital storytelling in learning English speaking because they had opportunities to involve in learning a language through the use of video digital storytelling. They could listen and watch the audio and also replay the video which significantly enhanced their speaking, pronunciation and vocabulary. Additionally, they had opportunities to construct their own stories digitally. As such, they could practice speaking as they recorded their voices into digital stories. These students ascertained that their speaking anxiety gradually decreased because they were not worried about making mistakes or felt embarrassed when it was recorded. An example of students' excerpt was displayed below.

“Digital storytelling provides a safe environment for practicing my English speaking without pressure of a live audience. Sharing stories on recording helps me to create confidence in self-expression and communication.”

2. How does digital storytelling boost your confidence in your English-language skills?

Most students (80%) stated that digital storytelling boosted their English-speaking confidence because they had the opportunity to understand language functions and substance of the sample stories before they were questioned. Furthermore, the engaging stories they listened to and watched were based

on their interest in Malin kundang and Lake Toba stories. This was one of the most crucial motivators for them to practice speaking since they spoke about what they were interested in, which increased their English-speaking confidence. An example of students' excerpt was displayed below.

“Digital storytelling builds my confidence by allowing me to practice English in a fun and creative way. The use of the language across a variety of media, such as text, audio, and images, helps me feel more at comfortable with it.”

3. Which aspects of digital storytelling enhance your English-speaking proficiency?

Most students (90%) said that video digital storytelling helped them feel more confident when speaking English in more than one way. In particular, pictures, videos, and sounds were used in video digital storytelling. So, when they saw real digital stories from teachers, they knew they were real. They learned how to say words and how to put them together in sentences. The students all agreed that the audio was the most important part for improving their confidence and skill to speak English. They thought that they had to talk over and over until they were happy, which gave them confidence when they gave their speech or talked to other people. An example of students' excerpt was displayed below.

“Digital storytelling helps me learn English by using it in real-life situations. It helps me to think about how they use language. Besides I was able to construct my own stories without having to worry about language usage because I had already seen an example in class.”

4. How does digital storytelling motivate English language proficiency?

Most students (85%) said that digital stories changed how they learned the language. Students who were shy at first became more social and took part a lot in speaking English through video digital storytelling. Also, students were so proud of themselves when they showed and told their friends about their stories. They made more stories to share with their viewers because digital storytelling inspired them to do so. They thought it was fun to use technology to tell stories. The more stories they made, the more they were able to say. This showed that digital storytelling made them want to make more stories, and the fact that they could learn the language in the story made them want to learn the target language on their own. An example of students' excerpt was presented below.

“Video Digital stories helps me to learn English by giving me chances to keep practicing and getting better. It creates a place where language learners can try out new things and learn from their mistakes that automatically motivate me to speak English in comfortable zone.”

5. How does digital storytelling encourage to speak English?

Most students (85%) stated that digital storytelling *encourage to speak English* because they had the opportunity to speak by using their own electronic media. Furthermore, by using video digital storytelling help them to record their own stories that automatically made them engage in their leaning and their independent to learn English. An example of students' excerpt was displayed below.

“Digital storytelling makes learning English fun and meaningful. Sharing stories on global networks supports regular and meaningful language use”

DISCUSSION

Findings of the research disclosed that students English speaking performance increased after implementing video digital storytelling as a pedagogical media. Findings indicated that post-test scores for students' speaking performance were higher than pre-test scores. The conclusion indicated before implementing video digital storytelling, the average pre-test score was 36.00. Then, following the application of video digital storytelling to enhance students' speaking ability, the researcher administered the post-test, the mean score of which was 79.4 points. The findings indicated that video digital storytelling had positive effects on the speaking performance of students.

The post-test scores of students who learned through video digital storytelling were 85 points higher than their pre-test scores of 45 points. This result concurred with Rokni and Qarajeh's (2014) finding that video digital storytelling had a positive effect on students' English-speaking skills. In a similar vein, Tahriri et al. (2015) conducted a study to determine whether the use of video digital storytelling can increase students' speaking performance (Fu et al., 2022).

The results of the questionnaire revealed that the students' perceptions of their English-speaking performance increased after using video digital storytelling. The questionnaire regarding students' speaking performance in terms of engagement, motivation, collaboration, communication, confidence development, critical thinking, knowledge application, and satisfaction. The results of the questionnaire revealed an increase in students' participation and enjoyment in speaking activities, which consequently increased their speaking performance by an average of 96%.

In addition, an interview with 10 randomly selected students revealed that the use of video digital storytelling significantly boosts students' confidence in English speaking. Students had a favourable perception of their confidence in their ability to learn through video digital storytelling. The results of the interviews also indicated that digital storytelling increased students' motivation and engagement to learn English speaking, which in turn boosted their confidence. This is consistent with the findings of Nair & Yunus, (2021) who conducted a study on the use of video digital storytelling for English speaking. This study revealed that the use of video digital storytelling increased students' confidence in speaking English. After the research finished, the students also desired to use video digital storytelling to enhance their language learning (Abdelmageed & El-Naggar, 2018).

In conclusion, both the students' English-speaking performance and their English-speaking confidence increased. Students agreed wholeheartedly that video digital storytelling enabled them to communicate English with confidence and fluency. In addition, the result of questionnaire and interview reported that digital storytelling videos enhanced their English-speaking performance and confidence because students provided opportunities to practice, engage in, and independently acquire English language. Consequently, this study concluded that the use of video digital storytelling could increase English-language performance in general and English-language confidence in particular (Dewi & Sari, 2022).

CONCLUSION

The research showed that there was an increase of students' speaking ability. The average post test score of students speaking ability was 79.4. The findings of the questionnaire indicated positive outcomes in terms of active engagement, motivation, collaboration, communication, confidence building, critical thinking, application of knowledge, and satisfaction through the usage of video digital storytelling for students in speaking ability which consequently increased their speaking performance by an average of 96%. The finding of interview revealed that the use of video digital storytelling increased students' confidence in speaking English. After the research finished, the students also desired to use video digital storytelling to enhance their language learning. In short, the students motivated learning and engaging in various speaking assignments by using video digital storytelling.

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THE CAKE APPLICATION TO CULTIVATE STUDENTS' COURAGE IN EFLSPEAKING CLASSROOM

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Abstract

This study aims to investigate: (1) Using Cake application in gaining knowledge of speaking; (2) students' responses toward Cake application as a gaining knowledge of media; and (3) advantage of Cake app in gaining knowledge of speaking. this is a qualitative study. The instruments in this research used questionnaire and interview. The findings suggest that there are several advantages of the implementation of cake in EFL speaking classroom. They are: (1) Improving students' pronunciation; (2) Enhancing students' confidence in speaking; (3) Add more learning experience for students. Besides, several disadvantages are also identified such as Time constraint and Different students' proficiency level. Therefore, it can be inferred that Cake Learn English for Free app is really suitable to improve the speaking skill despite several disadvantages are identified in its implementation.

INTRODUCTION

Teaching is the way to deliver records approximately a topic that might be observed by means of the use of the scholars. The reason of the coaching analyzing process is to make college students get knowledge and be capable of understand the understanding. In keeping with Djamarah (2015: 280), a teacher is a person who offers know-how to students or specialists who can allow university students to plan, examine and finish the trouble-at hand. according to regulation of Indonesian No. 14 (2015) instructor is a professional educator while the primary of responsibility is teaching, teaching, aiming, coached, assessment and comparing the younger university students of training at schooling formals and provide an explanation for on subsection.

Language has an important function for communication. With language, people can recognize and communicate what they feel and think. Every country has its own language. For instance, English is an international language since it is used in every country as a foreign language. When we learn English, we must be able to enhance four skills there are speaking, writing, reading and listening. We need to learn language for communication and the way that we can communicate is speaking. According to Chandran

(2011) as cited in Natsir (2016), one of the way in communication is through speaking. Speaking is an important skill to enhance language learning. Speaking is a tool to communicate ideas that are arranged and developed accordance with listener's need (Tarigan, 1987 cited in Heriansyah, 2012). Speaking is very difficult to learn for several foreign language learners. Nunan (1991), as cited in Heriansyah, (2012) states that for most people mastering speaking skill is the single most important aspect of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. There are some difficulties faced by students when learning speaking like pronunciation, fluency, intonation, fillers word, and accuracy, shy and not confident. Therefore, as an English teacher we must get our students to practice speaking every day and give them feedback on each practice so that students can understand the results received and correct their mistakes. Nowadays, there are many applications for students and teachers in language learning. The use of application in teaching learning process can help teacher to explore more and get new Proceedings International Conference on Education of Suryakencana 2021 I connects 2021 119 techniques. One of applications that can help students in learning speaking is Cake application. Cake application is a free application developed by Cake Corp which is released on 22 March 2018. This application has so many features for learning English such as speaking tool to practice speaking using dialogue, watching video to enhance speaking skills, and guess fill in the blank and comparing the right answer to help memorize each expression. One of each feature is speaking practice that stimulate conversation with native speaker. Taking that into consideration the authors chose this application to be analysed. There have been so many researches done before regarding the use of application in utilizing language teaching-and learning process such as about the influence of mobile applications on students' speaking skill and critical thinking in English language learning (Kusmaryani, Musthafa & Purnawarman, 2019). This research shows that mobile assisted learning especially in language learning gives both benefits and challenges in optimizing students' outputs toward learning targets. They investigated the influence of mobile applications as learning assistance which can help students improve their speaking skill and critical thinking in English language learning. Mobile applications used were online dictionary, language translator, speaking English, English grammar, speech to text, critical thinking, WhatsApp, Google chrome, YouTube, Weebly, and Gmail. Technology in the form of mobile learning applications provides opportunities to both the teacher and the students in improving the quality of teaching and learning. It is applicable for any subject by selecting appropriate mobile learning applications.

The Cake Application

Muhibbin Syah in Hudaya (2018) suggests that interest is a high tendency and enthusiasm or a fantastic choice for something. For language development, it is felt that it is important for teachers to choose an appropriate learning technique in order to achieve educational goals Supeno at al, (2019). In the world of technology, awareness of the importance of English as an international language makes Information Technology (IT) developers compete with each other to create learning applications that can be utilized by the public.

So an expert machine is a cake application that implements the concept of artificial intelligence, intelligence to assist people in fixing problems that require understanding, heuristics and emergence options. Expert systems can acquire and store valuable expert information so we can clear up complexities requiring instant professional knowledge even if a professional is not always available. The professional system can be used to determine English language competence because it stores the desired professional understanding/expertise in determining the level of English competency. The cake application system is a linguistic framework, by cake inference the human notion procedure can be modeled. Cake application is used based entirely on the possibility of expert inconsistency in determining both the quantity of

learning and the materials provided to improve English competence. On finding the exact accuracy on the system desires the implementation of a set of optimization rules. Optimization of cake application variables can be done on the input, output, or respective variables. Some of the same old algorithms used in optimization include a simple set of rules like random search.

Advantages The Cake Application

At times like today, the trend for English learning applications is on the rise in our society, where the need for learning via smartphones is so necessary. If you pay attention, many new applications that appear at this time can be easily downloaded for free via mobile phones on the Google Play Store. Some of these learning applications include Duolingo, Drops: research English, Busuu, BBC gaining knowledge of English, Cake and so on.

The Duolingo application uses a gamification technique that provides learning to speak and with sound so it is very helpful for getting many people to learn languages (Team, 2021). Drops: Learn English is a visual language learning application that is quite interesting with the rapid swipes and taps feature (Team Drops, 2021). For those who want to learn everyday English skills and pronunciation, BBC Learning English is here by offering its superior feature mini daily lesson which is teaching in six minutes (B. L. E. Team, 2021).

Unlike the Cake software, Cake gives vocabulary and talking physical games with local speakers. What's exciting, Cake presents English expression gaining knowledge of fabric from movies and YouTube which is so much a laugh. On this video there may be cloth spoken in English accompanied by means of Indonesian. This application introduces the AI Speech reputation feature, in which customers can pronounce sentences in English and without delay get corrections from the application, whether or not the sentences are spoken successfully or now not (Corp, 2021). (Mena Bonifaz, 2020) in his dissertation wrote that the usage of the Cake utility can enhance students' English vocabulary mastery compared to folks who simplest use books, dictionaries, the web, and so forth.

So, the approach are at the same time as someone doing sports to acquire particular motive, have a plan and gadget to get the reason it. based totally on the ones definitions above, strategies are any gear or methods that freshmen hire to study greater efficiently and extra autonomously.

Types of Strategy

Earlier than the approach, creator will explain about method. a method is a way of looking at teaching and reading. Underlying any language education technique is a theoretical view of what language is, and of approaches it could be analyze. a technique gives rise to strategies, the manner of coaching something, which use classroom sports or strategies to assist beginners observe. After the method, the method turn out to be the a part of approach.

In step with Masitoh (2017:15-18), there are numerous forms of getting to know techniques as nicely as supporting reference by using teachers in coaching, which includes:

First approach is mastering approach. studying strategies expository is a strategy that emphasizes the shipping of content verbally method of a instructor / teacher to trainers with the goal that trainees can master the issue count optimally. 2nd is quantum getting to know getting to know. Quantum studying combines propose, multiplied getting to know techniques, and NLP with the theories, ideals, and the unique method. which includes ideas: the theory of the proper brain and the left brain, the idea triune mind, choice modalities, holistic training, learning with symbols, and simulation, concept of gaining knowledge of Quantum layout a getting to know procedure harmoniously combines elements of educational skills, bodily feats, and competencies in lifestyles.

Then, the third is cooperative gaining knowledge of strategies. Cooperative getting to know techniques is

a sequence of gaining knowledge of do students in small corporations with specific talents to acquire the mastering targets that have been formulated. The fourth is inquiry studying method. instructors act in digging a maximum capacity of students and the ability present on students in finishing the discharge of duties / issues inside the studying system.

The next strategy is method trouble based totally learning (SPBM). The getting to know objectives may be done if the instructional sports centered on responsibilities or issues that real, applicable, and presented in a context, getting to know begins with issues and those issues will decide the path of studying in companies.

The other approach is Contextual gaining knowledge of strategies. Contextual getting to know strategies is a gaining knowledge of approach that emphasizes the system of involvement of students so one can locate the cloth studied and relate them to real lifestyles conditions that inspire students on the way to apply it in their lives.

The final is lively getting to know techniques. In active getting to know sports, it changed into college students who perform the getting to know activities, it's miles they who should discover and clear up problems on their personal, locating examples, attempts capabilities, and perform gaining knowledge of obligations that have to be finished.

Teachers wished a few theory approach for teaching in particular in teaching speaking it make less difficult instructors to teach, as like: getting to know strategies expository, quantum mastering techniques, cooperative studying strategies, inquiry learning method, strategy trouble based totally getting to know (SPBM), contextual getting to know strategies, energetic learning techniques. To aid the instructor in teaching learning listening a few techniques may be used in order coaching learning process may be proper and interested.

So, the strategy is some thing that vital for instructors to train and deliver coaching materials well and to set up a school room atmosphere will become greater fun and interesting, in order that fulfillment of mastering dreams, mainly talking comprehension.

Teaching Speaking

One of the abilities learned in language mastering is talking. Having the capability to talk is considered because the a success of language getting to know. The motive is due to the fact speak might also want courageous for language learners. It takes brave because talking is not most effective generating sounds, but it needs the information of the way to pronounce, to supply meaning, and to show thoughts into words. talking has some sub-talents and it additionally can also turn out to be vital for novices in language mastering.

Hughes (2002:6) said that "speaking isn't always a discrete skill." It can not stand by myself due to the fact a few complex sports or sub- talents together with vocabulary mastery, grammar competence, and comprehension, inputs of language, phonology, and pronunciation are included.

Humans talk using phrases in which the words have meaning that the audio gadget should select and use them correctly and of direction this hobby needs a capacity in deciding on and using the proper ones. not handiest does the word order that people must be conscious, but the understanding of a manner to pronounce phrases is likewise should be observed in speak. The cause of why pronunciation need to be found because of the fact in speaking in foreign places and 2d language the written form and the pronunciation are a long way one-of-a-kind. those sub-abilities are simply wished for a success of communication sports. Speak, in step with via gate in Nunan "talking is usually reciprocal: interlocutors are generally all capable of make contributions concurrently to the discourse, and to respond right now to the every other's contributions." (2006:seventy six). The short rationalization about speak above evokes the author that during talking, audio system produce language which has that means if you want to express

some thoughts or mind. In other words, human beings talk a good way to express their thoughts and a good way to give statistics to who they talk to. This means that speakers want listeners to hold the conversation going.

Nunan (2011: sixteen) speak is physically located face-to-face interplay: commonly speaker can see every other and so can consult with the bodily context and use a number of physical alerts to signify to the interaction. Their intention to make contributions and their attitude in the direction of what is being stated. Based on a few opinion above, talking is the interest to use language to talk thoughts in interactive situation, in doing the activity of communicating the speakers need to reveal their mind-set, and taking turns which we stated as having discourse control. The interactive situation itself includes the condition where there are several speakme interactions shown some of the college students, between college students and their teacher in energetic English. The scholars' mind-set should display the students' potential in speakme despite the fact that they located barriers supported with discourse managements in which the scholars and their instructor take turns after they speak and talk at some stage in the studying-coaching development taking location.

Teaching talking is the movement of guiding the scholars for you to communicate and display any interaction to every other individual involved within the verbal exchange. For this reason, in coaching speaking ability it's far necessary to make the scholars have clear expertise worried in speech.

In coaching speakme, it's miles then end up vital to know the function of spoken language which can have an effect on a few element of talking. In keeping with Brown (2010: 270- 271), there are a few characteristics of spoken language can make oral performance turns into clean or hard:

1. Clustering, fluent speech is phrasal, not by way of word. Learner can arrange their output each cognitively and bodily (in beat businesses) thru such clustering.
2. Redundancy, the speaker has possibility to make which means clear via the redundancy of language. rookies can capitalize of this selection of spoken language.
3. Decreased bureaucracy, contractions, elisions, reduced vowel, and so forth. All from special hassle in coaching speak English.
4. Overall performance variables, one of the benefits of spoken language is that a manner of thinking as you talk permits you to happen sure variety of over a performance hesitations, pauses backtracking, and corrections. newbies can clearly study the way to pause and hesitate. Colloquial language, make certain your college students ore reasonably well familiar with the phrases, idioms, and phrases colloquial language and they get practice in producing those forms.
5. Price of shipping, another salient function of fluency is fee of transport. one of your project in coaching spoken English is to help inexperienced persons obtain a suitable pace together with other attributes of fluency.
6. Strain, rhythm, and intonation, this is the maximum important feature of English pronunciation. The pressure timed rhythm of spoken English and its intonation styles bring vital messages.
7. Interplay, studying to supply waves of language in a vacuum with out interlocutor might rob talking skill of its richest issue the creativity of conversational negotiation.

Strategies in Teaching Speaking

As what had been mentioned above, the ability of talking is the language skill this is seen as the evidence and the hallmark of language teaching and getting to know. Discussing approximately talking potential, the query that can appear is to what increase novices may be judged that they've ability in speaking. Woods

stated that “speaking efficiently depends very an awful lot at the audio system’ capability to engage with an interlocutor.”(Woods, 2005:41). every other declaration is said by means of Linder that the “Communicative competence is measured in step with the diploma of fluency with the spoken language, but it's also comprehension of that language in actual-life scenario.”(Lander, 1977:5). referring to the statements of Woods and Lander, it can be concluded that the capability of talking is the ability to talk and engage with the interlocutor with fluently and comprehensibly. In study room, speaking sports can also appear to practice communicative competence. Ur said a few traits of a a hit speakme activity such as bellow (Ur, 1996:120):

- a. Learner talk a lot. As a good deal as feasible of the time frame allotted to the hobby is in truth occupied by using learner talk. this will seems obvious, however frequently most time is taken up with instructor speak or pauses.
- b. Participation is even. classroom dialogue isn't always dominated by a monitory of talkative contributors: all get danger to talk, and contributions are pretty lightly dispensed.
- c. Motivation is high. newbies are eager to talk: because they're interested in the topic and feature some thing new to mention about it, or due to the fact they need to contribute to reaching a project goal.
- d. Language is of an appropriate degree. learners explicit themselves in utterances that are applicable, effortlessly understandable to each different, and of a suitable level of language accuracy.

METHOD

Qualitative approach is the methodology used by the writers. Qualitative research is best suited to address a research problem in which you do not know the variables and need to explore (Creswell, 2012). And that qualitative study is a method that uses a number of data sources to explain and find out the social problem from the participant’s point of view. Based on Creswell (2013), qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribeto a social or human problem. The qualitative was considered suitable as an approach for finding the answer to the research question of this study.

Qualitative research is typically associated with words, language and experiences instead of measurement, statistics and numerical figures (Pitriana, 2012). The data were collected through interview, and open-ended questionnaire. Creswell (2008) also explains that the number of

individuals and locations being sampled varies from one qualitative analysis to the next. You might review some published qualitative studies to see what number of researchers used sites and participants. The population is also the group of individuals you want to find out about by doing your research. Therefore, there must be populations that will be studied in performing this study.

Participants

The participants of this research are students from IX junior high school. This research was carried out in the first semester and academic year of 2020-2021. In this case, the interview used 6 Proceedings International Conference on Education of Suryakencana 2021 Iconnects 2021 122 questions to investigate teacher perception, implementation and assessment. Last, the questionnaire used 6 questions to know students’ response.

Instrument

To obtain the data, the researcher used two instruments namely interview and open-ended questionnaire. Each instrument is explained below.

1. Interview

Interview is data collecting implemented by giving questions to the respondent based on the subject of the research. According to Kumar (2005) Interview was conducted for data collection in qualitative research. The researcher posed interviews to students as the participants to collect data using audio recorder to anticipate something missing or forgotten in transferring the data and help the researcher as interviewer in gaining data more detailed during interview.

2. Questionnaire

Questionnaire was another data collection in this research. According to Arikunto (1996, p. 128) "questionnaire is some written question used to get the information from respondent about their personality or anything that she/he knows". This research used open-ended questionnaire to get general description about learning speaking through cake application. Arikunto (1996, p.128) stated that open-ended questionnaire (unstructured questionnaire) gives the respondents freedom to reveal their opinions and attitude. The researcher gave 6 questions to participants in Indonesia language, to answers the all-research questions.

RESULTS AND DISCUSSION

This chapter discusses the data obtained from interview and questionnaire; the data used to answer all of the research questions. The first question investigated The implementation of Cake Application to cultivate students' courage in EFL speaking classroom the second was the strengths and The advantages and disadvantages of Cake application to cultivate students' courage in EFL speaking classroom.

The implementation of Cake Application to cultivate students' courage in EFL speaking classroom

The implementation of the cake application in learning to speak is going well. It can be seen from the results of observation data, field notes and interviews, that the application of learning to speak through the cake application is a suitable learning medium for students because the application of the Cake App facilitates college students examine to speak and expand their speaking skills, this will be seen thru area notes, it can be seen that scholars are enthusiastic in the course of the studying method the use of the cake application, with diverse studying fashions consisting of quick English, conversational movies, students learn curated actual English expressions from YouTube and view comparable phrases, "desserts" App gives speaking exercises that simulate conversations with local audio system, and may be used to test pronunciation with AI speech recognition. college students simply reportsound and we get instantaneous comments, and college students proportion memorable experiences expressively and with a bit of luck of their mastering activities. The effects of the interviews and questionnaires also display that the application of the cake software allows students study to talk and increase their speaking capability.

The advantages and disadvantages of Cake application to cultivate students' courage in EFL speaking classroom

a. Advantages of Cake application

1) Improving students' pronunciation

In other The app cake is also positive for Students and can learn English sounds and their spelling and then compare them with similar sounds as you practice. Start your journey with a path in The Cake app to

improve your English pronunciation and accent.

2) Enhancing students' confidence in speaking

The implementation of Cake application is very useful for students especially in terms of students' confidence in speaking. Speaking is a very exciting challenge because we are required to follow the pronunciation (pronunciation) according to the speaker (native pronunciation). We can practice speaking by recording our voices following native speakers so we can automatically see the results of our speaking skills immediately by looking at the grades that appear such as A, B, or C because Cake uses the sophistication of Artificial Intelligence, and we can also keep repeating our words until we reach grade A or until we are smooth. And we are free to repeat the chant without limit according to our wishes.

3) Add more learning experience for students

The implementation of Cake application is very useful for students especially in terms of students to add more learning experience for students. In the Cake application there is also a teacher's room which explains, teaches and discusses many important methods or tips that will really help users and add lessons as well as new knowledge in learning English. We are free to choose the level according to our abilities such as beginner, intermediate or master. We are free to choose the videos we like, such as Comedy shows, TV shows, movies, travel, animation and others.

b. Disadvantages of Cake Application

1) Time constraint

The implementation of the Cake application is very useful for students, especially in terms of usage, but in this cake application research we are constrained by time and cannot present various features.

2) Different students' proficiency level

In conducting research, of course there are some students who are not proficient or responsive in learning, especially in the use of learning using this cake application. it made our research an obstacle in conveying material to other materials.

CONCLUSION

The implementation of Cake Application to cultivate students' courage in EFL speaking classroom

Speaking is the effective aural/oral skill. It consists of generating systematic verbal utterances to deliver that means. Cake study English free of charge app is honestly suitable to enhance the speaking skill because the primary feature of this app is talking course. This app additionally presents a trainer some videos from many channels that a teacher can watch and talk exercise with its key-word. A teacher can use this app as your media in coaching speaking talent due to the fact with this app a trainer can test a scholar's pronunciation which permit them to recognize whether your students have an amazing pronunciation or now not.

The advantages and disadvantages of Cake application to cultivate students' courage in EFL speaking classroom

Advantages of Cake application

Based on found in this study, that is improving students' pronunciation where Cake application is also positive for Students and can learn English sounds and their spelling and then compare them with similar

sounds as you practice, enhancing students' confidence in speaking because we are required to follow the pronunciation (pronunciation) according to the speaker (native pronunciation), and Add more learning experience for students where In the Cake application there is also a teacher's room which explains, teaches and discusses many important methods or tips that will really help users and add lessons as well as new knowledge in learning English. contributing to students' task-based instruction in teaching EFL speaking skills active involvement/participation in the teaching and learning process, intensifying and improving students' speaking skills, and creating students' positive attitudes Toward languagelearning. English. This contribution or advantage allows students to encourage students to be more active in speaking, gives them the opportunity to learn comprehensively about aspects of speaking skills (pronunciation, vocabulary, and grammar), allows them to share ideas, stimulates them to learn well individually. /independently or with peers/in groups, and provide them with an environment to interact in English. In other words, application Cake offers many opportunities for students to speak more English in the teaching and learning process.

Disadvantages of Cake Application

However, some disadvantages are also found in the implementation of learning with the Cake application. They are Time constraint where in this Cake application research we are constrained by time and cannot present various features and different students' proficiency level whereIn conducting research, of course there are some students who are not proficient or responsive in learning, especially in the use of learning using this cake application. it made our research an obstacle in conveying material to other materials.

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THE EFFECT OF PARTNER READING STRATEGY ON STUDENTS READING COMPREHENSION OF DESCRIPTIVE TEXT

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Abstract

The purpose of this research is 1) To application of partner reading strategy on students reading comprehension of descriptive text. 2) The students' ability in reading comprehension of descriptive text before and after using partner reading strategy at the eleventh grade of SMK Negeri 1 Tantom. 3) There is any significant effect of partner reading strategy on students reading comprehension of descriptive text at the eleventh grade of SMK Negeri 1 Tantom. This research used experimental method by using one-group pretest and posttest design. The population are 175 with sample 36 students of class XI-Busana by using purposive sampling. The instruments of this research are observation sheet and test. There is any significant effect of using partner reading strategy on students' reading comprehension in descriptive text at the eleventh grade of SMK Negeri 1 Tantom . By using Wilcoxon Signed Ranks Test (SPSS 22) shows the sign score is less than 0,05 ($0.000 < 0.05$), and N- Gain = 0.542114.

INTRODUCTION

Reading comprehension is the ability to process text, understand its meaning, and to integrate it with what the reader already knows. Fundamental skills required in efficient reading comprehension are knowing meaning of words, ability to understand meaning of a word from discourse context, ability to follow organization of passage and to identify antecedents and references in it, ability to draw inferences from a passage about its contents, ability to identify the main thought of a passage, ability to answer questions answered in a passage, ability to recognize the literary devices or propositional structures used in a passage and determine its tone. But, most of the students' reading comprehension skill is difficult even though they have done it for many years. They do not know how to comprehend a text and get some information from the text. So, it becomes the problem for the teacher in teaching reading in the classroom.

In fact, not all students are successful in reading comprehension of descriptive text in reality, the students' in reading comprehension of descriptive text is still lower from the expectation. This is known from first observation at the grade eleventh of SMK Negeri 1 Tantom. The writer gives the test is about reading comprehension of descriptive text.

Based on the researchers' experience in observation at the grade eleventh of SMK Negeri 1 Tantom. The researchers found that the students have many problems in reading comprehension of descriptive text.

It can be seen from the score of students based on the researcher observation and pretest on March 06 2023. The researcher found the data of pretest in SMK Negeri 1 Tantom there are many students who have the low ability especially in reading comprehension of descriptive text.

Some many reasons students fail in reading comprehension of descriptive text. However, the students don't understand about the sentence structure in the text, so the students miss understanding to comprehend the meaning, lack of motivation by themselves, low confidence, lazy, bad environment and come from outside of the students which affect their learning processes such as a background. The researcher gives test on multiple choices form that consist of twenty items, they get the average 49,44. Meanwhile, it is hoped that they get the average is 75. It means that the students reading comprehension of descriptive text still low.

There are many various efforts that teacher do in teaching to fix reading comprehension in descriptive text better such as trying some strategy of teaching like, giving some training, give an extra class in the afternoon, maximized the motivation, improved teaching media, asking the students remember vocabularies, asking the students to practice their reading, using English in learning process. Also use game, model, and method of teaching like, Domino Card, SQ3R and Cooperative Integrated Reading and Composition. But the solution not give effective effect for the students.

Actually, there are some strategies that can be applied to fix the students reading comprehension in descriptive text, such as time quiz strategy, reading guide strategy, index card match strategy, and reciprocal strategy. But there is no any significant effect on students reading comprehension. In this study the researcher try to apply partner reading strategy as the solution.

There are many existing strategies, the researcher are interested to use partner reading strategy to find out students' reading comprehension of descriptive text. The writer believes that partner reading is the most influenced by applying the suitable strategy. Therefore, for this case the writer gives solutions "The Effect of Partner Reading Strategy on Students' Reading Comprehension of Descriptive Text at the Eleventh Grade of SMK Negeri 1 Tantom in 2022/2023 Academic Year".

METHOD

In this research, the researcher uses one of kinds of quantitative method, it is experimental method. According to Sugiyono (2017:107) Experimental research is a research method used to find the influence of certain treatments on others under controlled conditions. It means that quantitative approach is the way for the researcher to interpretation and collecting data. In this research, the researcher use experimental method and the research design that will be used is one-group pretest-posttest design.

2.1 Population and Sample

a. Population

The population of this research was the eleventh grade students of SMKN 1 Tantom with total number 175 students.

Table 1. Population

No	Classes	Total
1	XI ATP	33
2	XI TKJ 1	34
3	XI TKJ 2	36
4	XI-Busana	36
5	XI-Akuntansi	36
Total		175

b. Sample

Sample is part of representative of the population studied. Sample is a small group in population. According to Arikunto (2010: 174) sample is a part or the representative of the population that will be studied.

In this research, the researcher chooses purposive sampling as a sampling technique and the researcher will take the sample of class XI- Busana where 36 students.

2.2 Technique and Instrument of Data Collection

Techniques of data collection in this research there are observation and test.

a. Observation

Observation is uses to measure independent variables in this research that is the application of partner reading. Observation is an activity in observing an object.

b. Test

in collecting data, the researcher use t-test to know students growth in reading skill. The result are used to see whether improvements after the actions or not.

2.3 Technique for analyzing the data

Quantitative data analysis is used in this research. The writer found out the means score. In finding the mean of the test, the writer found out the normality of the pre-test and post-test, and the homogeneity of the test. Then, the writer found out the means score and standard deviation of the pre-test and post-test to see the difference. Finally, in comparing the means of the test, the writer used t-test in order to find out the difference between the means and decide whether those difference were likely to happen by chance or by treatment effect.

RESULT AND DISCUSSION

Based on the result obtained from the analysis of observation sheet by application partner reading strategy in reading comprehension descriptive text. The researcher got the result was 49 with the mean score was 3.8 categorized “Very Good”. After got the data by given pretest which is formed multiple choice 20 questions about descriptive text, it was found that the highest score was 65 and the lowest score was 30 and after doing the treatment score it was found that highest was 90, the lowest was 55, mean 76.11, median was 77.56 and the mode was 75. Below the researcher shows the histogram of students reading comprehension before and after using partner reading strategy

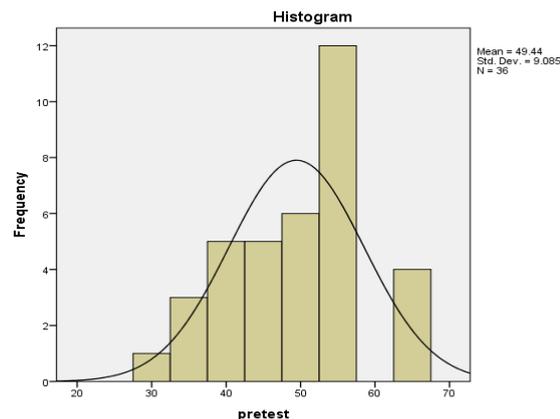


Figure 1. Histogram of Students' Comprehension of Descriptive Test before Using Partner Reading Strategy

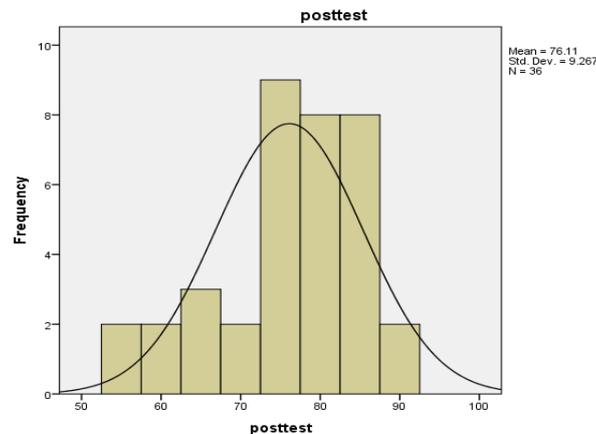


Figure 2. : Histogram of Students' Reading Comprehension of Descriptive Text after Using Partner Reading Strategy

Based on the observation sheet result of partner reading strategy on students' reading comprehension , the researcher found that the score was 3.8 The score was categorized “Very Good” category. Furthermore, the result of students' reading comprehension in descriptive text before taught by using partner reading strategy was 49.44 and it is included in “Less” category. While, the result of students' reading comprehension in descriptive text after taught by using partner reading strategy is 76.11. It is included in “Good” category.

By looking the previous related research which has been discussed in chapter II. The result of this research comes from by Dedi Sumarsono (2020) this research was an experimental study with one group pre-test and post-test design. The research reveals that teaching strategies used after treatment affect significantly on the students' reading comprehension as the sig- 2 tailed shows that it was less than 0.000 at the level of significance 0.05 and N=24. It can be concluded that partner reading affects students' reading comprehension.

CONCLUSION AND SUGGESTION

Based on the research result in chapter IV, the researcher describes the conclusion as follows:

1. The result of application of partner reading strategy in teaching reading comprehension in descriptive text at the eleventh grade of SMK Negeri 1 Tantom is 3.8 and it is categorized "Very Good". It means that the researcher had applied partner reading strategy in teaching reading comprehension well.
2. The students' reading comprehension in report text before and after using partner reading strategy at the eleventh grade of SMK Negeri 1 Tantom "Less" (55) and "Very good" (90).
3. There is any significant effect of using partner reading strategy on students' reading comprehension in report text at the eleventh grade of SMK Negeri 1 Tantom. By using Wilcoxon Signed Ranks Test (SPSS 22) shows the sign score is less than 0,05 (0.000<0.05), and N- Gain = 0, 542114

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References in EFL Students' Expository Texts

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Abstract

The present research seeks to examine the use of references in students' expository texts. The present research concentrated specifically on the types of references used by students. The present research utilized qualitative research methods and a case study design. The site selected for the present research is a public vocational high school in Cirebon. Respondents in the present research are comprised of nine tenth-grade students. The documents of nine students' expository texts served as the data that were analyzed utilizing the reference device concept. In their writing, respondents employed three distinct categories of references, including personal, demonstrative, and comparative references. The reference appeared 174 times, with personal references occurring 54 times, demonstrative references 107 times, and comparative references 13 times. These references aid in monitoring the participants inside the text, reducing repetition and inefficiencies, and drawing the focus of the reader to the essential arguments of the text.

INTRODUCTION

Writing has become a challenging skill since it requires more than just placing words into phrases or paragraphs, the writer must also have excellent grammar, organize thoughts rationally, and make the end output readable (Pertiwi & Kareviati, 2021). Cer (2019) states that Writing is a difficult activity since it is one of the talents required to develop the symbols and signs needed to represent our feelings and thoughts. Therefore, it is crucial for students to enhance their language and express themselves through writing. The interaction within students and teacher consists of the students listening with no response to what the teacher says. In order to establish two-way communication, students must actively participate in interactions with the teacher and with one another. There is a correlation between classroom interactions and interactions between students and teachers throughout classroom activities. Interaction is one method for facilitating the instruction and learning process (Charisma & Defalni, 2019). Consequently, a teacher is expected to have been able to develop positive, engaging, and interactive relationships with students, particularly in the classroom. With effective interaction, it is possible to prevent students from becoming fatigued, and it is simpler to comprehend the presented material, particularly when writing skills are being acquired.

Text is a form of writing that students complete in English lessons. According to Halliday and Hasan (1976), "text" is any passage, spoken or written, of any length that does not form a coherent whole. It is a functional unit of language, not a grammatical unit like a clause or a sentence, and its size is unimportant. Shen et al., (2002) note that texts are frequently viewed as a series of appropriate grammatical structures.

Therefore, instruction may employ "slot and filler" frameworks in which sentences with various meanings can be generated by altering the words in the slots. It is important for a text to have texture, as this will help the words stick together and create a more cohesive whole. Texture is the result of the interplay between coherence and cohesion (Halliday & Hasan, 1976). The coherence of a text is established by the way in which it interacts with its social and cultural context, whereas cohesion describes the way in which its parts are held together (Eggins, 2004). Vany et al., (2014) state that a piece of information serves as a tie or cohesive device if it is addressed in the text again and is dependent on another element. When utilized correctly, cohesive devices allow the writer to join together seemingly unrelated sections of text. Therefore, a cohesion device is necessary to assist the author in conveying his idea by means of the connections within words and sentences. There are five different kinds of cohesiveness, or cohesive devices, including reference, conjunction, substitution, ellipsis, and lexical cohesion (Halliday & Hasan, 1976).

There is a wide variety of text types. In Indonesia, especially in Senior High School, numerous forms of texts are studied, including narrative, expository, descriptive, and procedure texts, among others (Aprilina et al., 2022). The present research will focus on expository text. According to Smith (2016), expository texts, also known as informational texts, provide facts and information about a topic. These scholarly works are prevalent in disciplines such as science, history, and the social sciences. From the preceding explanation, it is obvious that the topics addressed within the expository are actual events that are supplemented with other information that represents the viewpoint of the writer and is reinforced by actual evidence. Typically, senior high school students encounter difficulties in constructing expository text. The difficulty occur when the teacher asks students to try to write a word or sentence in English by employing appropriate references to refer person or non-person in each sentence. Halliday and Hasan (1976) introduced the concept of cohesive devices which addresses the diversity of references used by students and demonstrates the cohesion of their writing as the analytical framework for the present research.

Halliday and Hasan (1976) define reference as the particular characteristics of the material that is marked for retrieval. Moreover, Eggins (2004) explains that the reference refers to how the author introduces and subsequently keeps track of participants inside the story. Participants are the people, locations, and things discussed in the text. In other words, references indicate to the attendees or topics discussed in the text, which are subsequently referred to repeatedly to indicate the topics discussed. Halliday and Hasan (1976) assert that reference can also be classified as either situational or exophoric and textual or endophoric which are subdivided into anaphoric and cataphoric. According to Eggins (2004), an anaphoric reference takes place when the referent has already been mentioned in the text. Anaphoric is the word, typically a pronoun, used to maintain reference to someone to something that already mentioned (Desi et al., 2014). Moreover, Halliday and Hasan (1976) state that cataphoric is the use of an explicated pronoun preceding a reference. When the referent does not yet exist but will be revealed later, it is referred to in a cataphoric. (Eggins, 2004).

Halliday and Hasan (1976) determine three categories of reference including personal, demonstrative, and comparative. Personal references are made through the category or person based on their function in the context of the speech act. Personal pronouns (I, me, you, you, we, us, they, them, it, it, she, her, he, him, one), possessive determiners or possessive adjective (their, her, his, your, my, our, its, one's), and possessive pronouns (yours, mine, ours, theirs, his, hers, one's) are all part of the category of personal reference. Furthermore, demonstrative reference is fundamentally a type of pointing. The referent is located on scale of proximity, and the person then recognizes it. This, that, these, those, here, there, the, now, and then are kinds of demonstrative reference. Moreover, comparative reference is an

indirect comparison using resemblance or identity. Eggins (2004) adds that comparative reference is performed by comparing the similarities or identities of elements in a text using comparison adverbs and adjectives. In Halliday and Hasan's (1976) framework, same, equal, identical, identically, such, similar, so, likewise, similarly, other, different, else, differently, otherwise, more, fewer, less, further, so, as, equally, many, better, and good are include in comparative reference.

Adiantika (2015) examined nine students' essays in his analysis of cohesive devices in the expository writing of EFL students. With 196 occurrences (35.1%), the research disclosed that reference is the most prevalent cohesive device. In 182 instances (32.6%), it is followed by conjunction. In addition, lexical cohesion occurred 179 times (32%), while substitution occurred just twice (0.4%). According to the research, the majority of students employed numerous repetitions in their writing. Students with inadequate vocabulary knowledge have a tendency to escape repetition. They frequently engage in excessive repetition. In addition, they appear fully aware that they employ these repetitions to mitigate for their limited range of words. As a result, the beneficial impact to the technique of keeping track of the participants is predominantly demonstrated by the extensive use of lexical cohesion, especially repetition. The present research puts an emphasis on the use of reference in students' expository writing. It covers the variety of reference used by the students to create a cohesion text, and to reveal the contribution of reference to students' expository writing. The present research uses the concept of reference brought by Halliday and Hasan (1976) as its analytical framework. Therefore, the present research attempts to address the following research questions:

- 1) What types of references are identified in EFL students' expository texts?
- 2) How do references contribute to EFL students' expository texts?

METHOD

The present research employs qualitative methods. The design of the present research is a case research. The purpose of the current research is to analyze the reference devices used by students when composing their texts. As a result, the basis for selecting the method is the fact that the current research uses document observation to directly assess the students' written work that was completed in the classroom. The participants of the present research included nine students of tenth-grade as the participants from one public vocational high school in Cirebon. The participants were specifically picked from three categories with each three students in it including advance, average and lower level of achievement define by the teacher from the students' assignment. In analyzing the documents, the present research employed the conceptual frameworks of Halliday and Hasan (1976) regarding the notion of reference device analysis along with an analysis sheet altered from Bahaziq (2016).

The gathering of data for the present research was undertaken directly in the classroom over a period of multiple meetings. At the beginning of the first meeting, the author of this study was introduced to the students who were present. The purpose of the second meeting with the research authors was to provide a brief explanation of what expository text is, including its functions, linguistic characteristics, and constituent parts. The expository text that had been deliberated at the previous meeting was briefly reviewed at the third meeting. Then, as participants, the students were given the task of writing an expository text on a predetermined topic. The fourth meeting consisted of the subject teacher examining the students' writing results for later evaluation and grading, establishing the criteria for the students' scores, and selecting three students to represent each English achievement ability, namely proficient, intermediate, and bottom. As evidence of the application of this research, documentation such as photographs and field notes are also essential.

Expository text written by students were assessed using a theoretical framework based on Halliday and Hasan's (1976) concept of reference device analysis. To analyze the data in this research, four approaches were used. First, the present research divided each text into clauses. Since the primary data for the present research consisted of nine multi-paragraph expository writings by students, it is crucial that a thorough analysis be conducted. Therefore, each text must be divided into clauses for the present research. The recognition of references constituted the second critical data analysis technique. The present research prioritized reference-related words in this manner. It is critical to identify the clause's recognized reference. In terms of Halliday and Hasan's (1976) framework, there are three types of references including personal, demonstrative, and comparative reference. Consequently, classification is also a crucial step in the current research. In this procedure, the present research classified the highlighted terms of reference devices: persona, demonstrative, and comparative reference. In order to determine where words reside, classification must therefore be initiated. Initiating descriptive quantification was the final step in the present research. To compute references in the expository writing of students, descriptive quantification is essential. This method was also advantageous for elaborating, enhancing, and illustratively illustrating the results of the present research. After identifying and classifying the terms, the present research began its presentation by illustrating the frequency of the reference's occurrence through descriptive quantification.

RESULTS AND DISCUSSION

The findings of the present research are to elucidate the categories of references found in students' expository texts and how these references contribute to students' expository texts.

Types of reference identified in students' expository writing

The present research identified three different types of references including personal, demonstrative, and comparative reference in the nine documents of students' expository writing. There are certain items that students use as personal references in their expository writing. For instance, "*I, my, they, their, them, we, our, it, its, you, your, and one's*". In addition, some demonstrative references that students use in their expository writing are presented. Such as "*this, these, that, those, the, here, there*". In addition, the students' expository writing incorporates comparative references. Such as "*equal, such, other, different, more, unlike, rather*".

The three varieties of reference devices were present in the expository writing of the students. The amount of reference devices in students' expository writing is presented in Table 1. This table displays the entire amount of occurrences of reference devices found in students' expository writings.

Table 1 the Occurrence of Reference Device

Reference type	References' Occurrence
Personal Reference	54
Demonstrative Reference	107
Comparative Reference	13
References used in total	174

The reference appeared 174 times in Table 1 with 107 occurrences, demonstrative reference was the most frequently occurring device. It is then followed by 54 instances of personal reference and 16 instances of comparative reference in the students' expository writing. From Table 1, it can be inferred that students utilized demonstrative references the most to enhance text cohesion. It is assumed that the majority of students recognize or require demonstrative references.

The present research discovered personal references in the expository text. I, my, they, their, them, we, our, it, its, you, your, and one's appeared 54 times in students' expository writing. The personal pronoun "it" appears 19 times in nine documents that have been analyzed. The frequency of personal references in students' expository writing can be determined as follows:

Table 2 the Occurrence of Personal Reference

Type of references	Name of References	Number of references
Personal Reference	I	8
	my	2
	they	3
	their	7
	we	2
	our	1
	it	19
	its	6
	one's	1
	them	1
	you	3
your	1	
Total of occurrence		54

The example of personal reference appeared in the second paragraph of document five.

Example #1 in D5/P2

Many graffiti artists use *their* work to raise awareness of social issues and to promote messages of hope and unity.

The example of the personal reference "*their*" is located in the second paragraph of document number five. The personal reference "*their*" in the text refers to the graffiti artists. The term "*their work*" refers to the artwork or graffiti produced by artists. "*Their*" is identified as anaphoric because it alludes to the artists.

In summary, students employ personal reference to establish the identity of individuals and objects that have been mentioned elsewhere in the text, either prior to or following the specific term, both within and beyond the confines of the text, thereby facilitating comprehension.

The present research found that students used demonstrative references 107 times in their expository texts. The text contains demonstrative references "*this, these, that, those, the, here, and there.*"

Table 3 the Occurrence of Demonstrative Reference

Types of references	Name of references	Number of references
	this	9
	these	3
	that	5
	those	3
	the	74
	here	2
	there	11
Total of occurrence		107

The example of demonstrative reference occurred in the third paragraph of document one.

Example #2 in D1/P3

Second, graffiti is vandalism. **Those** in favor of this view point believe that graffiti is nothing more than act or defacing public property.

The demonstrative reference "*those*" found in document one's third paragraph. In this paragraph, "*those*" refers to the people. The phrase "*those in favor*" refers to the people who consider graffiti to be vandalism. Since "*those*" refers to the preceding clause, it is defined as anaphoric.

The use of demonstrative references in expository texts facilitates the application of determiners and adverbs by students to establish connections with other segments of the text. Furthermore, demonstrative reference assists students in addressing individuals in either large and small numbers, as well as a particular term or phrase.

According to the analysis of student writing, the comparative reference occurred 13 times with the references including "*equal, such, other/others, different, more, unlike, and rather.*"

Table 4 the Occurrence of Comparative Reference

Type of references	Name of references	Number of references
Comparative Reference	equal	1
	such	1
	other/others	6
	different	2
	more	1
	unlike	1
	rather	1
Total of occurrence		13

The comparative "*equal*" appeared once in the student's writing.

Example #1 in D9/P4

The last, graffiti is made by someone who is not an artist, which means that there are no **equal** parts in graffiti.

The reference "*equal*" is used to indicate similarity in the example contained in paragraph four of document nine. The phrase "*no equal parts in graffiti*" refers to the fact that separate artists created the graffiti art, hence there is no similarity between them.

The utilization of comparative references in expository texts produced by students serves the purpose of highlighting the similarities or contrasts between the subjects discussed within the text.

The Contribution of Reference in Students' Writing

Adiantika (2015) examined nine students' essays in his analysis of cohesive devices in the expository writing of EFL students. According to the research, the majority of students employed numerous repetitions in their writing. Students with inadequate vocabulary knowledge have a tendency to escape repetition. They frequently engage in excessive repetition. In addition, they appear fully aware that they employ these repetitions to mitigate for their limited range of words. As a result, the beneficial impact to

the technique of keeping track of the participants is predominantly demonstrated by the extensive use of lexical cohesion, especially repetition.

In line with the findings of the present research, after analyzing and reviewing the students' texts many times. The present research discovered that the majority of students use references to monitor the participants in the text. Students also use this device to draw the focus of the reader to the essential argument by pointing to something from either inside (anaphoric) or outside (exophoric) the text. Students also use comparative references to reduce repetition and inefficiency because of their effectiveness in reducing textual inefficiency.

Monitoring the participants inside the text

According to Eggins (2004), participants are the persons, places, and things discussed in the text. The connections also assist readers in determining whether the referents originate from within the text (internal entity) or from outside the text (external entity). Through sequences of participant occurrences, readers apprehend the roles of text participants and appear to perceive the text as one coherent entity (Halliday & Hasan, 1976). The present research has revealed that students employ the strategy of recurrence of reference as a means of effectively monitoring the participants inside the text. The presence of the phenomenon can be observed in the following examples mentioned below:

Example #1 in D1

First, graffiti is a form of art. **Graffiti artists** see themselves as visual storytellers, tackling social and political issues through **their** work. This form of art can be seen in cities around the world with mural and painting that capture the essence of the community. Graffiti has also helped to revitalize areas that were once rundown, giving them a new lease on life. These artists see themselves as contributing to the local culture and view **their** work as a way of bringing the community together. #P2

The last, that there is a fine line between art and vandalism. **Graffiti artists** can be highly skilled and produce intricate and beautiful works of art, but **they** sometimes point on other people' property. While graffiti can bring beauty to an area it can also annoyance and resentment if it is not approved by the property owner. #P4

The preceding example from document 1 illustrates the use of personal references to trace participants. "Graffiti artists", "they", "their", "areas", and "them" are the four entities tracked by the author in the passage below. The first entity in this text is indicated by the use of "graffiti artists" in the second sentences of paragraphs 2 and 4. Additionally, the phrase "graffiti artists" is followed by the anaphoric references "their" (second sentence of paragraph 2) and "they" (second sentence of paragraph 4). They are anaphoric because the participant is retrieved from within the text and has been mentioned explicitly previously. In other words, there is a corresponding entity (graffiti artists) for these references (their-they).

Example #3 in D9

Graffiti is writing or a drawing made on a wall or other surface, usually as a form of artistic expression, without permission and in public view. **Graffiti** rangers from simple written words to elaborate wall painting, and has been around since ancient times, with examples dating back to ancient Egypt, ancient Greece, and the Roman Empire. #P1

First, **I** usually see **graffiti** on the walls that are called artists, and **I** see that **graffiti** is colored with spray paint and marker, the **graffiti** is drawn by local people. #P2

Second, **graffiti** can decorate a community on the eyes of some people. The political and social themes of **graffiti** can represented by power. **Graffiti** exemplifies freedom of expression often times, they will stand and look at the **graffiti**, never moving from that people. They really like it and ensnare their minds with opinions. #P3

Additionally, the instance of repetition is illustrated by the preceding example, which is derived from document nine. First, the term "graffiti" is repeated four times, including graffiti-graffiti-graffiti-

graffiti. The chain begins with the word "graffiti" (repeated twice in paragraph 1), which is repeated three times in paragraph 2 and four times in paragraph 3.

The second repetition involves the word "I": I-I in the second paragraph. The sequence begins with "I" (sentence #1, 1 time), which is repeated in sentence #2 (sentence #2, 1 time).

The inclusion of personal references in students' expository writing serves the purpose of monitoring the participants mentioned or discussed within the text. This is achieved through the repetition or replacement of words that refer to these individuals, thereby enabling readers to comprehend the central theme of the subject matter under consideration.

Reducing repetition and inefficiencies

The second contribution of references in students' texts is reducing repetition and inefficiencies. In addition, these can increase the efficiency of the text. This contribution to the expository writing of students is implemented through reference as a semantic relation and substitution as a lexico-grammatical relation. Halliday and Hasan (1976) state that "reference is a relation at the semantic level, whereas substitution is a connection at the lexico-grammatical level, the level of grammar and vocabulary, or linguistic form."

Comparative reference is an additional technique used to reduce repetition and inefficiency. Example #5 from document seven illustrates the use of demonstrative references to avoid repetition.

Example #5 in D7

Second, one of the main benefits of **text graffiti** is that **it** can reach **a wide audience** in an accessible and attractive way **rather** than relying on academic or institutional settings to disseminate information directly to society. #P2

The term "rather" indicates the occurrence of comparative reference. The comparative allusion "rather" refers to graffiti's broader audience reach. The writer modifies the clause "reach a large audience" by adding the word "rather." The author strives to make the text more efficient by eliminating repetition and redundancy. Another reference also indicated the occurrence of personal reference "it" which refers to text graffiti. The reference "it" is used to make the text more efficient by eliminating repetition.

The use of demonstrative reference is another method for reducing repetition and inefficiencies. Example #6 from document one demonstrates the use of personal reference to avoid redundancy.

Example #6 in D1

Second, graffiti is vandalism. **Those** in favor of this view point believe that graffiti is nothing more than an act or defacing public property. Graffiti can cause damage to building, bridges, and other structures, causing many taxpayers money in repairs. Furthermore, graffiti often contains offensive language or symbols that can be seen as inappropriate for public spaces. **Those** against graffiti argue that it sends a message that it is okay to break the law and doesn't respect the property of others. #P3

Using the word "those" indicates the presence of demonstrative reference. The demonstrative reference "those" refers to certain individuals who viewed graffiti as vandalism. The reference "those" replaces the phrase "some individuals who believe that graffiti is vandalism." The author strives to make the text more efficient by eliminating repetition and inefficiencies.

Overuse of words might lead to a limited vocabulary. When a writer utilizes too many repeats of terms in his writing, it can lead to a limited vocabulary and lower writing quality. As a result, including comparative and demonstrative references in students' expository works helps to make the text more effective by decreasing word and phrase repetition.

Drawing the focus of the reader to the essential arguments of the text

Another contribution of references is drawing the focus of the reader to the essential arguments of the text. Reference, specifically repetition, is used to draw the focus of the reader to the essential arguments. The occurrence of the word reference is illustrated in example #7. The following is extracted from document number three:

Example #7 in D4

In this discussion I will discuss about "Graffiti is a special art". Before that, I will explain what graffiti is. The definition of **graffiti** is a scribble or art activity which uses a composition of colors, lines, shapes and volumes to write a certain sentence on the media. The tools used to create graffiti art today usually use spray paint cans and brush paint, which is where the two tools have different function. The term **graffiti** is taken from a Latin word which reads "graphium" which means writing. Originally this term was used to name writings on ancient building in Egypt and ancient Rome by archeologists. #P1

Next, why can **graffiti** be called special art? Because **graffiti** is a mural work, each of which has an aesthetic value that can have a different meaning when other people see **it**. #P2

The last, **graffiti** is a work of art that can change our mindset about work of art that beauty is not just one form, there are many form we must appreciate **its** beauty because all works of art are beautiful. #P3

The reference is intended to draw the focus of the reader to the word "graffiti" as the text's primary topic. The italicized phrases indicate repetition and occurrence of reference. "Graffiti" is traced by the anaphoric references "it" (paragraph 2) and "its" (paragraph 3). They are anaphoric because the topic has already been mentioned explicitly. It can be said that "graffiti" corresponds to the pronouns "it" and "its".

Repetition of personal references also serves to draw the focus of the reader to significant points or the essence of opinions raised by students in expository writing. Similar to the example described above, repetition of the subject in the student's expository text to accentuate the subject's essence and the student's point of view as the author of the expository text.

CONCLUSION

It is determined that nine students' expository writing contained three categories of reference devices, including personal, demonstrative, and comparative reference. In addition, demonstrative reference is the most commonly employed reference device. Consequently, followed by personal and comparative reference. It is also discovered that the majority of students use references to retain the participants. Students also use these references to draw the focus of the reader to the essential argument by pointing to something from within (anaphoric) or without (exophoric). Students use comparative and personal references) to reduce inefficiency because they effectively make the text less efficient. However, the excessive use of particular references by students results in inefficiency and makes their written texts difficult to comprehend. Consequently, their written texts will almost undoubtedly be less effective. In addition, the students focus predominantly on vocabulary and statement levels and disregard the significance of the text relationships. Understanding connections between and within sentences demonstrate this relationship.

The present research suggests that students be exposed to a large amount of English text written by native speakers that they can comprehend critically and analytically. For the teachers, the present research suggests to establish an active interaction with students in the class in order to explicitly teach the usage of references devices. It will help students gain a deeper understanding and knowledge of reference usage. Furthermore, the recommendation for further research to investigate or analyze the use of reference or another cohesive device introduced by Halliday and Hasan (1976) in various texts or

genres, such as argumentative, narrative, etc. It is also recommended that future research investigate the coherence of expository writing, as coherence is one of the text's textures along with cohesion.

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The Implementation of Project-Based Learning Model in Merdeka Belajar Curriculum to Improve Students' English Learning Outcomes

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Abstract

Merdeka Belajar Curriculum is a form of evaluation of the previous curriculum, namely the 2013/K-13 curriculum. In Merdeka Belajar Curriculum, students are focused on various intra-curricular learning, where the learning contents presented to students will be more optimal with the aim that students can have enough time to explore concepts and strengthen their competence. So, a learning model is needed to support this curriculum's implementation. Project-based learning model is regarded as a learning model which is suitable to be implemented in Merdeka Belajar Curriculum. The aim of this study was to investigate how problem-based learning implemented in Merdeka Belajar Curriculum to improve students' English learning outcomes. The designed of this research was classroom action research in which the data collection was obtained through planning, acting, observation, reflection and tests. The subject of this study was the students grade XI at one of vocational school in North Sumatera which consisted of 30 students. The data analysis technique used qualitative and quantitative that was conducted in 2 cycles. The results showed that the implementation of project-based learning in Merdeka Belajar Curriculum could improve students' English learning outcomes. It can be seen from the average score of Students' learning outcomes in cognitive domain at the first cycle from 57.12% increased into 82.88% in the second cycle, the average score of students' learning outcomes in psychomotor domain at the first cycle from 53.65% increased into 84.61%, and the average score of students' learning outcomes in affective domain at the first cycle from 72.5% increased into 83.85%. It showed that the implementation of the project-based learning model in Merdeka Belajar Curriculum can improve students' English learning outcomes.

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INTRODUCTION

Societies in the twenty-first century have created progressive and significant changes. The emergence of these numerous modifications has shifted human existence toward the contemporary era, which is predicted to bring about a substantial upheaval. One of the most important requirements of the modern period is being able to speak and write in English fluently. Learning English can help us connect to the globe and advance both our personal and professional lives as English becomes a common language around the world (Nishanthi, 2018). John et al. (2021) also claimed that language is necessary for classifying the most recent knowledge and research. Without exception, learning English is a big

investment that can lead to a variety of opportunities, including those in the workplace. For pre-employment qualification, it is essential.

A sustainable future that offers prospects for good quality in all facets of human life depends critically on education alone. Education is a necessary for preparing a person for life and employment because it is the process and result of obtaining systematized knowledge and skills. Through independence, action, and creativity, education seeks to develop an adaptable personality (Webb et al., 2018). The quality of education, life, and a person are all connected and dependent upon one another, claim Lysenko & Zharinova (2021). Wrahatnolo & Munoto (2018) suggested that all facets of education, in this case formal education, from administration, technology, and media to students, are taken into account when education has been considered as the cornerstone of the 21st century. A curriculum structure with required subjects is utilized as a first step.

Only if the curriculum contains an innovation that successfully addresses society's requirements so education procurement will be sufficient. The most important innovation in education, according to Fındıkoğlu & İlhan (2016), begins with the curriculum. As a result, curriculum plans and education are connected, and their mutually beneficial relationship helps both of these domains grow (Campbell, 2020). According to Lee (2020), the curriculum paradigms and viewpoints serve as a guide for developing, implementing, and assessing curricula. They are crucial elements of subject-based and integrated curricula as well as life, values, religion, and spiritual education programs in schools for kids. According to Shofiyah's (2018) research, curriculum development should adhere to two principles: 1) the general principle of relevance, adaptability, sustainability, practicality, and effectiveness; and 2) the specific principle of education, education content, education and learning process, media and technology use, and assessment process.

There are always changes in education in Indonesia. (Ananda, 2021) Curriculum changes cannot be prevented and passed, but rather must be lived and adapted with the needs and principles. (Sadewa (2022) According to Plate (2022), the failure of education depends on a curriculum that does not meet the needs of the times. (Anggraena (2022), Felicia (2022), Dion (2022), Pratiwi (2022), Utama (2022), Alhapip (2023), Widiawati (2022), etc. Therefore, the curriculum must be evaluated and then adapted with the knowledge, progress and needs of the market. Merdeka Belajar Curriculum was launched in 2022-2024 with the aim of catching up with education during covid-19 and with this curriculum, learning activities will be more flexible. However, it is not possible to implement this curriculum in all schools as it has yet to be inaugurated. Merdeka Belajar Curriculum will be implemented as an additional option for the 2022-2024 learning recovery. There are currently three curriculum options implemented: The 2013 Curriculum, the Emergency Curriculum, and Merdeka Belajar Curriculum or Independent Curriculum (Iskandar, Rosmana, Anggraeni, Sulistyorini, & Anisa, 2022).

In response to this challenge, Indonesia has attempted to provide innovation through its Merdeka Belajar Curriculum. This curriculum has been implemented in all schools in 2022-2024 as an option based on readiness. In accordance with the decree of the minister of education, culture, research, and technology, no. 56 of 2022 on guidelines for implementation of the curriculum in the order of recovery learning, this curriculum was created to bridge the gap in learning loss and learning gaps that occurred during COVID-19. According to Arifa (22), there are three main factors that must be taken into account to speed up education recovery: first, to ensure that specific regulations are available; second, to ensure that the financial budget does not impose an excessive burden on schools, especially for smaller ones; and third, to ensure that human resources, facilities, and infrastructure are ready for implementation. Merdeka Belajar Curriculum has a positive impact on teaching and learning, and it focuses on essential materials to achieve learning objectives. The paradigm of the new learning system is oriented towards the "Pancasila student profile". It serves as a reference point for all policies and innovations in the system,

such as learning activities and assessments related to a green future, lifelong learning and connecting with the environment and students' cultures.

Wiguna (2022): Merdeka curriculum focuses on fundamental materials, character growth, and competency in students' interests and talents, which has a significant impact on accelerating innovative learning paradigms in teaching and learning. Yamin (2020): Merdeka Belajar Curriculum realises the idea of creative and innovative critical thinking followed by the capacity to work together and communicate. Indarta (2022): Education is connected with social aspects, so Merdeka Belajar Curriculum is relevant to 21st-century skills requirements and society, where students need to adapt quickly to a rapidly changing world. Learning must build high-order 4C skills, character, and lifelong learning habits, as well as prepare students for multi-disciplinary careers. OECD (2020): Learning framework for 2030 must consider students' well-being when broadening skills. They include Cognitive & Meta-Cognitive Skills (Creative & Critical Thinking, Learning to Learn, Self-regulation), Social & Emotional Skills (Empathy, Self-Efficacy, Teamwork), Practical & Physical Skills (Optimizing New Information & Communication Technology Devices).

Nadiem Anwar Macharim (Mendikbudistem) in his speech on February 12th 2022, stated that "Merdeka curriculum is much more compact, simple, and flexible, with a guiding principle that it will bring a new paradigm of 'freedom' for both the teacher and the learner" (Angga & Iskandar, 2022). Students need to feel that learning is 'fun' and 'meaningful' and that 'learning' makes them feel 'free' to learn continuously' (Indarta et al., 2022). Mardhiyana & Sejati (2016) add that freedom of thought can have 'lasting benefits. For example, to realize their wellbeing and freedom, it must offer pressure-free learning, so that the learner is influenced to gain knowledge and optimise their learning experience (Zahro & Luthfi, 2021). As the focus shifts to the students and their needs, the learning technique will likely become 'student-cantered'. Teachers are active participants, while the learner is the 'facilitator' and controller' (Pertiwi et al., 2022).

The concept of Merdeka Belajar Curriculum is the one that made the students explore their interests and talents. In Merdeka Belajar Curriculum students are not forced to study subjects which are not their major interest. Students are free to choose the material they want to study according to their interests. Therefore, a learning model must be used to support the implementation of this independent curriculum. One of the appropriate learning models for the implementation of the independent curriculum is project-based learning model. In the project, the main focus of the student learning is not only to prepare for the exam questions but also to provide the students with the meaningful learning experience. In the Project-based Learning model, students are given the opportunity to learn according to their own interests. This is the concept of project-based learning. This is the concept of learning according to the learner's point of view. (Source: Mahfiroh, Islam, Rahmat, 2018).

Project Based Learning (PBL) is a learning model in which students plan learning activities, conduct collaborative projects, and create work products that they can present to others. Project-based Learning model (PBL) involves a project as part of the learning process. The learning experiences and concepts of students are built on the products produced as part of the project-based learning process (Africa, 2015). The goal of project-based learning is to: Improve students' ability to resolve project-based problems, acquire new knowledge and skills within the learning process, make students more active to solve complex project problems with actual product results, develop and improve students' skills to manage materials or tools for completing assignments, and increase student collaboration.

The reality that emerges from the field, particularly from the study on English learning at SMK PELAYARAN SAMUDERA INDONESIA (SAMINO MEDAN is that mastery of the student learning outcomes remains relatively low. From 30 students, only 3 to 4 were in the full category. This becomes the subject for reflection for the subject teacher to overcome these challenges. In fact, based on the results

of the reflection, it was found that the students need a learning strategy, or model that can maximize their ability to work together with their friends through Project-based Learning. English material has a very high probability of being used in this model. It has been found that the Project-based Learning model is barely used by the teachers at this school. There are a few subjects which used this model. This model is not used in learning English itself. Student cooperation activities are still restricted to working in a group to complete bank of questions/practice questions and discuss the material. The rest is done in a conventional manner.

A lot of research had been done on Project-based Learning models. Some of them were: Project Based Learning Model (PBL) to improve student performance (Rais, 2010); PBL Model to increase student creative ability (Sari, 2018; PBL Model to improve Critical Thinking Skills (Kristiyanti, 2020); PBL Model to improve learning performance (Ramlawati, 2022); The overall conclusion of the research is that the Project-based Learning model can be used to improve students' academic performance. However, there is a lack of discussion among other studies on Project-based Learning model. Merdeka Belajar Curriculum is more focused on raising the profile of students from Pancasila.

Therefore, from the issues mentioned above, the researcher wanted to carry out research related to the application of Merdeka Belajar Curriculum in learning English through the Project-based Learning model. According to Harriman (2014, p. 26), Project-based Learning is "a learning model that engages students, teachers and curriculum. Students can complete their assignment individually or in group to meet the standard." According to Bell (2010, p. 39), "Project based Learning is a learning methodology that provides essential strategies for students to succeed in the twenty-first century." She also states that by using Project-based Learning, students learn from their learning processes. According to Fandiño (2013), "In EFL classrooms, teachers should provide practice and process in learning activities that focus on several skills."

According to a recent study, Project-Based Learning (PBL) in the classroom has several benefits. According to Sumarni (2015, p. 480), Project-based Learning improves students' collaboration skills, communication skills, creativity skills, and problem-solving skills. The following are some of the positive impacts of using PBL in the classroom: According to Dewi (2014), PBL activities make the students fun and enjoy The use of real world-related projects strengthens students' knowledge In order for PBL activities to be effective in the classroom, it is important for the teacher to minimise stiff and formal relationship with the students On the other hand, according to some experts, this learning model requires a lot of time because students need to solve the problem It will impact on the time allocation of the subject (Grant, 2002, & Lasauskiene & Rauduvaite, 2015, p. 790). Moreover, according to Sumarni (2015 p. 482), there must be several equipment to be prepared for conducting Project-based Learning.

According to Edutopia (2007), there are six steps in the project-based learning (PBL) teaching and learning process: 1) Start with the fundamental question 2) Develop a project plan 3) Develop a learning schedule 4) Monitor the students and the project's progress 5) Assess the results of the project 6) Evaluate the learning experience According to Professor Larmer (2013), in carrying out PBL activities to enhance the 4Cs skills of students, the lecturer should focus on these three aspects: designing, developing, and determining.

The first is designing. In this aspect the teacher can motivate the students to enhance their critical thinking skills by using questions in their project; The second is to design the process of the project that promotes critical thinking skills; The third is to provide the students with the reasons why they should work together; The fourth is to find the ways to interact and communicate with the experts for students; The fifth is to promote students creativity and innovation skills through projects that involve design and invention; challenges; problem-solving exercises; and arts integration.

In developing aspect; the teacher should develop students' aptitude in completing the project by outlining the attributes of each of the 4Cs skills. Lecturers can ask students to complete the project in a real-life situation, such as thinking critically, working together, communicating with the audience and using creativity to produce some products. Teaching students how to resolve the problem and assess the information to provide a response to a question. Organizing the project teams with a strategy and shared leadership experience. Managing team building activities. Establishing norms for collaboration.

In determining aspect, the teacher can lead the students to make decision-making in their team. Strengthen the active speaking and listening skills of students. Promote the culture within the classroom by developing students' creative skill will help English learners to think critically about language functions in modern learning activities.

METHOD

The research design of this study is a Classroom Action Research (CAR). Classroom Action Research is an activity to improve learning practices on learning activities from problems that arise in learning situations. According to Suhardjono in Iskandar (2015), Classroom Action Research is research which conducted with the aim to improve the quality of learning practices in the classroom. The results of the research are then reported in accordance with the real conditions carried out by teachers in their classrooms in an effort to improve the quality of learning with methods, strategies or learning models that are tailored to classroom conditions and the characteristics of the subject matter.

This study was aimed to elaborate the implementation of the Merdeka Belajar Curriculum in improving the students' English learning outcomes which covered: 1) the implementation of the teaching module, 2) the teaching and learning process, 3) the use of learning materials, 4) the use of learning media, 5) the implementation of assessment and evaluation, and 6) the opportunities and obstacles. According to Arikunto in Dadang Iskandar (2015), the term Classroom Action Research can be abbreviated as Action Research only because the term "class" only indicates a number of subjects that are targeted for improvement. So, the purpose of action research is to solve problems through a real action, not just observe the phenomena concerned. It is conducted on the basis of learning problems that arise in the classroom in order to improve the learning process so that learning objectives can be achieved. The objective of this research is to improve students' creative thinking skills using the Project-based Learning model based on Merdeka Belajar Curriculum. The flow chart of this study follows Kurt Lewin's design stages, which can be summarised as follows:

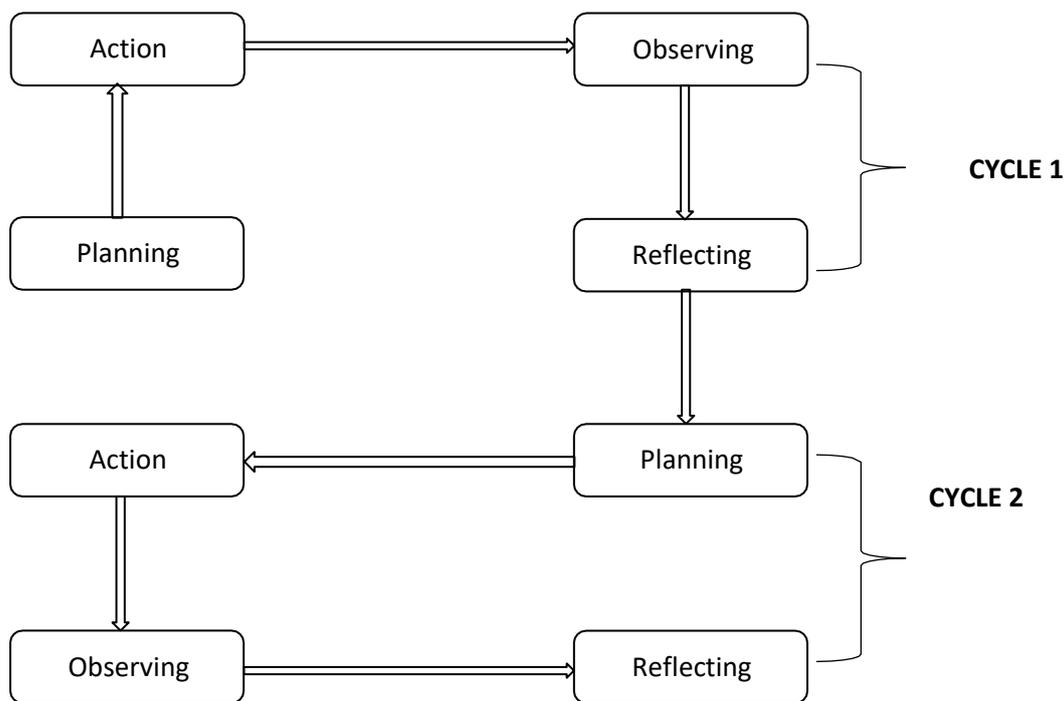


Figure 1. Classroom Action Research Procedures

Respondents

The respondents of this research are the students of vocational school SAMUDERA INDONESIA MEDAN (SAMIN) grade XI which consists of 30 students at academic year 2022/2023. The school located on Komp YUKA, Jl. Abd. Sani Mutalib Jl. Marelان V, Terjun, Kec. Medan Marelان, Kota Medan, Sumatera Utara.

Instruments

In this research, the data is collected by using quantitative and qualitative data. In collecting quantitative data, the test is conducted by the researcher in order to measure students' English learning outcomes. Teacher gave the certain topic to be discussed by using Project-based Learning and the students should do some activities concerned with what the topics asked them to do. The qualitative data is used to describe the situation during teaching and learning process. The qualitative data is collected by using observation sheet, diary notes, interview, and documentation.

Procedures

The researcher used classroom action research procedures based on Kurt Lewin's design which consisted of two cycles in which each cycle contained four phases, namely; planning, acting, observing, and reflecting.

Planning

planning is created based on issues found at the pre-CAR stage in order to empirically evaluate the chosen action hypothesis. Each single step in this action plan is detailed. At this preparation stage, every requirement for implementing CAR is meticulously prepared, starting with the teaching materials and resources, teaching plans that include teaching methods and procedures, and observation and evaluation techniques or instruments. At this point, it's also important to consider all the potential roadblocks that could appear during the implementation phase. The implementation of CAR can proceed according to the predetermined hypothesis by expecting more than predicted. The following steps are taken during

the action planning stage: (1) Getting approval from teachers grade XI and the principal of SMK PELAYARAN SAMUDERA INDONESIA (SAMIN) Medan. (2) Examining the learning models that the former teachers of the class used to teach. (3) Create a Learning Implementation Plan (RPP) using a Project-based Learning model with two cycles and two meetings for each cycle based on Merdeka Belajar Curriculum. (4) Creating observation logs, pretest, and post-test questions as research instruments.

Acting

During the action stage, the teacher applies Problem-based Learning model to lessons that are taught in the classroom. The teacher's actions are in accordance with the applicable curriculum, and the outcome is anticipated to be an improvement in the efficiency of collaborator involvement in order to aid the researcher in sharpening the reflection and evaluation that conducted on what was occurred in the classroom. Every experience, piece of information, and learning theory were mastered and applied throughout this process of reflection.

Observing

Observation was carried out simultaneously with the implementation of the action. The execution of the action is accompanied by activities for action observation. The implementation of the decisions and plans made at this point is included in the data as well as how they affected the instructional process and outcomes that were gathered with the aid of observational tools created by the researcher. At this point, it is vital to take into account the employment of various research measuring devices for the purpose of data triangulation.

Reflection

This is the stage in which the data collected during observations were processed. The data is then interpreted and searched for explanations, analysed and then synthesized. Outsiders may be involved in this data review phase. Outsiders are only involved to help researcher reflect and evaluate more deeply. In this reflection stage, all the experiences, knowledge and instructional theories that had been learned and applied to the preceding class actions became materials for considering and comparing so that it would be able to draw a strong and accurate conclusion. This reflection stage plays a critical role in the success of class action research.

Data Analysis

In this classroom action research, qualitative description analysis is used, which is a research method that describes reality or facts in accordance with the data obtained with the aim of knowing the learning outcomes achieved by students as well as to determine students' response to activities and students' activities during the learning process. The purpose of this analysis is to describe student activities during the teaching and learning process. The descriptive analysis was carried out as follows:

Qualitative Descriptive Analysis

Qualitative descriptive analysis has a purpose is to give production to the variables mentioned according to the actual combination. This technique is used to analyze qualitative data. This qualitative descriptive analysis is obtained from qualitative data collected in the study which includes:

- a) Teacher observation sheet
- b) Student observation sheet
- c) Teacher and student interview results

Quantitative Descriptive Analysis

Quantitative descriptive analysis is a statistical data that serves to describe or provide an overview of the object under study through sample or population data. What is included as quantitative data in this research is student learning outcomes. To analyze the students' learning outcomes after the learning

process of each cycle is done by providing an evaluation in the form of competency test questions. The analysis was calculated using simple statistics, namely:

1. Formative Test Score

Students' score of English tests is counted by using the following formula:

$$\text{Score} = \frac{\text{Score obtained}}{\text{Maximum Score}} \times 100$$

2. Student Completion Data

Based on the instructions for teaching and learning, that the achievement level for the formative test is 85%, then the researcher considered that the use of Problem-based Learning model is said to be successful in improving Students' English Learning outcomes if the students were able to complete and meet learning completeness at least 85% or a standard score of around 75 as the criteria for success learning. Sudjana stated that to determine the percentage of learning completeness can be done by using this formula:

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

P = Percentage of learning completeness

F = Frequency (many students who are complete)

N = Total number of students

3. Class Average

The students' average scores or the mean score of the students can be calculated by using this formula:

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

X = Average (mean)

$\sum x$ = The sum of all student scores

$\sum N$ = Number of students

From the results of the average scores, it will be obtained that the achievement of learning indicators can be categorized based on the following provisions which is expressed by quantitative criteria, namely:

- 90-100 : very good
- 70-89 : good
- 50-69 : good enough
- 0-49 : not good

RESULTS AND DISCUSSION

The Classroom Action Research on English materials had been conducted in August 2022 which involved 30 students grade XI in this study. The data collected are cognitive knowledge, skills and attitude values. The study was divided into 2 cycles. The reason why this classroom Action Research is divided into 2 cycles because the results from the first cycle showed that the English students' learning outcomes did not meet the average score for completeness of learning outcomes. Therefore, it is necessary to continue the study by providing the same learning activity for the next cycle. Here are the first cycle results obtained from the following 3 assessment domains:

Table 1. The Students' English Learning Outcomes based on Cognitive Domain in Cycle 1

Description	Result
Average	57,12
Highest	75
Lowest	45
Finished	3
Unfinished	27
Classical completeness	3,85%
Learning outcomes	57.12%

As can be seen from the above results, the average student's score stands at 57.12 and the classical completeness rate stands at 3.85 %. There are 3 students who has finished and 27 students who have not finished or are KKM below 75.

Table 2. The Students' English Learning Outcomes based on Psychomotoric Domain in Cycle 1

Description	Result
Average	53,65
Highest	70
Lowest	40
Finished	0
Unfinished	30
Classical completeness	0%
Learning outcomes	53,65

From the above data, the average practice value for students English Learning Outcomes was 53.65 and the classical completeness percentage was 0%. In psychomotor domain, cycle I, none of the students met KKM, which means they did not meet the requirements for completeness.

Table 3. The Students' English Learning Outcomes based on the Affective Domain in Cycle 1

Description	Result
Average	72,5
Highest	85
Lowest	60
Finished	15
Unfinished	15
Classical completeness	57,69%
Learning outcomes	72,5%

The average of the students' English learning outcomes in affective domain is 75.2 and the classical completeness percentage is 57.69%. In other words, out of 30 students, 15 students do not meet the requirements for completeness.

Based-on the result of learning outcomes test from the first cycle, the students English learning outcomes are still low and most of the students have not finished their tests, so this research continues into the second cycle. During the second cycle, there were 4 meetings, where the first meeting focused on the previous material, and the second meeting focused on the next material. In addition, students

were given the chance to improve their assignment project, monitor their progress, and evaluate the tools they had used.

Table 4. The Students' English Learning Outcomes based on Cognitive Domain in Cycle 2

Description	Result
Average	82,88
Highest	100
Lowest	70
Finished	26
Unfinished	4
Classical completeness	92,31%
Learning outcomes	82,88%

Based on the above data, the average value for students in cycle 2 increases by 82.88 and the classical mastery presentation is 92.31%, or 26 students meet the learning mastery criteria and the remaining 4 students did not complete the course.

Table 5 The Students English Learning Outcomes based on the Psychomotoric Domain in Cycle 2

Description	Result
Average	84,61
Highest	95
Lowest	70
Finished	29
Unfinished	1
Classical completeness	96,15%
Learning outcomes	84,61%

Based on the above data, the average practice value for students in cycle 2 increases by 84.61 and the classical mastery percentage is 96.15%. In other words, 29 students meet the requirements for completion and 1 student remains who has not completed.

Table 6 The students' English Learning Outcomes based on the Affective Domain in Cycle 2

Description	Result
Average	83,85
Highest	95
Lowest	75
Finished	30
Unfinished	0
Classical completeness	100%
Learning outcomes	83,85%

The results of the above analysis also showed an increase of 83.85 in the affective value for students in the 2nd cycle. Classical completeness percentage: 100% In other words, 100% of students meet the 100% maximum completeness criteria. The following table shows the data obtained for students' cognitive learning outcomes in the 1st and 2nd cycles.

Table 7. The Students' Cognitive Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation
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Learning Outcomes	cycle1	57,12	57,12%
Cognitive	cycle 2	82,88	82,88%

The graphic below showed that the comparison of student's English learning outcomes score in cycle I vs cycle 2.

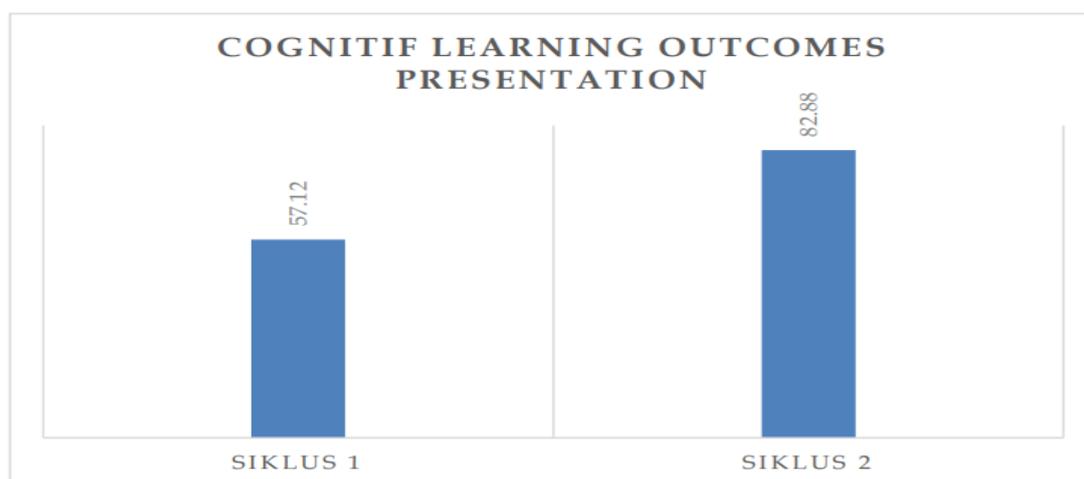


Figure 2. Cognitive Learning Outcomes Presentation

Table 8 showed the students' comparison scores in English subjects in the 1th cycle and the 2nd cycle.

Table 8. The Students' Psychomotoric Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation
Learning Outcomes	cycle1	53,65	53,65%
Psycomotor	cycle 2	84,61	84,61%

The table below showed a comparison between psychomotor skills of the students English learning outcomes.

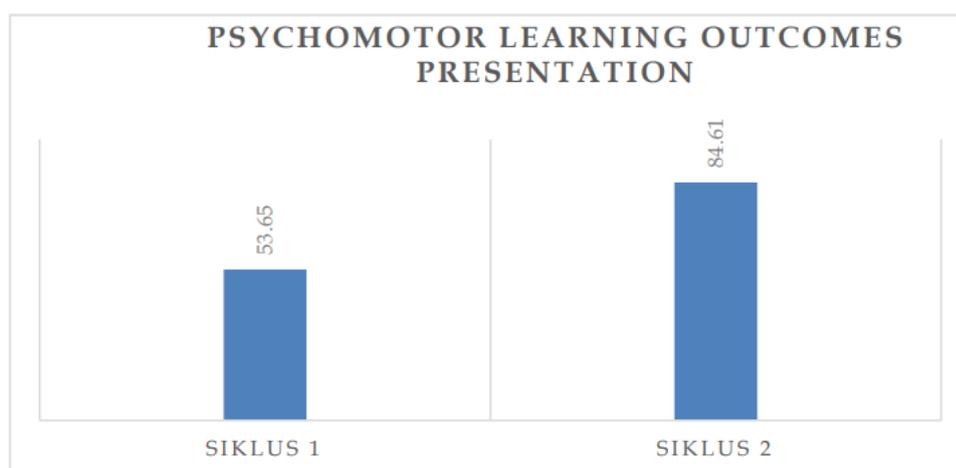


Figure 3. Psychomotoric Learning Outcomes Presentation

Here is a comparison of the score for affective learning in English subjects among students in cycle 1 and cycle 2.

Table.9 Students' Affective Learning Outcomes

Aspect	Cycles	Average	Learning Outcomes Presentation
Learning Outcomes	Cycle1	72,5	72,5%
Psychomotor	Cycle 2	83,85	83,85%

A Comparison of affective learning results can be seen in the following graph.

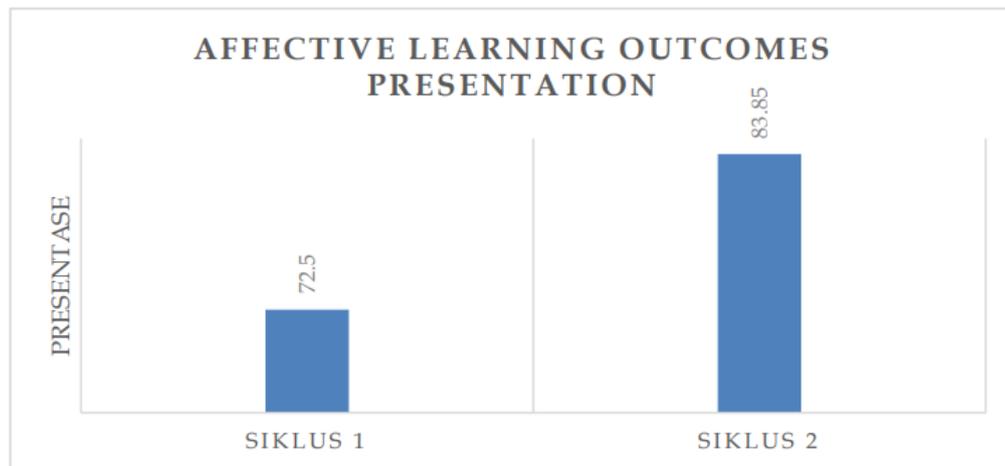


Figure 3. Affective Learning Outcomes Presentation

Based on the above information, the researcher can state that the percentages of learning outcomes from Cycle I and Cycle II for cognitive, Psychomotor and Affective domains increase significantly. This is in line with the opinion of Kristiyanto (2020), which stated that Project-based Learning model improves students' critical thinking skills and improves student English learning outcomes. Also, according to the opinion of Darmawan (2022), Ramlawati (2022), and Ranti (2022), after application of the project-based learning model, students' learning outcomes had been improved. This indicates that the application of project based learning model can improve the learning outcomes of students grade XI in English subjects at SMK PELAYARAN SAMUDERA INDONESIA (SAMIN) Medan.

CONCLUSION

The curriculum is a framework for education that will aid in the advancement, development, and growth of numerous educational goals. The question to ask is whether every change in the curriculum minister requires a replacement. A common misconception is that changing ministers equates to changing the curriculum. One of the objectives for the Minister of Education's election is to alter the curriculum. The fundamental objective is to implement a curriculum well rather than changing it, despite the fact that this is the goal. The Merdeka Belajar Curriculum is an excellent curriculum that takes into account the skills, interests, and capabilities that each student possesses. However, a number of inconsistencies prevent the curriculum from being implemented effectively. And for that reason, Merdeka Belajar Curriculum was held. The use of the Project-based Learning model to the students grade XI in English learning can enhance student learning outcomes, according to this study's conclusions, which are cause for concern. This can be seen by looking at the average learning outcome scores for the

cognitive domain, which increased from 57.12% to 82.88% in the second cycle, the psychomotor domain, which increased from 53.65% to 84.61% in the first cycle, and the affective domain, which increased from 72.5% to 83.85% in the first cycle.

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Exploring Students' Creativity on Social Media in Learning English at SMK KARTIKA XIX-3 Cirebon City

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Abstract

The purpose of this study is to determine the rediness of exploring students' creativity on social media in learning English. The subject and object of the study were 10 grade Nursing student at Kartika XIX-3 Vocational School Cirebon City, totaling 24 people including 22 girls and 2 boys. This study used qualitative methods. The study used questionnaires, interviews and observations as the instruments. The results of this students have positive perception about increasing creativity in social media for learning English content allowing them to store it practice their English skills especially listening, expand their vocabulary, and improve their pronunciation knowledge. Futhermore, as students can increase creativity in the use of social media for learning English in various forms They can select English content they enjoy on social media and learn about things their teacher doesn't teach them in class. Due to this circumstance, students can feel at ease and inspired to practice their English outside of the classroom.

INTRODUCTION

Creative is the ability to develop new ideas and find new ways to see problems as opportunities. According to definitions, creativity is the capacity for coming up with original ideas, suggesting the use of already-existing elements to create something new, and offering worthwhile solutions to issues. Creativity can encourage pupils to confront their problems head-on and explore for solutions for the answer. The majority of kids also struggle with vocabulary, reading comprehension, writing, speaking, listening, grammar, and pronunciation. Increasing student inventiveness is definitely necessary to address this issue because doing so would boost their interest in finding a solution, as well as their creativity and respect. The creative kids, however, would actively participate in the English learning process.

The students that are creative would use critical thinking to pose a topic, offer suggestions, or tips, and other materials to aid in their study. They do, after all, have critical thinking. It can motivate them to participate actively in their education and encourage them to have children, a successful automated learning of English. These days, even very young children are familiar with the Internet, and excessive use of social media and the Internet can be harmful. Children typically spend more than two hours online each weekday and more than three hours each weekend, according to the OECD's 2018 report. The study also discovered that, if used sparingly, the Internet has a good effect on mental health; nevertheless, excessive use of the Internet has been demonstrated to have a negative impact on mental health and to be associated with less restful sleep. The purpose of using social media, according to Lau (2017), may have

an effect on a student's performance. On the other hand, social media plays a part in the educational process by sharing the most recent news, videos, instructional topics, and intriguing.

Research shows that using social networks for educational purposes and having a positive effect on pupils because tales about learning and sharing suggest that using social media can boost communication efficiently. Students in higher education use Facebook more frequently for educational purposes; this is made feasible by Facebook's grouping features, which enable users to engage in group conversations and information sharing on a particular subject. (2013) Bicen and Uzunboylu.

Several social networking platforms, including Facebook, WhatsApp, Line, and others, allow users to speak verbally with one another. This offers fantastic chances to communicate with native speakers from all around the world and perfect your English. The use of homophones on the internet may affect users' speaking ability, claim Kay, Kai, Jun, and Hor (2014). Additionally, social media is important for children's language development. According to Hong-Nam and Leavell's 2007 research, bilingual students typically have superior language acquisition skills than monolingual students, which may have a greater impact on their capacity to acquire a third language. preferred method of instruction for young people worldwide

Due to the internet, many who wish to study English have changed (Donly, 2016). Social media is thought to improve learning opportunities and environments. The website offers many opportunities for two-way voice communication and speaking practice with actual native speakers from around the world. Those varied choices of social media platforms are possibly can boost students' creativity while learning English. Hence, it is interesting and important to research this matter.

According to Sutrisno's research from 2017, "there is a positive relationship between student achievement in learning English and creativity." (p. 13). Students that are highly creative in their English learning will achieve success. Success with learning English. Additionally supporting this is Kaboodi&Jiar's (ND) explanation that there is a connection between creativity and success on both a cognitive and behavioral level and development of traits. The candidate for this study was the Kartika XIX-3 Vocational School in Cirebon City. Based on the researchers' observations that 10 nursing students in the research location Kartika XIX-3 SMK Cirebon City has made progress in its English-language education. Therefore, Researchers are attempting to Investigating students' creativity in English language learning via social media. Researchers will find it simpler to observe students as a result of this 10. Therefore, the present research attempts to address the following research questions:

1. How does social media influence students' creativity in learning English?
2. How do students implement their creativity on social media in learning English?

METHOD

The type used in this research is analytical descriptive which is understood as one of the studies aimed at describing various phenomena that exist both natural and non-natural. The 10 nursing of SMK Kartika XIX-3 Cirebon City were selected from the 10 nursing Department participant of this study. There were 24 students who were asked to fulfill questionnaire and 9 students from the total participants were selected as interviewed to share their feelings and ways they use social media to increase creativity in learners English.

To characterize a phenomena and its traits is the aim of descriptive study. This study is more interested in what occurred than in how or why it occurred. As a result, methods like observation and surveys are frequently employed to collect data (Gall, Gall, & Borg, 2017). This method is used to describe the increase in student creativity in learning English using problem-based learning methods in class 10 nursing SMK Kartia XIX-3 Cirebon City for the 2022/2023 academic year. Increasing student creativity is be seen from the ability to use social media in learning English

So that further this research is be presented in a verbal form not in numbers, this qualitative research also usually takes smaller samples and the taking tends to aim at understanding aspects in more depth to a goal which makes it limited to focus on only one problem being studied just.

RESULTS AND DISCUSSION

The findings of the present research is the influence and implementation of student creativity on social media in learning english is implemented.

The influence of social media to student creativity in Learning English

Students have varied choices on submitting their assignments

The students pick social media platforms that they frequently utilize to practice their English. The participants in this section were permitted to select more than one response. According to the survey results, 24 students, or 83% of the participants, said they used YouTube the most for English study, followed by Instagram (65%) and WhatsApp (42%).

Table 1 Document Questionnaire

No	Type of Social Media	Frequency	Percentage
1.	Facebook	10	25%
2.	Instagram	18	65%
3.	Youtube	24	70%
4.	Twitter	10	10%
5.	WhatsApp	24	42%
6.	Telegram	15	20%
7.	Tiktok	20	25%

The information from the interview clarified the selection criteria for those applications. Because YouTube has so many educational videos with English content, students favor it. Along with honing your listening skills, while watching English videos on YouTube.

Creative is the ability to develop new ideas and find new ways to view problems as opportunities. What is meant by creative students is that students use social media to collect assignments by choosing which various social media students want to use or look for learning material. there are also non-creative students, namely by collecting assignments, coming directly to the teacher's room. One of the easiest ways to use social media to spark your creativity is to follow accounts, hashtags, or groups that relate to your interests, passions, or goals. You can discover new ideas, trends, styles, or perspectives that can inspire your own work or challenge your assumptions. You can also learn from experts, mentors, or peers who share their insights, tips, or experiences on social media. For example, you can follow artists, writers, designers, or entrepreneurs who post their work, process, or advice on Instagram, Twitter, or LinkedIn.

Another way to use social media to spark your creativity is to engage with the community of creative professionals who share your niche, industry, or vision. You can join conversations, ask questions, offer feedback, or share your work on social media platforms that foster interaction and collaboration. You can also participate in challenges, contests, or events that encourage you to showcase your creativity or learn new skills. For example, you can join Facebook groups, Reddit forums, or Clubhouse rooms that focus on your topic, genre, or field of interest.

Students have savvy and supported environment while learning English

Based on the questionnaire results table, see the responses from respondents on items 1, 2, 3, 4, 5, 6, 8, and 9. On these items shows 99% of all respondents chose "agree", which shows that all respondents

agree on that question. Based of the results of the questionnaire will be strengthened by the results of class observations conducted by researcher. 95,9% Social media increases my confidence toward EFL learning, only 4,1% are undecided. 87,5% of them agreed Social media reduces my anxiety towards EFL learning. and 12,5% undecided students. 41,6% of Learning through social media reinforces self-independent learning. and 37,5% of them undecided. In addition, strongly agree 20,9%. 75% of students agreed Social media forms a more relaxed and stress-free language learning environment, only 12,5% stated don't agree. 79,2% of them Social media provides various sources for learning English. and 20,8% of them strongly agree. 87,5% off students strongly agree Social media is easy to be used for learning English. , while 4,2% declared undecided. 79,2% agree of them It gives me opportunity to improve English listening skill 16,6% of they couldn't agree more. 70,9% agree of students It gives me opportunity to improve English speaking skill. while 12,5% strongly agree. Finally, 79,2% agree of them It gives me the opportunity to improve reading skills, while 16,6% strongly agree.

Table 2 “students have savvy and supported environment while learning English”

No.	Variable	Indicators	Score				
			1 Strongly Disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly Agree
1.	Social Media	Social media increases my confidence toward EFL learning.			4,1%	95,9%	
2		Social media reduces my anxiety towards EFL learning.			12,5%	87,5%	
3.		Learning through social media reinforces self-independent learning.			37,5%	41,6%	20,9%
4.		Social media forms a more relaxed and stress-free language learning environment		4,2%	8,3%	75%	12,5%
5.		Social media provides various sources for learning English.				79,2%	20,8%
6.		Social media is easy to be used for learning English.			4,2%	87,5%	8,3%
7.		It gives me opportunity to			4,2%	79,2%	16,6%

		improve English listening skill					
8.		It gives me opportunity to improve English speaking skill.		8,3%	8,3%	70,9%	12,5%
9.		It gives me opportunity to improve reading skill.			4,2%	79,2%	16,6%

According to an examination of survey results, the majority of students believe that learning English through social media is enjoyable. They claimed that social media offers a variety of English learning content.

According to their responses to the aforementioned questionnaire and interview, students are at ease and unhurried when using social media to learn English. Students can access English content on social media in a variety of formats, including text, music, movies, and even games. Any gadget can be used to access these varied contents. Because of this, social media can be used by a wide range of people with various needs, capacities, and aspirations (Anwas, Sugiarti, Permatasari, Warsihna, Anas, Alhapip, Siswanto, & Rivalina, 2020). Additionally, because social media facilitates virtual engagement and offers pleasurable media experiences, it lessens students' anxiety (Makodamayanti, Nirmala, & Kepirianto, 2020). As a result, students have the confidence to practice and learn English anywhere and at any time.

Students are able to improve their English skills

Based on the questionnaire results table, see the responses from respondents on items 10,11,12,13,14,15, and 16. On these items shows 100% of all respondents chose "agree", which shows that all respondents agree on that question. 75% of students agree gives me opportunity to enhance my vocabulary, strongly agree 20,9% and only 4,1% of them undecided. 79,3% of them agree gives me opportunity to enhance grammar knowledge. of them strongly agree 12,5%. of them undecided 4,1% and 4,1% of them disagree. 75% of opportunity to enhance my pronunciation,4,1% of them undecided,16,7% of them strong agree, while 4,1% of them disagree, 58,4% of them agree Students are actively involved in group discussion during social media use, 29,2% of them undecide, 8,3% of them strong agree and 4,1% of them disagree. 66,7% of them agree Students are able to use social media outside of class to complete writing assignments , 20,9% of them undecided,while 12,5% of them strong agree. 50% agree of Students can provide assessment of the results of the English task students on social media, 45,9% undecided and 4,1% disagree. Lastly, 70,9% agree of Students make improvements corrected assignments by teachers and colleagues, 8,4% of them disagree and 20,8% of them undecided.

Table 3 " Students are able to improve their English skills"

No.	Variable	Indicators	Score				
			1	2	3	4	5
				Disagree	Undecided	Agree	

			Strongly Disagree				Strongly Agree
10	Social Media	It gives me opportunity to enhance my vocabulary			4,1%	75%	20,9%
11		It gives me opportunity to enhance grammar knowledge		4,1%	4,1%	79,3%	12,5%
12		It gives me opportunity to enhance my pronunciation		4,1%	4,1%	75%	16,7%
13		Students are actively involved in group discussion during social media use		4,1%	29,2%	58,4%	8,3%
14		Students are able to use social media outside of class to complete writing assignments			20,9%	66,7%	12,5%
15		Students can provide assessment of the results of the English task students on social media		4,1%	45,9%	50%	
16		Students make improvements corrected assignments by teachers and colleagues		8,4%	20,8%	70,9%	

Additionally, according to the questionnaire, social media facilitates all of their English skills. The author did, however, draw attention to the abilities described by students as being most facilitated by social media. The abilities include pronunciation, vocabulary, and listening. First off, social media is crucial for pupils' vocabulary growth.

Students in this study concur that social media's features encourage them to practice their English outside of the classroom based on the study's findings. The research emphasizes the idea of using social media for informal language learning to support classroom instruction in English. According to Combs & Ahmed (1974; as referenced in Mohamed Al-Sabaawi & Dahlan (2018), informal learning is the continuous process through which every individual gains and accumulates information and abilities via daily experience and exposure to the environment. Students may be able to direct their learning outside of the classroom through social media. As a result, the students would be able to apply the concepts they learn in class (Ahmed, 2020). Furthermore, Mubarak (2016) contended that as social media does not provide

an ideal environment for formal language instruction and learning, the classroom setting is still the most preferable for learning English. As a result, he advised teachers to incorporate social media into their lesson plans. In order to practice English both inside and outside of the classroom, EFL students may find it helpful to use social media as a learning tool (Omar, Embi, & Md. Yunus, 2017).

The implementation of student creativity on social media in learning English

Based on the results of class observations, the observation aims to see how English teachers teach using social media to increase students' creativity in teaching English at SMK Kartika XIX-3 Cirebon City in the 2023/2024 academic year. That Observations were made face to face in class. have been made by researcher observation sheet with the following observation.

Table 4 " The implementation of student creativity on social media in learning English"

No.	Learning Activities	Qualifications		
		Yes	No	Description
1.	Using digital information or gadgets in searching for material provided by the teacher	✓		students already use gadgets in searching for material provided by the teacher
2.	Selective in finding the material given in social media	✓		it's selective
3.	Using the media effectively and efficiently		✓	there are some students who have not been able to use the media effectively or efficiently not all students ask and answer
4.	Asking and answering describing the material that has been explained		✓	have used well
5.	Use spoken and written language clearly, properly and correctly	✓		very easy for students in learning
6.	Social media makes it easy to find learning material	✓		very useful so that creativity increases
7.	Social media provides creativity in making the assignments given	✓		has increased creativity
8.	Being an encouragement to explore and innovate, increase creativity	✓		students are independent doing the task if the teacher is not in class
9.	With social media, students become more independent because they don't have to wait for the teacher to explain in class	✓		Almost all students use social media to increase their creativity

10.	Social media can develop student creativity in implementing it in everyday life	✓		
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There are ten observations. The results of the observations above show that everything applied by student X nursing at SMK Kartika XIX-3 Kota Cirebon is correct, such as the observations the researchers made about exploring student creativity on social media in learning English at SMK Kartika XIX-3 Kota Cirebon. the researcher saw that the class had used gadgets in learning and made use of social media in increasing their creativity in learning English. the researcher also saw students being selective in finding material on social media. but there are some students who have not been able to use social media effectively or efficiently. the researcher saw that not all students were active in asking and answering. but already good at using spoken and written language clearly and correctly.

Social media makes it easy to find learning material that is not yet understood. many students use social media to increase their creativity, for example, there are some students who often create content using English. researchers see students are very enthusiastic about exploring their content in increasing creativity using social media, they spread their content on the social media they have. With social media students can also do assignments in a timely manner and look for answers on social media even though the teacher cannot be present in class during class hours. researchers see that many students are creative not only when learning in class but outside of class hours students develop their creativity in everyday life by uploading their content to social media.

CONCLUSION

Based on data collected and analyzed from questionnaires and speaking tests, the researcher concludes the results of the study as follows:

1. The influence of social media to student creativity in Learning English

According to the findings of questionnaires and interviews, the first research issue is that the majority of students believe that creativity in raising interest in students who learn English through social media is very important for them as students because one of the factors that can catch their attention is something new for those who are true. Important for the learning process and improving the effectiveness of the class. Percentage of students who participated in the survey strongly agreed with the statement that using social media to increase creativity can increase students' interest in studying English. When a teacher comes up with innovative teaching strategies, such as using media or other engaging materials, pupils learn English far more effectively and appreciate the subject they are being given.

2. The implementation of student creativity on social media in learning English

The outcomes of classroom observations are shown in relation to the second researcher's issue. The capacity of inspiring teachers to continuously produce content or subject matter, be able to create an inviting atmosphere, and adapt lessons is known as teacher teaching creativity. Learning through creativity is equally crucial, and teachers must show students how to be creative in the classroom. Creating effective, efficient, and innovative learning environments is one solution that schools can implement. This can be seen from the students' test results; in their interviews, they stated that they agreed and felt at ease when the teacher used learning resources so they could comprehend the content more easily.

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The Implementation of English Program at SMK Pesantren Bina Insan Mulia Cirebon

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Abstract

The spread of religion in Indonesia happens in various ways. One of them is that Islam entered Indonesia through many media in its spread, one of which is through education. In Islam, the spread through education is known as pesantren education, which plays a very large role in the spread of Islam in Indonesia. Pesantren itself is a traditional Islamic education where under the guidance of a teacher who is usually called a kyai with students who live together who are usually called dormitories. The purpose of this study was to know the implementation of the English Program at Bina Insan Mulia Islamic Boarding School Vocational School and how is teacher perception of the English Program at Bina Insan Mulia Islamic Boarding School Vocational School. This study uses checklist observations and interviews to find out the teachers planning documentation and implementation applied by the teacher in learning activities in class. The results of the research show it can be concluded it is known that the implementation of the English language program at the Bina Insan Mulia Islamic Boarding School has contributed to English lessons. From the research observations of teachers who have prepared observations of learning activity assessments for each teacher, in which the observation sheets contain opening activities, core activities, and closing activities which contain points that must be carried out by each teacher.

INTRODUCTION

The spread of religion in Indonesia happens in various ways. One of them is that Islam entered Indonesia through many media in its spread, one of which is through education. In Islam, the spread through education is known as pesantren education, which plays a very large role in the spread of Islam in Indonesia. Pesantren itself is a traditional Islamic education where under the guidance of a teacher who is usually called a kyai with students who live together who are usually called dormitories.

To realize the maximum generation, it is necessary education that includes two main elements, namely academic excellence and nonacademic excellence or attitude—including excellence spiritual. A formal school is an example of a focused educational institution on the factor of academic intelligence, and factually tends to be lacking pay attention to aspects of attitude and things that are spiritual in nature. System education in formal schools emphasizes achievement and intellectual intelligence of students. Meanwhile, Pondok Pesantren became one of the choices of educational institutions that prioritize attitudes and efforts spiritual or religious intelligence (tafaqquh fiddîn)

On this research, the author is going to focus on the implementation english program at the Bina Insan Mulia Islamic Boarding School Vocational School Curriculum in formal education is the essence of education play a very important role in education. This is because in the curriculum there is material that will become the core of the learning process, so it can achieve the expected goals. The curriculum it self departs from expectations society that is transformed into policies and from those policies converted into programs and materials and after that the program applied to the learning process in the classroom (Deng, 2017).

Therefore, knowledge and perceptions that students have will depend on curriculum used in the learning process. Complete components are a must in the curriculum are educators, students, learning objectives, content or learning materials, learning methods and approaches used, tools in the learning process, and evaluation. Of the many schools that face difficulties in learning English, one of which is the pesantren in one of the vocational high schools in Cirebon Regency, namely the Bina Insan Mulia Islamic boarding school. In this Islamic boarding school students are taught English and are expected to able to read text in English. However, based on information obtained by the current service team the initial survey from the teacher that this hope has not been realized. Still many once students who have difficulty understanding English text.

Some students or students may feel that a foreign language is not needed. Moreover, not a few who find it difficult to learn it. Even though foreign languages, especially English, have a myriad of benefits if successfully learned. The correlation between English and the motivation to learn English in the current era is relatively high. By implementing the English language program at Islamic boarding schools, it is expected that students will have skills in foreign languages which can be utilized in learning and activities or programs held by the school.

Literature Review

Definition of Boarding School

Pesantren means a place for students to (Dhofier, 2011). A place where students learn to study, especially religious knowledge. The pesantren was built because of the community's desire for further educational institutions. In general, Islamic boarding schools began to emerge and develop in rural areas due to the demands of the surrounding community who wished for Islamic boarding schools. Most people who choose Islamic boarding schools as educational institutions for their children are based on a sense of trust in the coaching or education carried out by these Islamic boarding schools so that their children can learn deeper religious knowledge.

According to (Fitri, 2022) Islamic boarding school is one of the educational institutions based Islam in Indonesia, which teaches various lessons religion regarding Islam and as one of the institutions that play a large role in noble moral and moral education for the students in it. Islamic boarding school in Indonesia has a unique history and has its own characteristics compared to Islamic boarding schools in other countries. Based on the explanation above, pesantren is an educational institution. Islam that spreads the religion of Islam to students who can be called santri in order to expand Islamic knowledge. According to (Maruf, 2019) One of the known Islamic educational institutions long time implementing character education is the cottage boarding school. It is an education system that has been seen as having many advantages and special characteristics in the application of education character for their students (santri). Based on the explanation above, pesantren is considered more easy to shape the character of the students because implement a boarding system that allows for apply the values of the worldview they adhere to into the daily life of the students.

Islamic Boarding School Education System

Currently, there are two categories of pesantren in Indonesia: traditional pesantren and modern pesantren. Traditional Islamic boarding schools are Salafipesantren, pesantren of this category are tasked with providing only Islamic religious education to students (Fadhilah, 2011).

According to (Tahir, 2015) Modern Islamic boarding schools provide Islamic education and modern education in accordance with the times including foreign languages education such as Arabic and English. According to (Krisdiyanto et al., 2019) the education system in pesantren has an independent character. Matter we can see that from sorogan teaching. Sorogan teaching here means one person the kyai teaches his students in turn from one santri to another. When it arrives In turn, the santri repeats and interprets the exact word that is spoken the kyai or teacher to him. This translation method is made so that they can understand easy to understand and understand both in terms of the meaning and function of words in a series.

In that system, the students have to do it repeatedly and only may receive additional lessons if you have studied or mastered the lesson previously. Sorogan can be interpreted as the most difficult system of the entire system teaching in Islamic boarding schools, this is because in the sorogan the students are required to patient, diligent, obedient, and disciplined.

Apart from the sorogan in Islamic boarding schools, they are also very familiar with the name is weton recitation where the kyai crosses legs on the floor of the mosque or on the terrace of his house read or explain about matters of a religious nature and the students gathered around him while listening and taking notes on what the cleric said the sentences in English.

Definition Of Perception

Sugihartono, et al (2007: 8) suggests that perception is the brain's ability to translate stimuli or processes to translate incoming stimuli into human sensory organs. In human perception there are different points of view in sensing. There are those who perceive something as good or positive or negative perceptions that will affect visible or real human actions. Bimo Walgito (2004: 70) reveals that perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual. Responses as a result of perception can be taken by individuals with various kinds. Everyone has a tendency to see things that are the same in different ways. These differences can be influenced by many factors, including knowledge, experience and angle he looked. Perception is also related to one's perspective on a particular object in different ways by using senses that are owned, then try to interpret it. Perception both positive and negative are like files that have been neatly stored inside our subconscious mind. The file will appear immediately when it exists the stimulus that triggers it, there is an event that opens it. Perception is the result of the work of the brain in understanding or assessing something that is happening around him (Waidi, 2006: 118).

Jalaludin Rakhmat (2007: 51) states that perception is observations about objects, events or relationships obtained by inferring information and interpreting messages. Whereas, Suharman (2005: 23) states: "perception is a process interpret or interpret the information obtained through the system human senses". According to him there are three aspects in perception that are considered relevant to human cognition, namely sensory recording, pattern recognition, and attention. From the explanation above it can be drawn a common opinion that Perception is a process that starts from sight to Formed responses that occur within the individual so that the individual is aware about everything in its environment through its senses has.

English Program at Vocational Boarding School

English program is a program created by an institution to improve the quality of English. In this chapter, there are several types of English programs that have been found by previous researchers. These English programs aim to improve English education in private institutions (M.J Insan, 2020) claims that

there are several English language programs are able to improve the students' English ability, such as mufrodat or vocabulary, muhadasah or conversation, and muhadaroh or speech program. While (Nur et al., 2021) states that there are four important English language programs that must be carried out to improve students' English ability, those are vocabulary program, speech program, conversation program, and an

additional learning program (courses).

According to (Setiawati, 2018), an institution has various programs for the advancement of foreign languages. There are two dominant foreign languages provided by the institution to students, namely English and Arabic. The two foreign languages are run in the same program but at different times, such as mufradat in the morning, muhadatsah in the afternoon, and muhadharah in the evening. All of these programs also required supporting activities such as an English language club, delivering mufrodat placards in strategic places, and implementing foreign language discipline.

METHOD

Research Design

The type used in this research is analytical descriptive which is understood as one of the studies aimed at describing various phenomena that exist both natural and non-natural because the instruments used are observations and interviews that will be described and described through the sentence that has been assembled in the previously arranged. According to Sugiyono (2013), descriptive analysis is a method that functions to describe or provide an overview of an object under study through data or samples that have been collected as they are without conducting analysis to make general conclusions. Meanwhile, according to Arikunto (2019), descriptive research is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of a research report.

Object And Subject of The Research

This research was conducted at Bina Insan Mulia Islamic Boarding School Vocational School. The location of this research was chosen because it is based on Islamic boarding schools and also based on a survey of researchers that Vocational School in Cirebon Regency apply English programs in the learning process of their students. Participants in this study were 4 teachers who had experience in their field. Interviewing four teachers and observing teachers who are teaching by applying problem based learning strategies how to implement English language programs for students in Islamic boarding schools. The participants are teachers who teaching at Bina Insan Mulia Islamic Boarding School Vocational School year academic 2022-2023. With teachers data as follows:

Data Collecting Procedures

The main data collection techniques in this study were interviews, observation and documentation. Data collection is done naturally at the data source. Data collection techniques in qualitative research at Bina Insan Mulia Islamic Boarding School Vocational School :

1. Interview

The interview is a means of re-checking or proving information or information previously obtained. The interview technique used in qualitative research is in-depth interviews. In-depth interviews are the process of obtaining information for research purposes by way of question and answer while face to face between the interviewer and the informant or interviewee, with or without using an interview guide, where the interviewer and informant are involved in social life relatively long.

2. Observation

Data collection techniques by direct observation of the object under study. This technique is carried out at an early stage before conducting the actual research, to ensure that the author or prospective

researcher introduces himself and asks permission to conduct research from the respondent or the party concerned.

3. Documentation

Documentation is one method of collecting qualitative data by viewing or analyzing documents made by the subject himself or by other people about the subject. A large number of facts and data are stored in materials in the form of documentation.

4. Questionnaire

In this study, researchers also used a questionnaire research instrument to obtain complete data as a result obtained from observations of the English program implemented by English teachers.

Instruments

In the research process, research uses questionnaire and interview. The purpose of the questionnaire and interviews as data collection instruments.

1. Document Analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to provide voice and meaning around the topic of assessment. The document analyzed in this study is the lesson plan on formal invitation letter materials for XI grade.

2. Interview

Interview of the researcher have did in 24 July 2023. And the technique of interview is the teacher in school by one of teacher can answer the interview best on they own opinion. There is some questions that research prepare to teachers.

In the research the researcher used 2 instruments, namely interviews and questionnaires in collecting data. Which will be shown to English teachers at SMA 1 Cikarang Utara, the interview that the author uses uses a semi-structured interview type with 7 questions.

3. Questionnaire

In strengthening research data collection, the writer besides using interviews as a research instrument, the writer alousing the Observations checklist as the second instrument in the research that the writer will do, the purpose of this observation checklist is to obtain additional data from the data obtained through interviews.

Data Analysis Technique

Data analysis in qualitative research at Bina Insan Mulia Islamic Boarding School Vocational School was carried out before going into the field, observing, during the implementation of research in the field and after completing research in the field. The research data was obtained from interviews, observation and documentation. Data analysis was carried out by organizing the data obtained into a category, describing the data into units, analyzing important data, compiling or presenting data according to the research problem in the form of a report and making conclusions so that it is easy to understand. The data analysis technique used was found in this study, essentially using analytical techniques.

RESULTS AND DISCUSSION

Implementation Refers to the stage of Learning Activities

The results of observation on subject an English teacher implementation english program at pesantren was accumulated. This Problem-Based was obtained from observational research at Pesantren

Bina Insan Mulia, especially in class X with Report Text material. In this observation the teacher has prepared assessments and pesantren English program for and student worksheets for each group, there is one meeting that followed by the description related to details of the activities. From the result of the teachers learning activities in implementing the English program, the results are obtained which concluded with charts as follows:

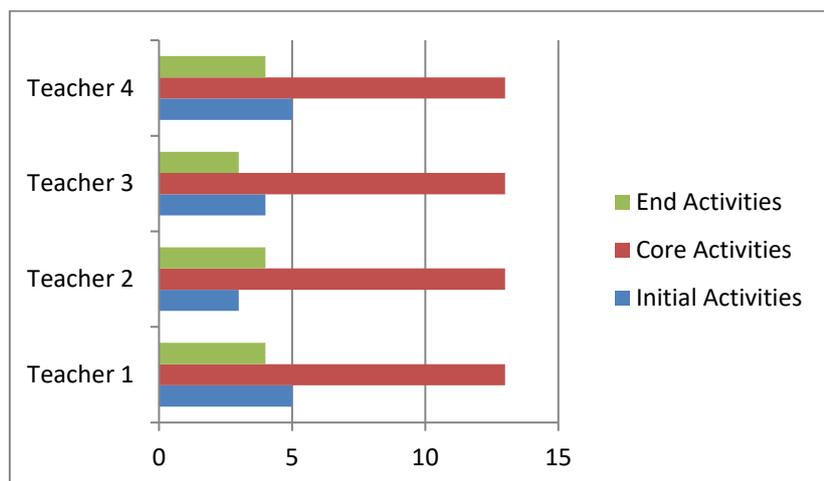


Figure 1. Description Related to Details of The Activities

The observation checklist contains learning activities which the teacher must carry out and provide to students during class.

From initial activities, core activities to closing activities. On the observation checklist sheet, the researcher observes what is given to students, whether it is in accordance with the observation checklist or not appropriate or even inappropriate. In the observations that have been made, the teacher has carried out the steps of learning activities properly and in accordance with what is stated in the observation checklist. Where in the initial activities the teacher has greeted, prayed before starting learning activities, checked student attendance and repeated the previous material and told the material to be discussed next.

In the core activities the teacher is in accordance with the observations of the researcher's checklist, namely dividing students into several groups and giving the material that has been prepared to each group. After the work was completed, each group was asked to come to the front of the class to report the results of the work that had been completed. In the core activity, the teacher has given questions to each group.

Then in the closing activity the teacher explains and concludes the material that has been discussed together with the students, gives homework, gives material to be discussed next, and prays after learning is over.

Observation of Teacher Perception of English Program at Pesantren Bina Mulia

The following is an explanation of the results of teacher perceptions through checklist observations which have been summarized using a chart. The following data were obtained from the results of the questionnaire scores that had been observed by the researcher with the following results:

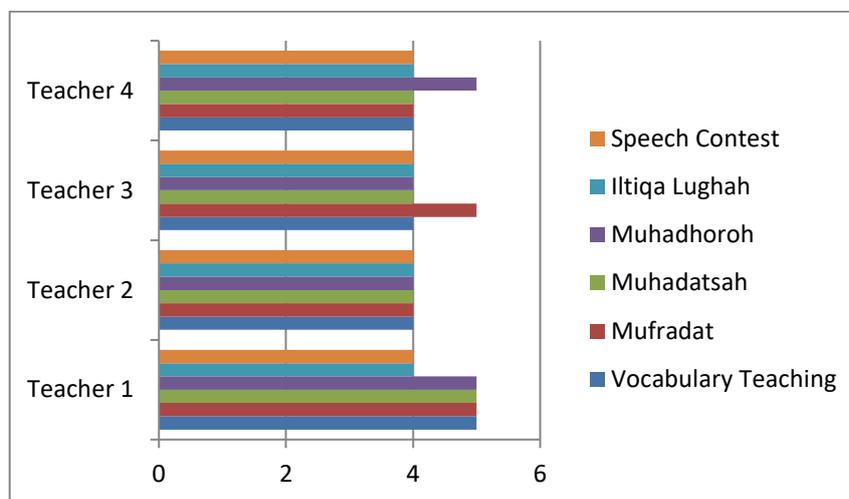


Figure 2. Results of the Questionnaire Scores

From the data chart above:

- Teacher 1 gets a score of 5 on vocabulary teaching, mufradat, and muhadatsah and a score of 4 on iltiqah lughah and speech contest.
- Teacher 2 gets a score of 4 in all categories of vocabulary teaching, mufradat, muhadatsah, iltiqah ulghah and speech contests.
- Teacher 3 gets a score of 4 in vocabulary teaching, a score of 5 in mufradat, and a score of 4 in muhadatsah, muhadhoroh, iltiqah ulghah and speech contests.
- Teacher 4 gets a score of 4 in vocabulary teaching, mufradat, muhadatsah, and a score of 5 in muhadhoroh and a score of 4 in iltiqah ulghah and speech contest.

Teacher Perception of English Program at Pesantren Bina Mulia

On the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained:

Teacher #1

On the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where is teacher #1 with the highest score. Teacher #1 runs the English program well according to the method or program set by the pesantren. For example, Q1 got a score of 5 by applying mufradat to English in their learning activities, Q2 got a score of 5, namely muhadatsah, Q3 got a score of 5 muhadhoroh, Q4 got a score of 4, and Q5 got a score of 4.

Teacher #2

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #2 has the highest score. Teacher #2 runs the English program well according to the method or program set by the pesantren. For example, Q1 gets a score of 4 by applying mufradat to English in its learning activities, Q2 gets a score of 4 namely muhadatsah, Q3 gets a score of 4 muhadhoroh, Q4 gets a score of 3, and Q5 gets a score of 4.

#Teacher 3

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #3 has the highest score. Teacher #3 runs the English program well according to the

method or program set by the pesantren. For example, Q₁ gets a score of 5 by applying mufradat to English in its learning activities, Q₂ gets a score of 4 namely muhadatsah, Q₃ gets a score of 4 muhadhoroh, Q₄ gets a score of 4, and Q₅ gets a score of 4.

#Teacher 4

Regarding the perceptions of English teachers towards the English language program at Islamic boarding schools by distributing questionnaires by researchers, the following results were obtained: Where teacher #4 has the highest score. Teacher #4 runs the English program well according to the method or program set by the pesantren. For example, Q₁ gets a score of 4 by applying mufradat to English in its learning activities, Q₂ gets a score of 4 namely muhadatsah, Q₃ gets a score of 4 muhadhoroh, Q₄ gets a score of 3, and Q₅ gets a score of 3.

CONCLUSION

From the results of the research analysis, it is known that the implementation of the English language program at the Bina Insan Mulia Islamic Boarding School has contributed to English lessons. From the research observations of teachers who have prepared observations of learning activity assessments for each teacher, in which the observation sheets contain opening activities, core activities, and closing activities which contain points that must be carried out by each teacher. By implementing the Islamic boarding school program in English subjects, students learn to speak actively and directly like learning Arabic at Islamic boarding schools.

The main research question, namely learning in the English program at the Bina Insan Mulia Islamic Boarding School helps students improve their speaking skills in terms of accent, vocabulary, comprehension, fluency, and grammar. English programs implemented at the Bina Insan Mulia Islamic Boarding School such as Mufradat, Muhadatsah, Muhadhoroh, Iltiqa Lughah, and speech contests. In the interviews that were conducted with each teacher, almost all teachers implemented the program.

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An Error Analysis of Students' Sentences in Simple Past Tense of Narrative Text at SMK Muhammadiyah Segeran Juntinyuat

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Abstract

This research deals with the students' error analysis in writing narrative text. This

research aims to know the types of errors in writing narrative text based on Dulay'

Theory. This research used a qualitative research design. There were 31 students involved from the tenth grade of SMK Muhammadiyah Segeran Juntinyuat. The data were taken from their writing of the narrative text. The result showed that there are four types of errors made by students, namely omission, addition, misinformation, and misordering. In the students writing there were 69 omission errors with a percentage 65%, 17 addition errors with a percentage 16%, 5 misinformation errors with a percentage 5%, and 14 misordering errors with a percentage 14%. Therefore the most dominant type of error made by students in the tenth grade of SMK Muhammadiyah Segeran Juntinyuat is omission errors with percentage 65% with the total number of errors being 69. It can be concluded that most students were lack of understanding about using simple past tense in their writing. The students did not understand the use of tenses, especially the simple past tense in writing.

INTRODUCTION

Writing is essential to achieving one's goals and objectives, as someone with writing skills can express their words and ideas in written form. The statement is supported by Hasani in Fitria (2020), who defines writing as an activity related to a person's disposition that conveys an idea, concept, or emotion in written form so the reader can understand the writer's message. It implies that writing is an activity related to a person's personality that aims to convey an idea, emotion, or concept so that the reader can embrace the idea, feeling, or image the author wrote. Consequently, according to Pratiwi (2016), mastering writing skills can help students become more vital in education and professional sectors by mastering writing structures such as vocabulary and idioms as one of the most crucial aspects of learning English. Writing is one of the most essential skills for students to acquire, as writing proficiency is critical not only for their educational environment but also for their social environment and professional existence in the future.

Writing is a challenging skill in learning English, especially for foreign English Students. When the students write in English, Sometimes they will have errors in writing. Many types of errors are made by students when they write in English, including punctuation, spelling, and grammar. According to Susanti (2017), Grammar is one of students' mistakes that often appear when they write in English. For international students like in Indonesia, writing in English makes it difficult to change form and combine words into sentences. They seem to have a problem mastering English Grammar, especially tenses. Past tense is a part of the grammar form that often appears in students' English writing mistakes.

Daniel (2019) defines simple past tense as discussing an activity or situation at a particular time. Furthermore, according to Rahmawati (2019), using simple past tense in English writing often confuses students. Writing in English is not easy for some students, mainly when they use the past tense; there are still many students who need clarification when they write English using the past tense. One of the texts used simple past tense is narrative text. The narrative text is a type of text that tells a tale to make someone appreciate it. Imagine anything that we narrate to entertain the reader. A narrative text tells a story or tale as an ordered description of events in either voice or writing (Hornsby, 1974, p. 561).

Several previous research related to Error analysis in writing narrative text. The first research was conducted by Puspitasari et al. (2021). They identified the types of errors in sentence structure in paragraphs based on Surface Strategy Taxonomy. The result showed that the common errors in students writing are omission, addition, misinformation, and misordering. The second previous research was conducted by Sadiyah (2019). She analyzed students' grammatical errors in writing especially in descriptive text. The findings showed that students mostly did error in verb agreement 41% that caused by using in correct form from simple present, follow by pronoun 18%, usage 15%, sentence pattern 12%, spelling 9% and capitalization error 5%. The third previous research was conducted by Ismayanti (2020). The research aims to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. The result showed that the students have difficulty in writing descriptive text, the difficulties are difficulties in generic structure, difficulties in grammar, and difficulties in spelling.

Based on the previous research above, the first research focused on identifying the types of error in sentence structure in paragraphs based on Surface Strategy Taxonomy (Puspitasari et al., 2021), and the second research focused on identifying the effect of story mapping and self-confidence on students' writing ability to recount text (Putri, 2021). Rarely, has the researcher discussed the error analysis in students writing of narrative text. However, the writer's interest in conducting this research entitled "An Error Analysis of Students Sentences in Simple Past Tense of Narrative Text at SMK Muhammadiyah Segeran Juntinyuat.

METHOD

This research concerns the students' sentence errors in the simple past tense of narrative text. This research is qualitative. This research clasified and analyze students' sentences in the simple past tense of narrative text. According to Creswell (2012), qualitative research is a method for investigating and comprehending the significance that individuals or groups assign to a social human problem. The research process involves the emergence of questions and procedures, data collection in the context of the participants, inductive analysis of the data that builds from particulars to broad themes, and the interpretation of the data's meaning.

Instrument

This research used the students' writing as a research instrument. The students have been given the task to write narrative text through a picture series with the topic "Malin Kundang" to know the error frequency in using Simple Past Tense of Writing Narrative Text.

Data Analysis

After the data was collected, the researcher analyzed the data that was collected. When analyzing the data, the researcher employs Dulay's theory. There are several steps involved in analyzing the data from students' writing.

Aspect of Errors

First, the researcher classified the students' errors in narrative text based on Dulay's theory which is divided into omission, addition, misordering, and misinformation.

Percentage of Error

Second, the researcher determines the percentage of errors. The data has been analyzed using the descriptive formula Gass and Selinker (2008), in which:

P = Percentage of error

F = Frequency of each error

N = Total frequency of error

RESULTS AND DISCUSSION

Percentage of errors in students' writing

No	Types of Error	Total	Percentage
1.	Omission	69	65%
2.	Addition	17	16%
3.	Misinformation	5	5%
4.	Misordering	15	14%
Total		106	100%

Based on the table above, it can be concluded that errors made by the students on the use of simple past tense are omission 69 errors with percentage of 65%, Addition 17 Errors with percentage 16%, misinformation 5 errors with 5%, misordering 15 error with percentage 14%. From this data, it can be said that the most errors made by students in writing narrative texts were omission 65%, addition 16%, misordering 14%, and misinformation 5%.

The tense that indicates that an event or activity occurred in the past is known as simple past tense. In order for a sentence to be meaningful, a writer must comprehend the function of the simple past tense; however, there are still numerous errors in the use of the simple past tense. Students must use simple past tense in a meaningful and correct manner when composing sentences. This study analyzed the errors made by students, particularly when writing narrative texts, based on this explanation.

According to the research questions in this research, the things that will be investigated are the

types of errors in using simple past tense in students' writing of narrative text.

The first type of error is omission, the omission is an error that occurs in a sentence where one element of the sentence that should appear but is omitted. Based on Dulay's theory (1982), omission error is the absence of an item or element in a sentence that should be in the sentence. In other words, an omission error is the absence of element of a sentence that should appear to form a sentence properly. On the other hand, omission refers to when the mandatory items that must be presented are discarded. From the explanation, omission errors occur when elements of the sentence to be displayed are omitted or because there are elements that need to be present in a well-formed sentence.

Based on the data, there were 69 omission errors from a total of 31 students. The majority of omission errors made by students are because they did not write the verb in the sentence they are writing, whereas a complete sentence has a verb to give the meaning or purpose of the sentence. One example the S-2 writes "There **is** family which **stay** together". However, the sentence should be "There **was a** family which **stayed** together".

This is different from the findings by Puspitasari (2021) in her result, which showed that omission errors are the third lowest errors that made by students. However, he also mentioned why omission errors could occur because students still have problems constructing well-formed sentences in writing. Another finding conducted by Susanti (2017) stated that the common errors those are made by the students in omissions such as missed structure in the sentence. The two results are similar to the previous findings described by the researcher because this error occurred when some students omitted or missed the sentence.

The second type of error is addition. According to Dulay's theory (1982), addition is the opposite of omission, an addition error is when an item or element appears that should not appear in a sentence. The addition error is marked by the appearance of an item or elements of the sentence to be omitted or because there are no elements that need to be present in a well-formed sentence.

Based on the data, there were 17 addition errors from a total of 31 students. The majority of addition errors made by students are that they wrote two verbs in one sentence. One example is the sentence written by S-3, in the sentence the student writes "Malin kundang **said** goodbye to **go** wander". The verb "go" is not needed to explain the noun, because the verb "said" is enough to be a verb to explain the meaning / purpose of the sentence. However, the sentence should be "Malin kundang **said** goodbye to wander".

It is similar to the findings of Susanti (2017) in her results, showing that addition errors are the second lowest errors made by students. However, she also mentioned why addition errors could occur because they are caused by students writing double verbs or marks in one sentence. Another finding conducted by Puspitasari (2021) stated that common errors are made by students in addition such as double-marked structure in the sentence. The two results are similar to the previous findings described by the researcher because this error occurred when some students wrote double verbs or marks in the sentence.

The third type of error is misinformation. Based on Dulay's theory (1982), misinformation is an error in the use of an item or element in a sentence. Misinformation errors are characterized by errors in the use of morpheme forms or the structure of a sentence. In other words, a misinformation error is an error where there is a morpheme pr structure error in a sentence that makes the unwell sentence form.

Based on the data, there were 4 misinformation errors from all students. The majority of

misinformation errors are because students do not change verbs from verb 1 to verb 2 such as the word “play” which should change to “played” because in narrative texts the simple past tense is used to explain events that will or have occurred in the past. One example of misinformation error is the S-13 writes “There are two people mom and child that’s malin kundang”. However, the sentence should be “There were two people malin kundang and his mother”. The word “that’s” is not needed to explain the noun. Because the sentence is clear and can explain the meaning/purpose of the sentence.

It is different from the findings of Puspitasari (2021) in her results, show that misinformation errors are the highest error made by students. However, he also mentioned why misinformation errors could occur because they are caused by students’ use of the wrong form of the morpheme or structure. Another finding conducted by Susanti (2017) stated the highest error those are made by students in misinformation was misplaced by students who did not pay attention to changing of verb in a sentence. The two results are similar to the previous findings described by the writer because this error occurred when some students did not change the verb in the sentence.

The last type of error is misordering. Based on the theory of Dulay (1982) defined that misordering error is a misplacement of words or structures in a sentence. Misordering errors are characterized by misplacement of either morpheme or structure in a sentence. That makes the sentence form unwell. Based on the data, there were 15 misordering errors from 31 students. The majority of misordering errors made by students are errors in processing or sorting words in a sentence. One example is writing “He helped his mother decide” which should be written as “He decided to help his mother” where the word order in an English sentence is different from Indonesian. Therefore, in writing English students must understand the structure of word writing well so that the intent and purpose of a sentence can be conveyed by the reader. This statement is also supported by Harmer in Iswahyuni (2014), who said that writing must be done with a good structure in order to provide understanding to the readers. This is different from the findings by Susanti (2017) in her results, which showed that misordering errors are the lowest errors made by students. However, he also mentioned why misordering errors could occur because they are caused by students writing incorrect word places in the sentences. Another finding conducted by Puspitasari (2021) stated that the common errors that are made by students in misordering are caused by the students’ writing the word or the letter in the wrong place.

CONCLUSSION

Based on the data which have been taken from the result analysis data, it can be concluded that the types of errors that the students made on the use of simple past tense in their writing narrative text in the tenth grade of SMK Muhammadiyah Segeran Juntinyuat based on Dulay’s (1982) theory were omission, addition, misinformation, and misordering. The total number of errors committed by 31 students is 106 errors. The frequency and percentage of the student’s errors in the use of simple past tense in writing narrative text based on Dulay’s theory were omissions of 69 errors with a percentage of 65%, addition 17 errors with a percentage of 16 %, misinformation 5 with a percentage 5 %, and misordering 15 with a percentage of 14%.

The most common errors made by the students were omission, followed by addition, misordering, and misinformation. Omission errors occurred because some students still had problems constructing well-formed sentences in writing. From this explanation, it can be

concluded that most students were lack of understanding about using simple past tense in their writing. The students did not understand the use of tenses, especially the simple past tense in writing. Several students did not understand the use of tenses, especially the simple past tense in writing narrative text where the use of verb 2 is very important to give the reader the intent or purpose of a sentence that events or activities will or have been carried out in the past.

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The Effect of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text (a study at the Eleventh Grade SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year)"

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Abstract

The purposes of this research are to know: 1) the application of learning cell strategy in teaching reading comprehension of narrative text, 2) the students' reading comprehension before and after using learning cell strategy, 3) whether there is any significant effect of learning cell strategy on teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan. This research used quantitative method with the pre-experimental research design by using one-group pretest and posttest design. The population of this research was all of the eleventh grade of SMA Negeri 8 Padangsidimpuan which consist of 83 students. the sample were XI MIA 2 which consist of 20 students which taken by purposive sampling. In collecting data the researcher used observation sheet and test and as instruments. The result of this research: 1) the application of learning cell strategy was 3.75, it was categorized "very good". 2) the mean score of the students' reading comprehension of narrative text was 49,5 and it was categorized "fail". Meanwhile, after using learning cell strategy was 75,5, it is categorized "good". 3) the result of data analysis showed that $t\text{-count} > t\text{-table}$ ($8.998 > 2.09$). futhermore, the hypothesis was accepted. It means that there is a significant effect of learning cell strategy on students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.

INTRODUCTION

Background of the Problem

Reading is basic competences that language learners must master. It contributes to the success of learning a language. Reading is defined as an activity of how to understand the text. The purpose of the reading activity itself is that students can acquire a lot of new vocabulary, increase knowledge, insight, and also to improve the quality of the students themselves.

Comprehension is one of abilities to understand the content that has been read. In this addition, the research focusses discussed reading comprehension. Reading comprehension is the ability to process text, understanding its meaning and and integrate the reader knows.

There are several texts that can be use as material in reading comprehension, such as: narrative text, descriptive text, report text, recount text, and so on. In this research, the researcher chooses narrative text. Narrative text is one type of text, in which the text used to entertain and interest readers.

Narrative text presents a story or event that has a problem in the past. These problems can lead to conflict and at the end of the story there is a resolution and have a sad or happy ending.

Based on information from the teacher at SMA Negeri 8 Padangsidimpuan, there is a phenomenon that can be seen based on observation and the result of pretest. Where the researcher gives test to the students in the form of multiple choices consist of 20 questions. The researcher found the average score is 49.5. It turns out that after the pretest it can be concluded that students' reading comprehension is out of standard. In this case, the researcher expects students to get a score of at least 75. The minimum score is determined based on Kemendikbud (2013:131) which stated that "students are said to have completed learning if they obtain a minimum score of 75 from the ideal score".

The researcher found not all students are successful in reading comprehension of narrative text. Where there are still many students who have difficulty in determining the factual information, main idea, vocabulary and reference of the text. This is because students don't really understand what they read. If this problem not solved, it will difficult for students to understand whatever text they read and they will have difficulty in answering the exam questions, then the score they get is not optimal.

Many efforts have been made by the teacher to make reading comprehension of narrative text understandable and masterable by students such as making certain learning methods for optimal learning. Basically many solutions have been implemented by the teacher such as; the teacher provides views and motivate them by discussing the importance of mastering english, , the teacher usually use the group teaching method and give quiz with prizes about english material that has been taught and provide new vocabulary that may be difficult for students. But these solutions are still not optimal and have less effect on students.

To overcome the problem found above, the researcher plans to apply a new learning strategy that allows students to learn actively and it is hoped that with this strategy students will be able to master the material they are reading. The strategy is learning cell strategy. Learning cell strategy is an active learning strategy that is carried out in pairs. Each pair will be asked to read 1 of the same reading topic. After that they will be given the opportunity to ask each other about the content of the reading that has been read. This strategy can stimulate students to carefully understand what they read.

The researcher hope that through learning cell strategy, reading comprehension of narrative text of students will get better. Besides that, the implementation of strategy a can improve students' understanding and knowledge It can be estimated that learning cell strategy can helps students to understand the text easily, therefore researcher use learning cell strategy to do research "The Effect of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text (a study at the Eleventh Grade SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year)".

Identification of the Problem

Based on the background of the problem, it has identified that the eleventh students of SMA Negeri 8 Padangsidimpuan has poor achievement of reading comprehension of narrative text. It is influenced by several factors, namely internal factors and external factors.

Internal factors are factors that come from the students themselves, such as; low students learning motivation, students are not interested in learning english, and students assume learning english very difficult. Meanwhile external factors are factors found outside of the students such as; lack of motivation and support from those closest to students and inappropriate teaching and learning strategies in class.

Formulation of the Problem

Based on explanation above, the researcher formulated the problem as follows:

1. To what extent is the application of learning cell in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan in 2022/2023 Academic Year?

2. To what extent is the students' reading comprehension of narrative text before and after using learning cell strategy at the eleventh grade of SMA Negeri 8 Padangsidempuan in 2022/2023 Academic Year?
3. Is there any significant effect of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan in 2022/2023 Academic Year?

Theoretical Description

Definition of Reading Comprehension

Reading is an activity and process carried out by the reader in understanding the contents of the text and obtaining reading information. If the reader already understands the meaning of the reading then they have mastered the reading comprehension.

According to Mudra (2018:158), reading is a skill that enables reader to gain various information from texts. While, according to Nurdiana et al., (2017:1), reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and of sharing information and ideas. Nur and Ahmad (2017:47) say that reading is a passive skill which requires interactive process in comprehending the meaning in order to get information or ideas from written text.

According to Snow in Rosari and Mujiyanto (2016:35), reading comprehension is a process where a reader concurrently extracts and constructs meaning through interaction and involvement with written language. Veeravagu et al., in Abbas (2021:584) say that reading comprehension is defined as a thinking process by which the reader selects facts, information, or ideas from printed materials; determines the meanings the author intended to transmit; decide how they relate to previous knowledge; and judge their appropriateness and worth for meeting the learners' own objectives. While, according to Nurdiana et al., (2017:8), reading comprehension is process and activity to understand about all of reading text that include vocabulary and concepts, making inferences, and linking key ideas, besides the reader will get idea or meaning from the written text.

Based on explanation above, the researcher concluded that reading comprehension is ability to read and comprehend the message from the text read. The comprehension in question is the comprehension in which the reader understands the meaning of the text

Indicators of Reading Comprehension

Indicator is a guide, instruction, or measurement estimate that represent something in a process of achieving goals. Fundamentally, King and Stanley in Nurdiana *et al.*, (2017:8), the indicators of reading comprehension are as follows:

- 1) Factual information.
Factual information requires reader to scan specific details. The readers must be recognizing the factual information and able to find detail information such as person, place, event, and time
- 2) Main Idea
Mikulecky (2005:89), the main idea of a paragraph is the author's idea about the topic. It is always a complete sentence that includes both the topic and the idea that the author wishes to express about the topic. Recognition of the main idea of a paragraph is very important because it helps the readers not only understand the paragraph on the first reading, but also help to remember the content later. Reader not only comprehends the idea in the text but also the relative significance as expressed by the writer.
- 3) Vocabulary

It means that the reader should be able to guess the meaning of unfamiliar word in the paragraph or sentence which they read.

4) Reference

Recognizing reference words and being able to identify the word to which they refer to will help the reader understand the reading passage. Reference words are usually short and very frequently pronoun, such as; it, she, he, they, this, etc

5) Inference

Inference is a skill where the reader has to be able to read between the lines. Mikulecky (2005:150) say that, the ability to make inferences is very important in reading. You often need to infer the topic or main idea of a text, the author's opinion, or other information.

From explanation above, the researcher can conclude that the indicators of reading comprehension are main idea, vocabulary, references, inferences, and factual information.

The Nature of Narrative Text

Narrative text is Narrative text is one type of text that is learned by students in English lesson that must be mastered by students. Narrative text itself tell stories about the past that aim to entertain the reader.

According to Prayudha (2022:19), narrative text is a text that aims to entertain readers about a story. Narrative text is the form of folk tales or legends. While, Sinaga (2020:28) say that narrative text is the text which tells about story or past event from the beginning to the end.

Pricilia and Rahmansyah (2019) say that narrative text is a type of text which is an imaginary story, it can also be an engineered true story, folk tales or fairy tales in which there are problems after problems that will be resolved in the end.

Social Function of Narrative Text

Social function is the purpose of writing a narrative text for the reader. Sailendra (2017:138) says, social function of narrative text aims to entertain readers. While, according to Parasian (2020:211), narrative text is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers. Based on Pricilia and Rahmasyah (2019), narrative text purpose is to entertain the reader with the story it presents such as fairy tales, folk tales, fables and others.

Moreover, Suherdi in Mitra (2017:90) states that the social function of narrative text is to entertain or amuse the readers with actual or imaginary experience with some problems which lead to the climax and then turn into a solution to the problem.

From the explanation above, the researcher can conclude that social function of narrative text is to entertain readers about stories that existed in the past.

Generic Structure of Narrative Text

In reading the text, the reader must know about the generic structure of the text. The generic structure itself is the parts or body of the text that contains information for each part. The parts discussed here are the structure of the narrative text.

According to Sailendra (2017:138), generic structure of narrative text are: 1) Orientation: this section introduce the setting and characters in the story 2) Complication: this section contains the problems contained in the story. 3) Resolution: this section tells how the problem was resolved. 4) Re-orientation: this section is the closing of the story which also contains the author's comments.

Language Features of Narrative Text

Language features is linguistic elements of a text related to grammar. According to Sailendra (2017:138), language features of Narrative text are : 1) using simple past tense, using adverbs of time, 2) using nouns and noun phrases, and 3) using conjunctions of time. Prayudha (2022:19) added that the sentence pattern used in this text is using the simple past tense.

Siahaan (2020:112) states that there are some language feature of narrative text, those are: 1) using past tense, 2) using conjunction to put the event, 3) focus on specific and usually individualized participants, 4) use of material processes (and in text behaviour and verbal processes), 5) use of relational processes and mental processes, and 6) use of temporal circumstances.

From the explanation above, the researcher can conclude that the language feature of narrative text are using simple past tense, using conjunction to put the event, and using specific noun.

Definition of Learning Strategy

Learning strategy is the way chosen to convey subject matter in the learning process, which consist of a sequence of activities that can provide learning experience for students. According to Herlina et al., (2019:4), learning strategy is an activity to achieve learning objectives by teachers or educators to students.

According to Hardini and Puspitasari (2015:11), learning strategy is actions in an effort to achieve the goals that have been set. Relating to teaching and learning, strategy can be interpreted as general patterns of teacher and students activities in the embodiment of learning activities to achieve the expected goals. While, according to Arsa (2015:3), learning strategy is a learning system in the form of general guidelines and a framework of activities to achieve learning objectives.

Definition of Leaning Cell

Learning cell is a learning strategy that is carried out in pairs. According to Zaini (2012:86), leaning cell or paired students refers to a form of cooperative learning in pairs where students ask and answer questions alternately based on the same reading material“.

Directorate of PSMA Directorate General of the Ministry of Education and Culture in Astuti (2021:7) define that:

Learning Cell is one way of small group social group learning. In this learning, students are arranged in pairs, one of whom acts as a tutor, facilitator/trainer or consultant for someone else. this second person acts as a student participating in the exercise or someone who needs help. After finishing, it is the second participant's turn to act as a tutor, facilitator or trainer and the first participant becomes a student or training participant and so on.

METHOD

Location and Time of the Research

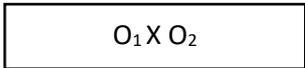
The location of the research at SMA Negeri 8 Padangsidempuan. It is on Jl. Perkebunan Pijorkoling, Kecamatan Padangsidempuan Tenggara, Kota Padangsidempuan. The headmaster of the school is Manaor Baharuddin Tampubolon, S.Pd and the english teacher's name is Riska Juliati Sihombing, S.Pd. The Process of the research will be conducted from March-June 2023.

The reason of the researcher to choose the school as the location the research due to consideration that there is a problem that the students at the school especially the eleventh grade because they don't master reading comprehension. In this research the researcher chooses pre-experimental research as the research design, because pre-experimental research can be used to evaluate students' initial knowledge

and students' knowledge after being tested. This research method and research design are suitable for the research to be carried out.

To make this research effective, it needed to make research design that Sugiyono's opinion (2014: 75) as follow:

Research Design One-Group Pretest-Posttest Design



The pattern shows :

- O_1 : Pre-test Experimental Group
- X : Treatment
- O_2 : Post-test Experimental Group

The population of this research is the eleventh grade students of SMA Negeri 8 Padangsidempuan. There are 4 classes such, class XI MIA 1, XI MIA 2, XI IIS 1, and XI IIS 2. The total number of the eleventh grade students of SMA Negeri 8 Padangsidempuan is 83 students. The population above is large enough to be all taken as sample of the research. And The researcher has to chose a class as the sample and the selected class is XI MIA 2 consist 20 students. The total of population can be seen as follow:

Table 1 Population of the XI grade of SMA Negeri 8 Padangsidempuan

NO.	CLASS	TOTAL
1.	XI MIA 1	21
2.	XI MIA 2	20
3.	XI IIS 1	21
4.	XI IIS 2	21
Total		83

Instrument in this research, researcher concluded that the instrument is a tool that helps researcher in conducting research. Researcher use observation sheets and multiple choice tests to measure variables at the eleventh grade of SMA N 8 Padangsidempuan in implementing using reading narrative texts. The researcher will give multiple choices to students about reading narrative texts after the teaching and learning process has been carried out and finished.

Data analysis techniques in this research use descriptive analysis and inferential analysis. Descriptive analysis used to describe the variables for instance: mean, median, modus histogram, and so forth. Syah (2019:151), to analyze data the researcher used the criteria of values with can be seen in table:

Table 2 The evaluation criterion of learning cell strategy

No.	Interval	Criteria
1.	3.1 – 4	Very Good
2.	2.1 – 3	Good
3.	1.1 – 2	Enough
4.	1	Poor

Table 3 The Criteria of the Score Reading Comprehension of Narrative Text

No.	Interval	Predicate
1.	80-100	Very Good
2.	70-79	Good

3.	60-69	Enough
4.	50-59	Poor
5.	0-49	Fail

While in experimental analysis is using the statistical to test the hypothesis. It means that all collected data would analysis by using statistic, Actually, in this research, to analyze the data the researcher uses descriptive statistic and inferential statistic. Rangkuti (2014 : 85) states that the formula can be seen as follows :

$$t = \frac{Md}{\frac{\sqrt{\sum x d^2}}{n(n-1)}}$$

Where :

- T : test
Md : Mean of deviation (d) between post-test and pre-test
Xd : The Differences of deviation with mean deviation
 $\sum X^{2d}$: Number of squares of deviation
N : Total sample
Df : N-1/d

RESULTS AND DISCUSSION

Application of Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

Based on the result obtained from the analysis of observation sheet about the application of learning cell strategy on students' reading comprehension of narrative text at the eleventh grade students for 4 meetings which contains 8 statements about the steps. The mean of the score is 3.75 which is included in the criteria "very good".

Table 7 Result of Observation Sheet of Learning Cell Strategy on Students' Reading Comprehension of Narrative Text

No.	Indicators	Mean
1.	Pre-activity	3.75
2.	Teaching activity	3.5
3.	After teaching activity	4
Score Total		11.25
Score Mean		3.75

Students' Reading Comprehension of Narrative Text

Students' Reading Comprehension of Narrative Text Before Using Learning Cell Strategy

The researcher gave pretest to the students formed multiple choices consists of 20 questions. It was found that the highest score was 65 and the lowest score was 20. From the whole of data pretest the researcher found the mean score was 49.5 which categorize fail, the median score was 52.5 and mode score was 45 Below the researcher

Students' Reading Comprehension of Narrative Text After Using Learning Cell Strategy

The researcher has done the treatment which is learning cell strategy. After doing the treatments the researcher gave posttest formed multiple choices consists of 20 questions. It was found that the

highest score was 90 and the lowest score was 60. Furthermore the researcher found the the mean score was 75.5, the median score was 75, and the mode score was 75. Below the researcher shows the specification of calculation.

Hypothesis Testing

The hypothesis was tested by using SPSS to know weather the hypothesis accepted or not. The data that has collected by the researcher from the students used to answer the hypothesis. Below the researcher shows the calculation of using normality test and paired sample t test..

Table 14 Normality Test of Using Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

No.	Test Execution	Sig.	α (alpha)	Conclusion
1.	Pretest	0.27	0.05	Normal
2.	Posttest	0.522	0.05	Normal

From the table above, it can be seen that the pretest and posttest are normal, because the data is said to be normal if the significant value obtained is geater than alpha. Then because the result is normal, it can be continued with the t test using t test pairs below.

Table 15 T Test of Using Learning Cell Strategy in Teaching Reading Comprehension of Narrative Text

Pair Sample T Test	Sig.	α (alpha)	t-count	t-table	Conclusion
	0.000	0.05	8.988	2.09	Ha

Based on explanation above, it is known that significant score is 0.000. If the significant score is less than 0.05 (α) then it is declared there is a significant effect and if the significant score obtained is greater than 0,05 (α) then it is declared there is no significant effect. Because the score obtained $0.000 < 0.05$ it can be concluded that there is a significant effect or hypothesis is accepted. Besides that from the table above it can also be seen that the t-count is 8.988 and the t-table is 2.09. If the t-count is greater than the t-table then there is a significant effect and if the t-count is smaller than the t-table then there is no significant effect. Then it can be concluded that $t\text{-count} > t\text{-table}$ or $8.988 > 2.09$. It means there is a significant effect of using learning cell strategy on students' reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan in 2022/2023 academic year.

DISCUSSION

Based on description of the data above, the researcher got mean score was 3.75 which categorized very good in observation sheet in applying learning cell strategy in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan. Furthermore the students' mean score before applying learning cell strategy was 49.5, median score was 52.5, and mode score was 45. Meanwhile students' mean score after applying learning cell strategy was 75.5, median score was 75, and mode score was 75. It means that there is an effect on students' reading comprehension after taught by using learning cell strategy.

CONCLUSION

Based on the result of the research in chapter 4, the researcher concludes:

1. The application of learning cell strategy in teaching reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidimpuan was "very good". It can be seen from the observation sheet that have given to the teacher of English with the mean score was 3.75.

2. The students reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan before applying learning cell strategy got the mean score was 49.5 and it categorized “fail”. After applying learning cell strategy the students got the mean score was 75.5 and categorized “good”
3. Based on the data analyzed by using t test pair it is known that $t\text{-count} > t\text{-table}$ or $8.988 > 2.09$. It means there is a significant effect of learning cell strategy on students’ reading comprehension of narrative text at the eleventh grade of SMA Negeri 8 Padangsidempuan.

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An Investigation of Undergraduate Student's Filler Type in Academic Speaking Presentation

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Abstract

This study aims to investigate the types of fillers used by students during academic speaking presentations. This qualitative descriptive study used a case study research design to twenty-one students of Fourth Semester from English Education Department Wiralodra University who presented journal topics in academic speaking courses. The instruments used in this study were observation and interviews. The data shows that the filler used by students is 7 Lexicalized Fillers (well, and then, like, you know, I think, so and ok) 3 Unlexicalized Fillers (uhh, uhm, and a). Lexicalized fillers are more often used by students during academic speaking presentations, appearing 152 times or 39.07% in 3 unlexicalized fillers, while unlexicalized fillers appear 237 times or 60.93%. Observations are used to find out what types of filler often appear during student presentations. From the students' observations, it is found that many participants used fillers during pauses and thought of the next word to say, so that fillers could appear. In addition, the researcher found that the participants often used blank pauses in the middle of the presentation because they diverted the meaning from the presentation. This study suggested the investigation of the filler function in academic speaking presentation for further research.

INTRODUCTION

Speaking is one of the most important skills that English students need to develop. Students are required to practice English in everyday life, especially in class. Learning to speak can help students to get used to and become fluent in speaking, so that they can improve their speaking skills, because getting used to speaking will make a big contribution in improving students' ability to speak English, John (2021). This is because by speaking we can find out how students' ability to produce the target language. Talking is expressing even loudly using voice or speech. This means that when someone interacts with other people using language, they want to convey the meaning of something important or something they want to convey to other people.

Speaking a foreign language is not an easy task to do, especially for foreign learners, sometimes people make sounds that are denoted by words. By doing this, they usually make many mistakes and/or mistakes while engaging in conversation, such as speech delays, pauses, restarts, and fillers, but the most common mistakes found are fillers. Fillers are often treated as speech defects, speech disorders, meaningless voices, speech disfluency, Carney (2022). Traditionally, disfluency has been seen as potentially harmful to the comprehension process, with an estimated 6% of words spoken, or to be affected by some form of disfluency (Stasak, 2019). Disfluency can occur when the learner is unprepared

and uses pauses, hesitations, and time fillers to buy time while the learner is thinking about how to speak and produce words to get the message across to the audience.

Most students are tempted to use filler words when they need space and time to think about the next word. Opinions differ on the topic of fillers. Some language experts believe that gap fillers are useful because they help students think more and have conversations with more confidence, but they should not use too many fillers. Fox (2007) argues that the use of filler words is fine if not excessive, as there is no firm rule in court that requires us to use filler words when we are nervous or need time to form our thoughts. The use of fillers is normal, and their use does not reflect a lack of intelligence or education. However, other researchers argue that speakers should not use fillers in their speaking because this shows their weakness.

Based on the previous study, there was Stevani (2018), that this study to find out what fillers are used by students in delivering their academic presentations and function of each filler. Then from Alen (2016), in this study explains how students use fillers in different situations, such as one disturbing conversation situation and one normal conversation. Then the last one from Székely (2019) explains that this study was to determine the effect of Filled pauses uh and um in the context of neural text to speak which is trained on large single speakers in spontaneous conversations.

Due to the large amount of research on fillers, they only focus on certain fillers such as 'uh' and 'um'. Other studies have focused on silent pauses and tongue slips, while less sources of study that discuss the use of fillers is speaking class. Therefore, this study was look at which fillers are most used by students in academic speaking presentation.

Research Question

1. What are the types of filler used by undergraduate student in academic speaking presentation?

Literature Review

Speaking

Speaking is the ability to produce words in language practice, Newton (2020). Speaking is an important skill that must be mastered by students. This is because by speaking we can find out how students' ability to produce the target language. Talking is expressing even loudly using voice or speech. This means that when someone interacts with other people using language, they want to convey the meaning of something important or something they want to convey to other people.

The students must be able to communicate in English fluently, because speaking is very important in a second language. It means talking English is indispensable for practicing a second language and for achieving success in communicating. Mastering English speaking skills is a priority for many second or foreign language learners (Rao, 2019). This means that students have to evaluate their speaking English skills and improve their speaking skills. There are many speaking functions, as mentioned by Biber (2021) there are three speaking functions, that talk as interaction, talk as transaction, and talk as show.

According to Chen (2020), there are five types of speaking activities: "Imitation, intensive, responsive, interactive, and spacious". One continuum of types of speaking performance is the ability to reproduce (imitate) word phrases or possibly sentences. A very limited portion of class speaking time can legitimately be spent producing "human tape recorders," utterances, in which, for example, students practice intonation contours or try to define certain vowel sounds. This kind of imitation is done not for the purpose of meaningful interaction, but to focus attention on some elements of certain language forms.

Intensive speaking goes one step beyond imitative to include any speaking performance designed to exercise some phonological or grammatical aspect of language. Responsive speech is interaction on a

somewhat limited level from very brief conversations, standard greetings and small talk, simple comments and requests, and the like. Interactive speaking, a complex interaction that sometimes includes multiple exchanges and/or multiple participants. The difference between responsive and interactive speaking lies in the lightness and complexity of the interaction. Interactive speaking situations include face-to-face conversations and telephone calls, where we take turns listening and speaking, and where we could ask the other party for clarification, repetition, or a slower speech.

Finally, students at intermediate to advanced levels are asked to provide an extended monologue in the form of an oral report, summary, short speech, or possibly a story, in which opportunities for verbal interaction from either listener are limited (perhaps for nonverbal responses) or ruled out altogether.

Presentation

Presentation is presenting something such as an idea, thought, or suggestion to a group of interacting people or orally. For example, students presenting their material, product sales presentations, presenting teacher lessons and lecturers delivering lectures. According to Mantra (2022), student presentations usually involve individuals or groups of students presenting to academic staff, fellow students or other invited audiences. The process is a presenter transmitting a message to the audience about the topic. So, in a presentation there is a message that the presenter conveys, and the audience gets when they present the topic.

Presentations serve several purposes. According to Koch (2017), there are two purposes of presentation:

The first provide information to audiences who are not familiar with something that were convey. Presentations explain facts and data, so the audience knows what the presenter is talking about. At the end of the presentation, the audience must understand something they did not know and understand before. The second is the goal of a presentation is to influence the audience, emotionally and intellectually. This influence was persuading the audience to do something. These presentations can be found in business presentations and the professional world.

In conclusion, the purpose of the presentation is to provide information and convey the message from the presenter to the audience, especially in paper presentations. So that what is conveyed by the presenter can be well received by the audience.

Filler

According to Lomotey (2021), defines fillers as empty lexical items with uncertain discourse functions, except to fill in conversational gaps. This means that it usually appears to signal indecision or control of the conversation while the speaker is contemplating what to say next. Rajabi (2016) states that filler is an unconscious device that functions as a pause in the middle of a sentence when the speaker collects his thoughts but wants to maintain the listener's attention. Fillers don't add anything to the conversion, they just help the speaker think more and organize his speech.

Fillers can be categorized by terms like um, er, uh, ah. Hlavac (2011) expressed his opinion that fillers are lexically empty items that are most often used to fill speech gaps and signs of hesitation. From this brief explanation, fillers are sounds, words, or phrases that are used to fill in gaps between words when speaking and do not have any meaning in speech so they will not change the contents of the 'deleted' program.

According to Navratilova (2015), fillers are categorized into two types. The first is an unlexicalized Filler, and the second is a Lexicalized Filler. Lexicalized fillers in the form of words or short words phrases, like, well, so, and then, yeah, sort of, you know, ok, I think, if you know what I mean, and so on. On the

other hand, Kharismawan (2017) also stated a similar statement that lexically filled pauses consist of the phrases you know, and I mean which are widely used when the speaker is grouping words but does not want to release claims to the floor. Further, he suggests that one type of filler is like (when not used as a verb or preposition) and good (not in the initial position). Unlexicalized Filled Pause is a pause that does not contain a lexeme (not a word) which is used by the speaker to indicate doubt when the speaker is thinking about what to say in the next speech. In addition, Norrick (2009) also provides several examples of non-lexical pauses, such as uhm, uhh, a, err, ee, ah, um, and so on. The definition of unlexicalized filled pauses is also supported by Kharismawan (2017), he says that ehm, uh, err, ee, ah, um and other vocalizations that are classified as unlexicalized filled pauses are the easiest sounds to make when speaking. Afterwards, he referred to them as "neutral vowel sounds".

METHOD

The method that is used in this study is qualitative to find the types and functions for fillers used in academic speaking presentation. The goal is a picture and depth of understanding rather than numerical data analysis. This study used the case study as an inquiry design found in many fields, especially evaluation, in which the researcher develops an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Cases are limited by time and activity, and researchers collect detailed information using various data collection procedures over a continuous period.

Respondents

The participants in this study were 21 student 4th semesters of undergraduate English Education Department of Wiralodra University in academic year 2022/2023 that taking academic speaking class. Researchers look for their strategies to fill in the gaps they use when speaking.

Instruments

This research instrument uses observation and interviews. Researchers took two steps in collecting data in this study. First, the researcher made observations by recording student presentations using sound and video recordings. This process makes it easier for researchers to have a clear understanding of the recorded data. After following the presentation, researchers interviewed students to find out the reasons for filling the gaps used by students.

Procedures

Students present the topic of academic speaking in front of the class while the researcher observes them. The researcher records the subject's performance in the class. During the subject's performance, the researcher made field notes to write down some important information based on the appearance.

The interview part was held separately from the observation day. This is because the researcher wants to collect data more specifically. Subjects were interviewed one by one to avoid situations where students feel uncomfortable in formal situations with open questions. This helps the researcher collect various data. This section was recorded with an audio recorder to ensure researchers get the correct data for analysis.

Observations were made with the aim of collecting data from the planned talks. This section is needed to find out whether there are differences in the types of fillers used by students during speaking presentations. The presentation planned here refers to the topic that presented by students in the academic speaking class.

The last interview was conducted after the observation to ask only nine participants as a sample about their fillers during their speak. This helps the researcher to get more information from the students' own thinking.

Data Analysis

For analysing the data, the researcher used a qualitative analysis by coding process with inductive analysis by identifying theme. These techniques to analysing the data in quantitative research are data reduction, data display, and conclusion. In data reduction, the researcher was analysed the sharpened, classifies, directs, discarding unnecessary ones, and organizing data to verify the conclusion. In this stage, the researcher has created summaries and partitions based on the collected data.

RESULTS AND DISCUSSION

The data were taken from the utterances of students majoring in English Education Department 4th semester in their academic speaking presentations. Filler data is marked in italics for words, phrases, clauses, or even sentences.

In this study there were 21 students who were observed. Analysis is proposed directly after the presentation of the data. Furthermore, Busetto (2020) framework is used to understand the intended meaning of the planned filler.

Types of Fillers

The researcher found many fillers used by the students in the presentation. Several utterances containing lexical fillers were found during in the academic speaking presentation. Therefore, details of the type and frequency of filler appearance can be seen in Table 1.

Table 1. Types and occurrence of fillers used by student.

No	Types of Fillers	Frequency	Percentage
1	Lexicalized Fillers	152	39,07%
2	Unlexicalized Fillers	237	60,93%
TOTAL		389	100%

Table 1 shows that there are 389 fillers found in academic speaking presentation transcripts of semester 4 students consisting of 152 lexical fillers and 237 unlexicalized fillers. Unlexicalized fillers are mostly found in conversations with 237 out of 389 fillers (60.93%). Meanwhile, lexicalized filler occurred 152 times (39.07%). This finding indicates that students tend to use pause to fill in pauses, hesitate, think, or say the next utterance.

Researchers found that the type of gap most often used by students was filler. In this case, filler means short, meaningless words (or sounds) that are used to fill the small pauses that occur when we decide what to say next. The fillers used by students are 7 lexical fillers and 3 non-lexical fillers.' According to Erten (2014), fillers are discourse markers that speakers use when thinking or having doubts in speaking. Speakers use fillers to fill time while elaborating on the topic or next sentence. These fillers have at least some roles in human communication, although they convey additional meaning to the speaker's utterances, and help interlocutors to understand each other. In this case, the fillers that students use when presenting topics in academic speeches aim to help them fill in the gaps while

thinking about what words or sentences, they will say next.

Lexical Fillers Used by Student in Academic Speaking Presentation

The details of findings regarding the type of lexicalized filler are presented in Table 2 below:

Table 2. Lexicalized Fillers.

Type of Filler	Lexicalized Fillers						
	Well	And then	Like	You know	I think	So	Ok
TOTAL	14	51	7	6	5	42	27
	152						
PERCENTAGE	3.60%	13.11%	1.80%	1.54%	1.29%	10.80%	6.94%
	39.07%						

Lexicalized fillers are fillers in the form of words or phrases. As can be seen in Table 2 there are seven forms of lexical filler words uttered by students in their presentation as much as 152 or 39,07%. The three most frequent lexical fillers are *and then*, *so*, *ok*. The word *is* the dominant lexical filler found in academic presentations of speaking, the filler 'and then' occurs 51 times or 13.11% in student presentation, followed by the filler 'so' 42 times or 10.80%, and the filler 'ok' as much as 27 times or 6.94%. then continued with the use of the next filler which is often used by students during presentations including the 'well' filler 14 times or 3.60%, the 'like' filler as much as 7 times or 1,80%, the 'you know' filler 6 times or 1,54% and the least used is filler 'I think' that is as many as 5 times or 1,29%.

Unlexicalized Fillers used by student in academic speaking presentation

The researcher found many fillers used by the students in the presentation. Several utterances containing unlexicalized fillers were found during in the academic speaking presentation. Therefore, details of the type and frequency of filler appearance can be seen in Table 3.

Table 3. Unlexicalized Fillers

Type of Filler	Unlexicalized Fillers		
	Uhh	Uhm	a
TOTAL	105	29	103
	237		
PERCENTAGE	26.99%	7.46%	26.48%
	60.93%		

The researcher found many fillers used by the students in the presentation. Several utterances containing unlexicalized fillers were found during in the academic speaking presentation. Therefore, details of the type and frequency of filler appearance.

Unlexicalized fillers are fillers in the form of vowel sounds. As can be seen in Table 3, there were three forms of unlexicalized filler words that were spoken by students in the presentation as much as 237 or 60.93%. the two most common and most frequently occurring unlexicalized fillers are and '*uhh*' and '*a*'. Filler '*uhh*' was used by students during presentations 105 times or 26.99% followed by filler '*a*' which was used by students in presentations 103 times or 26.48%. and the least amount of filler used by students during presentations was '*uhm*' filler as much as 29 times or 7.46%.

The research findings have provided evidence that there are various fillers used by fourth semester

English education department in academic speaking presentations. This finding reinforces the theory put forward by Navratilova (2015) that there are two types of filler produced by students, namely lexical filler and unlexicalized filler. Lexicalized fillers are more often used by students during academic speaking presentations, appearing 152 times or 39.07% in 3 unlexicalized fillers, while unlexicalized fillers appear 237 times or 60.93% in 7 lexical fillers. This finding is in line with the findings of Pamolango (2016), which shows that unlexicalized fillers are used more dominantly than lexical fillers in academic speaking presentation. One of the factors that could lead to the same finding is because students who are considered to have a low level of English proficiency are not very familiar with achieving a relatively broad vocabulary, so they tend to use lexeme words to fill in the blanks in English. in their presentation. This is also reinforced by findings which show that there are 10 forms of lexical and non-lexical fillers identified in this study.

Therefore, un-lexical fillers are mostly used by students, un-lexical filler 'uhh' is the filler that is most often used. The filler 'uhh' occurs 105 times out of 237 un-lexical fillers. These findings support Stevani (2018) in terms of the most used simple fillers. One of the factors that can influence students to use the undefined 'uhh' filler in their utterance is simpler. Students often say this filler by adding small pauses. This suggests that the filler is giving the speaker time to think because he or she seems unsure of what to say next.

This study also shows that all speakers produce fillers in their utterances. Since conversation is "a prototypical form of language use" and "fluent speech is rare" (Huhta, 2019), the use of fillers is common. Using certain fillers is very natural for native and non-native English speakers alike. As supported by Stevani (2018), it is almost impossible to find speakers who do not use fillers at all when speaking even among native speakers. This is also confirmed by Pamolango (2016), that not only students from Asia as non-native speakers produce more filler, but also foreign language students who use English as their first language (native speakers). Furthermore, Pamolango claims that the more difficult the language we use, the more filler it produces. This is natural for speakers because sometimes they need to think or feel uncomfortable with what they want to say. In this case, filler proves its function as a communication strategy to help voices speak naturally and be useful in interactions.

CONCLUSION

Based on the analysis, this section aims to answer the research questions. First, from the research question, "What are the types of filler used by undergraduate student in academic speaking presentation?" Based on the discussion above, it can be concluded that:

This study investigates the types of Lexicalized Fillers and Unlexicalized fillers used by students in academic speaking presentations. It was found that both types of fillers were used by students in their presentations. Responding to the first research question, the writer found that students used fillers in their utterances. The fillers found based on the theory from Navratilova (2015) are lexicalized fillers and unlexicalized fillers, also found in students' utterances. Lexical fillers were used 152 times or 39.07% in their presentations, while non-lexical fillers were used 237 times or 60.93% in their presentations. From this it is very clear that unlexicalized fillers are used more than lexical fillers when students deliver academic speaking. The type of filler that is most often occur in academic speaking presentations is the filler 'and then' in lexical fillers and the filler 'uhh' in unlexicalized fillers. There are various kinds of fillers that presenters use when delivering their presentations. From one speaker to another, most students said different fillers. Most presenters use non-lexical fillers at the beginning, middle, or even at the end of the presentation. Sometimes, they say it several times followed by a pause of a few seconds.

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Pre-Service Teacher Perception Related to the Benefits of Micro-Teaching Course to Their Teaching Apprenticeship Program

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Abstract

This study aims to explore pre-service teachers' perceptions related to the benefits of micro-teaching class they have attended to their teaching apprenticeship. By using qualitative research, the data were obtained from questionnaire and interview. Participants this study are 8 pre-service teachers from 8th semester of Wiralodra University. The findings showed that pre-service teacher perception on micro teaching to their teaching apprenticeship program is micro teaching very benefited to pre-service teacher on their apprenticeship. The benefits are micro teaching supports in practicing, boost the confident, helps to make a systematic lesson plan, enables to gain instant feedback, and provides master a number of skill. This research suggests the investigation of the impact of microteaching to the pedagogical implementation of the pre-service teacher in the apprenticeship program.

INTRODUCTION

Teaching is a scientific process and its major components are content, communication and feedback. The teaching strategy has a positive effect on student learning. The main objective of teacher education is to develop a skill to stimulate experience in the taught, under an artificially created environment, less with material resources and more by the creation of an emotional atmosphere. Teacher education is a programme that is related to the development of teacher proficiency and competence that would enable and empower the teacher to meet the requirements of the profession and face the challenges therein. The most important factors in teacher education are hours of training and support for teachers (Charbonneau, Hsu & Kuan, 2013) as cited in Garcia et al. (2022). The micro-teaching aims at developing student-teachers' basic skills in teaching such as the way they start teaching, steps in teaching learning activities and also classroom management (Kılıç, 2010; Şen, 2009, 2010) as cited in Zulfikar et al. (2020).

To prepare qualified pre-service teacher, the college offers two important programs : the micro-teaching and the teaching apprenticeship courses. In addition, pre-service teacher develop their teaching strategies; Learn how to understand learning interests of prospective students, and more interestingly, they gain knowledge on how to deliver teaching materials and how to development materials (Alibakhshi & Dehvari, 2015; Hastings & Squires, 2002; Özbal, 2019). Pre-service teachers are required to shape their professional identities as pre-service teachers. And micro teaching gives the pre-service teachers real experiences of working in real schools.

Teachers who have basic teaching skills can make the learning process well and attractively so that it can foster students' willingness to learn (Sa'ad et al. 2015) as cited in Apling, Haryani, & Elianawati

(2019). Micro-teaching can also be defined as a simulation was designed systematically for the teacher candidates in exploring pedagogical experiences, reducing their mistakes in teaching before they start their teaching practices in real classes, mainly implement the knowledge about teaching that they have learned into action (Bulut, 2016) as cited in Zulfikar et al. (2020). This work is aimed to exploring pre-service teacher voices on their experience during the micro-teaching class, and if these experiences enhance their readiness for teaching apprenticeship.

Studies on similar issues have been conducted by Mayangsari (2020) indicated that the micro-teaching was beneficial for them in developing their basic skills of teaching which consisted of boosting pre-service teacher self-confidence, the evaluation given (feedback), enhancing pre-service teacher communication skill, improving pre-service teacher chalkboard skill, increasing pre-service teacher questioning skill, and developing pre-service teacher reinforcement skill. The study by Fetriani, et al. (2021), investigated English student's skills applied in micro teaching class Muhammadiyah university of Bengkulu. And findings revealed that the teaching skills applied by English student's in micro teaching class are questioning skills, variation skill, explaining skill, opening skill, small grup discussion skill, classroom management skills, organizing small group work and individual work, closing skill and using teaching media skill.

METHOD

This study aims to explore pre-service teachers' perceptions related to the benefits of micro-teaching class they have attended to their teaching apprenticeship. As the nature of this inquiry, we believed that qualitative research is appropriate to explore people's perceptions, attitudes, and interpretations of situations they are in (Mohajan, 2018). several benefits of micro-teaching course are : supports pre-service teachers to practice, boosts the confidence of student-teachers, Promotes systematic lesson planning, gains instant feedback and provides pre-service teachers master a number of skills. This research focuses on the perceptions pre service teacher of benefits micro teaching course, which the research is closed to the case study. In qualitative research, what goes in a particular activity are described in detail.

Instrument

In collecting data used questionnaires and interview instruments, and these questions were developed along the way following the course of the interview. Qualitative research, in contrast, focuses on understanding social phenomena from the perspective of the human participants in its natural settings.

The result has calculated using likert scale that widely used in research Louis Cohen (2007) as cited in Mutmainnah, A., R. (2018) that are:

1. Strongly Agree, respondents get score (5)
2. Agree, respondents get score (4)
3. Undecide, respondents get score (3)
4. Disagree, respondents get score (2)
5. Strongly disagree, respondents get score (1)

Procedures

1. Determine the problem

The researcher observes the problem related to the benefits of micro teaching course that appeared in learning and the determines what issue was examined. Thus, this study can be addressed to open the gap between problems and can achieve the objective of this study.

2. **Construct background of study**
Background of study aimed to express the writers' curiosity about issues that should be found. In background of study, the researcher reports some reason for conducting the benefits of micro teaching course and what will be explained during the study. Similiarly, it help the researcher to become more familiar with the topic and introduce to any other research or study which is very beneficial for the writer to begin her study.
3. **Make limitation of the problem**
Limitation of the problem the benefits of micro teaching course is made to know what part of the study should be examined in order to make this study more focus and avoid any unspecific things. Thus, the researcher limits her study on two concepts of metacognition: knowledge of cognition which consists of declarative knowledge, procedural knowledge, and conditional knowledge, regulation of cognition which includes planning, monitoring and evaluation.
4. **Prepare the instrument**
This is the essential part of this study, because a good research/study is measured from the instruments that used. And determining a good instruments related to the benefits of micro teaching course lead to the data collected. In this part, the writer use two data collections, they are questionnaire and interview. The researcher will ask to the english teacher about the actual intrument then give a questionnaire to the students and interview them.
5. **Collect the data**
From the description of the instrument, then the researcher collected the data that gained both from the respondents. Thus, the problem discovered found its solution. In this case, the writer applied two different data collections: questionnaire and interview.
6. **Analyze the data**
After the proposed data are collected, the researcher analyzed it and discussed it. This step used to know pre-service teacher perception about pre-service teacher perception about the benefits of the micro teaching course to their teaching apprenticeship. So, analyzing questionnaire in the next step is used to know how the pre-service' teacher perception about the benefits of the micro-teaching course to their teaching apprenticeship. Then, the interview strengthened how the students actualize perception about the benefits of the micro- teaching course to their teaching apprenticeship. Finally, the researcher got the data about the pre-service teacher perception about the benefits of the micro-teaching course to their teaching apprenticeship.
7. **Describe the research data**
The data obtained from document, questionnaire, interview and explained. This is to find a valid data and the study / research related to the benefits of micro teaching course activity is trustworthy.
8. **Conclude and suggest the finding of the study**
Every study is expected a result that is usefull for the further study. Therefore, the writer noted a conclusion and suggestion in order to give an advice for other writer.

Data Analysis

The data analysis of this study belongs to the analysis of qualitative data like Nunan & Bailey (2009: 413) as cited in Mayangsari, I. (2020). These data analysis are described as follow:

Questionnaire

Questionnaires are a form of data collection tool, while sources data are ordinary people called respondents. The questionnaire is in the form of a list of questions to obtain research data distributed to

respondents to be filled in and then returned to researcher. The questionnaire intended in this paper is in the form of questions with answers open-ended Question, meaning that the answer to the question as statements that require a longer response. The response can be compared with the information the questioner already knows.

Measurement Scale

Basically a measuring tool to detect interest (interest), attitude (attitude) and habits (habits). This measurement is in the form of a scale, including the Likert scale which consists of 5 (five) level namely :

Tabel 3.1 Likert Scale Category

Level	Quality
SA (Strongly Agree)	5
A (Agree)	4
U (Undecide)	3
D (Disagree)	2
SD (Strongly Disagree)	1

Persentase (%)

The data analysis technique in this study uses a qualitative approach, each question is given a certain weight, according to the criteria (5 to 1). The score of questionnaires will be calculated uses the formula percentage from Chamblees (2021).

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

P = Percentage

F = The Frequency of questionnaire answer

N = Amount of Participants.

$$\text{Percentage} = \frac{n}{\Sigma N} \times 100 \%$$

Where:

n = The students who choose the option

Σn = The total number of the students in the class

Chamblees (2021)

Interview

Interview the data from interview recorded through audio recording, it enables the writer to keep the information safely (Creswell, 2012). The writer used qualitative data analysis based on Creswell (1998) as follows.

- a. Data managing
In the first step, the writer organized the questionnaire data obtains by using the technique of collecting the data into folders then converted them into sentences. The interview data will consolidated.
- b. Reading and take a memo
In the second step, before transcript the data, the writer read and wrote memos, so when transcript the data it will clear related to the field notes from interview.
- c. Interview transcript
In the third step, the writer transcribed the interview and adds the coding rom the audio recording to get the clearer and accurate information from the participants.

- d. Describing, classifying and interpreting
In the fourth step, the writer gave a clear description regarding with the data found in detail. In addition, the writer classified and chose which data meet to the purposes in the research as well as interpret the data.
- e. Representing and visualizing
On the last step, the writer displayed the data that was found in a form of text.

RESULTS AND DISCUSSION

Table 4.1 Qustionnaire Result

No	Statement	Mean Score
1.	Micro teaching supports pre-service teacher in practicing.	4.6
2.	Micro teaching helps pre-service teacher getting much information about teaching learning activity.	4.5
3.	Micro teaching gives pre-service teacher valuable opportunity to apply it for teaching apprenticeship.	4.2
4.	Micro teaching boosts the confidence of pre-service teacher.	3.6
5.	Micro teaching helps pre-service teacher to develop awareness of their teaching.	4.1
6.	Micro teaching helps pre-service teacher to manage time learning.	3.8
7.	Micro-teaching helps the pre-service teachers to prepare a systematic lesson plan.	4.5
8.	Micro teaching helps pre-service teacher to creating a fun learning atmosphere.	3.4
9.	Micro teaching helps pre-service teacher appropriate learning aspects of indicators and basic competency.	4.0
10.	Micro-teaching enables the pre-service teachers to obtain instant feedbacks.	3.2
11.	Micro teaching is an important subject to improve teaching competence.	4.9
12.	Micro teaching helps pre-service teacher clarifying learner misconceptions.	3.4
13.	Micro-teaching provides pre-service teachers master a number of skills.	3.8
14.	Micro teaching helps pre-service teacher to coordinating students.	3.5
15.	Micro teaching helps pre-service teacher to solve problem faced during teaching apprenticeship.	3.7

Table above shows the results of 15 statements to determine the pre-service teacher perception related to the benefits of micro teaching course to their teaching apprenticeship program. To get the mean score, the writer looked for the average value off all the answer on each number.

CONCLUSION

Based on the result of pre-service teacher perception related to the benefit of micro teaching course to their teaching apprenticeship, the writer concludes the most of pre-service teacher perceptions to the benefit of micro teaching course is help them to teaching apprenticeship. Afterward, the benefits are that micro teaching supports in practicing, micro teaching boost the confident, micro teaching helps pre-service teacher to make a systematic lesson plan, micro teaching enables to gain instant feedback, and micro teaching provides master a number of skill. As Bahadur (2015) as cited in Mayangsari, I. (2020) explained that teaching practicum is a phase of professional development in which schools' environment has a big influence on the lives, thoughts, and attitude of pre-service teacher. Also, the pre-service teacher feel comfortable and interest in every micro teaching class and feel challenged in teaching apprenticeship program, that they have to be more creative to face the real situation than in micro teaching class. According to Chaudhary et al. (2015) as cited in Mayangsari, I. (2020) micro-teaching is a teacher training

technique that provided teachers a chance to develop their skills of teaching by self-practice and self-criticism.

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A Comparative Study of Using Gi And Co-Op Co-Op Learning Models in Teaching Reading Comprehension of Report Text At The Eleventh Grade Students of Smk Negeri 1 Lumut

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Abstract

The purposes of this research was compare the effect of using GI and Co-op Co-op learning models in teaching reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The population of this research consist of 71 students. The sample consist of 33 students taught teaching reading comprehension of report text by using GI learning model and 38 students were taught teaching reading comprehension of report text by Co-op Co-op learning model. The researcher used total sampling technique to get the sample. The data was gotten by giving the test included 25 questions of multiple choices. The result of the research showed 1) There is any significant effect of using GI learning model in teaching reading comprehension of report text and the score N-Gain is 13.887 (low category), 2) There is any significant effect of using Co-op Co-op learning model in teaching reading comprehension of report text and the score N-Gain is 7.755 (low category), and 3) GI is better than Co-op Co-op learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut because the score N-Gain of GI is more than score N-Gain of Co-op Co-op learning model.

INTRODUCTION

Background of the Problem

Reading is an activity of looking at the text and the process of understanding the contents of the text aloud or silently. This activity is an important skill beside writing, speaking and listening. Someone able to enhance thinking powers, sharpen views, broaden horizons, gain information, knowledge, and new experiences that have never known before after reading.

Comprehension is one of the abilities to understand the content that has been read. There are two skills in English teaching that have comprehension, namely listening and reading. Meanwhile, writing and speaking are related to ability. In this addition, the research focusses discussed reading comprehension, so reading comprehension is the ability to process text, understanding its meaning and integrate the reader already knows.

Students at the eleventh grade of SMK Negeri 1 Lumut also learn about reading comprehension. There some kinds of reading comprehension that learned in the class, such as reading comprehension of narrative text, descriptive text, report text, recount text, explanatory text, exposition text, procedure text, anecdote text, news text and normative text. This addition, the researcher will highlight reading comprehension of report text because .

Based on the interview with the English teacher of the eleventh grade TKJ students of SMK Negeri 1 Lumut at March, 3rd 2023, the researcher got information that students got difficulty in reading comprehension of report text. Their ability in reading comprehension is still low. Their average score is “52”, the score is not like the expectation of the English teacher because according to the school their minimum score is “75”. There are some efforts that have been conducted to improve students’ reading comprehension of report text. The teacher sometimes gives extra lesson in teaching reading comprehension, improve vocabulary and grammar, giving various learning models and the others.

There are some factors why the students get difficulties in reading comprehension of report text, such as the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background, the lack of facilities, the lack of various learning models, the lack of peer motivation and the lack of family motivation. The lack of various learning models were highlighted in this addition.

There are some various learning models, that had conducted by the teacher in the classroom such as discovery, reciprocal teaching, self-directed, cooperative, collaborative, contextual, concept, problem-based, project-based, Team Assisted Individualization (TAI) learning models. Those learning models have been given many impacts to the students, but the English teacher needs the new learning models to be conducted by researcher in the school to improve reading comprehension in the school.

Based on the interview with the English teacher at March, 3rd 2023, the teacher gave information that GI and Co-op Co-op have never been conducted in the classroom, especially in teaching reading comprehension of report text. Based on the information above, the researcher is interested to conduct the research by comparing GI and Co-Op Co-Op learning models.

Group Investigation (GI) is a learning model emphasizes individual interaction in a group to work together so that learning objectives can be achieved properly. The advantages of GI learning model are students improve learning to work together, learn to solve and deal with a problem, learn to communicate well with friends and teachers, learn to respect other people’s opinions, students are trained to be accountable.

Meanwhile, Cooperative Cooperation (Co-op Co-op) is a learning model consisting of four to five students to provide opportunities for each student to be able to interact in discussion. The advantages of Co-op Co-op are students improve self-understanding and provide opportunities to sharing with group mates.

The reason why these learning models were chosen to be compared because they can foster an enthusiastic attitude towards the material presented so as to create a pleasant impression on students because these students can optimize their activities with groups that foster self-confidence and enthusiasm for learning enthusiasm in students. Then, researcher needs to get the validate data which learning model is better to improve students’ reading comprehension. The both learning models have opportunity to be success in teaching reading comprehension of report text. Based on the advantages of the both learning models, the researcher was compared which one is better in teaching reading comprehension of report text, so the title of this research is “A Comparative Study Between Using GI (Group Investigation) and Co-op Co-op (Cooperative Cooperation) Learning Models on Students’ Reading Comprehension of Report Text at the Eleventh TKJ Students of SMK Negeri 1 Lumut in 2022/2023 Academic Year”.

Identification of the Problem

Based on the problem in the background above, eleventh grade students of SMK Negeri 1 Lumut have several problems in reading comprehension especially in reading the report text. Actually, the problem caused by two main factors, namely internal factors and external factors. Internal factors are factors that come from the students themselves which included the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background. While, external factors are come from outside students, they are the lack of facilities, the lack of various learning models, the lack of peer motivation, the lack of family motivation and the lack of environment.

Formulation of the Problem

Based on the background of the research above, the researcher formulated the problems of the research as follows:

1. Is there any significant effect of GI learning model on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut?
2. Is there any significant effect of Co-op Co-op learning model on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut?
3. Which one is better on students' reading comprehension of report text at the eleventh TKJ students of SMK Negeri 1 Lumut by using GI and Co-op Co-op learning models?

Theoretical Description

Definition of Writing

Reading comprehension is the ability to process text, understand it meaning, and to integrate with what the reading already knows. Similarity to Lubis (2018) says that reading comprehension is an action to understand written discourse or understand the author's message through written discourse. She et. al (2019) further says that this skill demands ability readers in linguistics, psycholinguistics, social, and pragmatic.

Rayanto (2019:2) says, "Reading comprehension is derived from two terms, those are reading and comprehension". Similarity, Hasibuan, et al., (2020:95) say, reading comprehension is the ability to read text, focus and understand its meaning.

Indicators of Reading Comprehension

1. Topic: The topic is the subject contained in a text, it can be described whatthe content of the text is. According to Gail Boushey and Joan Mosher (2019:165) say, "Topic is the subject, or what the text is about". In addition, H. Alimul (2003:12) says, "The topic is a reflection of the entire content of the text in a word or phrase".
2. Main idea: According to Beech (2006:8), "Main idea is what the paragraphis about. Someone will be able to found the main idea after read the paragraph. Next, according to Langen and Jenskin (2012:1) in Hutapea "Main idea is chief point an author is making about topic. It sums up the author's primary message". There are three kinds of main idea: The mainidea at the beginning of the paragraph is called a deductive paragraph. The main idea that is located in the middle of the paragraph is an inerativeparagraph. The main idea that is located in the end of the paragraph is an inductive paragraph.
3. Supporting details: According to Boardman and Frydenberg (2008:6), "Supporting detail explain the topic sentence". One common way to do this is with facts. Similarity, according to Flemming

(2011:242) in Hasibuan, "Supporting details are more specific sentences that explain or prove the topic sentence by providing reasons, examples, studies, definitions, etc". Vocabulary: Surmaniv and Azimova (2020) says, "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms".

Definition of Report Text

Report text is a type of text that presents information about subject. The purpose of report text is to present information about something. The social function of report text is to define, to describe, to give example, to classify, to tell more about an object, phenomenon, even, and the order to transfer knowledge and so on. Report text is used to describe the way thing are in general inferens or to report something.

According to Sailendra, et al (2017:131), "Report text is a text aims to describe a general thing". It means that report text is to collect the result of monitoring, research, observation or study about thing, animal, person or place.

Next, Siahaan (2008:43) says, "Report text is a text which can be written out with a descriptive technique". While according to Kurniawan et al, (2008:29) said that report text is a text which content describe something as result of systematic or analysis observation. To know more about report text and also all of the important part of this text, you can see an example of report text as follow, adapted from Djuharie (2007:26).

Based on the explanation above, the research concludes that report text is the text have the purpose to entertain the reader, then the report text is the text describe noun, animals, persons place and using the rational process.

Social Function of Report Text

Social function is presenting information about something. Marbun (2020:14) says, "Social function of report text is to describe the way thing are in general inference/to report something". According to Gerot and Wignell (1994:196-197) in Khairani state "Report text is a text which functions to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment". Report means a text which describe specific things in general. Based on Pestaria, et al (2014:29), "Report text is a text which can be written out with a descriptive technique. It describes an object to the readers. The length of the text depends on the specific details of the object being described".

Generic Structure of Narrative Text

In reading the text, the reader must know about the generic structure of the text. The generic structure itself is the parts or body of the text that contains information for each part. The parts discussed here are the structure of the narrative text.

According to Sailendra (2017:138), generic structure of narrative text are: 1) Orientation: this section introduce the setting and characters in the story 2) Complication: this section contains the problems contained in the story. 3) Resolution: this section tells how the problem was resolved. 4) Re-orientation: this section is the closing of the story which also contains the author's comments.

Generic Structure of Report Text

According to Sailendra, et al (2017:131), there are two generic structure of report text, namely: General Classification: introduce the definition and specification that need to described.

1) Description: this section contains an explanation of the characteristics, physical appearance,

habits, behavior and so on of the things that are described.

Next, Gerot and Wignell (1994:196-197) in Khairani state that generic structure of report texts, are:

- 1) General Classification: Stating classification of general aspect of thing; animal, public place, plant, etc which will be discussed in general.
- 2) Description: Describing the thing which will be discussed in detail; part per part. Customs or deed for living creature and usage for materials.

Lexicogrammatical Features of Report Text

Lexicogrammatical is a synonym of language features, which discuss general rules in a text. Sailendra, et al (2017:131) said that there are two language features of report text, namely:

1. Using simple present tense
2. Using general noun

While, according to Pestaria, et al (2014:29) significant lexicogrammatical features are:

- 1) Focus on generic participants
- 2) Use of relational process to state what is and that which it is
- 3) Use of simple present tense
- 4) No temporal sequence.

Based on the both opinions above, it is concluded that the true lexicogrammatical of report text are 1) general aspect, 2) relational process, 3) using simple present tense, 4) no temporal sequence.

Definition of GI Learning Model

According to Slavin (2005:129), "Group Investigation is a cooperative learning model that places teams in with one another who study about topic until get the evaluation in each team". This model has a strategy or technique, selected purposefully, that educator use to interest students or connect them with the content so the purpose of learning can be reached. A GI learning model activity infuses a speaking assignment with imagination, creatively and motivation.

Sharan (1992) says, "The Group Investigation method requires the students to form small interest groups, plan and implement their investigation synthesize the group members' findings and make a presentation to the entire class". It means that Group Investigation model begin with divide the group. But often teacher frustrated with the quality of speaking completed by the students' speaking that is too brief, lacking in details, poorly organized and carelessly thrown together.

Based on the explanation above, it is concluded that GI learning model is an organizational approach that allows a class to work actively and collaboratively in small groups and enables students to take an active role in determining their own learning goals and process.

Steps of GI Learning Model

According to Istarani (2011:86), there are some steps of GI learning model, steps mean the movement, techniques or procedure that do in doing something or do anything especially in doing models, they are:

1. Teacher divides class into some groups
2. Teacher explains the aim of the lesson
3. Teacher asks the relevant to problem studies
4. Increase collaboration between students in group

5. It is possible for students to issue ideas well and systematically
It is possible for students to know the competence the extent of their abilities

The Advantages of GI Learning Model

According to Joyce, et al (2009:303), say that there are some advantages of GI learning model that teacher should know:

- 1) Well organized classroom
- 2) Students work on tasks in a large group
- 3) Teach each other
- 4) Mutual respect
- 5) Having a sense of responsibility and intense interaction between fellow group members produces more positive feelings about the problem of the task
- 6) Improve relationships between groups

The Disadvantages of GI Learning Model

According to Istarani (2011:87), there are disadvantages of GI learning model, they are:

- 1) Make a problem between students
- 2) Only some students that active in the classroom
- 3) Difficult for the students to finding the new mater
- 4) The material used to do research is not complete

Definition of Co-op Co-op Learning Model

Co-op Co-op is one of the familiar cooperative learning models by forming teams that train students to be able to interact with team mates. Kagan (1985:440) argues, "Co-op Co-op is useful, so the students are encouraged to discover and express their own interest in the subject covered". This model used to improve students' collaboration in group to be able to interact with students and teacher. Many benefits of this model, including students can construct their own knowledge, think complex when analyzing the material and provide opportunities to discuss and collaborate with classmates.

According to Slavin (2005:229), "Co-op Co-op is a learning model by forming a cooperative team with one and another to learn about one topic in the classroom". Co-op Co-op gives students the opportunity to work together in small groups, first to increase their understanding of themselves and the world, and then to give them the opportunity to share this new understanding with their classmates. The method is simple and flexible. Once teachers can embrace the Co-op Co-op philosophy, then they can choose from a variety of ways to apply this approach in the classes they teach. However, following the nine specific steps increases the chances of success of this method.

Based on the explanation above, it is concluded that Co-op Co- op learning model is a kind of teaching model that improve students' collaboration in a group to be able to express views and opinion in the public area or classroom.

Steps to Use Co-op Co-op Learning Model

According to Slavin (2005:229-235), there are nine steps of the Co-op Co-op learning model, they are:

1. Student-Centered Class Discussion

At the beginning of starting a unit of study in a classroom where Co-op Co-op is used, encourage students to discover and express their own interest in the subject to be covered.

2. Selecting Students Learning Teams and Forming Teams

Students need to have a working group with good skills and built trust before starting Co-Op Co-Op

3. Team Topic Selection

Let students choose a topic for their team. Encourage students to discuss a variety of topics among themselves so they can determine the ones that interest their team members the most.

4. Small Topic Selection

Each student chooses a small topic that covers one aspect of the team topic.

5. Small Topic Preparation

After students have divided their team topic into small topics, they will work individually. They each knew they were responsible for their little topic and that the group depended on them to find out the important aspects of the team's efforts.

6. Small Topic Presentation

After the students finished their individual work they presented their small topic to their teammates. Small topic presentations within the team should be formal.

7. Team Presentation Preparation

Students are encouraged to incorporate all the minor topics into team presentations. There has to be an active synthesis of these small topics so that during the discussion the team presentation will become more than just a bunch of small group presentations.

8. Team Presentation

During presentation time, the team is in control of the class. All team members are responsible for how the time, space, and materials available in class are used during their presentation; they are highly encouraged to make full use of the facilities in the classroom.

9. Evaluation

Evaluation is carried out at three levels: (1) when the team's presentation is evaluated by the class; (2) individual contributions to team efforts are evaluated by teammates; and (3) repetition of material or small topic presentations by each student evaluated by fellow students. Following each presentation, the teacher may lead a class discussion on the strong and weak elements in the content and format of the presentation.

The Advantages of Co-op Co-op Learning Model

According to Slavin (2009:230), the advantages of the Co-op Co-op learning model as follows:

- 1) Students can construct their own knowledge
- 2) Think complex when analyzing the material
- 3) Providing opportunities to discuss and collaborate with classmates

The Disadvantages of Co-op Co-op Learning Model

According to Slavin (2009:230), the disadvantages of the Co-op Co-op Learning Model, are:

- 1) It takes a lot of time to prepare small material, discuss and present the results of group discussions so that more effective and efficient time knowledge is needed
- 2) Can be applied to tiered material, meaning that in one material or topic, sub-topics are not a requirement for other sub-topics

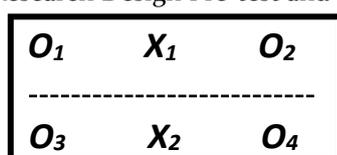
METHOD

The location of the research at SMK Negeri 1 Lumut in class XI TKJ 2022/2023 academic year. This school is located at Jln. M. Sorimuda Km.35 AekGambir, DesaAekGambir, KecamatanLumut, Tapanuli Tengah. Headmaster of this school is Dr. H. Sumarno. Msi, and the teacher of English is TutiPurnamasariPangaribuan, S.Pd.

The reason why the researcher chose this school because the researcher found the problem that wanted to be researched when the researcher did an observation in this school in March, 3rd 2023.

The population of the research was the eleventh TKJ students of SMK Negeri 1 Lumut with a total population of 71 students of two classes. The researcher can be concluded that the researcher chose quasi experimental, because quasi experimental research is a research that has control and experimental groups method that is used to look for the effect of treatment certain by applying pre-test and post-test design.

Figure 3. Research Design Pre-test and Post-test Groups



Instrument is a tool that helps the researcher in conducting research, researcher was used instrument interview include to GI and Co-op Co-op learning models in reading comprehension of report text.

1. Interview

Interview is the ask-answer activities by directly to get some information. The form that has been got usually such as audio and visual that can be rewritten into writing, picture, concept and design. According to Arikunto (2007:202), "Interview is a method used by researcher face to face between researcher and the teacher".

Based on the explanation above, researcher rewritten the information that caused students low in reading comprehension, they are: the lack of learning motivation, the lack of learning interested, the lack of vocabulary mastery, the lack of grammar mastery and the lack of educational background, the lack of facilities, the lack of various learning models, the lack of peer motivation and the lack of family motivation

2. Test

Test is form of questions or exercises that used to measure students' skills, knowledge, intelligent, capability by individuals or group. The test is used to measure students' reading comprehension of report text. According to Arikunto (2007:166), "Test is a way to obtain information about the quality of the instrument used, namely regarding the quality of the instrument used, namely information about whether or not the instrument in question meets the requirements". It means that test is a technique or method used in order to carry out measurement activities, in which there are various questions, statements or a series of tasks that must be done or answered by students to measure aspects of student behavior". In this research, the researcher used test for collecting data. The test in this research is consist of 20 questions. The questions can be seen in the table 3 below

Table 3 Instrument of Reading Comprehension of Report Text

No	Indicators	Number	Total Questions
1.	Topics	1, 5, 9, 13, 17	5
2.	Main Idea	2, 6, 11, 14, 20	5
3.	Supporting Details	3, 7, 10, 15, 19	5
4.	Vocabulary	4, 8, 12, 16, 18	5
Number of Items			20

Students' reading comprehension of report text were categorized into five categories, they are (1) very good, (2) good, (3) enough, (4) bad, (5) very bad. The specific category score can be seen in table 4 below:

Table 4 The Criteria of English Students' Reading Comprehension of Report Text

No	Class of Score	Predicate
1.	80-100	Very Good
2.	70-79	Good
3.	60-69	Enough
4.	50-59	Bad
5.	0-49	Very Bad

taken from Syah (2011:151)

In this research use descriptive analysis and inferential analysis

Table 5 Criteria of the Score Task-Based Learning

No	Interval	Criteria
1	3.1 – 4	Very good
2	2.1 – 3	Good
3	1.1 – 2	Enough
4	1	Bad
5	0	Fail

Table 6 Criteria of the Score Writing Advertisement Text Ability

No	Interval	Criteria
1	80 – 100	Very good
2	70 – 90	Good
3	60 – 69	Enough
4	50 – 59	Bad
5	0 – 49	Fail

While in experimental analysis is using the statistic to the hypothesis. The means is all the data that had been collected where analyzed by using statistic. In this research, to analyze the data the researcher uses t_{test} formula as Arikunto (2010:349) the formula can be seen as follow :

$$\frac{M1 - M2}{SEM1 - M2}$$

Where:

M_1 : Mean of first sample (TKJ 1 by using GI learning model)

M_2 : Mean of second sample (TKJ 2 by using Co-op Co-op learning model)

SEM_{1-2} : Standard error of two sample

RESULTS AND DISCUSSION

Descriptive Analysis

Based on the result obtained from the analysis from the observation sheet about the application about the use of Task-Based learning method in teaching writing advertisement text at the eight grade SMP Negeri 1 Badiri which contain 12 aspects statement of steps. The mean was 3,6. Furthermore, the researcher shows the result of observation sheet in teaching writing advertisement text after using task-based learning method in the table below:

Descriptive analysis includes: (1) describing the data before and after applying GI learning model on students' reading comprehension of report text, (2) describing the data before and after applying Co-op Co-op learning model on students' reading comprehension of report text. Here below the description data involve:

Describing the Data before and after Using GI Learning Model

The researcher describes student's achievement of reading comprehension of report text include before and after using GI learning model. The data is described in table, graphic, and histogram.

Data description of students' achievement before using GI learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut

The researcher given pre-test to students to measure students' reading comprehension of report text before using GI learning model. The sample consist of 33 students. After collected the data, researcher found the highest score 75 (good category) and the lowest score 30 (very bad category).

Data description of the students' reading comprehension after using GI at the eleventh grade TKJ students of SMK Negeri 1 Lumut

After using GI learning model in reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut, the researcher obtained that the highest score 75 (good category) and the lowest score 35 (very bad category), therefore the mean score 57.42 (bad category).

Describing the Data before and after Applying Co-op Co-op Learning Model

This addition, the researcher describes student's achievement of reading comprehension of report text include before and after using Co-op Co-op learning model. The data is described in table, graph, and histogram.

Data description of the students' reading comprehension before using Co-op Co-op learning model at the eleventh grade TKJ students of SMK Negeri 1 Lumut

Before on the result of the pre-test, which contained a test to measure students' reading comprehension of report text before using Co-op Co-op learning model, the researcher found that the highest score 80 (very good category) and the lowest score 35 (very bad category). Therefore, the mean of the pre-test 53.42 (bad category).

Data description of the students' reading comprehension after using Co-op Co-op at the eleventh grade TKJ students of SMK Negeri 1 Lumut

After using Co-op Co-op learning model in teaching reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut, the researcher obtained that the highest score 80 (very good category) and the lowest score 45 (very bad category), therefore the mean score 61.71 (enough category).

CONCLUSION

Based on the result of the data analysis in this script, it can be concluded as follows:

- 1) There is a significant effect of using GI learning model on students' reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The score of N-Gain is 13.887 (Low category).
- 2) There is a significant effect of using Co-op Co-op learning model on students' reading comprehension of report text at the eleventh grade TKJ students of SMK Negeri 1 Lumut. The score of N-Gain is 7.755 (Low category).
- 3) GI learning model is better than Co-op Co-op learning model, because N-Gain score of GI is 13.887 and it is more than N-Gain of Co-op Co-op 7.755 ($13.887 > 7.755$).

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MOVIES IMPACT ON CULTURE UNDERSTANDING THROUGH INSTAGRAM

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Abstract

Most higher education students use social media, especially Instagram, in their social lives, and they like watching movies in their leisure time. The lecturer takes advantage of these two things, playing social media and watching movies, to teach English. The lecturer asked the students to watch movies and analyze Western cultures from the movies. This study aimed to know how the students analyzed the movie and how they got to know Western cultures from the movie. This study used a descriptive qualitative research design. Class observation, students' captions in their Instagram posts, and questionnaires were used in this study. The result showed that most of the students could not analyze the culture in the movie because they focused on the subtitles, so they did not pay attention too much to the cultures. They thought that everything that occurred in the movie was something that usually happened.

INTRODUCTION

English in higher education is important for students not only in the English department but also in other departments, like the engineering department. Therefore, most universities in Indonesia provide English subjects at least 1 or 2 semesters for non-English department students. It can be said that students need to study English for academic purpose and their future careers.

From the observation of students in the Engineering department in an engineering institution in Surabaya, it was found that students have less interest in learning English. It could be because English is a foreign language in Indonesia, so the students are challenged to understand the meaning of English. Another reason that makes the students have less interest in English is the students come from different regions in which the culture is different from Western countries. It is indeed a challenging task for a lecturer to teach students from non-English departments since sometimes they do not realize the importance of learning English.

Writers' observation found that most students in the Engineering department mentioned previously enjoy watching movies and using social media. It could be used to promote English. According to Murshidi (2020), using English movies is one technique that can help students develop their competencies in linguistics. Roslim et al. (2021) also mention some benefits of using movies in the classroom, namely (a) improving language skills, (b) improving students' vocabulary acquisition, (c) increasing interests and motivation, and (d) decreasing anxiety and tension. Moreover, a study by Beveren et al. (2018) showed that fictional narratives could provide an opportunity to discuss complex and

sensitive aspects of teaching. Besides, a previous study conducted by Nuñez (2019) shows that media like movies could allow viewers to see the representation of real life. In summary, the benefits of using movies in English language teaching are unquestionable.

Besides watching movies, students nowadays are fond of social media. They open their social media frequently in a day. One of the social media widely used is Instagram. However, this platform has limited attention from education researchers (Richter et al. 2022). The use of social media is widespread among students. Nearly all pupils use social media. Social media is a suitable medium for engineering students to use to study English as a foreign language as a result. Sharing images on social media that are relevant to a student's field of study will improve their enthusiasm for learning English (Wardhani 2019). A previous study conducted by Carpenter et al. (2020) discussed how and why educators use Instagram, and the results showed that educators mostly used Instagram as a portal to exchange ideas and affirmations. It could lead to another study in which students use Instagram to exchange ideas as well in English.

Knowing the fact that students are not enthusiastic about learning English in the classroom, they are still expected to know and understand at least basic English. Consequently, using something interesting to motivate students to learn English could be an effort that educators can make. Therefore, this study tried to use movies and Instagram as media to bring cultural differences in the classroom as well as engage students in learning English. From the statements mentioned above, this study aimed to know (1) how the students analyzed Western cultures in the movies they watched and (2) how the students' responses about the movies were analyzed.

METHOD

From the problem that emerged, it could be stated that this study focuses on the way the students analyze the movies. Besides, this study was conducted to know the students' responses about the movies they analyzed. Therefore, this study applied descriptive qualitative to explain the result (Creswell 2012). This study was taken at an engineering institution in Surabaya, East Java. There were several study programs at this institution, such as mining engineering, informatic systems, electrical engineering, naval architecture, mechanical engineering, and chemical engineering. The total number of participants was 114 students.

The research instruments used in this study were observation, questionnaire, and interview. The observation was conducted when the lecturer gave an explanation about the material and assignment in the classroom. The activities that occurred were noted. It was an unstructured observation, so it could develop based on what happened in the classroom. As the assignment, the students were asked to choose one long Western movie or two short Western movies to be analyzed. After that, the students were given a questionnaire related to how they analyzed the culture in the movies. Besides, the questionnaire was used to know their responses about the movies. There were several questions in the questionnaire, and the questionnaire was designed using Google Forms. It would make it easy for the participants to fill in the questionnaire. The interview was conducted randomly with the students as a sample. It was used to crosscheck the answers to the questionnaire. After the students have watched the movies, they must post the posters of the movies on their Instagram and write captions about the cultures in the movies. The researchers would analyze students' writing on their Instagram to know their understanding of the cultures of the movies.

RESULTS AND DISCUSSION

The students watched the movies which they chose by themselves. Each student watched one long movie or two short Western movies or films. Then, the students wrote a short synopsis of the films. Besides, the students analyzed Western cultures from the movies. According to Brewer and Yoon (2021), students must be engaged with global literacies so it could help them for their future success. The students then must post the poster of the films and write the synopsis and the Western culture as captions on their Instagram. The students' posts were then analyzed, and the result would be written as follows.

How the Students Analyzed the Movies

Many people who have a low level of English proficiency do not know Western cultures or the cultures from the language they learn. Western cultures need to be known by people who use English; moreover, general Western cultures like how they call someone Mz, miss, madam, Mrs, etc. One of the ways is by using movies to show Western cultures. Watching movies is one of the exciting activities that can be applied in the teaching-learning process. The teacher could involve social media, Instagram, to make the students interested in learning English. The students would find it easier to learn English because social media are often accessed by students in higher education, like chatting with their friends, updating their status on their social media, sharing their pictures, and writing the caption below their photos (Wardhani 2019). Following this statement, the lecturer asked the students to watch movies. Each student could watch two Western short films or a Western movie. Then, the students took note of the synopsis of the movies/films. The students also analyzed Western cultures from the movies. They must take notes to make them remember and write them on Instagram.

The lecturer did not give an example to the students about Western cultures. It made the students confused to analyze Western cultures. Sometimes, being wrong is a part of learning and motivation (McMillan and Moore 2020). The students thought that everything that happened in the film was something usual. The teacher gave a week for students to finish their jobs, but the students could not submit their assignments because they still did not understand what the lecturer meant. The students were still confused about what kind of steps they should take to do their assignments. In the first week, many students have just finished deciding and watching the films. So, the students could not submit their tasks on time.

In the second week, the lecturer gave more explanations and examples about the task. The explanation was given in written and oral. The lecturer repeated the instructions several times to make sure that the students understood what they must do and that they could submit their assignments on time. The lecturer gave more time to the students to finish their tasks. The students could finish their tasks in the third week. The students posted the poster on Instagram. They wrote the synopsis of the films and Western cultures for the caption of the poster they had posted.

From the data of the questionnaire, it can be stated that more than 90% of the students said they felt it difficult to decide and find Western cultures in the film. There were several reasons obtained why the students had difficulties in knowing Western cultures from the films. The reasons are 1) they were excited about watching movies, and it made them forget their target to watch movies; 2) The students only knew a few Western cultures, so it made it difficult to decide the cultures; 3) The students were confused about Western people activities, whether these could be categorized as cultures or not; and 4) The students focused on the subtitle, and they forgot to observe Western cultures. There were several reasons why the students found it challenging to find Western cultures, which have been written in the questionnaire.

Most students stated that the most difficulty in finding Western cultures was because they did not know about Western cultures. It was 90% of 114 respondents did not know about Western cultures, 6% of respondents just knew a little bit about Western cultures, and it was too general like the international students do not wear uniforms when they go to school because they often pay attention to the movies. Only 4% of respondents knew about Western cultures. There were several ways for the respondents to know Western cultures. They knew from their friends who lived abroad, and they knew from Indonesian people's social media who lived on board. Many Indonesian people who live abroad make *Vlogs* about their life there, and it can expand one's knowledge of Western cultures.

Many students said that they had never thought about Western cultures, and this is a new thing for the students to explore cultures. Actually, many respondents said that they did not realize Indonesian culture. They thought that what people did here was something usual. In one of the districts in East Java, people would visit a sick neighbor in the hospital, and they would go together in a car filled with many people. Therefore, it made the students analyze other cultures. Then, people in Indonesia sometimes act like Western people, for example, the way people dress up. It was exciting material to teach. The students know nothing about Western cultures, and it made them students explore ways to find or to know other cultures besides their own cultures.

The lecturer asked the students to find five Western cultures in the film which they watched. This request spurred the students to explore Western cultures in the film, so the students not only paid attention to the exciting story but also focused on the cultures they needed to look for. The students had some ways to look at the cultures in the film. Students' ways to analyze the cultures in the movies are: 1) reading the subtitle in detail, 2) paying attention to people's habits in the films, 3) noticing the activities which they repeatedly do, 4) observing the same things that most people do in the films, 5) paying attention to the weather because it can help the students to analyze the cultures, and 6) looking carefully to the people race and skin colors. Based on the questionnaire and interview, Western cultures could be analyzed using these six ways. The questionnaire was given to the students after the students submitted their assignments, and the interview was conducted with the random students after they filled out the questionnaire.

The students, as the respondents, explained that in the films, there were no motorcycles, and most people just took a walk and used public transportation. If they did not walk or use public transportation, they drove their car. These activities they conducted repeatedly. Then, the respondents saw a fireplace in the house in the movie, and Western people used it when winter came. This condition does not exist in Indonesia. In Indonesia, many people in the village use the fireplace for cooking, and Javanese people call it "*pawon*". The students also highlighted what Western people ate in the movies. Western people did not eat rice like Indonesians. They eat bread, sandwiches, and cereal. It is pretty different from Indonesian cultures, which eat rice as the primary food. The students have just learned that in Western cultures, people say the name without affixes, like Mr and Mrs, in addressing someone. In fact, many teachers in Indonesia do not understand the correct way to call somebody. The teachers in Indonesia tend to mix the culture between Western and Eastern cultures. For example, the teachers asked the students to call them Mr. / Sir or Mrs. / Mam, followed by their first name. Therefore, by watching Western movies, the students finally understand the correct way to address someone in English and can apply it in real life.

Students' Responses to the Movies Analyzed

Knowing the students' responses could make the lecturer understand them better. According to Shen and Byfield (2019), the more lecturers learn about their students, the more effective the way they teach. The teachers must know what makes the students appreciate to the teaching learning process.

One of their favourites is watching movies. The students can learn many things from the movies. The students learn not only culture but also other aspects such as storyline, socio-economics, quips, and many other things. To explore films, the lecturer must give stimulus to the students. Brainstorming is also needed to make the students increase their ideas. Before the lecturer asked the students to watch the films they chose, the lecturer had the students watch a short movie and analyze the movie together. The lecturer interacted with the students, and they discussed what kind of aspects were available in the film. This way will make it easier for the students to understand what the lecturer asks. After that, the students were permitted to choose the films which they would watch. There are several reasons for students to choose movies or films. The reasons were: (1) the movie was adapted from a novel, (2) the criteria of the movie were the same as what the lecturer asked, (3) the movie was related to life, (4) the movies are inspiring and exciting, (5) the storyline is appealing, and (6) the student's favorite actors played in the movie.

In this study, the students wrote the synopsis or storyline of the film after they watched the film. The lecturer did not permit them to browse on Google. The students must write based on their sight. Then, the students analyzed several aspects: socioeconomic, political, setting, and effect used in the movie. The students wrote the aspects in the Instagram caption. They wrote several sentences before they explained Western cultures. The students could write the storyline of the film well. They could describe the main details of the storyline and give various responses to the film. IT was in accordance with the result of a previous study conducted by Senolinggi, Damayanti, and Asmin (2020), stating that using Instagram could motivate students to learn vocabulary.

The data was obtained from the questionnaire and supported by students' tasks. From the data, it can be seen that the students knew the theme of the movies. Some of them could find the symbol of the films. One example is when the students explained that there was a tomb in the cave. Hawaiians put statues in front of the cave as a sign that the place was not an ordinary cave. Another symbol was the *Terabithia Bridge*, illustrating the relationship between reality and fantasy. Finding symbols in the films was not really easy because of 114 respondents; there were only two students who were able to find symbols in detail from the films. It was different from the theme. Most of the students could find the theme of the films. Several students could explain the movie theme clearly. 74% of respondents were able to explain the movie theme clearly. They wrote the details of the movies. There were 23% of respondents who wrote the theme shortly. They did not explain the details of the theme. Finally, there were only 3% of respondents who could not explain or are confused about the theme of the movies.

There were some movies showing socioeconomic and diplomatic issues as moral values. Many students could write the detail of socioeconomic and political issues which was shown in the films. However, some students said that there were no socioeconomic and political issues in the film. The students who said that there were socioeconomic and political issues wrote that social life influenced students in the university. They paid attention to their appearance and fashion. It made them to be overthinking and anxious if they had a sinister appearance. Then another student stated that the film which they watched was taken from an economic background. Besides, the weather also influences the socioeconomic status of a country. The students also wrote that people with low income are often looked down upon, and they have bad behavior. However, on the other side, there was a rich man in the movie who helped the poor men. There were some symbols to show socioeconomic in the films. A rich man drove a supercar, and he had luxurious houses. He drove his car to the campus while the dominance of students used public transportation. The students also explained a poor man who found it challenging to find a ride to sleep because his friends refused to help him.

Most students could mention the names of the countries of the films. Only a few could mention the detailed places of the films, such as a boxing ring, school, house, and quite a large field. They also described the view in the films. One of the students explained the place in detail.

"Moscow: dangerous because there is a Russian presidential palace in the Kremlin; Dubai: beautiful because there is the tallest building, namely the Burj Khalifa; Mumbai: rural location; Seattle: the location of the city in general in America; Havana: terrible prison; Vienna: nice opera house; Casablanca: a beautiful little town; London: exclusive city."

Several students describe that the place in the movie was quiet and the people were individualistic; they did not care about other people, were not friendly, and there were still a lot of racism issues there. The students could describe the setting of the film well. The students enjoyed doing the assignments given by the lecturer. Some students said that they were confident to write the caption in English because it was challenging. They could share the information with their followers. They wanted to get more tasks involving social media. However, some students felt less confident to do it because they were afraid to make any mistakes when their followers read their captions.

CONCLUSION

The lecturer, as an educator, needs to give examples of how to do the assignment given to the students. Moreover, the assignment is something new for the students. The lecturer needs to give not only examples but also the way to do the task. It took time for the students to submit their tasks because they did not understand the instructions. If the lecturer insisted the students submit before the students understood, they would get a lousy score, would not do the assignment satisfactorily, or would have many revisions. Besides, there are five reasons why students find it difficult to find Western cultures. The reasons were (1) the students were interested in the movies, and they forgot to look for the cultures, (2) the students only knew a few Western cultures, (3) Indonesians' habits are almost the same as abroad, (4) the students could not decide between activities and cultures, and the last (5) the students only focused on the subtitle. Besides the difficulties mentioned above, the students found six ways to analyze the movies, namely: (1) reading the subtitle in detail, (2) paying attention to people's habits in the films, (3) noticing the activities which the people did repeatedly, (4) noticing that most people in the movie did the same things, (5) realizing that weather can help to analyze the cultures, and the last (6) observing the variety of people race and skin colors.

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THE USE OF CODE SWITCHING AND CODE MIXING IN ENGLISH LEARNING AT ELEMENTARY SCHOOL

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Abstract

Many people speak by switching or mixing the language they use in general with their mother tongue, especially in communicating with people who understand a different language. In the process of learning English, code switching and code mixing began to be used by teachers. In general, students who study formally in Indonesia, their first language is Indonesian and learn the second language only in the classroom. The use of code switching and code mixing in English learning at elementary schools has an impact on students' understanding of learning materials, as well as affecting their social aspects and language understanding. This study aims to find out how the use of code switching and code mixing in learning and the reasons why teachers use code switching and code mixing in English learning at elementary school. This study used descriptive qualitative methodology. This study used interviews and observations to obtain data. The research was conducted at SDQ AZZAMZAMI Talun. The findings of this study show that teachers do code switching and code mixing used by teachers alternately irregularly in carrying out the learning process at each general step of learning, namely, from the beginning of the opening, core activities to closing. The researcher also found that the reason teachers use language switching and language mixing are : a) Repetition b) Situation c) Restore student concentration d) Lack of vocabulary mastery e) Help students who were confused.

INTRODUCTION

Language is the most important aspect in the life of all creatures because it can be used to communicate with each other, express feelings and thoughts, as well as a means of conveying messages and information. Language has sounds, signs, or signs whose meaning can be understood. However, not all people and groups share the same language and dialect. Thus the use of a person's or group's language is different so that when two or more groups meet, they will switch or mix their language using language that is commonly used by many people so that it can be understood by other groups. Language that acquire for the first time is called as first language while another language that acquire after first language is called as second language. In fact, the third, the fourth language or even more also called as second language because second language is the term of language that acquired after acquiring mother language. Second language is generally

an official language that acquire for some purposes such as education, employment, and many more by immigrants who have different native language (Saville, 2006).

According to Octavia (2018) Second Language Acquisition (SLA) is the acquisition process by human about another language. Second language usually can get from two situations they are informal and formal. Informal L2 learning takes place in the natural context, for example when Indonesian kid stay in Melbourne, to communicate with native speaker, such as when he/she plays with other kids there, he/she has.

In sociolinguistics, when speakers use terms to display a style of language which is called "code" (Kultsum & Syamsudin, 2021). This code is used by someone when they are in a place of language use or language variations want to understand speech. The choice of code or language is free to be used by speakers according to their wishes and needs within the scope of the speaker and the interlocutor, it can be in the form of code switching and code mixing.

Chaer and Agustina in (Kultsum & Syamsudin, 2021) state that "Code-switching is a symptom of language use due to changing situations." Code-switching is an event of transition from one code to another with awareness or a factor that causes a situation. If a native speaker uses code A (for example, Indonesian), then switches to code B (for example, English), the use of language in code-switching events like this is called code-switching. Code switching is a term used to identify the change of language variations in the same conversation. The linguistic varieties participating in code switching may be different languages or dialects or styles of the same language. So when a speaker initially uses code or language A and then switches to using code or language B, it is called code switching. For example if a native speaker uses code A (for example, Indonesian), then switches to code B (for example, English).

Code mixing is a language situation when people mix the two (or more) languages by including each other language elements into one language the other, the inserting elements no longer has its own function (Suwito in Simatupang et al., 2018). Code mixing is tangible words, repeated words, groups of words, expressions or even in the form of clauses.

Basically the use of code mixing in the language learning process is common, and usually occurs in the process of learning foreign languages, especially English, teachers often transfer languages to convey material topics. However, it is still not widely used at the elementary school education level in Indonesia, because at this level it is considered the initial stage for students to get to know a foreign language taught in schools which at the previous level had never been taught a particular topic or language. never even been introduced to a foreign language.

The researcher raised this topic and carried it out at the SDQ Azzamzami level, where the school presented English as one of its superior programs, and in the use of learning in English classes the teacher used code mixing or code switching in delivering material, including Indonesian, English and local language. Based on the observations of researchers at the school where the research was conducted that students at SDQ Azzamzami had never studied English at the previous school level, so they only studied English at elementary school.

From the explanation above, in this research the researcher will focus on how teachers use code switching and code mixing in learning English in English subjects for elementary school students, who are generally new to and learning English in elementary schools. In addition, this research also focuses on how and what reasons teachers use code-switching and code-mixing in learning English.

METHOD

In this research, the researcher used a descriptive qualitative method. That is, the data collected is not in the form of numerical data, but data derived from interview scripts, field notes, personal documents, notes or memos of researchers and other supporting official documents. In this qualitative method, the researcher who becomes an instrument in research and analysis is carried out continuously from the beginning of research to data analysis. "Researchers as key instruments; qualitative researchers collect their own data through documents, behavioral observations, or participant interviews" (Creswell & Creswell, 2018).

As a key instrument the researcher made direct observations by direct observation of objects according to the scope of the research and theory to support research based on the scope of the discussion and by gathering information by interviewing English teachers at SDQ Azzamzami Talun Cirebon. The data were transcribed into written transcript, identified, selected, and also classified based on the analyzing needs which relevant to the topic of the research.

Data analysis

After collecting the data, the researcher analyzed the data. The data analysis technique in this study is document analysis by using this technique, the writer collects, Transcrip, identified, selected, organizing and presents data. Qualitative method is a type of research without using any calculations or statistical procedures (Suryana, 2012).

Data from observations and recordings were first transcribed into written transcripts. Then, the transcripts were identified to determine whether the utterances were categorized as code switching and code mixing phenomena or not. Through data reduction, utterances that were not categorized as code switching and code mixing were left and those that were considered as code switching and code mixing were identified and selected. The utterances in the English teaching and learning process were analyzed, described, and categorized as code switching and code mixing events.

Furthermore, the data were classified into certain groups based on the research focus, namely how the use of code switching and code mixing in English learning at elementary schools and the reasons for the occurrence of code switching and code mixing in learning.

To get more information about the use of code switching and code mixing in English learning at elementary schools and the reasons, after the above steps, semi-structured interviews were also used to reveal the use of code switching and code mixing in learning. These interviews became supporting data in addition to the data obtained from observation and recording. The interview also emphasizes on the teacher's awareness in using code switching and code mixing in the classroom, and the reason why teachers use code switching and code mixing in English learning at elementary school.

RESULTS AND DISCUSSION

The use of code switching and code mixing in English learning

At the time of observation, the researcher focused on the teacher's speech how the teacher's process of code switching and code mixing in English learning. The following is a table of the results of observations that researchers made when the teacher carried out the learning step and the utterances or communication used in English learning, to help researchers communicate the findings in a more understandable way:

Table 1 Observation Sheet Results

Variabl	Learning Activities	Code usage		Code	
		Yes	No	Switching	Mixing
Use of code switching and code mixing in English learning	Introduction / Opening				
	The teacher prepares or conditions the readiness of students to take part in learning (Pray, Check the attendant list, ask the Students condition)by	√		√	√
	using code switching and/or code mixing.				
	The teacher asks questions about the material that was presented in the previous meeting by using code switching and/or code mixing	√		√	√
	Core Activities				
	The teacher explain the material using code switching and/or code mixing.	√		√	√
	The teacher maintains conditioned student focus in learning with ice breaking or games by using code switching and/or code mixing.	√		√	√

The teacher gives/explains the assignments/exercise that must be done by students either in groups or individually using code switching and/or code mixing.	√		√	√
Closing				
The teacher reflects or recall the learning that has been done using code switching and/or code mixing.	√		√	√
The teacher explains the moral message or conclusions about the material that has been studied using code switching and/or code	√		√	√
mixing.				
The teacher conveys the material to be studied at the next meeting by using code switching and/or code mixing.	√		√	√
closing and prayer by using code switching and/or code mixing.	√		√	√

The observation results showed that the teacher used code switching and code mixing simultaneously in implementing three general steps in the learning process which is in line with

the opinion of Hosnan (2014) which states several steps in carrying out the learning process in the classroom, which are divided into three processes 1.) Initial Activities (Opening) 2.) Core Activities (Core) 3.) Final Activity (Closing).

a) Opening

This process is carried out by the teacher before starting learning in class, first of all, based on the results of the researcher's observation of the teacher, the teacher takes several steps in accordance with the indicators in the learning carried out before starting the learning such as, a.) The teacher conditions the readiness of students to take part in learning, b.) Pray, c.) Check the attendance list, d.) ask about the condition of the students e.) review the material that has been learned by using code switching and code mixing. From the observations the teacher always uses code switching and code mixing in this step alternately but the alternation is not conceptualized, meaning that it is irregular. In this step the teacher uses more code switching than code mixing. As an example in the utterance below:

"Assalamualaikum Halo everyone, good morning, how are you today? *Apakah semua sehat?*"

"*Sekarang*, before we going to start this class, sebelum mulai belajar lets pray togehter. pray begin!"

"Now, Who still remember what the material we learned at the last meeting?"

tentang apa ya materi kemarin?"

b) Core Activities

This process is carried out by the teacher after completing the opening process and conditioning students, based on the results of the researcher's observations, at this stage the teacher explains the material and then gives exercises to students by using code switching and code mixing by alternating irregularly. However, from the observation results, in this step the teacher is more dominant in using code mix than code switching.

The results of researcher observations at this step the teacher also did ice breaking where this ice breaking activity where this activity aims to restore student concentration, in this activity the teacher uses two codes, namely code switching and code mixing irregularly but two codes

As an example in the utterance below:

"*Halo semuanya*, eyes on me!" "*Coba pegang your head, kepala!*"

"*Semua perhatiannya kesini dulu*. Today we are going to learn about Our Body. *Ada yang tau Our Body itu artinya apa?*"

c) Closing

This process is the last step in learning, after the teacher has finished learning in the classroom delivering material, doing exercises, using code switching and code mixing, in this closing stage the researchers also found that the teacher used two codes in this stage where at this stage the teacher carried out several activities such as: a.) The teacher reflects or recalls the learning that has been done, b.) The teacher gives a moral message or conclusion from the material that has been learned c.) The teacher conveys the material or agenda that will be carried out at the next meeting, then d.) closing and prayer. From the series of activities in the closing step, the researcher found that the teacher used two codes in the implementation of the closing, namely the teacher used code switching and code mixing alternately and irregularly, where the use was more dominant in using code switching than code mixing.

As an example in the utterance below:

"Okay everything is done. *Kalau sudah selesai semua* let's remember *dan sebutkan*

what we have done, *yang sudah kita lakukan dari awal pembelajaran.*” “So, Our activity started with Prayer, then, *terus ngapain lagi ?*”

“For the next week, you will come to mention the parts of the body, *jadi nanti minggu depan maju one by one sebutin our body dengan bahasa inggris.*”

“Let we closs this class with pray together, *kita tutup mari berdo’a mulai..*”

The following are English teachers' utterances based on the types of code- switching according to Poplack's theory in (Novianti, R., & Said, M. 2021) and code- mixing based on Muysken & Diaz's theory in (Kahfi, A., & Faturusi, M. A. 2018) Table 2 Category of code switching and code mixing

No	Teacher Utterance	Code	Type
	Opening		
1	Assalamualaikum Hallo everyone, good morning, how are you today? <i>Apakah semua sehat?</i>	Code Switching	Inter
2	<i>Sekarang</i> , before we going to start this class, sebelum mulai belajar lets pray togehter. pray begin!	Code Switching	Intra
3	<i>Oke yang lain</i> , Silent Please!	Code Switching	Inter
4	<i>Yang namanya di panggil</i> , please <i>angkat tangan lalu bilang present. Angkat tangannya yang tinggi.</i>	Code Mixing	CL
5	<i>Alhamdulillah</i> , kalau everyone is very well. <i>Ibu juga</i> very well. <i>Sekarang</i> , before we going to start this class, lets pray togehter. pray begin! Finish.	Code Mixing	Alternation
6	Haaai now, the previous class, <i>kelas sebelumnya, kita ada PR</i> , right?	Code Mixing	Alternation
7	Have you done? <i>siapa yang belum mengerjakan?</i>	Code Switching	Inter
8	Hhhm... Suliwa Don't be like that <i>yah, jangan suka gitu.</i>	Code Switching	Inter
9	Okey, After the study is over, the homework will be collected in front of. <i>Dikumpulin di meja ibu setelah belajar selesai.</i>	Code Switching	Inter
10	Now, Who still remember what the material we learned at the last meeting? <i>tentang apa ya materi kemarin?</i>	Code Switching	Inter
11	What are <i>binatang</i> in English?	Code mixing	Insertion
12	Okey, Agli and Subhan. Wahat are binatang in English? <i>Dari tadi ngobrol aja nihh..</i>	Code Switching	Inter

13	what animals, <i>yang kita bahas kemarin?</i>	Code Switching	Inter
14	Oke That Right! <i>Lebih tepatnya adalah an animals that have four legs. Binatang yang berkaki empat.</i>	Code	Alternation
15	There are our body, <i>bagian tubuh kita ada apa saja?</i>	Code Switching	Inter
16	Suliwa where your head? <i>Mana kepalamu coba pegang.</i>	Code Switching	Inter
17	How about this. <i>Yang ibu angkat apa?</i>	Code Switching	Inter
18	what this is in English? <i>Yang ibu pegang apa nih?</i>	Code Switching	Inter
19	Yes, it's a head, <i>tapi apa yang berwarna hitam di atasnya?</i>	Code Switching	Inter
20	<i>Ada yang tau Our Body itu artinya apa?</i>	Code Mixing	Insertion
21	What <i>Rambut</i> in English?	Code Mixing	Insertion
	Core Activities		
22	<i>Semua perhatiannya kesini dulu. Today we are going to learn about Our Body. Ada yang tau Our Body itu artinya apa?</i>	Code	Alternation
23	That right, good job Rahma, <i>betul sekali.</i>	Code Switching	Tag
24	Our Body is <i>Tubuh Kita</i> . There are our body, <i>bagian tubuh kita ada apa saja?</i>	Code Mixing	Alternation
25	How about this? Look at the picture, <i>lihat gambar apa ini?</i>	Code Mixing	Alternation
26	Haii Arif, clap your hand!	Code Switching	Inter
27	<i>Ayo semuanya berdiri. Hold your head, hold your chin, pegang tangan, hold your nose, pegang perut, hold your nose, pegang kaki, pegang dagu, hold your feet, hold your nose.</i>	Code	Alternation
28	<i>Hayo dimana hidungnya. where your nose agli?</i>	Code Switching	Inter
29	Okay, Clamp your hand, <i>tebuk tangannya sau kali.</i>	Code Switching	Inter
30	Oke, applause <i>yang banyak</i>	Code Mixing	CL

31	<i>Halo semuanya, eyes on me!</i>	Code Switching	Inter
32	<i>Coba pegang your head, kepala!</i>	Code Mixing	Insertion
33	<i>Baca and hafalkan kosakata tentang our body.</i>	Code Mixing	Insertion
34	Okay Now, open your book on page 33, halaman 33.	Code Mixing	Alternation
35	<i>Kerjakan sendiri-sendiri, pasangkan dan tulis ulang dalam bahasa inggris sesuai picture, gambarnya.</i>	Code	Insertion
36	<i>Boleh, write the date on the top, di atasnya boleh.</i>	Code Switching	Alternation
37	And then, on the next page there is a task about body parts, pair and rewrite in English according to the picture. <i>Kerjakan sendiri-sendiri, pasangkan dan tulis ulang dalam bahasa inggris sesuai picture, gambarnya.</i>	Code	Alternation
	Closing		
38	Okay everything is done. <i>Kalau sudah selesai semua let's remember dan sebutkan what we have done, yang sudah kita lakukan dari awal pembelajaran.</i>	Code Mixing	Alternation
39	<i>Iyap, what is absen in English? Ada yang ingat</i>	Code Mixing	Insertion
40	<i>Iya, learning about our body, terus and than, kita kerjain exercises, ngerjain tentang apa?</i>	Code Mixing	Insertion
41	So, Our activity started with Prayer, then, <i>terus ngapain lagi ?</i>	Code Switching	Inter
42	<i>Pesan ibu, belajar yang semangat and take care of health.</i>	Code Switching	Inter
43	<i>Jajan makanan yang sehat dan teratur, okey ..</i>	Code Switching	Tag
44	Of Course, <i>boleh dong.</i>	Code Switching	Tag
45	For the next week, you will come to mention the parts of the body, <i>jadi nanti minggu depan maju one by one sebutin our body dengan bahasa inggris.</i>	Code	Alternation
46	<i>Jadi nanti minggu depan maju one by one sebutin our body dengan bahasa inggris.</i>	Code Mixing	Insertion

47	Any Question? <i>Ada Yang mau bertanya lagi?</i>	Code Switching	Inter
48	Let we closs this class with pray together, <i>kita tutup mari berdo'a mulai..</i>	Code Switching	Inter
49	Oke, now, <i>sekarag kegiatan kita sudah selesai,</i> lets say hamdalah together	Code Switching	Intra
50	Finish. Thank you for today and <i>mohon maaf.</i> Wassalamualaikum Wr Wb	Code Switching	Inter

From tables above, the percentage of code switching and code mixing done by teachers in the teaching and learning process can be taken. The following is a table of the percentage of code switching and code mixing in English teaching in the classroom.

Table 3 The percentage of code switching and code mixing

Category	Frequency	Perecentage
Code Switching	28	56%
Code Mixing	22	44%
Total	50	100%

The table above shows the percentage of code switching and code mixing by teachers in the classroom. The table shows that code-switching dominated at 56% compared to code-mixing which only 44% occurred in the classroom.

Based on the results of the research obtained by the researchers, it was found that the use of code switching and code mixing in English learning in elementary schools, teachers use two codes, namely code switching and code mixing alternately irregularly in carrying out the learning process in all learning steps from the beginning of opening to closing with the use of code switching more dominant, more used than code mixing, this is in accordance with the answers to the teacher interview questions that say:

Teacher:

"Iya saya sadar selalu mencampur kode atau mengalih kode bahasa antara bahasa Inggris dan bahasa Indonesia selama mengajar. karena Kalo ful bahasa Inggris itu anak kurang paham, jadi saya kadang langsung mengalihkan ke Indonesia. Ataupun kalaupun memang saya mencampur antara bahasa Inggris dan Indonesia pun mereka juga masih kurang faham jadi. Hhmm untuk anak seusia sekolah dasar mungkin lebih ke alih kode dibandingkan campur kode gitu."

"Yes, I am releaze that I always code switch or switch my language between English and Indonesian during teaching. Because if it is full English, the children do not understand, so I sometimes immediately switch to Indonesian. Or even if I do mix English and Indonesian, they still don't understand so. Hhmm for elementary school age children, maybe it's more about code switching than code mixing." (I/Q4)

The Reasons of English teacher used code switching and code mixing in English learning

There was 7 potential reasons of Code Switching and Code Mixing based on Hoffman's theory in (Harya 2018), they are as follow: (a) Talking about a particular topic, (b) Quoting

somebody else, (c) Be emphatic about something, (d) Interjection (Inserting sentence fillers or sentence connectors), (e) Repetition (f) Intention of clarifying the speech content for interlocutor, (g) Expressing group identity.

After analyzing the data, Based on the interview data, the researcher found that code switching and code mixing used by the teacher had reasons. The researcher could conclude that there are One reasons based on the theory above the teacher used CodeSwitching and Code-Mixing as follows:

1. Repitition

Based on the data obtained from the interviews, the teacher said that he used code switching or code mixing for the reason of repetition of words where the teacher wanted to clarify his speech so that it was easier for students to understand and understand, by saying the same utterance (the utterance was said repeatedly). As expressed by the teacher:

“Alasan lain yang lebih mendominasi menggunakan alih kode atau campur kode selain alasan-alasan yang disebutkan itu pertama, untuk sebagai pengulangan

sebagai pengulangan kata dengan tujuan memperjelas dan apa ya namanya ya, hmm,, mungkin lebih ke pengulangan omongan itu sih. jadi mau ada kode mixing atau switching intinya sih sama-sama untuk menjelaskan, sama mengulang biar paham gitu si siswanya sama penjelasan saya gitu.”

"Another reason that dominates the use of code switching or code mixing besides the reasons mentioned is first, for repetition as a repetition of words with the aim of clarifying and what's the name, hmm,, maybe it's more about repeating the words anyway. so whether there is code mixing or switching, the point is the same to explain, as well as repeating so that students understand my explanation."(I/Q8/T)

Based on interview data researcher also found 4 other reasons teacher use code switching and code mixing as follows :

1. Situation

Based on the data collected through interviews, the researcher can find that the reason why teachers use code-switching and code-mixing is due to the situation. Where the teacher said in learning, there is a serious time in the sense that when explaining the material and there is a relaxed time where this situation has the potential for the teacher to code switch and code mix. However, apart from the situation, the teacher also said that the learning situation in elementary schools, in general, the remaining students are just learning a foreign language, so it is necessary to use their mother tongue or first language in presenting the material in English learning. As expressed by the teacher:

“Karena kita itu kan hidup di negara Indonesia yang bahasa utamanya bahasa Indonesia dan kurikulum saat ini itu tidak mewajibkan yang namanya bahasa inggris dalam pembelajaran sekolah dasar Baru kurikulum merdeka saja gitu kan, dan itupun kurikulum 2013 ga semua nya ada bahasa Inggris. Jadi melihat dari situasi dan kondisi juga makanya diharuskan adanya campur kode atau alih kode dalam pembelajaran bahasa Inggris gitu. Karena anak sekolah dasar itu kan baru masuk, baru masuk sekolah Belum paham ke bahasa asing jadi harus di awalin dengan kosakata dari dasarnya dulu, beda halnya kalau misalkan mereka yang sekolah TK nya itu sudah didasari dengan pembelajaran bahasa Inggris di dalamnya, baru itu tidak bisa ga campur kode atau alih kode gitu. Jadi lebih ke pemahaman kosa kata, situasi dan kondisi, dan penggunaan kurikulum yang ada dan bahasa juga.”

"Because we live in an Indonesian country where the main language is Indonesian and the

current curriculum does not require English in elementary school learning, only the independent curriculum, and even then the 2013 curriculum does not have all English. So looking at the situation and conditions, that's why code mixing or code switching is required in English learning. Because elementary school children are just entering, just entering school, they don't understand foreign languages yet so they have to start with the vocabulary from the basics first, it's different if for example those whose kindergarten school is already based on learning English in it, then it can't be code-mixing or code-switching. So it's more about understanding vocabulary, situations and conditions, and using the existing curriculum and language as well."(I/Q7/T)

2. Restore student concentration

According to the teacher, teaching learning conducted in the morning is very good. If there is an English lesson in the afternoon, students lack concentration and students need maximum help from the teacher in order to restore their concentration so that they are able to concentrate. As expressed by the teacher:

"Karakteristik siswa SD kurangnya konsentrasi dan kefokusannya dalam pelaksanaan pembelajaran artinya konsentrasi siswa tidak bisa full dari awal pembelajaran sampai akhir pembelajaran, anak-anak masih sering terganggu konsentrasinya dengan hal-hal yang sepele ataupun juga seperti yang sudah saya katakan tadi ketika anak tidak mengerti pembelajaran materi dalam suatu pembelajaran bahasa mereka akan bosan dan jenuh yang akan berdampak jadi menurunnya konsentrasi untuk mengatasi itu Saya biasanya melakukan ice breaking di sela-sela pembelajaran tentunya dengan tidak semuanya menggunakan bahasa Inggris tapi saya mix atau switch dengan bahasa Indonesia."

"Characteristics of elementary school students lack of concentration and focus in the implementation of learning means that students' concentration cannot be full from the beginning of learning to the end of learning, children are still often disturbed by trivial things or also as I said earlier when children do not understand the learning material in a language learning they will be bored and bored which will have an impact on decreasing concentration to overcome that I usually do ice breaking in between lessons of course by not all using English but I mix or switch with Indonesian."(I/Q5/T)

3. Lack of vocabulary mastery

Based on the teacher interview, the teacher concluded that the reason the teacher used code switching and code mixing because of the lack of vocabulary the student had. So that when the teacher uses full English, student do not understand what the teacher says. So that using of code switching and code mixing can help students understand learning material, besides that using code switching and code mixing can increase their vocabulary. As expressed by the teacher:

"Karena kita itu kan hidup di negara Indonesia yang bahasa utamanya bahasa Indonesia dan kurikulum saat ini itu tidak mewajibkan yang namanya bahasa Inggris dalam pembelajaran sekolah dasar Baru kurikulum merdeka saja gitu kan, dan itupun kurikulum 2013 ga semuanya ada bahasa Inggris. Jadi melihat dari situasi dan kondisi juga makanya diharuskan adanya campur kode atau alih kode dalam pembelajaran bahasa Inggris gitu. Karena anak sekolah dasar itu kan baru masuk, baru masuk sekolah Belum paham ke bahasa asing jadi harus di awalin dengan kosakata dari dasarnya dulu, beda halnya kalau misalkan mereka yang sekolah TK nya itu sudah didasari dengan pembelajaran bahasa Inggris di dalamnya, baru itu tidak bisa ga campur kode atau alih kode gitu. Jadi lebih ke pemahaman

kosa kata, situasi dan kondisi, dan penggunaan kurikulum yang ada dan bahasa juga."

"Because we live in an Indonesian country where the main language is Indonesian and the current curriculum does not require English in elementary school learning, only the independent curriculum, and even then the 2013 curriculum does not have all English. So looking at the situation and conditions, that's why code mixing or code switching is required in English learning. Because elementary school children are just entering, just entering school, they don't understand foreign languages yet so they have to start with the vocabulary from the basics first, it's different if for example those whose kindergarten school is already based on learning English in it, then it can't be code-mixing or code-switching. So it's more about understanding vocabulary, situations and conditions, and using the existing curriculum and language as well."(I/Q7/T)

4. Help students who was confused

Through interviews, researcher can conclude that the reason teachers used Code Switching and Code Mixing is because to help students who was confused. If there were a vocabulary and the type of sentence in learning was unfamiliar, the teacher must switch or mix to help the students by the switching or mixing also help students in improving their vocabulary and many more. As expressed by the teacher:

"Kadang ada siswa ketika dalam proses pembelajaran itu bingung dan tidak memahami materi yang baru saja di sampaikan, entah itu karena siswa tersebut kurang fokus atau tidak mengerti kerna tidak faham dengan kata-kata yang saya ucapkan dalam bahasa Inggris. Disamping permasalahan itu saya mengatasinya dengan Menjelaskan ulang materi dengan bahasa yang mudah dipahami oleh siswa tentunya dengan menggunakan alih kode dan campur kode, dan dengan diberi contoh yang berhubungan dalam kehidupan sehari-harinya jadi sehingga akan mudah di pahami."

"Sometimes there are students during the learning process who are confused and do not understand the material that has just been conveyed, either because the student is not focused or does not understand because they do not understand the words I say in English. Besides that problem, I overcome it by re-explaining the material in a language that is easily understood by students, of course by using code switching and code mixing, and by giving examples related to their daily lives so that it will be easy to understand."(I/Q9/T)

CONCLUSION

This study has two main findings, namely to find out how the use of code switching and code mixing in English learning at elementary schools, and then to find out the reasons why teachers use code switching and code mixing in English learning in elementary schools. The findings of this study show that the use of code switching and code mixing in English learning in elementary schools, used by teachers alternately irregularly in carrying out the learning process at each general

step of learning, namely, from the beginning of the opening, core activities to closing. Where in the use of these two codes, code switching is more widely used by teachers in carrying out English learning in the classroom. The use of code switching and code mixing in English learning in elementary schools can help students in understanding the speech and material delivered by the teacher.

While the second finding based on the data from the interview shows some of the reasons teachers use code switching and code mixing in English learning in elementary schools are: a)

Repetition b) Situation c) Restore student concentration d) Lack of vocabulary mastery e) Help students who were confused.

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THE CORRELATION BETWEEN VISUAL LEARNING METHODS AND STUDENTS' READING COMPREHENSION IN EFL VOCATIONAL SCHOOL

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Abstract

This research investigates the correlation between visual learning methods and students' reading comprehension, also examines the effectiveness of visual learning method in one vocational school in Brebes. Learning reading for multimedia students is still at the average value. In this study, researcher used experimental research with a quantitative approach. Researcher want to know the effectiveness of using visual learning methods in teaching English on students' understanding through experimental research. Impact is assessed by giving special treatment. There are many primary data collection methods. Main methods such as Questionnaires, Interviews. The participants in this study are class XI students. This study employs quota sampling to select participants for the interview and test portion. The first finding is Visual Learning. There is strong correlation between visual learning and EFL (English a Foreign Language) classroom. They learn by watching demonstration, reading text with illustration, and using visual aids. The second finding is effectively visual learning in EFL classroom. Visual learning is highly effective way to learn reading in a multimedia program. Visual learners are able to process information more easily when it is presented in a visual format, such as through chart, graph, diagram, or video. Therefore, the results of testing the hypothesis indicate that there is a significant influence between visual learning methods on learning English has an effect on learning English. Results obtained are $6.64 > 2.060$ meaning *tcount greater than ttable*. So from these results we can know if there is a significant influence of the use of visual learning methods on learning English

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INTRODUCTION

Education has a very important role in the development of the Indonesian human being as a whole. Therefore, education really needs to be developed from various sciences, because quality education can increase the intelligence of a nation. Education is an important part of the national development process which contributes to increasing a country's economic growth. Education is also an investment in the development of human resources where increasing skills and abilities is believed to be a supporting factor for human efforts in wading through life. Multimedia learning also is a component of the teaching delivery system to support the learning process. The multimedia development is based on effective, interactive and fun teaching and learning activities supported by

learning media that attract students' attention. Its use is expected to support the success of the teaching and learning process to achieve the desired goals. The presence of this system component is also in line with the presence of technology and information which actually gives rise to forms of learning media and teaching methods in a modern direction.

Daulay (2017: 96) states that in teaching and learning activities as a complement to the components of a learning, teacher must use media that is able to stimulate the learning process in an efficient and effective way. Whereas, Setiawan (2018: 101) also asserts that learning media are all things that are a means of conveying information from the sender to the recipient hence what is conveyed can be understood and received optimally. There are various kinds of learning media as a means to make it easier for teachers to convey insights, information, and insights to students, especially learning video media. Febriani (2017: 11- 21) also argues that video media is a learning media that can communicate learning messages more strongly, decisively, inspires, improves and persuades students in learning. Moreover, it can generate excitement in the learning process and can improve learning outcomes of students who presented with audio-visual thus learning can be easily accepted by students.

Based on the reality conditions above, the possible causes for the emergence of teacher obstacles in applying audio-visual media include;

(1) teachers are not very proficient in using technology, (2) training is rarely carried out on the development of Science and Technology (IPTEK) which supports the application of instructional video media, (3) lack of time in making the learning video media itself effective and interesting to apply in learning. Based on pre-observation by researcher, that the final scores obtained by some students show equivalent to the reference value or average value, namely with a value of 79. So here the use of the visual method in learning will contribute greatly to the learning outcomes obtained. Teachers and students can be said to be digitally literate. The above results, it can be concluded that the achievement of learning English is still in a good predicate. In the table above, it can be explained that among the three existing subjects, the average score of English is the highest average score. However, there is a gap in pure scores obtained from the results of daily class tests among students, namely there are those who get good grades and those who get average grades. Therefore, the teacher must always provide attention and continuous learning guidance so that these values can be maintained or increased.

Research is a process which is a combination of steps that are carried out systematically and logically to get a solution to a problem or to get answers to certain questions (Suryabarata: 2003). Ary et al (2006: 325) stated "The design of experimental research is to enable researchers to estimate the effect of an experimental treatment". Experimental research can be carried out in the laboratory, in the classroom and in the field. In this study, experimental research was carried out in the classroom by taking students as a population. A researcher selects a design to determine the validity of the conclusions that can be drawn from the study. According to Prasetyo (2008: 160) there are many kinds of experimental research designs, namely Classical Experimental Design, Pre Experimental Design and Quasi Experimental Design and Special Design. Experimental research is unique in two very important ways. It is the only type of research that directly tries to influence a particular variable, and when properly implemented, it is one or more dependent variables. Experiments usually involve two groups of subjects, an experimental group and a comparison group, although it is possible to conduct experiments with one group. This study used a pre- experimental design in the form of a one-group pretest-posttest design with a quantitative approach. In the Pre-test and Post-test group the observation was carried out twice, before being given the treatment it was called the Pre-test and after being given the treatment it was called the Post-test. In this study, researcher used experimental research with a quantitative approach. Researcher want to know the effectiveness of using visual learning techniques in teaching English on students'

understanding through experimental research. Impact is assessed by giving special treatment. The effectiveness will be known by significant differences between students who are taught without using multimedia learning techniques and those who are taught using the student learning multimedia technique. Data collection is the process of finding and gathering information about the variables in the research that we have determined. Researchers must determine the appropriate research instruments that will be used to collect data. In this study, researchers used closed-ended. Closed questions where the respondent can choose an answer from several options. The answer choices for closed questions must be complete and mutually exclusive. Closed survey questions are questions that give the respondent a fixed number of responses from which to choose an answer. It consists of a question bar and a series of answer choices (alternative answers). When given by the survey interviewer, closed questions are expected to be read exactly as written to the respondent, along with the complete answer alternatives Lavrakas, PJ (2008).

RESULTS AND DISCUSSION

1. The Correlation between Visual Learning Methods and Students' Reading Comprehension in EFL Vocational School.

There is strong correlation between visual learning and EFL (English as a Foreign Language) classroom. Visual Learners are those who learn best by seeing. They learn by watching demonstration, reading text with illustration, and using visual aids. Visual learning appeals to the way that the brain naturally processes information, thus students are more likely to be engaged and to learn more effectively.

2. The Effectiveness of visual Learning in Learning Reading at Multimedia Program.

Visual learning is highly effective way to learn reading in a multimedia program. This is because visual learners can better understand and remember information that is presented in a visual format. Visual learners are able to process information more easily when it is presented in a visual format, such as through chart, graph, diagram, or video.

a) Description of Research Results Data

1) Validity and Reliability Test

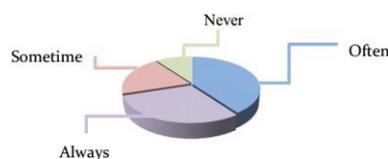
Test criteria if value $r_{count} > r_{table}$ with a significance of 5% or 0,05, the tool is valid. The following table will present the results of the questionnaire validity test to 33 respondents outside the sample, with 20 question items for the variable use of ICT learning and learning English.

2) Results of Testing the Validity of Using ICT-Based Learning Media in Learning English.

Based on the table above in the column *corrected item-total correlation* that of the 41 items the question has $r_{count} > r_{tabel}$, with the acquisition value r_{count} greater than r_{tabel} of 0.632 was obtained according to the number of samples, namely 33 students. So, it can be concluded that these items are valid. Based on the table above it is known that the Cronbach's alpha value obtained is $0.974 > r_{tabel}$ 0.632 which means value *Cronbach's alpha* bigger than r_{tabel} . So, it can be concluded that the questionnaire is declared reliable.

b) Variable Data on the Use of Information and Communication Technology-Based Learning Media and Learning English.

1) Questionnaire Data on the Use of ICT- Based Learning Media.



The majority of students (85%) states that the use of ICT has increased their involvement in learning English. They are more eager to learn and participate in class discussions, online assignments, and technology-based projects. More than half of students (60%) said that using technology in learning helped them understand English material better. Various online resources, learning videos, and interactive apps play an important role in assisting them in understanding complex concepts. A lot of students (75%) feel that technology has improved English learning materials easier to obtain. They can study whenever and wherever they want with virtual educational platforms and digital resources.

1) Classic assumption test

a. Linearity Test

Linearity Test Analysis Results
ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Student Learning Outcomes in English Learning Subjects	Between Groups (Combined)	331.076	8	41.385	3.519	.013
	Linearity	219.820	1	219.820	18.694	.000
	Deviation from Linearity	111.257	7	15.894	1.352	.284
Within Groups		211.664	18	11.759		
Total		542.741	26			

It can be seen from the table above that the linearity value of the influence of the independent variable on the dependent variable is 0.284 > 0.05, so there is a linear relationship between the variables of the use of ICT-based learning media on learning English.

$$r_{xy} = \frac{N \sum KF - (\sum K)(\sum F)}{\sqrt{N \sum K^2 - (\sum K)^2 + N \sum F^2 - (\sum F)^2}}$$

$$r_{xy} = \frac{41(164873) - (2278)(2364)}{\sqrt{(41(162487) - (2278)^2)(41(170978) - (2364)^2)}}$$

$$r_{xy} = \frac{6759793 - 538519}{(\sqrt{6661967 - 5189284})(\sqrt{7010098 - 5588496})}$$

$$r_{xy} = \frac{1374601}{\sqrt{1472683.1421602}} = \frac{1374601}{\sqrt{2093569098166}} = 0,95$$

Based on the calculation above, it is known that the value of r_{xy} of 0.95. Next is to test the hypothesis by comparing the magnitude of the value of r_{xy} with r_{table} , look for the degrees of freedom first, namely $df = N - 2 = 41 - 2 = 39$. At df of 39, r is obtained r_{table} with an error rate of 5% of 0.396. Based on this it can be seen that the price of r_{xy} 0.95 greater than r_{table} 0.396, namely 0.95 > 0.396, so it can be seen that the alternative hypothesis (H_a) in this study is accepted.

Based on the results of the research, on the results of the analysis of research instruments on the Use of ICT-Based Learning Media and English learning, all items have been tested for validity and reliability and then stated that the research instrument is good on variable X (use of ICT-based learning media) and variable Y (outcome of learning English) declared valid and reliable. Next to test the significance between variable X and variable Y,

and the results obtained are t_{count} of 5.344 and t_{table} of 2.060 it can be concluded if $t_{\text{count}} > t_{\text{table}}$, the results of testing the hypothesis indicate that there is a significant influence between the use of information and communication technology-based learning media on learning English. Because by using media the learning process is easier and more fun.

CONCLUSION

From the results of the research analysis, it is known that the implementation of the English language Data that has been done using the Pearson Product Moment formula is obtained at a price of r_{xy} of 0.6364, then compared with the value of r_{table} so that the alternative hypothesis (H_a) that the researcher proposed is acceptable, namely that there is an influence between the use of information and communication technology-based learning media on students' English learning outcomes.

Data analysis that has been carried out using the coefficient of determination test shows that the contribution made between the use of information and communication technology-based learning media is 40.50% so it can be concluded that the use of information and communication technology-based learning media has contributed 40.50 to English learning outcomes and 59.5% influenced by other variables. Then in the significance test between variable X and variable Y, and the results obtained are t_{count} of 5.344 and t_{table} of 2.060 it can be concluded if $t_{\text{count}} > t_{\text{table}}$, results testing the hypothesis shows that there is a significant influence of the use of information and communication technology-based learning media on the learning outcomes of Islamic religious education.

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The implementation in teaching direction of problem-based learning at SMP Negeri 1 Cirebon

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Abstract

This study aims to determine the implementation of teacher learning using the problem-based learning model. The focus of this research is the implementation of Problem Based Learning in Teaching Direction at SMP 1 Sumber. Data collection techniques are observation techniques, interviews, documentation. Data collection tools are observation sheets, interview guides, and documentation. Data processing was carried out using a qualitative descriptive analysis. The results of the study show that the learning gain of students increases and is well done by using this learning model. The validity of the data used is source triangulation and technique triangulation. Research results from the Implementation Problem Based Learning in Teaching Direction at SMP Negeri 1 Sumber are 1) planning includes preparing learning tools and selecting learning materials, 2) implementation includes, conveying learning objectives, dividing groups, guiding discussions, presenting the results of discussions. And evaluate the results of the discussion.

INTRODUCTION

Educations very important for human life. Because with education, humans can become useful individuals. Education which as an effort to humanize humans, must be capable helping people to develop their potential. Seeing the meaning of education itself is the process of changing the attitude and behavior of a person or group of people in an effort to mature humans through effort teaching and training, the process of action, and how to educate. Education is interpreted as an effort made to achieve goals through the process of training and how to educate. According to Joyce & Weil (in Rusman, 2012: 133) argues that a learning model is a plan or pattern that can be used to shape the curriculum (long-term learning plans), design learning materials, and guide learning in class or others. Various learning models are discovery learning, project-based learning, problem-based learning and inquiry-based learning. In this study the writer used a problem-based learning model or problem-based learning. Based on the first observation the writer will get that in the SMP Negeri 1 Sumber using problem- based learning models or problem- based learning. Problem Based Learning (PBL) is an approach learning that starts with solving a problem, but to solve that problem students need new knowledge to be able to solve it. *Problem Based Learning (PBL)* is a

teaching model characterized by real problems as a context for students to learn critical thinking and problem-solving skills and acquire knowledge. From this understanding, we can know that the *Problem Based Learning (PBL)* learning model or problem-based learning is that students are asked to solve a problem that occurs in everyday life to encourage students to be active in thinking, skilled in solving problems, and gain new knowledge from problems that have been solved, so that they can be applied in everyday life. According to Barrett (2011:4) problem-based learning or it can be called PBL is learning that result from a problem-solving process that is presented at the beginning of the learning process. Student learn from real problem is everyday life, organize, plan and decide what to learn in small group. The reason the researcher chose to research the implementation of the problem-based learning (PBL) learning model or problem-based learning in English education learning in the seventh grade is because researchers want to know the teacher's learning process in this learning model during class and the perceptions of seventh grade students after the implementation of the Problem Based Learning (PBL) learning model). The researcher believes that this learning model is very suitable to be applied in seventh grade because seventh grade students are definitely bored with learning English education that only uses the lecture method, especially since seventh grade is the first grade. So, they need to be taught how to solve a problem.

METHOD

Qualitative research approach that the author uses in this study to describes the strategies for learning English in class using the problem-based learning model at SMP Negeri 1 Sumber. With the hope of learning to completion, with a natural learning process (natural setting) as it is, not conditioned or manipulated.

A qualitative approach is data obtained such as observations, interview results, shooting results, document analysis, field notes, compiled by researchers at the research location, not set forth in the form of numbers. Researchers perform data analysis by enriching information, looking for relationships, comparing, finding basic patterns of the original data (not transformed into numbers). The results of data analysis are in the form of an explanation of the situation under study presented in the form of a narrative.

Using this method can answer research problems that require an in-depth and thorough understanding of the object under study to produce research conclusions in the context of the time and situation in question.

Researchers as the main instrument in collecting data used data collection tools in the form of observation sheets, interview guidelines and documentation. In this study the documentation used by researchers was in the form of sheets observation of learning implementation plans, interview sheets with teachers of English language education subjects for class VII, questionnaire sheets for class VII students and documentation of learning observation in class VII SMP Negeri 1 Sumber.

Data analysis activities consist of: data reduction, data display, and data conclusion drawing/verification which are carried out interactively and continuously until complete, so that the data reaches saturation.

RESULTS AND DISCUSSION

Based on the results obtained in the field through interview sheets and observations, researchers obtained data regarding the application of problem-based learning for class VII at SMP Negeri 1 Sumber. The application of problem-based learning carried out by the teacher consists of several the following

stages: 1) The teacher makes a lesson plan (RPP). The main components of the RPP are: a) RPP Identity, b) SK and KD Formulation, c) Learning Objectives, d) Indicators, e) Lesson Materials, f) Methods Learning, g) Learning Steps, h) Learning Resources and Media, i) Evaluation/Assessment. 2) Problem based learning steps consist of: a) Formation of home groups, b) Formation of groups experts, c) Expert group discussions, d) Home group discussions, e) Class discussions, f) Giving quizzes.

Discussion of research results is a review of research findings in terms of the study of relevant theories. The discussion of research focus is the result of studies by independent researchers supported by existing educational theories. based on the results of observations and interviews that:

1. The learning implementation lesson plan made by the teacher has fulfilled the criteria correctly, especially the components are complete and the integration of problem-based learning steps is in accordance with the steps of the core learning activities. Learning Implementation lesson plan are made not only as a complement to administration, but are prepared as an integral part of the professional process, so that they function as guidelines in carrying out learning. Thus the preparation of the Learning Implementation lesson plan is a must because it is driven by the need for the implementation of directed learning in accordance with the goals and objectives to be achieved. Based on interview and observations with supporting teachers and documentation of lesson plans, teachers have prepared complete and correct lesson plans. Complete means that the components in the lesson plan are in accordance with provisions. Lesson plan components consist of: Subject Identity; Competency standards; Basic competencies; Indicators of Competence Achievement; Learning objectives; Teaching Materials; Time Allocation; Learning methods; Learning Activities; Assessment of Learning Outcomes and Learning Resources.
2. Problem based learning steps made by the teacher the supervisor is in accordance with the opinion of the experts. This learning arises from the concept that students will find it easier to find and understand difficult concepts if they discuss with their friends. Students routinely work in groups to help each other solve complex problems. Thus, the social nature and use of peer groups is a major aspect of this learning. The main objective of learning using this model is to maximize student learning to increase academic achievement and understanding both individually and in groups. Because students work in a team, it automatically improves relationships among students of various ethnic backgrounds and abilities, develops group processing skills and solution to problem. As for the teacher's consideration in dividing the group is the equal distribution of student abilities and gender differences. Based on the results of the observation that prior to the expert group discussion, it is better to form the original group to have discussed the material to obtain students' initial conceptual understanding of the material being studied.

CONCLUSION

1. Based on the results of the research, data analysis and discussion, the general conclusions from this study are learning model problem-based learning in direction learning as follows 1) Learning Implementation Plan problem-based learning model in direction learning for seventh grade SMP Negeri 1 Sumber has been prepared by respondents in accordance with the provisions. The preparation of the Learning Implementation Plan has fulfilled the existing components, namely subject identity; competency standards; basic competencies; Indicators of Competence

Achievement; learning objectives; teaching materials; Time Allocation; media learning; learning activities include introduction, core and closing;

2. The steps of the problem-based learning in learning direction class 7 Junior State 1 The sources compiled by the respondents are in accordance with the opinions of experts. The learning steps for the problem-based learning model include: forming a group of origin; formation of expert groups; discussion expert group; home group discussion; class discussions; giving quizzes; group award.

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