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USE OF NUMBERED HEADS TOGETHER TECHNIQUE TO IMPROVE READING COMPREHENSION OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The purpose of this research was to find out whether Numbered Heads Together technique can improve students' reading comprehension at seventh grade students' of SMPN 7 Tarakan. This research was in the form of Pre-experiment. The researcher tried to find out the differences before and after teaching by numbered heads together technique. The subject of this study was students in grade 7-2 which consisted of 29 students at SMPN 7 Tarakan in academic year 2018/2019. The instruments were reading tests that included pre-test and post test. To analyze, the researcher used descriptive analysis and SPSS 22.0 for statistical analysis. The result of this study indicated that there were differences between pre-test and post test. It was proven by the results of the students mean score. The students' mean score in pre-test were 45,51 and 54,13 at the post test. It means the improvement of the students' mean score was 8,62. The score in post test was higher than the pre-test scores. It showed that there was a significant difference from students' reading score on pre-test and post test. The results of the paired sample test indicate that the t-test (2.819) was higher than the t-table (2.048). In this research, the researcher found there was significant differences from the use of NHT technique in learning. This technique was able to improve students' enthusiasm, helped students understand the text easily, and build students critical thinking. Then it can be concluded that the NHT technique has proven to be an effective technique for increasing reading comprehension in seventh grade students' of SMPN 7 Tarakan.

Keywords: *Reading Comprehension, Numbered Heads Together Technique.*

INTRODUCTION

Reading is an interactive process between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skill, and strategies to determine the meaning of words from the text. According to Klinger (2007), reading is a process of constructing meaning that can be achieved through dynamic instruction in the following aspects: the reader's prior knowledge, the information suggested by the text, and the context of the reading situation. It indicates that reading is defined as an activity where the reader attempts to get information from a text that is conveyed by the writer. It requires not only about decoding symbols, but also trying to get messages and giving responses to the text.

According to Serravallo (2010), reading is thinking and understanding and getting at the meaning behind a text. Reading is an important skill of language development since it has a positive effect on students' achievement of language vocabulary, grammar, spelling, punctuation, and writing which is useful for language acquisition. When reading, readers can improve their language ability indirectly. They do not only get information from the text but it can also help to expand their vocabulary and expose them to different sentence structures. The reading problems faced by Indonesian learners are most probably caused by inappropriate reading techniques presented in their classroom. One way that may solve the problem is by

using Numbered Heads Together Technique in learner's reading comprehension. According to Stone (2004) numbered heads together is a simple four-step structure. It means that NHT has four steps in implementing the technique. The purpose of numbered heads together is to develop the students' understanding and to review the material that has been learned.

Based on the observation and interviewed to the English teachers of SMP Negeri 7 Tarakan, it was shown that the students' ability in comprehending reading texts were at the average level. The researcher also found that the English teachers rarely varied their technique in teaching reading. Therefore, the researcher assumes that English teaching and learning at SMP Negeri 7 Tarakan should be more vary. Teachers need several new teaching technique to make improvement.

Reading Comprehension

According to Snow (2002) reading comprehension is increase successful of reading instruction and the reader who read accurately and rapidly for progressing well in comprehension. It means the students who have a good reading skill should be improved to be a good reader and comprehend. Reading comprehension is a brain process involving several components in which those components interact with one another to draw the meaning of the text. Those components are mainly from the reader, the text and the activity. Those aspects should interact well with each other. If there is an interference growing between them, there will be difficulties in reading.

Numbered Heads Together Technique

Numbered heads together developed first by Spencer Kagan (1993) to involve more student in learning material which consist in a lesson and to know their knowledge about the material given. Numbered heads together technique is a group working in which usually consist of four students, and each student has number 1 until 4, when teacher ask a question, they put their heads off together to discuss about the answer. Then teacher will calls number randomly and students with that number can raise their hands to answer the question. Numbered heads together is a cooperative learning strategy in which students work together to ensure that each member of a group knows the correct answer to problem or question asked by the teacher.

METHOD

The design of this research was experimental research design. According to Sugiyono (2006), experimental research is a research which has the purpose to find the cause-effect relationship among variables in a controlled conditions. In this research, the researcher used Pre-experimental design with one group pre-test and post-test design. A variable is a concept that stands for variation within a class of objects. Variables can be classified in several ways. The most important classification, when they are classified as independent variables or dependent variables (Ary et al, 2006). Independent variable is variable which influence other variable. In this research the independent variable is numbered head together. Dependent variable is the response or the criterion variable that is presumed to be influenced by the independent treatment conditions and any other. In this research the dependent variable is students' reading comprehension

Population and Sample

This research conducted in SMP NEGRI 7 Tarakan which located in Jl. Diponegoro, Tarakan, North Kalimantan. Population is a whole number of subject that is able in research place. A researcher needs to define the population carefully before collecting the sample, including the description of the member to be included. Population is all members include class of people, events, or objects (Ary, 2006). The population of this research was all seventh grade students of SMPN 7 Tarakan.

Table 1. Population of Seventh Grade Students

Classes	Number of Students
VII-1	30
VII-2	29
VII-3	32
VII-4	31
VII-5	30
VII-6	28
VII-7	31
VII-8	31
TOTAL	242

(Source of SMPN 7 Tarakan)

Sample

All of the population used as a sample. All students have same chance to be sample in this research. In this research, the researcher did not take all of the class as the sample. Sample of this research was the students of class VII-2 that consists of 29 students. So, this research used purposive sampling technique because the researcher found that the average of minimum criteria of mastery learning (KKM) of class VII-2 got low achievement than the other class. Based on the data, the researcher chose class VII-2 as the treatment class for this research. This research used reading test, it consist of multiple choice and essay tests. The multiple choice and essay test consist of descriptive text materials. The test is divided into two parts they are pre test and post test. The pre test gave to students in order to know their condition before getting the treatment meanwhile the post test gave to know whether or not there is any affect of the intervention or significant result after treatment to the students.

The technique of collecting data in this research was using test technique. It is used because it was a quantitative research. There were two tests, pre and post test, they were done in collecting the students data of reading of descriptive text. They were used in this research to test the effectiveness of an intervention. In analyzing the data, the researcher used descriptive and inferential analysis to describing the data.

Descriptive analysis use to analyze the data before the t-test calculation. In this research, this analysis use to find out the score by scoring the students test, classifying the score in the classification criteria and calculating the mean score and standard deviation.

Inferential Analysis. After collecting the data , the preliminary analysis was consist of two test, which were the normality and homogeneity that used in SPSS 22.0 with the significance level of 0,05. The data can be said normality distribute and homogeneous if the Sig. Display is higher than 0,05. A normality test is to determine whether the data from population spread normally or not. The purpose of the normality test is to ensure the distribution data take from the population have normal distribution or not. Test of normality that used is Kolmogorov Smirnov formula. Kolmogorov-Smirnov test are describe as follows:

H_a : Data is normally distributed if the level of significant is higher that probability value.

H_0 : Data is not normally distributed if the level of significant is lower than probability value.

If the level of significance is lower than 0.05 (probability value <0.05), then H_0 will accept and H_a will reject. It means the scores in pre-test and post-test is normally distributed. In other hand, if the level of significance is higher than 0.05 (probability value > 0.05), then H_a accepted and H_0 rejected. It means the scores between pre-test and post-test is not normally distributed. Homogeneity test is to know whether the variance in population of the research is homogeneous or not. Homogeneity test is use to measure the data of population whether it is

homogeneous or not. Interpretation of the result of the homogeneity test is by looking at the value of Sig. (2-tailed).

In this research, the researcher T-test formula as a technique of data analysis. T-test is use to know the effectiveness of using Numbered Heads Together. The reading scores on pre-test and post-test of treatment group as the quantitative data analyzed by using t-test application in SPSS version 22.0 (Statistical Packages for Scientific Studies). Significant differences analyze between the pre-test and post-test. If the data normal and homogenous, the researcher analyzed the data by using parametric statistic with paired sample t-test. The students' scores on pre-test and post-test as the quantitative data analyzed by using t-test application in SPSS version 22.0 (Statistical Packages for Scientific Studies). Significant differences will analyze between pre-test and post-test. After the significance both of the test already processed by using SPSS version 22.0 complete, in this case, T-test apply to determine the significant differences in the students reading skill. If the score T-test is lower than the score of T-table (T_t), the null hypothesis (H_0) is accepted ($H_0 = T\text{-test} < T_t$) and it means that NHT cannot give contributions to the students' Reading Skill. On other hand, if the score of T-test is higher than T-table (T_t), the alternative hypothesis (H_a) is accepted ($H_0 = T\text{-test} > T_t$) and it means that NHT can give any contributions to the students' reading skill.

RESULTS/FINDINGS

This research was held in SMP Negeri 7 Tarakan. The researcher took one class as the treatment class that was VII-2. This research was began on 30th April 2019 until 16th May 2019. There were five meetings that the researcher took in this research for applying the treatment. Before the treatment, the researcher also gave pretest and after four meetings of treatment, the researcher gave posttest. The total number of meeting was five meetings. The treatment class was treated by using Numbered Heads Together Technique in teaching reading comprehension. In this research, the researcher described the result of pretest and posttest for the treatment class as below:

Pretest

The pretest was held on Tuesday 30th April at 10.00 – 10.20 in VII-2. On the pretest, the researcher asked the students to answer the reading comprehension question. The reading comprehension test paper consisted of student's name, class, test instructions, questions, and answer sheet. Before the students answering the question, the researcher explained about the test instructions and there were 20 questions. There was some questions in the pretest that students have a little difficulty to answer. The questions mainly asked about the main idea of the text or paragraph and the supporting details. It means that the students lacked of determined the main idea of the text and the supporting details of the test in pretest.

Posttest

The posttest was held on Thursday 16th May 2019 at 10.30-11.00 a.m. Before the students answer the question, the researcher explained the instructions in the posttest paper. There were 20 questions of posttest. There were some questions in posttest that students have a little difficulty to answer. The questions mainly asked about the supporting details. It means that there were some of the students still lacked of determined the supporting details in posttest.

The Result of Students' Score

The pretest and posttest result were assessed by the researcher. According to *Direktorat Pembinaan Sekolah Menengah Pertama* (2016), each category had score D up to A, where, D =poor, C =fair, B =good, and A =very good. Based on *Direktorat Pembinaan Sekolah Menengah Pertama* classification (2016) the classification of students score based on standart minimum criteria mastery are established by the school. In Sekolah Menengah

Pertama Negeri 7 Tarakan, the standard minimum criteria mastery for English is 61. There are four classifications of students score, very good for the students who are get score 90-100, good for the students who are get score 80-89, fair for the students who are get score 70-89, poor for the students who get score less than 70. From the findings of the research, it is clear that the use of NHT technique improve reading comprehension of seventh grade students of SMPN 7 Tarakan. It can be seen from the results of the t-test showed that there was significant difference the mean score from pretest and posttest. The result of mean score before the researcher implemented the strategy was 45,51. Meanwhile, the result of mean score after implementing the method was 54,13. It means that the result of the mean score of posttest was higher than pretest. In this research, the researcher found the significant difference in the students' reading comprehension before and after the researcher implemented the NHT technique in treatment class.

Based on the result, the students had better reading comprehension after the students were taught by using NHT technique. It was proved by the comparison of the mean score result between pretest and posttest, where the mean score in posttest was higher than the mean score in pretest. In addition, the result of computation t-test was 2.819. It means that the t-test was higher than t-table where the degree of freedom (df) was 28 and at the level of significant 5% $p = 95\%$. So, the result of t-test $2.819 > t\text{-table } 2.048$. The computation between value of t-table and t-test at $p = 95\%$ $\alpha = 5\%$ used under this research, which it indicates that t-test was higher than the value of t-table, H_a was accepted and H_o was rejected. The result implied H_a than the hypothesis of two variables indicating that there was a significant difference in the mean score to both of them. It means that after teaching using NHT technique the students was better than before using NHT technique. So, teaching by NHT technique was an effective way to improve the students' Reading comprehension in the class. In result, NHT technique was found to be helpful and effective to improve students' achievement in reading comprehension on narrative text, especially the students of SMP Negeri 7 Tarakan.

CONCLUSION

Conclusion

Based on of the result of the research on the use of Numbered Heads Together technique on reading comprehension of descriptive text at the seventh grade students of SMPN 7 Tarakan in academic year 2018/2019. The researcher found that the mean score of the students' reading comprehension between pretest and posttest were different. Before giving the treatment the researcher found that the mean score from pretest was 45,51. After giving the treatment the researcher found that the mean score from posttest was 54,13. The improvement of the mean score from pretest to posttest was 8,62. The result of computation t-test was 2.819. It means that the t-test was higher than t-table which was at degree of freedom (df) was 28 and the level of significant 5% $p = 95\%$. So, the result of t-test $4.104 > t\text{-table } 2.048$. It means that the NHT technique had effectiveness to improve the students' reading comprehension in descriptive text of seventh grade students at SMP Negeri 7 Tarakan.

Suggestion

The researcher would like to give some suggestions about the result of this research: The students Reading is important subject to learn. Most of the students had difficulties in reading descriptive text and understand about it. Therefore, students have to be serious and pay attention to the teacher explanation in teaching and learning process. The English teacher The English teacher should find out the appropriate media, technique or method in order to create teaching process more interactive. In this case, the researcher suggested numbered heads together as an alternative technique for teacher to improve students' skill in reading a descriptive text. The result of this research can be used as a reference for the other researchers

who are interested to use numbered heads together technique in teaching english with different skills.

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IMPROVING READING COMPREHENSION OF SENIOR HIGH SCHOOL STUDENTS THROUGH SCANNING AND SKIMMING TECHNIQUES

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Abstract

The purpose of this research was to find out the students reading comprehension improvement through scanning and skimming techniques for students in SMA Muhammadiyah Tarakan. This research was quasi experiment. In this research, the researcher used two class. The researcher compared control class and experiment class whether there was any difference and improvement before and after giving treatment. The control class was given by skipping and paraphrasing techniques, meanwhile experiment class was given by scanning and skimming techniques. The subject of this study were XI IIS 3 as the experiment class there were 27 students and XI IIS 2 as the control class there were 26 students. The instruments were reading test that included pretest and posttest. Besides that, the researcher used descriptive analysis to analyze the data and SPSS version 22.0 for inferential analysis. The result of this research indicated that there were differences between pretest and posttest in both of the class. It was proven by the result of the students mean score. The students mean score in experiment class of pretest was 47,59 and posttest was 63,70. On the other hand, the students mean score in control class of pretest was 55,19 and posttest was 60,00. It can be seen from both of the class were have improvement. Eventhough, the treatment was different, but the comparison between control and experiment class, the experiment class was got higher improvement after giving the treatment by using scanning and skimming techniques, ratherthan the control class that was given by using skipping and paraphrasing techniques. It means that in experiment class the improvement of the students mean score was 16,11 point. The result of independent sample T_{test} in posttest showed that T_{test} (1,707) higher than T_{table} (1,675). The result of this research there was the students reading comprehension was improve after using scanning and skimming techniques. Then it can be concluded that scanning and skimming can improve the students reading comprehension for studnts in SMA Muhammadiyah Tarakan.

Keywords: *Reading Comprehension, Scanning and Skimming Techniques, Improvement.*

INTRODUCTION

Reading lesson, as it is widely known that is very complex language skill to master. Mastering reading skill is important for all people in the world. A points out Holden (2004) reading is important gateway to personal development, and to social, economic, and civic life. Reading is the language skill which learners usually find the most difficult. It automatically influenced their ability in making inferences, finding information detail and finding main idea. While Harmer (2002) stated that reading is called receptive skills and these skills basically are the ways in which people extract meaning. Furthermore, Grabe and Stoller (2002) argue that reading is the ability to draw meaning from printed page and interpret this information appropriately. This activity ordinarily requires the readers not only to read the

texts, but also understand it. Thus, it can be said that reading always comes along with comprehension. The technique is needed not only to overcome the students difficulties but also to improve the students reading comprehension. Scanning is quickly searching for some particular piece of information in the text (Grellet, 1981). . According to Abita (1990), skimming is a reading technique that is used to get a quick “gist” or the overall sense of a section or chapter. It is used to read a text very quickly and to get the main or general ideas. In this technique the students can answer the questions that ask about main idea, or general ideas without take a lot of time to answer the questions. Based on the observation in SMA Muhammadiyah Tarakan, it was shown that the students in eleventh grade still lack in reading comprehension and confuse how to answer the question. Therefore the researcher assumes that the students need technique that can help in reading comprehension.

Reading Comprehension

Reading comprehension is defined as the process by which a person derives meaning from print. It is complex, dynamic process which requires active engagement with the text and a conscious effort on the part of the reader to gain meaning from what is read. Comprehension means relating to what we do not understand or new information, to what we already know (Eskey, 1986). Therefore, in comprehending a text, the reader relates new information from the text being read to his previous knowledge that he has stored in his mind. Smith (1982) states that comprehension in reading as a matter of “making sense” of text, of relating written language to what we know already and to what we want to know. Comprehension can be regarded as condition where certainly exist. We comprehend when we have no doubt about alternative interpretation or decisions in our mind. The reader also must be able to comprehend the reading text in order to get the message and information from what they have read.

Scanning And Skimming Techniques

Skimming is a reading technique that is used to get the overall sense of a section in the text. It used to read a text very quickly and to get the main or the general ideas. Skimming involves searching for the main idea by reading the first paragraph and the last paragraphs, nothing other organizational cues, such as summaries that used by the author. Scanning is a reading technique that is intended to find a particular piece of information located in the text. In scanning, very little information is processed for long term retention or even for immediate action. The main feature of scanning is that “any part of the text which does not contain the preselected symbol(s) is dismissed.” Scanning involves looking for specific words/phrases, figures, names or dates of particular event, the capital of a country etc.

Improvement

Improvement is the process of a condition moving from one state to a state considered to be better, usually through some action intended to bring about the better state. In this research, the researcher want to find out the improvement of students reading comprehension after got the treatments there were scanning and skimming techniques for experiment class, meanwhile in control class the treatments were use skipping and paraphrasing.

METHOD

The method that used in this research was quantitative research, and used experimental method that was quasi experimental design. This research was find out that scanning and skimming techniques can improve the score of students reading comprehension. According to Cresswell (2009), quantitative research is a means for testing objectives theories by examining the relationship among variables. It means that this method was one of the method to find the influence of one variable to variables. The researcher used quasi experimental design to get the data from this research. The design used two classes, one class as a control class and one class as a experimental class that was received the treatments of scanning and

skimming techniques. For class control used skipping and paraphrasing techniques. Variable refers to the characteristics or attributes of an individual or an organization that can be measured or observed. Variables usually vary among the people or organizations studied. This variant means that scores in certain situations are divided at least into two variables (Thompson, 2006). In this research proposal there were two variables, dependent variable and independent variable. Dependent variable is a variable that depends on the independent variable. This bound variable is the result of the influence of independent variable. Therefore in this research the dependent variable was reading comprehension of students, because reading comprehension of student can be changed after the students got the treatment of scanning and skimming techniques. Independent variable is variable that cause, influence or have an effect on results. Therefore in this research the independent variable was scanning and skimming techniques that was given to the students as a treatment to increase their reading comprehension.

In this research the researcher made a limitation of the population. The population of this study was taken from eleven grade students SMA Muhammadiyah Tarakan. According to Arikunto (1979) a sample is a small group that is observed and a population is defined as all members of any well defined class of people, events or subjects. Thus sample is a part of population that is observed, there were XI IIS 3 and XI IIS 2. The researcher used sampling technique that was called purposive sampling. Purposive sampling is a sampling technique in which researcher relies on his or her own judgement when choosing members of population to participate in the study. In this research, 27 students from eleventh grade was taken by researcher that have difficult in reading comprehension, that was XI IIS 3 as the experiment class, because this class got the lower score that was 52, while the minimum criteria was 70. Meanwhile, in control class the researcher took 26 students from XI IIS 2 that good in reading comprehension.

In collecting the data in this research, the students was given reading comprehension test. The reading test consist of two form there were, multiple choice and true false which taken from the English book or LKS. It was administer as the instrument to obtain the data. It was a multiple choice and true false test. The text consists of 2 or 3 texts with the total number 20 questions, 10 for true false test and 10 for multiple choice. The procedures in administrating the test were divided into pre test, treatment, post test, and scoring the test. The researcher used reading test to collect the data. The procedure of this reading test in this research were pre test, treatment, and post test. The data in this research was quantitative. The students score in reading comprehension by using scanning and skimming techniques as the quantitative data. It means that pre test and post test score. After that the score from students was counted used by using SPSS version 22. Descriptive analysis used to analyzed the data before used t-test calculation. In this research, this analysis used to find out the score by scoring the students reading test, classifying the score in the classification criteria and calculating the mean score and standard deviation. Inferential analysis used statistical tests to saw whether a pattern we observed was due to chance or due to the program or intervention effects. After collecting the data , the preliminary analysis was consist of two test, which were the normality and homogeneity that used in SPSS version 22 with the probability value 0,05 .The data can be say normality distribute and homogeneous if the Sig. Display is higher than 0,05. A normality test is to determine whether the data from population spread normally or not. The purpose of the normality test was to ensure the distribution data take from the population have normal distribution or not. Test of normality that used was kolmogorov smirnov formula. Kolmogorov-Smirnov test were describe as follows:

H_a : Data is normally distributed if the probability value is higher than level of significant

H_0 : Data is not normally distributed if the probability value is lower than level of significant.

If the probability value was lower than 0,05 (probability value $<0,05$), then H_0 was

accepted and H_a was rejected. It means the score in both of the class were not normally distributed. In the other hand, if the probability value was higher than 0,05 (probability value $> 0,05$), then H_a was accepted and H_0 was rejected. It means the score between experimental and control group class were normally distributed. Homogeneity test is to know whether the variance in population of the research is homogeneous or not. Homogeneity test used to measure the data of population whether it was homogeneous or not. Interpretation of the result of the homogeneity test was looking at the value of Sig. (2-tailed). The hypothesis of homogeneity test were described as follows :

H_a : Data is homogeneous if sig $> 0,05$

H_0 : Data is not homogenous if sig $< 0,05$

The students scores on pretest and posttest in experiment class and control class as the quantitative data are analyze by using Independent Sample T-test in SPSS version 22.0. Significant differences were analyzed between the pretest control and pretest experiment class, posttest control and posttest experiment class. After calculate the data , in this case T-test was applied to determine the significant differences in the students reading comprehension. If the t.test is lower than t.table it means that the null hypothesis was accepted it means this techniques can not improve the students reading comprehension. If the t.test is higher than t.table it means that the alternative hypothesis was accepted it means this techniques can improve the students reading comprehension. The hypothesis is, there was improvement of students reading comprehension through scanning and skimming techniques.

RESULTS/FINDINGS

This research was held in SMA Muhammadiyah Tarakan at Jl. Ladang III No. 02 Tarakan. It took two classes that were experimental and control class. Experimental class in this research was IX-IIS3 and the control class was IX-IIS 2. This research was done for 15th April to 2nd May 2019. There were three meetings that the researcher took in this research for applying the treatment. Before giving the treatment, the researcher gave pretest and after three meetings treatment, the researcher gave posttest. The experimental class was treated by using scanning and skimming techniques. The control class was treated by using paraphrasing and skipping techniques. The pretest of experimental class was held on 15th April 2019 at the class XI-IIS 3, at 13.30-14.00, before delivering the material about explanation text, the pretest was held for 30 minutes for students answered 10 questions of multiple choice and 10 questions of true false. This phase to measure the students reading comprehension before giving the treatment by using scanning and skimming techniques.

The control class was given the pretest on 18th April 2019 , at 13.00-13.30, at the class XI-IIS 2, the pretest was held for 30 minutes for students to answered 10 questions of multiple choice and 10 questions of true false. The control class using paraphrasing and skipping techniques. On the pretest, the teacher asked the students to answer the reading question based on the topic that given by teacher in the students worksheet. Based on the students score from pretest the researcher found th frequencies of students results according to Department of National Educations (2006), each category had score D up to A, where, D= poor, C= fair, B= good, A= very good. There are four classification of students score, very good for the students who got 83-100, good for the student who got 73-82, fair for the students who got 63-72, poor for the students sho got 62-0. From the finding of research , before gave the treatments, the main score from pretest in experiment class was 47,59, meanwhile in control class was 55,19.

The posttest in experimental class was held on 29th April 2019, at 14.30-15.00 at XI IIS 3, after delivering the last material about explanation text. Meanwhile, the posttest was given in control class on 2nd May 2019, at 14.00-14.30 at XI IIS 2, after delivering the last material about explanation text. The students did the posttest in the last meeting, for 30 minutes the

students answered 10 questions of multiple choice and 10 questions of true false. Before the students answering the questions, the teacher explained the instructions in the posttest paper. Based on the students score from pretest the researcher found th frequencities of students results according to Department of National Educations (2006), each category had score D up to A, where, D= poor, C= fair, B= good, A= very good. There are four classification of students score, very good for the students who got 83-100, good for the student who got 73-82, fair for the students who got 63-72, poor for the students sho got 62-0. From the finding of research, after gave the treatment there were different scores from both of thhe classes. In experiment class there was 63,70 meanwhile in control class there was 60,00. It can be seen that the mean score in experiment class after got scanning and skimming techniques treatments, the students score was improve from 47,59 become 63,70. On the other hand, in control class that used skipping and paraphrasing techniques treatments the score from 55,19 become 60,00. It can be seen from the results that used scanning and skimming can improve the students reading comprehension.

It was proved by the results of computation t-test by using Independent Sample T-test. In pretest experiment and control class the results of t-test was lower than t-table ($-2,915 < -1,675$) with df 51, it means that there were difference between control class adn experiment class eventhough the researcher did not do any treatments. The results of t-test in posttest of control class and experiment class was t-test was higher than t-table ($1,707 > 1,675$) with df 51, it means there was different improvement between experiment and control class in reading comprehension after the treatments were given by the researcher. It means that H_a was accept that was there was improving students reading comprehension through scanning and skimming techniques for students in SMA Muhammadiyah Tarakan.

CONCLUSION

Based on the result of the research on improving students reading comprehension through scanning and skimming techniques for students in SMA Muhammadiyah Tarakan. The researcher found the mean score of pretest in experiment and control class was different with mean score of posttest in experiment and control class. The mean score of pretest in experiment class before taught by using scanning and skimming techniques was 47,59. On the other hand, the mean score of control class was 55,19. Both of class have increased the mean score of posttest after gave treatment, eventhough the control class was not taught by using scanning and skimming techniques, control class has increased in mean score from 55,19 become 60,00. Meanwhile, in experiment class that was taught by using scanning and skimming techniques has increased the mean score of posttest from 47,59 become 63,70. It can be seen that eventough the both of class were increased in mean score, but the mean score of posttest in experiment class was higher than posttest control class. It means that there was significant improvement in experiment class. It can be concluded from the result of Independent Sample T_{Test} there were, the result of pretest T_{test} was lower than T_{table} , T_{test} was $-2,915 < T_{table}$ was $-1,675$. In posttest the result was different, the result of posttest T_{test} was higher than T_{table} , T_{test} was $1,707 > T_{table}$ was $1,675$ which was at degree of freedom (df) was 51 and the level of significant 0,05. It means that scanning and skimming techniques was improve the students reading comprehension in SMA Muhammadiyah Tarakan.

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USE OF POWER TEACHING GAME TECHNIQUE (POW- TEGA) TO IMPROVE SPEAKING SKILL OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

The aim of this research was to find out whether power teaching game technique (Pow-Tega) could improve the students' speaking skill or not. The sample was selected using purposive sampling from the population, they were thirty-two students from class VII-5. Pre-Experimental design was used in this research. To find whether the power teaching game technique (Pow-Tega) could improve students' speaking skill, the oral test was used to collect the data. The data were analyzed by using paired sample t-test. The result showed that there was an improvement in students' speaking skill after being taught by using power teaching game technique (Pow-Tega). It could be seen from the increase of students' mean score from pre-test to posttest, 42.13 to 59.38. Moreover, based on the result of paired sample t-test, t-result was -9.018, t-table was -2.040 ($p < 0.05$) and the significant value was 0,000 ($p < 0.05$). The result showed that the students who were taught by using power teaching game technique (Pow-Tega) had a better improvement in their speaking skill. In other words, power teaching game technique (Pow-Tega) is a good way to be used by the teachers as a teaching technique especially in improving students' speaking skill.

Key words: *Pow-Tega Technique, Speaking Skill.*

INTRODUCTION

As a social creature, communication is an essential need for human being. In communicating with others, people need a language as a tool or media for communication. That is why, language, communication and life cannot be separated. However, there are so many countries with different languages in this world. Different languages of people from around the world made problems in communication. For solving this problem, there should be a language which can be understood by all people around the world. Therefore, international community has already dealt with English as the first international language and English become bridge of communication. In daily lives, human continually communicate which each other as social creatures mostly through speaking. Speaking is the basic human activity and basic of all human's communication in language. According to Harmer (2007:284) speaking is the ability to speak fluently and presupposes not only knowledge features, but also ability to process information and language "on the spot" while Chaney (1998:3) defines that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. It is hard to imagine how people can know each other, enlarge their knowledge, express their ideas without language or speaking. As a foreign language in Indonesia, English was learned seriously by many people to have a good prospect in the community of international world. Recently, English become important. Since it is important, English is taught widely at formal school and non-formal school. Based on *Permendiknas* number 70 years 2013, English was taught from junior high school up to senior high school level. So, English teacher should know that speaking is the basic skill as a social creature and have responsibility to make sure when in teaching and learning process

especially in English subject which the goal of teaching speaking is should improve student's communicative skills.

There are four skills in learning English those are listening, speaking, reading and writing. From four skills which all students must mastered, the most important skill is speaking. O'Malley and Pierce in Umam (2012) state that speaking seems to be an important skill that a learner should acquire. It is very important in order to enable students to communicate effectively through oral language because the disability of the students to speak may lead them to be unable to express ideas even in a simple form of conversation. Generally, in teaching and learning process during the teaching in the classroom still many problems that occurred which the success indicators during learning process are not achieved. There are several problems according to Ur (1996:121) those are as follows: (1) inhibition, (2) nothing to say, (3) low or uneven participation and (4) mother-tongue use.

In addition, the problem not only from the students but also the teacher for example during in teaching and learning process teacher always use traditional methods like repeating after the teacher, memorizing a dialog, or responding to drills, all of which reflect the sentence-based view of proficiency prevailing in the audiolingual and other drill-based or repetition which all this methodologies from 1970 or some teacher do not use any method at all. Those problems were also found in SMP Negeri 12 Tarakan based on the researcher interview with English teacher, most of the students still felt reluctant to speak, felt anxiety, difficult to express ideas in a conversation, lack of vocabularies, felt doubt and afraid of making mistakes. All this problem happened because students have no interesting and lack of motivation in learning English. Sometimes teacher uses method to provide material but not in specific subject that leads to the development of speaking skill. Therefore, it reminds the researcher about teacher responsibility to be a good facilitator to help the students to solve their problems. From the fact above, researcher proposed the teaching technique based on students' condition which will improve speaking skill and create a fun and interesting situation so that students can speak freely in the classroom. It is expected that the effective technique will be able to help and achieve students learning goals. One of technique the researcher used in this research was Power Teaching Games Technique (Pow- Tega). This technique combines Power Teaching and Games Technique (Pow-Tega). By using Power Teaching Games Technique (Pow- Tega), it can create a good atmosphere for speaking class because Power teaching is a technique which is used to engage students to speak actively and become more creative in the classroom activity. In addition, with the games in the Power Teaching Games Technique (Pow-Tega) will makes students feel fun and easier to follow the teacher's instruction. So that, students can speak freely as their daily life.

METHOD

In this research, the researcher did a pre-experimental research that applied One-Group Pretest-Posttest Design. The pretest was administered before giving by using Power Teaching Games Technique (Pow- Tega) and the posttest was administered after giving treatment. The researcher involved one class consisted 32 students. The data were collected through oral test. In the first meeting, the researcher gave pretest to the class. The purpose of pretest was to know students' speaking skill before the researcher give the treatment. The steps of pretest were follows: (1) In the pre-test the researcher gave the test to the students in form of instruction in describing pictures related on the topic, (2) Researcher gave 2-4 minutes for the students to describe the topic to make sure all the students will get chance, (3) After the students did oral test, the researcher scored using Student's Oral Language. Observation Matrix and then determine the mean score. In the treatment stage, the researcher gave treatment by using Power Teaching Game Technique (Pow-Tega) for 3 meetings. The allocation time for each treatment it took 2x40 minutes for each meeting.

After given the treatment, the researcher administered posttest. In the Posttest, the steps similar with the pre-test but with different pictures, the post-test used to measure the effect of certain treatments, in this case improving students' speaking achievement using Power Teaching Game (Pow-Tega) Technique. In analyzing the data, the researcher used paired sample t-test in the Statistical Package Social Science (SPSS) 23.0. There were two steps in analyzing the data in this research. First, the researcher did descriptive analysis and then did inferential analysis.

RESULTS/FINDINGS

As mentioned previously, the researcher wanted to know whether there is improvement of speaking skill after being taught by using power teaching and game technique (Pow-Tega). In this research, the researcher did a pre-experimental research about improving speaking skill by using power teaching game technique (pow-tega) at seventh grade students of SMP Negeri 12 Tarakan in the academic year 2018/2019. The researcher involved one class which consisted of 32 students. The data were collected through oral test. It took one class as the treatment class, class VII-5. This research was done on April 27 2019 until May 16 2019. There three meetings that the researcher took in this research for applying the treatment.

The Students' Score of Pretest and Posttest

In this research, the researcher described the result of pretest and posttest for the treatment class are the pretest was evaluated by the researcher and the teacher, in evaluating the students' speaking score the researcher used five aspects of grading speaking scale which consist of pronunciation, grammar, vocabulary, fluency and comprehensible. The students score was classified into five classifications based on Department of Education (2006). In the pre-test the researcher conducted oral test where the teacher asks the students to describe some picture. The numbers of students who involved in the Pretest were 32 students. This test was intended to know the students' speaking skill before the students were given the treatment. There were five aspects of speaking which is scored by the researcher to find out the final score based on Student's Oral language Observation Matrix adapted from Nunan. Each aspect has range score, the lowest score was 1 and the highest score was 5. From each aspect, the first one is pronunciation. The successful criteria of this aspect can be seen when the students' pronunciation and intonation approximate that of a native speaker. But, from the result above indicates that 31.25% or 10 students got score 1 which meant students had pronunciation problems so severe as to make speech virtually unintelligible. Then, 43.75% or 14 students got score 2 that meant their pronunciation still very hard to understand because of pronunciation problems and also 25% or 8 students had score 3.

The second aspect was grammar. In this aspect, students must be able to describe ideally the picture with grammar and have word power approximate that of a native speaker but the test showed that 6.25% or 2 students got score 1 which students always made errors in grammar and word order so severe as to make speech virtually unintelligible. Then, 75% or 24 students got score 2 which meant students often rephrase and or restrict him or herself to basic patterns and 18.75% or 6 students got score 3 that showed students had problem in grammar and word order error make comprehension difficult. The third aspect was vocabulary. In this aspect students must be able to use vocabularies and idioms approximate that of a native speaker. But, from the result above indicates that 6.25% or 2 students got score 1 which meant students had vocabulary limitations so extreme. Then, 56.25% or 18 students got score 2 which meant students misuse of words and very limited vocabulary and comprehension quite difficult and 37.50% or 12 students got score 3, students still frequently used wrong words. The fourth aspect was fluency. In this aspect, 3.13% or 1 students got score 1 which meant speech so halting and fragmentary as to make conversation virtually

impossible. Then, 59.38% or 19 students got score 2 which showed students usually hesitant and often forced into silence by language limitations and 37.5% or 12 students got score 3 that meant students had problem in fluency which much disturbed by the problem of language, and 3.13% or 1 students got score 1. The last aspect was comprehensible. In this aspect, 18.75% or 6 students got score 1 which indicated that students cannot be said that understand even simple conversation. Then, 78.13% or 25 students got score 2 or has great difficulty following what is said and 3.13% or 1 got score 3 which showed that students understand most of what is said at slower than normal speed with repetitions. After researcher scoring the students test, researcher classified into five classification. Those classification were very good, good, fair, poor and very poor. Researcher found that there was none student (0%) got very good score, good and very poor. But there were 11 students (34.38%) got fair classification and 21 students (65.63%) got poor classification. This fact indicated that student ability before being taught by power teaching and game technique (Pow-Tega) still poor.

The posttest similar with pretest it was evaluated by researcher and the teacher, in evaluating the students' speaking score the researcher used five aspects of grading speaking scale which consist of pronunciation, grammar, vocabulary, fluency and comprehensible. The students score was classified into five classification based on Department of Education (2006) In the posttest the researcher conducted oral test where the teacher asked the students to describe some picture. The numbers of students who involved in the Pretest were 32 students. This test was intended to know the students' speaking skill after the students were given the treatment. The result of students speaking skill after being taught by Pow-tega technique. There were five aspects of speaking which is scored by the researcher to find out the final score. Each aspect has range score, the lowest score was 1 and the highest score was 5. From each aspect, the first one is pronunciation. The successful criteria of this aspect can be seen when the students' pronunciation and intonation approximate that of a native speaker. The result above indicates that 28.13% or 9 students got score 2 which meant students still very hard to understand because of pronunciation problems and must frequently repeat in order to make him or herself understood. Then, 53.13% or 17 students got score 3 that meant students had pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding and there are 18.75% or 6 students got score 4 which indicated that students' pronunciation always intelligible, although the listener is conscious of a definite accent.

The second aspect was grammar. In this aspect, students must be able to describe ideally the picture with grammar and have word power approximate that of a native speaker. The test showed that 12.5% or 4 students got score 2 which meant students must often rephrase and or restrict him or herself to basic patterns. Then, 71.88% or 23 students got score 3 that showed students problem in grammar and word order error make comprehension difficult. There were 2.5% or 4 students got score 4 which indicated students occasionally makes grammatical and or word order errors that do not obscure meaning and 3.13% or 1 student got score 5 which meant students' grammar and word power approximate that of a native speaker The third aspect was vocabulary. In this aspect students must be able to use vocabularies and idioms approximate that of a native speaker. From the result above indicates that 18.75% or 6 got score 2 that indicated students misuse of words and very limited vocabulary and comprehension quite difficult. Then, 53.15% or 17 students got score 3 which meant student frequently used wrong words and 28.13% or 9 got score 4 that showed student occasionally used inappropriate terms or words. The fourth aspect was fluency. In this aspect, 18.75% or 6 got score 2 that indicated student usually hesitant and often forced into silence by language limitations. Then, 71.88% or 23 students got score 3 that meant fluency which much disturbed by the problem of language, and 9.38% or 3 students got

score 4 that showed student generally fluent, with occasional lapses while the student searches for the correct manner of expression. The last aspect was comprehensible. In this aspect, 25% or 8 students got score 2 which meant student still had great difficulty following what is said. Then, 62.50% or 20 students got score 3 which indicated student understand most of what is said at slower than normal speed with repetitions, and 12.5% or 4 got score 4 that showed student understand nearly everything at normal speech. After researcher scoring the students test, researcher classified into five classification. Those classification were very good, good, fair, poor and very poor. Researcher found that there there was 1 student or 3.13% who got very good classification, 7 students or 21.88% got good classification. There were 23 or 71.88% students got fair classification, 1 student or 3.13% got poor classification and none of student got very poor classification. Mean score of the students' after implementing the power teaching and game technique (Pow-Tega) was higher than mean score of the students before treatment was implemented from the total mean score of pretest 42.13 up to 59.38 with the standard deviation result of pretest was 8.620 and posttest was 9.373.

Hypothesis Testing

Normal distribution test is needed in order to find out whether the data normally distributed or not. The normal distribution data indicated that the samples of the study was taken from the population that had normal distribution. If the value of the significance level is higher than 0.05, it meant the distribution of data is normal. Based on the result of normal distribution test by using One-Sample Shapiro-Wilk test showed that the sig. pretest was 0.230 and posttest of treatment class was 0.136. From these results the value of the Asymp. Sig. (2- tailed) on the pre-test and post-test higher than 0.05. It indicated that the data has normal distribution. Homogeneity testing is used to investigate whether the data has been obtained is homogeneous or not. Researcher analyzed the variance of homogeneity using SPSS version 23 with the level of significance (p) at 0.05. Based on the result, the significant value was $0,987 > 0.05$ it meant the data already homogeneous. Based on the normality test and homogeneity test above, it showed that the data was normal and already homogeneous, so it was continued by doing the hypothesis test by using Paired Sample t-test, which was determined the confidence interval of the difference was 95% and the standard significance (2- tailed) value level was 0,05. The researcher used statistical test with paired sample t-test stated by SPSS version 23 to convince of pretest and posttest of the effectiveness of using power teaching and game technique (Pow-Tega) on the students' speaking skill the result of analysis using T- test. The mean pre-test and post-test were (-17.250), the standard deviation was (10.821), the mean standard error was (1.913). The result test $t = (-9,018)$ with the in t-test was 31 and significance value was 0.000. The Result shown the result of analysis using T-test. The mean pre- test and post-test was (-8,625), the standard deviation was (4,251), the mean standard error was (.868). The result test $t = (-9,940)$ with df 23 and significance value was 0.000. Based on the score compared with t-test with t-table, where df = 31, which t-table was 2.040 for standard significant 5% and the result of t-test = -9.018, since the t-test was higher than the t-table, it meant the hypothesis null was rejected. Based on the result above, which the result of t-test $-9.018 > t$ -table -2.040 so, the null hypothesis was rejected and the alternative hypothesis was accepted. Because the probability value (0.000) was smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. It means that there was different score on the students' speaking skill before and after being taught by using power teaching and game technique (Pow-Tega). The researcher interpreted the data for hypothesis testing of this research as follows:

1. The researcher determined the significant difference by using T-test. The result of T-test (result from paired sample T-test) with T-table
 - a. If the score of T-test is higher than T-table the Null hypothesis is accepted. It

- means that there is no significant effect of using power teaching and game technique (Pow-Tega) to improve students' speaking skill.
- b. If the score of T-test is lower than T-table the alternative hypothesis is accepted. It means that there is significant effect of using power teaching and game technique (Pow-Tega) to improve students' speaking skill.
2. The researcher determined the significant difference based on probability value (si.2 tailed) with level of significant $0.05(\alpha)$:
 - a. If the probability value >0.05 , H_0 is accepted and H_a is rejected. It means that there is not significant effect power teaching and game technique (Pow-Tega) to improve students' speaking skill.
 - b. If the probability value < 0.05 , H_a is accepted and H_0 is rejected. It means that there is significant effect of using power teaching and game technique (Pow-Tega) to improve the students' speaking skill.

CONCLUSION

Having conducted the research at the seventh grade students of SMP Negeri 12 Tarakan and analyzing the data, the researcher would like to give the conclusion Based on the results of the research, researcher can draw the conclusion that power teaching and game technique (Pow-Tega) can improve students speaking skill at seventh grade student of SMP Negeri 12 Tarakan academic year 2018-2019.

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IMPROVING WRITING SKILL OF JUNIOR HIGH SCHOOL STUDENTS THROUGH PICTURE SERIES MEDIA

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Abstract

This research objective was to find out whether there was any significant difference in students' writing skill before and after being taught using Picture Series media in learning recount text at Eighth grade students of SMP Negeri 8 Tarakan. The design of this research was Pre-Experimental research. The population in this research was all of the eighth grade students at SMP Negeri 8 Tarakan. The sample in this research was 30 students. The sample was chosen by using purposive sampling technique. Class for treatment was VIII-6. It consisted of 30 students. The steps in this research were pretest, treatment, and posttest. In the pretest, the students were asked to write the writing test. After giving the pretest, the researcher gave treatment. The treatment class was taught by using Picture Series media. After giving the treatment, students were asked to write the writing test in posttest. In analyzing the data, the researcher was used paired sample t-test in SPSS 24.0. The result of this research showed that there was different mean score in pretest and posttest. It was proven by the result of the students' mean score from pretest was 36.27 and 43.20 in the posttest. It means that the improvement of the students' mean score was 6.93. The result of Paired Sample t-test was 2.119 higher than t-table was 2.045. It means that the students' writing skill in recount text have an improvement after giving the treatment. The result of sig (2 tailed). 0.000 is lower than 0.05, it means that the Picture Series media can give any contribution to the students' writing skill. Based on the explanation above, it can be concluded that using Picture Series Media is effective to improve student's writing skill in recount text.

Keyword: *Listening comprehension, audio visual media*

INTRODUCTION

English as one of the important language is used by most people in the world as the first or second language as tool of communication. . It makes English is one of the important lesson that should be taught to the students. In Indonesian, English is the foreign language that is important to be developed. There are four English language skills that students should be master it, among them speaking, writing, listening and reading. All of them have relation each other and it can't to be separated. And in all of the English language skills have different difficultness especially for writing skill. Writing is one of the important skills to be mastered by the students. They use it to communicate to each other, as means of ideas and emotional expression, because when they write their ideas and emotion creatively, they are communicating on paper in their very best way and purposes. . Writing can be planned and given with an unlimited number of revisions before it is released. The students should express their idea on a paper through sentences that are arranged well intact, complete, and clear. In curriculum 2013, in Junior High School there are five genres of text that should be taught, namely narrative, recount, procedure, descriptive and report. In learning genre of text, the student will learn the particular style of texts which have different purposes.

All genres have different social functions, general structure, and grammatical features. For Junior High School, one of the texts that they will be learnt is recount text which purpose is to retell events for the purpose of informing or entertaining.

By the researcher's preliminary study when researcher did the observation at SMP Negeri 8 Tarakan, there were some problems that researcher found during the learning process especially in teaching writing skill of recount text. The students were not interested in learning especially in writing session and they could not explore their ideas as well to write although the theme had been already determined clearly. Furthermore teachers should be creative and be able to use the appropriate teaching media and method to provide interesting learning process. Considering these facts above, the researcher suggests one of teaching media that appropriate and assume that could be solve the problems is Picture Series Media. In line with this, Harmer (2001: 134) states that pictures is one of the variety of teaching aids which is used to explain language meaning construction, to engage students in a topic, or as the basis of a whole activity. Picture series is chosen as one of the effective technique used to deal with the students writing difficulties in the instructional process. From the previous explanation, the researcher was interested to carry out the research entitled, "Improving Students' Writing Skill by Using Picture Series Media at Eight Grade Students of SMP Negeri 8 Tarakan". Adam (2016:8) states that writing is a process of forming and conveying ideas, feelings and emotion in form of written text.

Writing is also one of the productive skills which both of teacher and students must pay attention carefully. It means that writing is a process when the learners find the idea by using their feelings and emotion and in the end they find the idea to write something on a paper. It was supported by Jukeri (2016:7) writing is the creativity to develop the ideas then change it into the words combination to build the sentences. In writing, the students are forced to dream about ideas and put it into the words as the representative of the ideas and thought. Anderson (1997: 49) suggests that recount is a text which tells about events happening in the past in a sequence of time. The purpose of the text is to tell the audience about what happened in the past and when it happened. It was supported by Wardiman, et al. (2008: 61) say that a recount text is a text that telling the reader about one story, action or activity. Its goal is to entertaining or informing the reader. According to Shoes (1960: 188), a picture is likeness of a person, place, thing or idea on a flat surface produced by means of drawing, painting, or photography. From the explanation above, it can be concluded that picture is a kind of visual aids which includes an image of terms of kinds of pictures and this (picture) is important to make success in learning because picture makes the students build their imagination, interest and motivation. It depends on the teacher to select which one is suitable. According to Symonds (1999:10), picture-story is made of comprehensive study imaginative processes in children. He adds that among the many methods employed was the collection of stories which were written in response to picture. Based on the definition above, it can be concluded that combination of picture and story is interesting to improve the students' motivation and comprehension in children because by using picture-stories the students can reflect what they are thinking about the story in the text. They not only read the text but also see the actions of the story in picture. It makes the students interested in reading the text.

METHOD

This research used an Pre- Experimental design as one of kinds in quantitative approach. According to Muijs (2004: 1), quantitative approach is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics). In this research, pre- experimental research was chosen by the researcher as a

research design with used One Group Pretest-Posttest design. In this research, there were two variables, namely independent variable and dependent variable. The population of this research was the Eighth grade students of SMPN 8 Tarakan in academic year 2019/2020. It consist of seven classes and the total of the population is 222 students. This research just conducted in one class. In this research the researcher used purposive sampling technique. Sample of this research was the students of class VIII-6 that consists of 30 students. Instrument of this research was writing test. The test was administered in pretest and posttest. To collecting the data there were three phase, the researcher gave a pretest, treatment and posttest. In analyzing data, the researcher used descriptive analysis and inferential analysis to describing the data.

RESULTS/FINDINGS

From the result, there were significantly increase between the result in pretest and posttest. The result in pretest score was 36.27 and in posttest was 43.20. Based on the result between both of the test it can concluded that the students' mean score in posttest was higher than pretest. Before using the t-test to test the hypothesis, there are prerequisite tests that must be conducted. The tests were normality test and homogeneity test.

The result of sig. pretest and posttest of treatment class was 0.200. From these result, both of pretest and posttest got the higher sig. than the level of significance that was 0.05, so it can be concluded that the data from both of pretest and posttest were normally distributed. The result of significant value of pretest and posttest were 0,155 which was higher than 0,05. It can be concluded that the result of both the tests' score hade same variant or homogenous with the fulfillment of the requirement of normality of data distribution and homogenous of both samples in pretest and posttest the research hypothesis testing of variance can be continued. After the data have already been processed by using normality test and homogeneity test and the data were in normal distribution and same variance or homogeneous, the data analyzed by using Paired sample of T- test. Significant difference resulted by pairing pretest and posttest. The result of pretest and posttest which was analyzed by using paired sample T-test. There were two ways to answer the hypothesis testing of this research. First way was the result could be seen that the sig. (2 tailed) is lower than the level of significant ($0.000 < 0.05$) and the second way was comparing the result of t-test with t-table. In this case, the df in t-test was 29 so, t-table was 2.045. According to Sugiyono (2015: 97), in testing the hypothesis that uses two tailed test, value of t-test is absolute value. So, in this case the researcher doesn't need to see the positive sign (+) or the negative sign (-). So the comparison is t-test was higher than t-table ($2.119 > 2.045$) and the alternative hypothesis was accepted and the null hypothesis was rejected. It means that there was a significant improvement by using Picture Series toward students' writing skill in recount text. Mean on the table was 6.933 it used to know the difference of the mean score from pretest and posttest. After the data has been analyzed by using SPSS version 24.0, the researcher found there was a significant improvement by using Picture Series toward students' writing skill in recount text at the Eighth grade of SMPN 8 Tarakan. It means that H_a is accepted and H_0 is rejected.

CONCLUSION

Based on the result of the research on the use of Picture Series Media to improve students' writing skill in recount text at the eighth grade students of SMP Negeri 8 Taralam, the researcher concluded that Picture Series Media was an effective to improve students' writing skill. It is proven by the result of computation using Paired Sample T-test which showed that sig. (2 tailed) was lower than level of significant ($0.000 > 0.05$). The

researcher found that the mean score of the students' writing skill between pretest and posttest were different. Before giving the treatment the researcher found that the mean score from pretest was 36.27. After giving the treatment the researcher found that the mean score from posttest was 43.20. The improvement of the mean score from pretest to posttest was 6.93 point. The result of computation t-test was 2.119. It meant that the t-test was lower than t-table which was at degree of freedom (df) was 29 and the level of significant 5% $p = 95\%$. So, the result of t-test $2.119 < t\text{-table } 2,045$. It meant that Picture

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**AN ERROR ANALYSIS OF ENGLISH VOICELESS CONSONANT [P], [T], [K]
AT SMA SWASTA DHARMA PANCASILA MEDAN**

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ABSTRACT

The aim of this research is to find the percentage of students' error in pronunciation of voiceless consonant [p],[t],and [k] and also to find out the dominant error most often made by the first grade of SMA Swasta Dharma Pancasila. This research use qualitative method. The population of this research was the first grade SMA Swasta Dharma Pancasila and the sample was X IIS-1. We only researching 30 students. Then they were given 30 word tests containing English voiceless consonant [p], [t], and [k] to be pronounced and recorded. Recording that have been collected as sources of the data.

The results of this study indicate that the level of student error in spoken English [p] and [k] consonants is good with consonant percentages [p] 38.4%, consonants [k] 48.3%, but they are fair in spoken consonant sounds [t] with a percentage of 59.7%

Based on the result of this research, We suggest that the students need to learn and practice more about pronunciation of voiceless consonant [p],[t],and [k] to improve their ability in pronunciation English words. For the teachers,Teacher should give more exercise or practice for students in pronunciation of voiceless consonant [p], [t], [k]. Not only that consonant, but the students must study about all the word of English pronunciation. And the teacher must also learn more about how to pronounce and intonate correctly in teaching words from consonant words.

Keyword : *Error Analysis, Pronunciation, Voiceless Consonant*

1. INTRODUCTION

Language is one of the most fundamental aspects of human behaviour and the development of language into a refined instrument of expression and communication is probably man's greatest achievement. Linguistics is the study of language in all its forms, and is thus of direct relevance to all users of language. Every human being is born into a speech community and uses language throughout his whole life: in this sense everyone is a linguist.

Language is very important in daily life communication. As well as with English which is an international language that almost all the world uses it. English is the language used as communication when we are in another country. In English there are four skills that must be mastered by students, namely speaking, writing, reading and listening. From the four skills above, this study refers to pronunciation in which statements are part of speaking.

Speaking is a skill to express ideas, opinions to provide information to the recipient of the message. English language skills are very important by paying attention to statements in phonetic transcription.

The definition of pronunciation in Dictionary is the way words are spoken. Sometimes you can tell where someone is from by their pronunciation of certain words. Pronunciation is one of the hardest parts of learning a new language. Spoken language consists of successions of sounds emitted by the organ speech, together with certain attributes. These successions of sounds are composed of speech sounds proper and glides. Speech sounds are certain acoustic effects voluntarily produced by the organ speech, they are the result of definite actions performed by these organ. A glide is the incidental transitory sounds produced when the organ speech are passing from the position for one speech sound to that another by the most direct route.

According to Peter Roach (1943); the words vowel and consonant are very familiar ones, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean. If we say that the difference between vowels and consonants is a difference in the way that they are produced, there will inevitably be some cases of uncertainty or disagreement; this is a problem that cannot be avoided.

The background of this research is that we wanted each student to know how the words or sounds are pronounced. That research is focused on the error analysis of students in ability of

Voiceless consonant [p], [t], [k] by first grade students of 2018/2019 in SMA Swasta Dharma Pancasila Medan tried to correct the error of voiceless consonant [p], [t], [k] and how is the right voiceless consonant [p], [t], [k] for the students in everyday life.

The aim of this study was to determine the errors made by students in SMA Swasta Dharma Pancasila Medan in using voiceless consonants [p], [t], [k], find out the students' ability to use voiceless consonants, and find more dominant errors that were made by students in using voiceless consonants [p], [t], [k].

2. METHOD

The design of this research analyzed by descriptive qualitative method, which means that the aim to described the existing conditions of students error in using English Voiceless Consonant [p], [t], [k]. This research only finding the fact and the decoded into the types of errors made by students.

This research conducted at SMA Swasta Dharma Pancasila Medan. There are some reason the researcher chooses this school as research object, such as :

1. Because this research not to used in this school
2. The researcher wanted to know and described the common types of errors and the dominant students' erros of Student's pronunciation in using English Voiceless Consonant [p], [t], [k].
3. The researcher wanted to know how they can to corrected the problems of students to using the English Voiceless Consonant [p], [t], [k].

Based on the identification of the problem, the researcher limits the discussion of the research only on concerning errors made by the students in learning English Voiceless Consonant [p], [t], [k] at SMA Swasta Dharma Pancasila Medan. To specify this problem, the specific research questions are formulated as follow:

1. What are the most errors made by the students in using voiceless consonant [p], [t], [k]?
2. Why do the students commit errors in using voiceless consonant [p], [t], [k]?
3. How the teachers do to correct the error of using voiceless consonant [p], [t], [k]?

The subject of the research analyzed for the First Grade of SMA Swasta Dharma Pancasila Medan. There are one class and it consists of 30 students.

In collecting the data, the students given word tests by researcher. Word tests that to speak in front of the class and tell the words of Voiceless Consonant [p], [t], [k] that the researcher made before the lesson started and mention the words that have been prepared.

The data analyzed by using these steps :

- a. First, the researcher provided a list of words containing 30 words. It is 10 for Consonant [p], 10 for Consonant [t], and 10 for Consonant [k].
- b. Second, the researcher explained voiceless consonant [p],[t] and [k].
- c. Third, the researcher asked the students to pronounce words.
- d. Fourth, the researcher recorded every words that spoken by students.
- e. The researcher analyzed the errors in the pronunciation of students.
- f. The researcher found the errors that are pronounced by students in used the Consonant [p], [t], and [k].

3. FINDING

3.1 Data

The data of the research were students' error in pronunciation of Voiceless Consonant [p], [t], [k]. The subject in this research were X IIS 1 class. Which was consists of 30 students. They were given 30 words of voiceless consonant [p], [t], [k]. The research conducted at SMA Swasta DharmaPancasila and this research was held on 19th November 2019. The researcher made words test to know the students' error in pronunciation of voiceless consonant [p], [t], [k]. The result of the data are able shown in the following table.

3.2 Data Analysis

Data Analysis is a process of inspecting, cleansing, transforming, and modeling data with the goal of discovering useful information, informing conclusion and supporting decision-making. Data analysis has multiple facets and approaches, encompassing diverse techniques under a variety of names, and is used in different business, science, and social science domains.

In this study, the researcher used error analysis to found out of the error and then found the data that analyzed to described the error clearly. In analyzing the students' errors, the writer used some procedures as follows :

1. Checking the students' errors
2. Analyzed the errors based on its words
3. Classifying the clearly.

To find the errors made by students we use formula.

Formula :

$$x = \frac{\Sigma Er}{\Sigma w} \times 100 \%$$

x : the percentage of error proportion

Er : frequency of each kind of plosive mistakes occurrence

w : Plosive sounds

Σ : the sum of

The Percentage of Right and Wrong Pronunciation Made by Students

Words	Students' Pronunciation			
	Right		Wrong	
	Number	Percentage	Number	Percentage
Pen Pal	26	87	4	13
Paper	25	83	5	17
Page	16	53	14	47
Peck	18	60	12	40
Picture	16	53	14	47
Plate	21	70	9	30
Pickle	18	60	12	40
Plant	17	57	13	43
Paint	12	40	18	60
People	16	53	14	47
Attend	8	27	22	73
Train	13	43	17	57
Terrific	10	33	20	67
Taking	12	40	18	60
Trip	12	40	18	60
Time	13	43	17	57
Tree	11	37	19	63
Twelve	11	37	19	63

Toys	15	50	15	50
Try	16	53	14	47
Captain	14	47	16	53
Book	12	40	18	60
Character	12	40	18	60
Account	11	37	19	63
Music	12	40	18	60
Back	15	50	15	50
Kangaroo	14	47	16	53
Candy	25	83	5	17
Cat	22	73	8	27
Kind	18	60	12	40
Total	461	1.536	439	1.464

The mean of the correct pronunciation is $1536 : 30 = 51.2 \%$

The mean of the incorrect pronunciation is $1464 : 30 = 48.8 \%$

From the table of the data above, we can find the result that the percentage of wrong pronunciation is less than the right one. After the number and the percentage of wrong and right pronunciation, I also accounted the proportion of errors made by each student in pronouncing the words voiceless consonant [p],[t],and [k]

The Proportion of Error Frequency Made by the Students

No	Name	Number of Words	Frequency of Error	Proportion
1.	ADRIANSYAH	30	13	43
2.	APRILLIA UTAMI	30	8	27
3.	ARIEF FHADILLAH	30	17	57
4.	AULIA PUTRI	30	2	7
5.	BALQIS SALSABILA	30	4	13
6.	CANDRIKA GALASKA	30	2	7
7.	DEDEK LAILAN FAHIRA	30	23	77
8.	DEVI SILVIA SETIAWAN	30	18	60
9.	EGY ARDIAS SOLIN	30	19	63
10.	HANS ERNEST SURBAKTI	30	26	87
11.	HELA FASELA	30	10	33
12.	INE FEBYOLA	30	15	50
13.	JEREMY PRANATA B.	30	27	90
14.	JUWITA SORMIN	30	25	83
15.	KURNILIA FAHIRA H	30	24	80
16.	MELA ROIDO S.	30	1	3
17.	MONICA INDI H.	30	23	77
18.	NADIA ALYSSA	30	2	7
19.	NADIYA	30	23	77

20.	NURENZY TURAHMI	30	4	13
21.	PERBU ANSEN SANJAYA	30	5	17
22.	PRIAN HAFIZH N.	30	24	80
23.	PUTRI AISYAH RAY	30	27	90
24.	PUTRI ALIFIA DAFINA	30	2	7
25.	RIEKE CORRY	30	2	7
26.	SAN CHRISTO IGLESSIUS	30	13	43
27.	SAR WOEDI WIBOWO	30	29	97
28.	SRI WAHYUNI	30	7	23
29.	VICTORIA GRACE DAELY	30	17	57
30	YANDI ALEXANDER G.	30	27	90
Total			439	1465

4. DISCUSSION

The relationship between this theory and the results are very easy to find. Because, in conducted our research, we use a method that we think it's very easy of finding the errors made by students in pronunciation of voiceless consonant [p], [t], and [k].

And we also use a good formula in finding the percentage of student's errors in each words are given and spoken by them. It is caused by their lack of understanding of pronunciation of English, so they often use or said a word or a sentence to be wrong in learning English.

From the table above, we can accounted that proportion the errors by dividing the percentage of the total errors, which is 1465 by the total number of the errors 439. The average of percentage is 48,8%.

To know whether each of these numbers is perfect, good, enough, or poor the following category is used,

Number of errors in Percentage	Level of ability
0 – 25%	Perfect
26 – 50%	Good
51 – 75%	Enough
76 – 100%	Poor

From the category above, we can see that the percentage of the data research 48,8 % included level of ability “Good”. The level of student error in spoken English [p] and [k] consonants is good with consonant percentages [p] 38.4%, consonants [k] 48.3%, but they are fair in spoken consonant sounds [t] with a percentage of 59.7%.

5. CONCLUSION

After collecting and analyzing of the data, we can found some conclusion. In this research the researcher analyzed the students’ error made by students in pronouncing the voiceless consonant [p], [t], and [k]. Based on the data analysis the researcher found that the students made 439 errors out of the total number of the 30 words containing voiceless consonant [p], [t], and [k]. The error proportion of the 30 students is 48.8%. Based on the category of number the percentage, this percentage shows that the pronunciations of the first grade students at SMA Swasta Dharma Pancasila are considered good.

For the first category that is voiceless consonant [p], we obtained 38,4% errors out of the whole occurrence [p]. The second category that is voiceless consonant [t], we obtained 59,7% errors out of the whole occurrence [t] that pronounced by the whole students. The third category that is voiceless consonant [k], we obtained 48,3% errors.

Based on the conclusion above, the researcher suggest the following :

a. For the Teacher

Teacher should give more exercise or practice for students in pronunciation of voiceless consonant [p], [t], [k]. Not only that consonant, but the students must study about all the word of English pronunciation. And the teacher must also learn more about how to pronounce and intonate correctly in teaching words from consonant words.

b. For the Student

Students must improve their speaking skills and improve their pronunciation. So, it is easy for them to read and understand how the intonation or pronunciation of the vocabulary.

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THE EFFECT OF APPLICATION OF READING ALOUD ON SENIOR HIGH SCHOOL STUDENTS' SPEAKING ABILITY

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ABSTRACT

This research aimed to find out the effect of the application of reading aloud to improve students' speaking ability at grade X of SMA Bina Mulya Bandar Lampung 2019. Reading aloud was used to help the students to improve their speaking ability and make them enjoyed in learning English. Data were collected with a pre-test, treatment and post-test. Then, they were analysed with t-Test for two group design. Treatment using reading aloud was administered to experimental group, while control group received technique which was usually used by the teacher. Data analysis was attempted by using t-Test for two group design. Based on the computation, t-value: 7.61 was bigger than p-value in 1%: 2.68 and 5%: 2.01. Therefore, the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. I concluded that there was an effect of the application of reading aloud to improve students' speaking ability.

Keyword: Reading Aloud, Speaking, Ability.

INTRODUCTION

Reading is viewed as a key to open the world's door as Seuss (1978, p. 27) says, "The more that you read, the more things that you will know. The more that you learn, the more places you'll go". Through reading the word, phrase and sentence, the students will be leaded to read the world (Freire & Macedo, 2005, p. 22). U.S Department of Education (2005) explained that in their early years, students start talking, listening, pretending to read, learning how to handle the books or magazines, learning about print, identifying the words, connecting

the words and the sounds, connecting it to their prior knowledge, predicting the story, summarizing the story, learning to write, then reading simple books.

Furthermore, reading is an important skill in developing language skill, because reading skill is one of the main points to master English. From reading, the student can get information and entertainment beside their study target. It is categorized as an active process; the students are able to get a lot of information from the text. Here, the readers are expected not only able to comprehend or understand the written symbols combined with their prior knowledge but also comprehend what is stated and what is unstated in the text. Moreover, comprehension in reading as a matter of making sense of text, of relating written language to what we know already and to what we want to know. In addition, Harrison (2004: 3) states that the importance of reading is not only related to the development of knowledge but also it is related to people thinking capability.

In line with Harrison (2004:3), reading aloud by the teacher helps readers discover units of meaning that arise from multi-word phrases rather than meaning that is derived from individual words. Reading aloud performed by the teachers can additionally reinforce correct understanding of punctuation and intonation and can strengthen student comprehension. Reading aloud also help them to improve their speaking ability (Amer, 1997).

Reading is very important for the students because with reading the students are able to express their idea, thinking and feeling in written and oral form. With reading, the students can improve their speaking and they can get the knowledge or kinds of information. English is difficult to learn by Indonesian people especially for students. In teaching learning process, a teacher acts as a motivator who helps the students in improving language skills. Reading aloud is vitally important, because it is a form of communication. Communication itself will run well if it is used through certain aid that is language. By reading aloud, the students are hoped to pronounce the English words correctly and the teacher will also find out the difficulties which the students face, whether in their spelling or in the way they pronounce the words.

Based on the problems, appropriate teaching method in reading is a good solution. This can help students to improve students' speaking ability. I want to focus on reading and it is effect. I assume that by using the applications of reading aloud on students' ability to improve speaking, the teaching and learning process would be more effective to encourage

the students to learn English. To solve the problem, the applications of reading aloud will be applied in teaching. From the background above, the problem is formulated as follows: Is there any effect of the application of reading aloud to improve students' speaking ability at grade X of SMA Bina Mulya Bandar Lampung?

Based on the formulation of the problem, the objective of the research is to investigate if there is effect of the application of reading aloud to improve students' speaking ability. The effect is known after I do the research to check their abilities to improve speaking by using the application of reading aloud. There is some benefit of the research. The research can contribute to the development of English teaching learning process. Besides that, it can give the information to English teacher about the effect of reading aloud on students' ability to improve speaking, develop the students' ability in reading and motivate them to read. To the other researcher, this research can be reference for further research and can give new knowledge in conducting the better research.

The scope of this research is described into the subject of the research and the object of the research. The subject of the research is the students of grade X of SMA Bina Mulya Bandar Lampung 2018/2019. The subject consists of two classes. The object of this research is the students' ability in speaking. The research is conducted at SMA Bina Mulya at Badak Ujung street No. 35A Kedaton, Bandar Lampung.

METHOD

Population and Sample

The population was a group of people or objects that had the similarity in one or a few things and that formed a major problem within a particular research (Surakhmad, 1990). Not all members of the target population was examined. Research was only done toward representative of the population. Small groups were taken from a population was called sample. (Nana, S.S, 2008)

In this research, I needed a sample which was taken from a population. The population in this research was grade X students of SMA Bina Mulya Bandar Lampung. The number of the population consisted of 85 students. It was divided into three classes. The sample of the research was determined with cluster sampling technique. I took randomly to choose two classes consisted of one as an experimental group and other class as a control group. Each class consisted of 25 students. The experimental group was taught with using reading aloud and control group was taught with traditional teaching.

Research Procedure

The procedure of this research was selected the sample from the population. I identified grade X students of SMA Bina Mulya Bandar Lampung as the population. The research used cluster sampling technique to get the sample. In selecting materials, I referred to the syllabus adopted in the first semester of grade X. I administered two pre-tests in order to find out the students' speaking ability before treatments. In the test, I asked the students to read a paragraph in 15 minutes. Then asked the students to speak about the summary of text content. Treatments were conducted twice a week. Each meeting was 80 minutes. In the treatment, I taught reading with reading aloud. The topics in the reading are the same as topics in the pre-test. Experimental group was treated with the application of reading method while control group received traditional teaching. Two post tests were conducted after the treatment. In this test the students were asked to read a paragraph based on particular topics in 15 minutes then students made a summary as same as in pre-test. After the post test, I analysed the students' scores and calculated it by using t-test.

Research Instrument

To get the data of students' speaking skill, I used reading test by using reading aloud after that students made a summary about the content of the text. Students told the story by speaking. I gave the students 5 minutes to speak.

Data Collection

Pre-test, treatment and post-test were attempted to find out the effect of the application of reading aloud on students' ability to improve speaking. In the pre-test, two pre-tests had been done for the experimental group and the control group before the treatment. The test was administered as a spoken test. The respondents were asked to make a summary about the content of the text.

In the treatment, it was done for experimental group three times. I taught the students about how to improve speaking by using reading aloud. After the pre-test and the treatment, I gave the two post tests for the control group and the experimental group. The purpose of the post test was to find out the students' ability to improve speaking. The topics of the post-test had the same version of the pre-test.

Data Analysis

I analysed the data taken through pre-test and post-test. The result of the tests of the experimental group and the control group statistically were analysed by using t-Test for two

group design in order to find out if there was significant difference between the means of the two group.

RESULT AND DISCUSSION

Result

This research is quantitative. It is conducted at grade tenth students of SMA Bina Mulya Bandar Lampung. The objective of the research is to find out if there is effect of the application of reading aloud to improve students speaking ability of SMA Bina Mulya Bandar Lampung in 2019. I analyse the data by collecting the scores of pre-test and post-test in the experimental and control group. I compare them by using t-Test for two group design. I have some aspects that are related to the research. They are the research procedures of experimental and control group, the statistical calculation of experimental and control group, and the calculation of t-Test for two group design of experimental and control group.

Discussion

This section explains about the discussion of the research result. It divided into three discussions. The first is the result of the students' score that they get in the pre-test and the post-test after they accept the application of reading aloud as the treatment in the experimental group, the second is the result of the students' score that they get in the pre-test and the post-test after they accept the traditional teaching in the control group, and the last is the results of all the calculations that give the final findings. The highest score in the experimental group is 80 and the lowest score is 20. After I give the treatment by using the application of reading aloud, the highest score changes 92 and the lowest score 40. This indicates that the application of reading aloud can affect in changing their speaking ability that they have before.

Meanwhile, the highest score in the control group is 72 and the lowest score is 20. After the traditional teaching is given, the highest score changes 84 and the lowest score 20. It indicates that there is no change in meaning. The student who gets the highest score because basically she is a smart.

From the computation, t-value is 7.61. This is referred to t-test table (appendices) with degree of freedom (df) = 48. It is in the level of significance of 5% = 2.01 and 1% = 2.68. Therefore, the data shows that t-value is bigger than p-value ($7.61 > 2.01 / 2.68$). It means that the result is statistically significant. Therefore, I assume that the application of

reading aloud is needed to be applied in teaching learning process. It can help them to pronounce word and add vocabulary, so that their speaking ability will be better.

CONCLUSION AND REMARKS

Conclusion

From data of the research result which I get and I calculate, it can be concluded that there is effect of the application of Reading Aloud to improve students' speaking ability of grade tenth of SMA Bina Mulya Bandar Lampung in 2019. The conclusion is taken based on some reviews.

The first is the total score before I do the treatments. The total score of the pre-test in the experimental group is 1180 and the total score of the pre-test in the control group is 1088. The second is the total score after treatments (post-test) in the experimental group is 1760 and the total score of post-tests in the control group is 1308. The third is statistical analysis by using t-Test for two group design. It finds that t-value = 7.61 is bigger than p-value with degree of freedom (df) = 48 in 5% = 2.01, 1% = 2.68. The last is hypothesis. The result from t-value is bigger than p-value. It indicates that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected.

Remarks

Based on the result, I would like to give some suggestions for the teacher, the students, and the school. These remarks are hoped to build motivation to be better for teaching learning. The teachers are suggested to use reading aloud in teaching speaking because it is a simple technique and one of the alternatives to use in teaching learning. The teacher must evaluate their student how far their students can pronounce the English words correctly and understand about the material and support them actively in speaking. It can make the students more interesting to learn English and can be motivated them to improve their speaking ability. In correcting the student's mistakes, it would be better if the teacher is expected to use wisely managed in order not to discourage their students.

The students should desire to read so they can develop their ability. Second, the students should study English well and more active during in the teaching learning process. Third, the students must practise their English more often, especially in speaking

Furthermore, the school should provide facilities in learning English, by providing English Laboratory, speaker, LCD, projector and many collection English books in the

library, so students can borrow then practice their reading ability at home by using the application of reading aloud. This can stimulate teachers' and students' interest in teaching and learning English better.

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NOVELS AND MOVIES IN EFL CLASSROOM

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ABSTRACT

Teaching English is a challenge for EFL teachers. It has become more complex and difficult due to the development of new technology. In order to help the learners' mastery (increase the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. Moreover, the students sometimes feel bored and confused when the teacher teaches them using monotonous strategies or traditional strategies. Nowadays, one of them is by using Films and Novels to makes the students more interested in learning. Since these two genres of literature can attract students and help them to learn the benefits of English skills easily and eventually the culture of embedded in the materials. Many schools and courses already use this as a facility and strategy to help teachers in teaching and to help students in comprehension or understanding English literature in learning process. According to statistics from the Kaiser Family Foundation (Rideout, Roberts & Foehr, 2005), youth ages 8-18 spend approximately 6.5 hours each day using media, an activity that far surpasses the time they spend with parents, doing homework or playing sports. This paper aims to highlight the benefits of using novels and movies in (English Foriegn Language) EFL classrooms.

Keywords: Challenge, Literature, complex, monotonous strategies, traditional strategies, novels and movie.

1. Introduction

Language is said to be the wheels of communication and in today's scenario English becomes the very evident language that can take a student into a world of bright future. In this modern era, literature is one of media to teaching and learning process. Literature had a central role in language classrooms generally as a result of the dominance of grammar-translation approaches to second language teaching (Howatt, 1984). But many students still face some problem in literature comprehension. According to Ismaili, (2012) Teaching English nowadays has become more challenging than ever. In order to help the learners' mastery (increase the proficiency) of language skills, language teachers have to provide quality teaching materials that will be engaging, interesting, up-to-date while simultaneously being a tool that will ensure that the students learn. Moreover, Ghosn (2002) cited in Keshavarzi (2012) Literature is beneficial to language development. It is a good resource of accurate diction, diverse sentence patterns, and passionate narratives. As we know, literature is full of meaning, relative to our life and useful to teach the readers. In same line, Keshavarzi (2012) said literature is related to real-life situations, it deals with accurate diction. The language employed in literature is the language of its audience, so it cannot be inaccurate. Related to that McKay (1982) claimed Literature does indeed have a place in the ESL curriculum. For many students, literature can provide a key to motivating them to read in English. For all

students, literature is an ideal vehicle for illustrating language use and for introducing cultural assumptions. Since literature deals with different moods as well as situations, it is prevalent with diverse forms of sentences. Actually, different people talk and write differently. Because of that teaching literature must be fun and interest the students to read and help them to comprehend the content of literature. While, in teaching and learning process, the student must be active, creative and innovate also the teachers should have some interested method to make the learners become enjoy and feel comfortable.

Based on Permendikbud No.65 Tahun 2013:

Learning Process at the unit and implement an interactive, inspiring, fun, challenging, motivating the students to actively participate and provide enough space for initiative, creativity, and independence according to their talents, interests, and physical and psychological development of students. For every unit of education do lesson planning, implementation and assessment of learning processes to improve the efficiency and effectiveness of the achievement of the competence of graduates.

Many schools and courses already use this as a facility and strategy to help teachers in teaching and to help students in comprehension or understanding English literature in learning process. Kasper (2000) cited in (Benesch; Costanzo, 1997), that the research has shown that literacy best develops by exposing learners to texts of different genres, using a multidisciplinary perspective and encouraging students' inquiry through reading, writing, speaking, listening, viewing, and visually representing. Many scholars have revealed that films used in EFL classroom can become an important part of the curriculum.

Furthermore, Kusumarasdyati, 2004 said this is based on the fact that films provide exposures to the real language, used in authentic settings and the culture in which the foreign language is spoken. They also have found that films catch the learners' interest and it can positively affect their motivation to learn. According to statistics from the Kaiser Family Foundation (Rideout, Roberts & Foehr, 2005), youth ages 8-18 spend approximately 6.5 hours each day using media, an activity that far surpasses the time they spend with parents, doing homework or playing sports (p. 6). While television is the most popular media choice, averaging 3 hours 51 minutes a day, other media forms also play an important role. Youth in the age group daily spend approximately 1 hour 44 minutes listening to music, just over an hour using the computer, 49 minutes playing video games, 43 minutes reading and 25 minutes watching movies (Rideout, Roberts & Foehr, 2005). For movies, that equals 9,125 minutes or 152 hours per year.

Besides using movies or films, the teacher also can use novels in teaching process. Krashen (2006) claimed that "the methodology of the future will, include sheltered popular literature" (p.145) to explore current cultures in other countries and to stimulate interest in reading. In other hand, Chih-Hsin Tsai, 2012 said however authentic text book novels are recommended as material list for pleasure reading, they are scarcely employed to supplement reading achievement. Because of that Garies, Allard, and Saindon, (2009) state some benefits of using novels are to develop student-centered learning, since novels provide plot, characters, the context of settings all of which contribute to the engagement of the reader, regardless of specific proficiency levels, grammatical charts or writing exercises.

Furthermore, Movies and novels are good strategy in teaching and learning process. Students will be interested in imagining of reading novels and the visualization of films. When reading some novel the students can enjoy and also engage with the character or plot in the novel and when the students show or watching some films their can elaborate or improve their listening and also other skill (reading, writing, and speaking). Kusumarasdyanti (2004) state a technique not only allows students to listen to authentic spoken language and at the same time view the accompanying paralinguistic information and sample the culture depicted there, but also encourage them to be more imaginative learners in constructing meaning from the verbal and visual inputs. Ismaili (2013) thinks that video brings motivation for learners. She believes that video has some effects on developing learners' listening and communication skills.

2. Why Novels ?

Novels is one of literature genres. Melon (1994) observed that novels are excellent sources of plenty of comprehensible input. Another statement from Chih-hsin Tsai (2012) authentic text book novels are

recommended as material list for pleasure reading they are scarcely employed to supplement reading. Stories are motivating, challenging and great fun for young learners. They “can help develop positive attitudes towards the foreign language, culture and language learning”(Ellis and Brewster, 2002) cited in Mart (2012). According to Melon (1994) she had three basic reasons why use novel:

1) Content Continuity :

A short novel, on the other hand, has from 100 to 200 pages. *Animal Farm*, for example, is divided into ten chapters and has a total of 128 pages in the Signet Classic edition. A work of this length can provide many lessons over several weeks and offer valuable continuity of content. In any academic, courses that our students will take--whether history, anthropology, literature, or chemistry -there will be continuity of content. In ESL/EFL reading texts, however, there are often artificial and frustrating leaps from one subject to another.

2) Motivation

Students particularly enjoy books that native speakers are currently reading. *Animal Farm* is a popular classic which is found in virtually any bookstore in the United States. It is frequently used in English literature and political science courses, and the sentence "All animals are equal but some are more equal than others" is widely quoted. Books currently on best seller lists are very motivating. I now include at least one current best seller in my course syllabus. This past semester, my students read *The Joy Luck Club* and the nonfiction book *Seven Habits of Highly Effective People*, both best-sellers and the former also very popular in its recently released film version.

3) Vocabulary Development:

It is a well-known fact that there is a strong correlation between the amount of reading individuals do and the size of their vocabulary. Students should, therefore, be given a great deal of material to read. No matter how many words an instructor teaches (or attempts to teach) in the classroom, the number learned will never equal what a student can learn by reading extensively.

Another statement, Ghosn (2002: 173) summarizes the reasons why authentic literature is valuable for reader especially children:

- Authentic literature provides a motivating, meaningful context for language learning, since children are naturally drawn to stories.
- Literature can contribute to language learning. It presents natural language, language at its finest, and can foster vocabulary development in context.
- Literature can promote academic literacy and thinking skills, and prepare children for the English medium instruction.
- Literature can function as a change agent: good literature deals with some aspects of the human condition, can thus contribute to the emotional development of the child, and foster positive interpersonal and intercultural attitudes.

3. Why Movies ?

According Traore&Kyei-Blankson (2011)using technology as a supplementary tool to support learning among students is a teaching strategy that continues to gain popularity today. Language teaching is one area in which the application of technology has been encouraged. So far, technological equipment such as radio, TV, cassettes, CD-ROMs, DVDs, and communicative tools such as e-mails, chat rooms, discussion boards, and internet conferences are being used in language classes. Zarei, (2009), the use of movies, particularly the subtitled movies, can be one of the most enjoyable, stressfree methods for L2 vocabulary learning. Subtitles are used interchangeably with captions and both are defined as "the textual versions of the dialogue in films and television programs, usually displayed at the bottom of the screen" (Zarei, 2009, p.86).

Moreover Herron, et al. (1995) cited in Mirvan (2013) has come to a conclusion that:

“Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native

speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language (Herron, et al., 1995).”

Mirvan (2013) state one of the advantages of using the movie is that visual images stimulate student's perceptions directly, while written words can do this indirectly. Films are more sensory experience than reading -- besides verbal language, there is also color, movement, and sound. Beside that Mirvan (2010) also state some benefits of using movies:

1. Using movie can make the students more interested in following the lesson carefully.
2. Films draw students' attention and captured their interest.
3. Using films in teaching and learning is unquestionable.
4. Films enhance student's reading skills in away that it strengths students' understanding of English context-bound expressions.
5. Films also help students to develop their skill especially listening and writing skill.

4. How to select the Novels and Movies

The first step in learning literature is the selection of the aim, because we use novels and movies as the aim. We must know how selecting a good novels and movies for teaching the students. According to Brown (2012) when evaluating potential books, look at:

- The length and complexity of the story. Simple, short stories with repetitive language work best for young EFL learners.
- Does the book look overwhelming? Type that is too small, or too many words on a page, can intimidate young students.
- The level of vocabulary. How much of it will be review for your students? If students know less than 75% - 80% of the vocabulary, they may lose confidence in their ability to understand the story.
- Illustrations should be interesting and should help students understand both the vocabulary and the story.
- Finally, select a book that you think you will enjoy. It will be difficult to convince students to be enthusiastic about a story you don't like.

For selecting the movies or some videos, F.I.L.M Project (2012) to avoid films devoid of positive messages.

1. Movie Ratings :

For the purpose of using movies to teach in a formal setting such as a school classroom or after-school center, it is especially important that educators and facilitators select movies that have ratings appropriate for their target audience.

2. Movie Genres :

After the ratings we must consider about the genres of the movies that we teach to students. It is appropriate with level of our students or not.

3. Resources for Finding Quality Movies

To improve literacy skills and reading enjoyment among youth, it is recommended that you try to select a movie that was based on a book.

In other hand, Cakir (2006) state the teacher should get use of the power of video films. At his point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for him. That is, it cannot replace the teacher because it can only teach things which are recorded on, and this makes the learning foreign language attractive. It means after consider all, the role of teacher cannot be replace with the other and the teacher also consider about the cost of using videos or movies. From Albarta (2003) there are a number of considerations in film analysis, including:

- Does the film's theme make a significant social statement? (Alternatively, is the film propagandist in its presentation of events?)
- How has the film made a direct communication with the audience to produce an emotional response?
- Do we find similar techniques and themes in literature?

- Do we find similar techniques and themes in the director's other films that suggest a particular style, approach or philosophy? In other words, could we consider this director an auteur?

Conclusion

Cakir (2006) said Languages are not fixed but constantly changing, so is the media; television, radio and newspaper which are an extraordinarily rich source of language in use. In order to expose foreign language learners to the target language the use of technology need to be exploited in the classroom as much as possible. From the statement, novels and movies can become a good tool to improve students' skill also their cultural. Using novels or movies have many benefits for EFL learners, they can improve their pronunciation also enrich their vocabulary. Movies can get the student attention and become attractive tools for teacher. In the same line with the novels stories, it can motivating for young learners, and stories can create a happy and enjoyable learning environment. Stories are the most ideal sources for young learners in effective language learning.

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