IMPROVING STUDENTS’ SPEAKING SKILL THROUGH PROBLEM-BASED LEARNING (PBL) STRATEGY

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Abstract. The basic objective of this study is to improve speaking skill of tenth year students of MA Al – Ma’arif Singosari Malang that have difficulties to respond to questions which is given by the teacher. This situation made the students bored, less motivated, and inactive to join class activities. Problem-Based Learning (PBL) is a strategy of expressing ideas to experience real life context to build critical thinking and problem solving skill. The research design used is quantitative–qualitative research in the form of classroom action research. The classroom action research used two cycles that include planning, action, observation, and reflection in each cycles. The subject of the study is tenth year students of MA Al-Maarif Singosari Malang which is consist of 46 students (20 male and 26 female students). The researcher applied four instruments to assess the study: observation checklist, field note, questionnaire, and test. The test is taken by two scorers (researcher and collaborator) to increase better validity of the data. The findings showed that the speaking skill improved 23.37 (based on researcher’s assessment) and 22.94 (based on collaborator assessment).

Keywords: classroom action research, Problem-Based Learning (PBL), and speaking skill

INTRODUCTION

In Indonesia, English status is as a foreign language which is not all people understand how to use it. However it is used as compulsory subject for junior high school, senior high school and even for elementary school too. The basic purpose of learning English are creating intelligent, skillful and ready young generations in participating national challenges for better future in the field of science, technology and art. Targeted lessons of the English are reading, speaking, listening, writing and grammar with much more emphasis in speaking, reading, writing and listening (The Decree of Indonesian Ministry of Education and Culture No. 060/U/1993).

Kayi (2010) wrote that the main part of second language learning teaching is speaking. As a fact today, many teachers do not take care of having good or appropriate method in solving students’ speaking problem. They better like to use the simple way than taking more time in teaching. As in the data of first grade student of MA Al-Ma’arif Singosari Malang, the mean score of English achievement of the students of the first semester was 59.34. About 75% students in that grade have poor ability in speaking. The investigation found that classroom learning process is the main source of the problem. The teacher’s strategy tended to be teacher-centered in learning English activity, they have spoken much more than students did that make
students be passive. Almost all students only respond on the teacher’s question with Yes-No question given. Lack of enthusiasm in learning, unconfident to express and unsupported environment (English area and facility) are the other aspects that affected students.

The strategy selection has an important role to create the expectation of the teachers that can be answered by the implementation of creative method, appropriate materials and interested or enjoyable learning process. The researcher then tried to provide the problem solving by conducting study on improving students’ speaking skill through Problem-Based Learning (PBL) strategy on the tenth year student of MA Al-Maarif Singosari Malang. The researcher believed that this strategy will give more opportunities for students to speak and express their own idea in interesting and enjoyable condition. Barett (in Shohihah 2008:3) stated that Problem-based learning is introduced and continued for many reasons including: (1) acquiring subject matter knowledge, (2) motivating students to learn, (3) linking theory and practice, (4) developing students thinking skill, (5) encouraging students to integrate knowledge from different subjects, disciplines and sources and etc.

Dewey (in Dahlan 2011:8) write that encouraging teacher for participating students in all problems oriented and help them to research many kinds social and intellectual problem in order students can solve their own problems and they can experience to learn more.

Problem-Based Learning (PBL) is activities the teaching and learning strategy in the form of problem solving. The students can express their ideas with their own ways in many chances. Problem-Based Learning is real life experience as context of the students’ media to build critical thinking and problem solving skill of fun and enjoyable strategy of English communication learning (Nurhadi in Dahlan, 2011:6).

The advantages of Problem-Based Learning (PBL) strategy for students are: (1) PBL promotes self-motivation and self-responsibility in learning. (2) PBL caters more enjoyable and effective learning. (3) PBL engages learning from experience, allowing students for using and organizing what has ever been learnt to know problems. (4) PBL integrates the ability to understand problems, to identify and acquire knowledge and skills needed to deal with real-life situation. (5) PBL fosters teamwork and communication skill. (6) PBL trains students to be reflective and assess their own and other’s work.

METHOD

Classroom Action Research (CAR) is a reflective process which helps a teacher to explore and examine aspects of teaching and learning and to take action to change and improve his teaching practice. In this research the researcher will involve in the action teaching and learning process, collecting and analyzing data, also making a conclusion and report. The result of this research is the description of the process in teaching speaking to the students by using problem-based learning (PBL). However if the result of the research fails, the researcher has to revise the plan of the action.

This research is aimed to improve the students’ speaking skill through Problem-Based Learning PBL at tenth grade of MA Al-Maarif Singosari Malang. The tenth year students were chosen since based on a few reasons: 1. Most of them had difficulties in expressing or speaking in English, 2. Students were inactive in the class, and 3. Most students had low motivation in speaking. This study employs Classroom Action Research (CAR) as its research design. According to Latief (2012:145) Classroom Action Research is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning English.

The procedure in teaching speaking by using Problem-Based Learning (PBL) strategy that can be implemented by the teacher (adapted in Dahlan, 2011:12): 1. Teacher gives topic or problem that easily to be discussed and shared (appropriate problems for students). 2. Teacher classifies them into pair. 3. Teacher gives guided questions to make the discussion run well or easier and makes
students understand what must be done “how to solve the problem”, and then the students can make related question to the topic. 4. Share or discuss in pairs, student A asks to student B as the guided questions provided by teacher “how to solve the problem” based on their own way. 5. Teacher gives time for each pairs to express their idea. 6. If time is over, the position (asker or answerer) has to be changed. 7. Teacher asks students to retell the result of discussion to class randomly.

All the information related to the data collections in the teaching and learning process was collected by using observation checklist, field notes, questionnaire sheet and test. Latief in Parlindungan (2011:25) said that observation is an activity of collecting data related to the events in the teaching and learning process and also problem solving and developing learning strategy. This activity was done by the researcher and collaborator. The observation was conducted when the action or students reaction was happening in the classroom.

Observation Checklist was used during the learning process. The aim of this instrument is to know and evaluate the improvement of the students during the teaching and learning process. The aspects that measured were student’s activeness, motivation, and interpersonal skill and ability in speaking of English.

“Note is short piece of writing to help remember something” (Oxford, 2005:290). In this research, the researcher took note regularly while implementing Problem-Based Learning strategy. A Field note was used to know the progress and record activities or events in the teaching and learning process to know and evaluate the teaching or research result.

The questionnaire was used to collect the data from the students or administered students to get information or their responses related to the English teaching and learning process using problem-based learning strategy. The questionnaire consists of 10 items which were about learning experience in the class.

Test is an instrument used to know the ability of students. So in this study, the researcher and collaborator decided the score based on the rubric of speaking assessment that used in testing speaking. There are four criteria that were employed in this scoring rubric. They are pronunciation, vocabulary, fluency and grammar. Besides that, the researcher also helped by collaborator as the second writer (scorer/interviewer) to increase the validity of students’ speaking score.

To evaluate or reflect whether the implementation of the strategy of this research is successful (75% students are able to speak English with score ≥ 75 and the minimum mastery of learning standard (KKM) about 75.00 is fulfilled) or not based on the performance test. If it is not, it will be continued to the next cycle. The result of the analysis is consulted with the criteria of success. Meanwhile, the weakness in the first cycle is improved to the next cycle. This cycle is stopped when the criteria of success are fulfilled.

The data analyzed is in qualitative and quantitative data, it is obtained by the observation checklist and the field notes. The result of the analysis is to know whether the implementation of the action is successful or not. The data was obtained from the result of observation checklist, questionnaire sheet and field notes which were classified as qualitative data. On the other hand, the activities of oral test are quantitative data.

**FINDINGS AND DISCUSSIONS**

Based on the findings, it was proven that teaching speaking using Problem-Based learning (PBL) strategy improved students speaking performance. This could be seen from the test’s result that the mean score of the students’ speaking performance improved 23.37 point based on researcher’s data and 22.94 based on collaborator data. The mean score first semester was 59.34 while the mean score in the cycle I was 71.84 (based on the researcher assessment) 72.06 (based on the collaborator assessment) and the mean score in the cycle II was 82.71(based on the researcher assessment) and 82.28 (based on the collaborator assessment). The observation checklist and field note showed that the
students’ quality of learning activity in the class was improved day by day. Students felt enthusiast and confident during the teaching and learning process. And also all students were active to ask and answer the questions from the researcher and their friends.

The result of the students personal response through the questionnaires indicate that the students were motivated to speak English activity in the classroom because all the activities of the Problem-Based Learning (PBL) strategy involved and forced students to express their own ideas or speak up. In other word, the students’ respond that this strategy was enjoyable to improve their speaking and also their confidence. Stated by Ur in Dahlan (2011:41) that the characteristics of successful speaking activity are learners talk a lot, participation is even and motivation is high. Hence, based on the finding that Problem-Based Learning (PBL) has been proven to have these characteristics.

In this strategy, the four steps was discussion or share of solving problem in pairs that very involved and forced students to speak up, further more all students had to speak up although at the first meeting they still looked confused and unconfident to explore their ideas but day by day by having been implemented Problem-Based Learning (PBL) strategy so students speaking performance improved. Problem-Based Learning is instructional that encourage learners to apply critical thinking, problem solving skill and content knowledge of real-world problems and issues according to Alwasiah in Dahlan (2011:41) and Harmer (2007:167) ensuring that that pair and group activities work well will be easier if we have clear idea about how to resolve any problems that might occur. Students can write the dialogue, predict content of reading text or compare notes what they listened. It was proven that solving problem in pairs was good technique in teaching and learning English because it could help students to increase their speaking skill and also solving problem in pairs involved and forced students to speak up so they accustomed to practice English. Furthermore, they were more enthusiast and confident to speak up actively.

From the statement above, it could be concluded that the use of Problem-Based Learning (PBL) strategy not only improved students’ speaking skill on the tenth year students of MA Al - Ma’arif Singosari - Malang but also actively enhance the teaching and learning process.

a. The Implementation of Cycle I

Cycle 1 was conducted from March 18th up to 27th, 2014 and it was consisted of four meetings. The first meeting to the third meeting was applying the treatment by implementing the teaching strategy through Problem-Based Learning (PBL) and the forth meeting was a test.

This stage is review the activity as long as teaching and learning process. It stated that the students actively speak up in the teaching and learning process (13.33%). The students were confident when performing conversation and discussion (15%). Students were no confused in speaking (10%), students were focused on teacher explanation (11.66%), and students enjoyed the teaching and learning process (13.33%). The total of the observation checklist in cycle I was 63.32%. The researcher found from the observation checklist that the students’ were more active and confident in each meeting. Moreover, they looked enjoy and comfort in expressing their ideas.

Based on the field note the researcher got the conclusion that the data from the first meeting, students had just known about Problem-Based Learning (PBL) strategy so they were still afraid and unconfident to practice in pairs, then they still needed the researcher’s guidance and control. In the next meeting part of the students had tried to speak up and had minimized their fair to practice English whether in conversation or in discussion but they needed still control and guidance more to force students to speak up. In the last meeting, it could be concluded that the students were more active and confidence to practice English because Problem-Based
Learning (PBL) was strange anymore for them.

Questionnaire was given to know students’ personal response toward teaching speaking through Problem-Based Learning (PBL) strategy. The result of the students’ personal response through the questionnaire showed that the students were motivated to speak English actively in the classroom because all the activities of the Problem-Based Learning (PBL) strategy involved and forced students to speak up. In other word, the students’ respond that this strategy was enjoyable to improve their speaking and confident. The students’ enthusiasm is showed not only from questionnaire list result but also from researcher’s observation checklist and field note during the teaching and learning process in the class.

Based on the result of the test, the students’ speaking ability improved. It could be seen that the mean score of the students’ speaking performance in cycle I was 71.84 (based on the researcher assessment) and 72.06 (based on the collaborator assessment) with the lowest score 45.00 (based on the researcher assessment) and 50 (based on the collaborator assessment), then the highest score was 100.00 (based on the both researcher and collaborator assessment), while the percentage of the students who got score ≥ 75 was 57%. Based on the criteria of success 75% students must be able to speak English with score ≥ 75 and the minimum mastery learning standard (75.00) in the mean score must be fulfilled.

Based on the result of cycle I, the researcher still found some problems of the students like; they could not speak English well, some of them got low score and they felt bored and unmotivated to learn in class. It made the students had not fulfilled the criteria of success (75% students must be able to speak English with score ≥ 75 and the minimum mastery learning standard (75.00) in the mean score must be fulfilled) yet, so the researcher needs to continue to next cycle to solve the problem by giving them better treatment and test.

b. The Implementation of Cycle II

Cycle II was held from May 01st to 08th, 2014. In cycle II the researcher was implementing different media and ways from cycle I to create better improvement of the study since the students in the cycle I got difficulties to speak up, got low score and they felt bored and unmotivated to learn in class. Regarding to the problems found, the researcher revised the media used in cycle II (dialogue to pictures), students gathered in heterogeneous pairs and researcher gave closer control and guidance (feedback) to the students. In cycle II the researcher took three meetings, the first and second meetings were giving the treatment by implementing the strategy through Problem-Based Learning (PBL) and the last meeting was giving a test.

The data instruments showed that during the teaching and learning process, the researcher found that the teaching speaking through Problem-Based Learning (PBL) strategy could improve the students’ speaking skill. It could be attested from the observation checklists and field notes.

Based on the observation checklist showed that in the second cycle the students’ improved in each meeting. It stated that the students actively speak up in the teaching and learning process (17.5%). The students were confident when performing conversation and discussion (17.5%). Students were not confused in speaking (12.5%), students were focused on teacher’s explanation (17.5%), and students enjoy the teaching and learning process (20%). From the observation checklist, researcher found that the students’ activeness and confidence improved in each meeting. Moreover, they looked enjoy and confident in expressing their ideas.

While based on the result of field note showed that Problem-Based Learning (PBL) strategy made the students more active, more confident and more motivated in exploring their ideas caused the students were accustomed to practice English that improved their speaking skill.

The test of the second cycle showed that the students’ speaking skill improved. It can be proven that students’ mean score in
semester one was 59.34 with the lowest score was 40.00 and the highest score was 100.00 while the students’ score in the first cycle was 71.84 (Based on the researcher assessment) and 72.06 (based on the collaborator assessment) with the lowest score 45.00 (based on the researcher assessment) and 50 (based on the collaborator assessment) then the highest score was 100.00 (based on the both researcher and collaborator assessment). But in the second cycle, the students mean score was 82.71 (based on the researcher assessment) and 82.28 (based on the collaborator assessment) with the lowest score 60.00 and the highest score was 100.00 (based on both researcher and collaborator assessment), while the percentage of the students who got score ≥ 75 based on researcher was 87% (40 students) and 13% (6 students) failed while based on the collaborator was 80% (37 students) passed and 20% (9 students) failed from 46 students to fulfilled the minimum mastery learning standard in the criteria of success that was 75.00.

It could be concluded that the result of the cycle had been fulfilled the criteria of success in this study that 75% students had to get ≥ 75 and the minimum mastery learning standard (75.00) fulfilled. In other word, the researcher had not need to continue to the next cycle.

CONCLUSION AND SUGGESTION

After implementing Problem-Based Learning (PBL) strategy, the researcher made conclusion regarded to the finding of the study that this strategy was able to improve the students’ speaking skill in term of proficiency in producing English sentences. Problem solving case can stimulate students in expressing his/her ideas and imaginations independently.

From the whole steps of Problem-Based Learning (PBL) strategy, solving problem case in pairs was becoming main idea in improving students’ vocabularies and pronunciation through drilling students to pronounce. Besides that, the guided questions and the vocabularies used by the researcher were becoming a matter to force students to speak up directly and encourage him/her in having discussion and conversation. Furthermore, this strategy also directed students to produce appropriate vocabularies and grammar used in English discussion while having question-answer case toward the students solving problem to check students’ understanding and comprehending.

Researcher attests the study in the case of students’ activeness and confident increasing in each meeting through observation checklist written by the second writer (collaborator). The students looked enjoy and relax in expressing his/her ideas, it is also showed based on the result of the field note that Problem- Based Learning (PBL) strategy made students not only more active but also more confident in exploring his/her ideas since students were accustomed to practice English which improve his/her speaking skill. Based on the test taken by the researcher and collaborator (second writer) showed that students’ speaking improved from 59.37 to 82.71 based on researcher’s assessment and 59.37 to 82.28 based on collaborator’s assessment (second scorer or interviewer).

For creating better follow up, some suggestions are recommended to help the English teacher and future researchers since the research has proven that the use of Problem-Based Learning (PBL) strategy in teaching speaking can improve the students’ speaking skill and create good classroom atmosphere.

As basically important thing what teacher must have is that the teacher should be creative to select the strategy and design strategy that are able to involve and encourage all students in joining the classroom actively, make the students enjoy and make the classroom atmosphere interesting. Thus, the students will feel very enthusiast and not bored during the teaching and learning process. In teaching speaking, it will better for teacher to select problem-solving material since it can force students to speak up or practice speaking while solving problem also give many opportunities for students to explore his/her
mind to predict, understand, conserve and discuss directly.

This study focused on teaching speaking at MA Al-Ma’arif Singosari Malang through Problem-Based Learning (PBL) strategy. The researcher realized that this study is limited and far from the perfectness, so it is suggested for the next researcher to have better improvement especially in quality of research process through Problem-Based Learning (PBL) in speaking skill and for other different skill as listening, writing, reading and higher level education to gain better generation quality.

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THE EFFECTIVENESS OF CRITICAL THINKING TRAINING THROUGH DEBATE ON READING COMPREHENSION

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Abstract. This study was aimed at examining (1) whether there is a significant difference between the reading comprehension of students who are taught reading by using critical thinking training and those who are taught reading without critical thinking training (2) whether there is a significant difference between the reading comprehension of high proficiency students and low proficiency students, and (3) whether there is an interaction between critical thinking training and students’ proficiency level or not. Critical Thinking Training is one of the techniques that can be applied in teaching reading. The technique involves a cooperative form of debate. The design of this research takes in the form of factorial design. The respondent were taken from the tenth grade students of Senior High School 3 Malang. The result of the study is there is a significant difference between students who are taught reading skill with critical thinking training, then there is a significant difference between the reading comprehension of high proficiency students and low proficiency students and there is no interaction between critical thinking training and students’ proficiency level. So that Critical Thinking Training is effective used in teaching reading, therefore, it is suggested that the English Teachers use and develop this method in order to help the students gain optimum result on their reading comprehension.

Key Words: critical thinking training, factorial design, reading comprehension.

INTRODUCTION

Reading holds important skill that allows the students to get essential information in supporting another skill. The purposes of equipping students with particular reading comprehension is to train them to get general and specific information from the text but the fact revealed that many students read the text without thinking or understanding some of the writer’s message. Moreover, Helman, Alair, and Repley (1981:36) said “reading without meaning is an unsatisfying inconsequential exercise.” Their failures in reading comprehension are usually attributable to one or more factors such as lack of interest or concentration.

Based on the problems above, the researcher proposed the appropriate technique to make the reading activities much meaningful and thus, Critical Thinking Training is an appropriate way to solve those problems because it can manage the task and activities in teaching reading process much proper and effective. Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing,
synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven, 1996).

The researcher used debate as the way to train the students’ critical thinking in reading since “debate is considered as a method of critical thinking and reasoned decision making” (Fahim and Sa’eepour, 2011:868). Freeley and Steinberg (2000: 4) in (Fahim and Sa’eepour, 2011:868) define debate as “the process of inquiry and advocacy, a way of arriving at a reasoned judgment on a proposition.

Based on the background above, the researcher conducted an experimental research to examine (1) whether there is a significant difference between the reading comprehension of students who are taught reading by using critical thinking training and students who are taught reading without critical thinking training (2) whether there is a significant difference between the reading comprehension of high proficiency students and low proficiency students, and (3) whether there is an interaction between Critical Thinking Training (CTT) and students’ proficiency level (PL) or not.

METHOD
The researcher used factorial design as research design. Ary et al. (1979:255) state that “a factorial design is one in which two or more variables are manipulated simultaneously in order to study the independent effect of each variable on the dependent variable as well as the effects due to interactions among the several variables.” The subject of this study is the students of the tenth grade of Senior High School 3 Malang. The researcher took two classes as the experimental group and control group based on the consideration of the same level of proficiency from the pretest. Before determining the samples, however, the pretest of reading comprehension was administered to determine the level of the students. Afterwards, the groups were assigned to the experimental and control groups by conducting lottery. After making lots, finally, it was revealed that class X-MIA 2 is determined as the control group and class X-MIA 5 is the experimental group. The experimental group was given the treatment in the form of teaching reading by using CTT, while the control group taught by using the ordinary method, discussion. Both groups received the treatments four times. After knowing which is the experimental group and control group, then the researcher put the students in each class into six groups which every group consists of six students.

In this study, the researcher used test to collect the data. There are two kinds of reading comprehension test; pretest and posttest which are in the form of multiple choice test.

The students’ reading comprehension was analyzed based on the score of the test that was given. In addition, the result of the posttest was analyzed statistically by using SPSS to Two Way ANOVA with 0.05 significance level.

FINDINGS AND DISCUSSIONS
The result of the post-test was used as the main data of this study to measure the students’ reading comprehension after receiving the treatments. To answer the questions and to test the hypothesis of the study, the result of post-test was scored and analyzed using SPPS two way ANOVA with 0.05 significance level.

Based on the computation of the reading comprehension score of post-test, it shows that F statistic value is 6.224 while F-ratio of CTT with significance level 0.05 was 4.359. This indicates that F statistic of CTT is higher than F-ratio (6.224>4.359). This means the hypothesis which is formulated “There is a significant difference between students who are taught reading skill with critical thinking training and students who are taught reading skill without critical thinking training” was accepted.

From the computation of post-test score, it was also found that F-statistic of PL was 81.734 with significance 0.00. This indicates that F statistic of PL is absolutely
higher that F-ratio (81.734 >4.359). It means that the hypothesis which is formulated “There is a significant difference between the reading comprehension of high proficiency students and low proficiency students” was accepted.

Moreover it also can be found from that post-test score that F-statistic of interaction between CTT and PL was 0.267 with significance 0.67. This indicates that F statistic is smaller than F-ratio (0.267<4.359). This means that the hypothesis which is formulated “There is an interaction between critical thinking training and students’ proficiency level” was rejected. In other words, treatments and levels are independent of each other. For more clear, it can be seen in figure 1 below.

Figure 1. The Interaction of CTT and PL

Finally, CTT as one of the cooperative learning shows better result than the ordinary method to be used in teaching reading for the tenth grade students of Senior High School.

CONCLUSION AND SUGGESTION

The analysis shows that there is a significant difference between students who are taught reading skill with CTT and students who are taught reading skill without CTT in the tenth grade of Senior High School students, then there is a significant difference between the reading comprehension of high proficiency students and low proficiency students in the tenth grade of Senior High School students and there is no interaction between CTT and students’ PL in the tenth grade of Senior High School students.

Then it is suggested that the English Teachers use and develop CTT in teaching reading comprehension. It is advisable that the use of critical thinking training can be an alternative teaching technique to help and facilitate the students to be more active and motivated in teaching learning process. For students, they are suggested to be more motivated to read comprehensively by using critical thinking training. Beside that, it is expected that the students are able to gain the optimum result on their reading achievement. The researcher realized that the weakness of this study was on the research instrument used for collecting the data. The researcher only validated the content of the research instrument. So, it is suggested for future researcher to revise or discard the items of the test by measuring the items against three indicates such as item facility, item discriminating power and distractor analysis. Moreover, the result of this research can be used as a reference or input to conduct further researches in dealing with a similar topic by using different skill, for instance, the effectiveness of critical thinking training on writing.

REFERENCES


IMPROVING READING COMPREHENSION SKILL OF THE ELEVENTH GRADE STUDENTS THROUGH TEAM GAME TOURNAMENT (TGT) TECHNIQUE

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Abstract: The aim of this research was to examine how Team Game Tournament (TGT) technique can improve reading comprehension at the eleventh grade students of MAN Malang II Batu. The researcher implemented Classroom Action Research (CAR) to improve students’ reading comprehension by using TGT technique. The subject of this research was the eleventh grade consists of 33 students. This study implemented several steps; they were planning, action, observation and reflection. The instruments for collecting data during teaching and learning process in this research were test, observation checklist and field notes. The research was conducted in a cycle consist of four meetings. The finding of this research revealed that TGT (Team Game Tournament) technique could improve students reading comprehension. It was proven by the mean score of students reading comprehension. The mean score improved from 68 to 87. Based of the finding of this research, the implementation of TGT technique could improve students reading comprehension of the eleventh grade students MAN Malang II Batu.

Keywords: reading comprehension skill, TGT, classroom action research

INTRODUCTION

In modern era, English is very important especially for student who wants to improve their self because most of book printed using English. Related with it, reading becomes an important skill for students to be mastered. According to Brindley (1990: 89) “reading is much more than the decoding of black marks upon a page, it is a quest for meaning an one which requires the reader to be an active participant”.

In reading, students not only read text aloud but also the students have to comprehend what they read so they can catch the information that needed. According to McNamara (2007) “comprehension refers to the ability to go beyond the words, to understand the ideas and the relationships between ideas conveyed in a text”.

In addition, reading skill is also a basic skill for students that have to be mastered in order to follow whole activities in teaching learning process at school. As one of the basic skill, the successful of students while follow the lesson is influence by their reading. According to Harmer (1998:68) “reading texts also provide opportunities to study language: vocabulary, grammar, punctuation and the way we construct sentences, paragraphs and texts”. Because of it, reading play important role in learning process especially in the school.

Refer to Senior High Syllabus particularly for eleventh grade; students must
be able to understand narrative text. In other hand, many students have problems when they try to understand the narrative text. Students in this school especially eleventh grade also have the same problems. Students have difficulties in understanding narrative text. From the result of interview with English teacher, most of students cannot achieve SKM (Minimum Standard) especially for narrative text.

It shows from the result of competency test that they did. The mean score of the students is 68 where the SKM must be 78. This result indicates that students have difficulty in understanding narrative text especially in generic structure, main idea, supporting detail, intrinsic meaning also vocabulary mastery.

Facing this problem, the teacher demanded to be more creative and innovative in presenting the material. One of the things that can be used by teachers is cooperative learning. Based on the consideration, the researcher chooses TGT technique to solve the problems. According to Slavin (1995) “the positive effects of cooperative learning on student achievement as well as a rapidly growing number of educators using cooperative learning at all levels of schooling and in many subject areas”. TGT has three steps (team, game, and tournament).

In the team activity, students are grouped heterogeneously based on the academic level and it consists of eight members. In games activity, students are playing academic games with their teams related with the material that already given by the teacher. In tournament activity, the students are grouped based on their academic level homogenously. After that they compete individually against students from other teams.

Not only is TGT a fun activity, it helps students review what they have just learned. Based on the consideration above, the researcher conduct a research using the title “Improving Reading Comprehension Skill of the Eleventh Grade Students of MAN Malang II Batu through Team Game Tournament (TGT) Technique”

METHOD

The design of this study is Classroom Action Research (CAR). In this study, the researcher tries to overcome the problems that appear in the classroom. Classroom action research is one of way to observe or to solve the problems in the classroom well. Latief (2011) argues that Classroom Action Research is the media to increase the English teachers’ quality in term of performances of instruction as well as the students’ achievement in learning English in a classroom effectively.

In this research, the researcher involve in the action teaching and learning process, collecting and analyzing data, also making a conclusion and report. The finding of this research is the description of the process in teaching reading to the students by using team game tournament (TGT).

The objective of this research was to improve the teaching and learning process in classroom, especially the reading comprehension at the eleventh grade students of MAN Malang II Batu. Before doing the research, the researcher did preliminary study of in order to know the prior ability of the students in. The setting of this research was at MAN Malang II Batu. The subject of this research was the eleventh grade of MAN Malang II Batu consists of 33 students.

In conducting this research, the researcher used TGT as technique or strategy of reading comprehension based on the consideration that TGT could facilitate student in increasing their reading. Then, a lesson plan was used as guideline for the teacher to conduct the teaching activities.

In this research there were three steps in implementing TGT at MAN Malang II Batu. First, the teacher explained everything related to generic structure and content of text narrative. Then, the students worked individually and they had to complete reading comprehension test on the topic given..

Second, Students made a heterogeneous team consist of eight members based on teacher command. Each team made several questions based on their narrative text with
their own team. Other, answered the question from different team stated in that text.

Third, the students began to play academic game and tournament. In first session, the students divided into several tables tournament, where in each table consist of four until five students. Those students were representative of their team. The teacher grouping them based on homogenous ability or they had same skill in academic level.

In this study, the researcher and collaborator observed the students’ learning process. For collecting data, the researcher needed a test, observation checklist and field note during teaching and learning process using TGT technique. There was an individual test in multiple choice forms that used in the end of the activity on a cycle with 30 items.

**FINDINGS AND DISCUSSIONS**

The classroom activity was started by greeting, checking the students ‘attendance list and explaining the objective of the lesson. In the main activity the researcher presented a narrative text to the students by using LCD projector. Then, the researcher gave explanation about generic structure of the narrative text. After that, the researcher asked the students to identify the text according to the generic structure that was explained by the researcher. Finally, the class was ended by greeting.

The researcher found some difficulties in the meeting I at eleventh grade of MAN Malang II Batu. The first difficulty was because the limitation time. The schedule of eleventh grade was only 1 x 45 minutes every Thursday to study English. Secondly, when the class began there were some students were did not pay attention when the researcher explains the material particularly narrative text. These students only chatted with their friend. After the researcher noticed them the class condition began conducive. Unfortunately, in meeting I the learning process was teacher-centered. The students were not really excited and they felt bored when the teacher gave explanation.

Further, only two students who asked question about material were given. This question was definitely good. When these two students asked several questions, the other students looked enthusiastic and listened carefully about the question. This was the important point. Then, the researcher gave chance for students to answer his friends’ questions but no one raised their hand although they had the answer. It happened because they felt unsure or doubt if it was wrong.

In meeting II, The class was started by greeting and checked the students’ attendant list. Then, the researcher asked to the students what they had learnt in the previous meeting. In the main activity, the researcher grouping the student based on the result of the test that has given by the teacher in preliminary study. Students made a heterogeneous consist of eight members based on teacher command. The researcher gave different narrative text to each team.

Each team made several questions based on their narrative text with their own team. Other, answered the question from different team stated in that text. After the students accomplished it, the representative of each team stand up and mention the answer from different team question and got response from the owner of the text.

In meeting II, the researcher observed holistically the students’ attention was improved. It was proved by the number of students who were just talking in by themselves was decreasing. Most of the student listened carefully when the researcher explained the material and also mentioned the group members.

Further, when they were in a group they looked braver than before. It was proved from the interaction among student while did the task. Most of students looked confidence when they stated their opinion in group discussion. It happened because the students felt motivated when saw their friend can spoke bravely in group discussion. The coordination among student in a team ran well.
After accomplished the task given, the representative of each group began to answer the question of the other team. The other students listened carefully the answer. The result of the task was good.

In meeting III, the researcher gave short explanation to the students about how to play game and tournament. In the main activity, the researcher was divide the students into several tables tournament, where in each table consist of four students as representative group A, B, C and D. Those students were representative of their team. Next, the researcher read all the rules also gave question paper and cards for playing to each table. Then, the researcher asked the students did the question individually, in other hand the challenger of other group had to response if the answer wrong. Student who could answer correctly got score from the researcher for his team.

In meeting III, the researcher found that the condition was much better. Teaching and learning process ran more effectively. Students’ attention was focused on the teacher’s explanation. In meeting III, the students very excited when they were playing academic game.

Based on the data, the result of the test showed that the students’ reading comprehension improved. It can be seen that the students’ mean score in the preliminary study was 68 with the lowest score was 50, and the highest score was 86, while in the meeting IV the researcher found that the students’ mean score in the last test was 87 with the lowest score was 73, and the highest score was 97. Five of thirty three students failed to fulfill the minimum mastery learning standard (SKM) at MAN Malang II Batu. There were 28 students scored more than 78. Further, it could be said that the result of the cycle 1 fulfilled the criteria of success of this study. In the other words, 75 percent (%) students got score higher than 78.

In the other word, this team game tournament technique (TGT) was success for improving students’ reading comprehension. They were enthusiastic to follow this activity. It was proven by the average score of the students that were 87 in the test. The implementation of TGT can improve the students’ reading comprehension.

CONCLUSIONS AND SUGGESTIONS

The main goal of this study is to describe how the implementation of TGT to improve students reading comprehension and also to describe how the result of students achievement after implementing TGT in teaching reading comprehension to the eleventh grade students of MAN Malang II Batu. Based on the data analysis and discussion in the previous chapter, the researcher concluded that the implementation of TGT was success.

By implementing TGT the improvement in student achievement was improved after they got treatment from the researcher. The students’ mean score in the preliminary study was 68 with the lowest score was 50, and the highest score was 86, while in the meeting IV the researcher found that the students’ mean score in the last test was 87 with the lowest score was 73, and the highest score was 97. Five of thirty three students failed to fulfill the minimum mastery learning standard (SKM) at MAN Malang II Batu. There were 28 students scored more than 78. Further, it could be said that the result of the cycle 1 fulfilled the criteria of success of this study. In the other words, 75 percent (%) students got score higher than 78.

In the other word, this team game tournament technique (TGT) was success for improving students’ reading comprehension. They were enthusiastic to follow this activity. It was proven by the average score of the students that were 87 in the test. The implementation of TGT can improve the students’ reading comprehension.

The suggestions are directed to English teacher and further researcher. For English teacher, they must be selective in choosing teaching strategy. The suitable teaching strategy can be considered to solve the student problems. The English teacher also has to

Tournament technique was effective. In the other words, the students’ reading comprehension improved. It was proved by the average of test score. In conclusion team game and tournament technique improved the students’ reading comprehension.
mastery that teaching strategy before selecting it.

According to the result gained the researcher recommend English teacher implement Team Game Tournament (TGT) in teaching and learning process as a reference of technique that can be used in teaching students.

For further researcher, the next researchers should consider about the time. If it is done too long, it will certainly influence the process of transferring knowledge that the target of the study may not be maximally achieved.

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IMPROVING THE STUDENTS’ SPEAKING ABILITY THROUGH ROLE-PLAYING TECHNIQUE

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Abstract. This article aims at knowing how a role-playing technique can improve speaking ability. The design of this research was Classroom Action Research (CAR) which was conducted in one cycles where researchers collaboratively with the English teacher. This research was conducted in a class consisting of 34 students as the subject of this research. To obtain research data, the researcher used test and field note. The finding of this study indicates that students’ speaking skills improved significantly, it can be seen from the results in the cycle. Based on the score, the implementation of role playing technique has been successfully implemented at MAN Malang II Kota Batu. Based on the result of this study, the researcher concluded that teaching speaking English through role playing technique is very beneficial for the students in order to facilitate them in learning Speaking English.

Key words: Improving, Role-Playing Technique, Speaking Skill

INTRODUCTION

English as a foreign language in Indonesia is taught at Senior High school (SMA/MA) as a compulsory subject. O’Malley and Pierce (1996) say 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 spoken language because the disability of the students to speak may lead them to be unable to express their ideas even in a simple form of conversation. In addition, Burn and Joyce (1997) state that one of the aims of most language programs is to develop spoken language skills.

In fact, the English instruction in some Senior High Schools do not demonstrate a satisfactory result. Many students fail to reach the goal of the English teaching. They are not able to communicate with the language although they have learned English for many years. Many of the learners in a speaking class are reluctant to speak. This reluctance is partly due to their prior learning experience. Many of them were educated in a large class in schools situated in noisy neighborhoods where opportunities to speak are severely limited.

We cannot deny the fact that this failure is caused by many problems during the instructional process. The problems of English teaching seem to be of particular importance. They have becoming interesting topics to discuss and analyze, especially those who are directly involved with the teaching of English. However, the most important thing is that we, as the English teachers who are directly involved with the instructional activities, must try to look for the best
solution to overcome the problems in order to reach the target of the teaching of English.

Based on the preliminary study conducted at of the first grade students of MAN MALANG II Kota Batu – on March 29, 2014, the researcher found out some problems related to the instructional activities in this school. The problem was the students have low speaking ability. This was proved by preliminary study conducted by the researcher. This preliminary study was conducted in order to find the actual problem faced by the teacher in the classroom and also get the supporting data of this research. The teacher said that their students cannot use English as their language habit in class because they do not have enough vocabulary mastery and the students fill shy. Then, the activity done in this preliminary study was interviewing one of the English teachers of first grade in MAN MALANG II Kota Batu. The observation continue to the preliminary test, the result stated that the mean score of that class is 66.88. From this research, the researcher aim is to improve students’ speaking skill mean score from 66.88 into 74.

Considering the problems faced by the teacher above, it can be said that the English teacher of MAN MALANG II Kota Batu still meets some serious problems in teaching and learning process. Referring to the result of the informal interview, document study, and analysis above, the researcher supposes that the above unsatisfactory proficiency of the students’ speaking is not caused mainly by the students’ low motivation, high anxiety, or limited vocabulary; rather, the primary cause of their poor skill is the inapt technique the teachers utilize and the inadequate “space” they provide to facilitate students’ speaking.

Comparing to other techniques, role-play seems the most interesting one for the students. Ladousse (2004) indicated that "role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." Utilizing the technique, peer learning is also encouraged and sharing of responsibility between the teacher and the learner in the learning process takes place. Besides, for the shy learners, for instance, role play helps them by providing a mask where learners with difficulty in conversation are liberated.

Based on the theoretical background and the findings of some previous studies about the effectiveness of role-playing, the researcher chooses this technique to be used to improve the speaking ability of the first grade students of MAN MALANG II Kota Batu. This technique is chosen to improve their speaking competence since it provides the students with practices in using English and encourages them to make use of the language naturally.

METHOD

The design of this study was classroom action research (CAR). This design was chosen since this study dealt with the classroom setting and the study was directed to implement the teaching technique in a specific class in order to find out solutions to the classroom problems in the teaching of speaking. In conducting this research, the researcher worked collaboratively.

The subject of this research were 34 students of the first year students of MAN MALANG II namely X-4 class in 2013/2014 academic years. They were students who had serious problems in speaking. The researcher concerned in teaching the students by using role play technique in encouraging students to speak up. The researcher conducted this research to solve the problem.

The researcher uses the instruments to collect the data that consist of Field note and Test. Here, Field notes was used to record what the observer heard and saw of stage in collecting and reflecting the data. It dealt with performance of both students’ observation toward teacher and students activities in the classroom. It covered strengths, weaknesses and classroom atmosphere descriptively which is also helped by the collaborator. And the second instrument is speaking test, the researcher plan to give the test to know the students’ spiking skill after implementing role playing technique in teaching English. The
test will have the students perform the dialogue in front of the class.

Based on the problem that shows in the preliminary study, the researcher decides to solve the problems and improve the students’ speaking ability by using role-playing technique. For the first meeting, the researcher makes the lesson plan. At the first meeting, the researcher design to introduction the role-playing technique and its function and explain the material of expression surprise and disbelieve, benefit to improving speaking ability of the students. and the teacher teach the student about the material, explain the meaning and give example how the way to express of expression surprise and disbelieve. After students understand the material and how play. Then the teacher organizes the group of the students, each group consist of 4-5 students. and then, the teacher providing the situation and dialogue to be role played related the material (expression surprise and disbelieve), and the last the teacher teaches students the dialogue for role plays.

In the second meeting, the teacher ask to the students to practice the role play. And after that the teacher gives a time to the students to modify the situation and dialogue of role play. And the teachers asked to the student to discussed the difficult meaning of expression surprise and disbelieve.

For the last meeting, the researcher plan to give the test to know the students’ spiking skill after implementing role playing technique in teaching English. The test will have the students perform the dialogue in front of the class.

The criteria of success were set in advance as a basis to determine whether the action implemented was successful or not. In this study, The action was considered successful when 70 % of the students are improve until they reach the minimum passing score (KKM) is 74 when they performed their play in front of the class.

FINDINGS AND DISCUSSIONS

The students were involved in the implementation of role play technique enthusiastically as the technique in teaching English speaking, they were very happy and enjoyed in speaking English and the speaking score of the student can improved.

Based on the findings of the study, it was shown that the appropriate procedure of role-playing technique gave beneficial contribution in improving the students’ speaking performance. The improvement of the students’ speaking performance in this study might be due to some benefits of role-play technique.

From the test result of students’ speaking test when they were performed the dialog in front of the class, there were 79% of the students got the score ≥ 74 and the mean score of 34 the students was 78.23. It means that the students’ score was appropriate with criteria of success or more than the mastery score. Ladousse (2004) indicated that "role play is one of communicative techniques which develops fluency in language students, which promotes interaction in the classroom, and which increases motivation." And this result appeared to confirm the result of the previous studies that was conducted by Dwi (2008). The research finding showed that the implementation of teaching speaking using role play could improve students’ ability in English speaking. And Permatasari (2011) at SMPN 251 Jakarta, the finding of this study indicated that the implementation of role play technique was successful since the criteria of success were achieved. The criterion was 75% of students could pass the target score 65 based on the KKM, the finding showed that 84.21% of students had already achieved the target score.

Another finding shows that the students enjoyed and fun performing role-play because of its challenging nature. It could be seen from their performance in front of the class. The classroom atmosphere became more alive and all students were actively involved in teaching and learning process. They laughed at other group members who made mistakes. They seemed relaxed and excited during the performance period. This improvement might be due to some benefits of role-play technique. Huang (2008)
confirms that a student can enjoy and profit from a role play experience “in terms of improved communication skills, creativity, increased social awareness, independent thinking, verbalization of opinions, and development of values and appreciation of the art of drama”. And its line with Ladousse (1995), states that the most important reason for using role play is that it is fun.

Based on the research findings, the role play technique was effectively improved students’ speaking ability at the first grade students of MAN Malang 2 kota Batu.

CONCLUSIONS AND SUGGESTIONS

In this research, the researcher draws the conclusion based on the study that had done and presented in the previous chapter. Based on the result, the researcher concluded that the role playing technique was to improve the students’ speaking ability. The means score of the test was met the criteria of success that was 78.23 with the percentage 79% of 34 students reaches the KKM. And students can enjoy and fun performing role play because of its challenging nature, the classroom atmosphere because more alive and all students were actively involved in teaching and learning process. The improving of the students’ activeness were showed from the researcher’s field note during teaching learning in the class.

In short, this study was only carried out in one cycle because it can be said that role play technique had successfully improved speaking ability of the first grade student of MAN Malang II Kota Batu.

The suggestion for the teacher, the student in the first grade senior high school students are between sixteen to eleventh years old. They have different characteristics. It is very important to the teacher to improve their method to make the students enjoy in the class, interesting in the English subject and happy in their teaching and learning process. Using role playing technique in teaching English speaking was recommended for English teachers, especially for the senior high school teacher to attract the students’ interest learning English speaking.

For future researcher, the researcher suggests for future researcher, to get a wider generalization of the result of this study, such activity should be conducted in other classes of other school, and the researcher hopes that there will be many researchers who could explore the application of role playing technique more effectively in the future.

REFERENCES


THE DIFFERENCE OF THE EFFECT OF AUDIO AND VIDEO LISTENING ON THE LISTENING COMPREHENSION ABILITY OF SHORT CONVERSATION OF THE TENTH GRADE STUDENTS

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Abstract. The purpose of the study is to know whether there is a significant effect of using audio and video listening on the listening comprehension ability of short conversation. In this study, Quasi-experimental design was utilized by the researcher because the researcher can only assign randomly treatments to two different classes. The population of this research was 40 students in the tenth grade of MA Al Fatah Mojokerto. Then, the sample of this study was 40 students consist of 20 students as experimental group, and 20 students as control group. The two techniques were done from the beginning of the course. Both groups were given the same material, but the way of presenting them was different. The material was presented in the form of using audio and video listening for experimental group, while in the control group was presented by audio listening. The research hypothesis stated that students who were taught using audio and video listening as a teaching technique performed better listening comprehension ability of short conversation than those who were taught only audio listening as a teaching technique. There was a significant different of listening comprehension ability of short conversation between students taught by audio and video listening and those taught only audio listening.

Key Words: Audio and Video Listening, Listening Comprehension Ability, and Short Conversation

INTRODUCTION

Teaching listening is that listening makes use of students’ prior knowledge in order to improve listening comprehension (Brown, 2006). Since the teacher haven’t know how far the knowledge of our student in listening comprehension. Teachers have to gain the material of listening comprehension in appropriate way. The principle of learning is possessed of ability, and ability can assist by knowledge. So, ability cannot remote from the knowledge of listening comprehension. Therefore, the writer chooses audio and video listening as the media by using the appropriate topic. It was easy way to use audio and video listening because the students can understand what is the topic about.

Here, the writer used short conversation to know the effect of using audio and video listening on listening comprehension ability. In short conversation, students were listening to some short conversation with appropriate topic. Students gave some topic of short conversation while the teacher played the audio and video listening. The teaching learning activities are done in the classroom. It is important to the teacher to manage the situation of the classroom to support the learning process. The teacher has to arrange the good condition to get the process of
listening comprehension run well. Since listening takes a support with a quiet place, teacher should keep the atmosphere quiet and relaxing. Concerning the effort of the teacher of MA Al-Fatah to build up the listening comprehension ability of tenth grade students, by audio and video listening. This study focuses on the different of the effect audio and video listening on the listening comprehension ability of tenth grade students of junior high school.

RESEARCH METHOD

This study is designed to know the effect of audio and video listening on the listening comprehension ability of short conversation or to find out the differences between the score of the students who are taught by audio and video listening and those students who are taught by audio listening. Furthermore, the researcher did the research by using experimental design to find out the empirical evidence. There were many experimental designs suggested by some expert. In this study, Quasi-experimental design was utilized by the researcher because the researcher can only assign randomly treatments to two different classes.

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which we intend to generalize the results of the research McMillan (1996:85). The population of this research was 40 students in the tenth grade of MA Al Fatah Mojokerto. According to McMillan (1996:86) “The sample is the group of elements, or a single element, from which data are obtained”. Then, the sample of this study was 40 students consist of 20 students as experimental group, and 20 students as control group.

The instructional material to be used in conducting teaching and learning process in this study was taken from internet. Both groups were given the same material, but the way of presenting them was different. The material was presented in the form of using audio and video listening for experimental group, while in the control group was presented by audio listening.

Data Collection: Observing, Pre-test, Treatment, and Post-test.

Procedures of Data Analysis:
- Stating the hypothesis (research hypothesis and Null hypothesis)
- Deciding the level of significance used to test the hypothesis
- Finding the t-value
- Finding the critical value (in the table distribution of t)
- Deciding whether the null research hypothesis is accepted or rejected

RESEARCH RESULT AND DISCUSSION

The findings report in this chapter were based on the analysis of the data and the procedures of the collecting the data described in the previous chapter. Based on the statistical analysis, it was found that in the pre-test, total scores of the experimental group and the control groups were not the same. The post-test, meanwhile, had found that the total scores of those groups were significantly different. It meant that there was a significant difference between students taught by using audio and video listening and students taught by using only audio listening. The null hypothesis was formulated as: $H_0 = \mu_A = \mu_B$

It meant that there was no effect of audio and video listening on the listening comprehension ability of short conversation of the tenth grade students of MA Al Fatah Mojokerto.

The alternative (research) hypothesis was formulated as: $H_0 = \mu_A > \mu_B$. It meant that the use of audio and video listening influence the listening comprehension ability of short conversation of the tenth grade students of MA Al Fatah Mojokerto.

df (degree of freedom) = $n_1 + n_2 - 2$. The level of significance = 0.05. The formula of the t-test was:
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where:
\( \bar{X}_1 \) = Mean score of the experimental group  
\( \bar{X}_2 \) = Mean score of the control group  
SD\( \bar{X} \) = Standard error of the difference between two means

The mean score of the experimental group was 6.25 while the mean score of the control group was 6.35. The experimental group had a lower mean score than the control group. The critical value based on the table distribution of \( t \) stated that the \( df \) of 38 was 1.697 at level significance of 0.05, otherwise, the result of the \( t \)-value at 0.05 level of significance was 2.115.

Based on the computation, the result of the \( t \)-value was 2.115; meanwhile, the \( t \)-critic at level of significance 0.05 was 1.679. It meant that the result of that value of computation was higher than the critical value. Therefore, the null hypothesis was rejected and the research hypothesis was accepted. This means that audio and video listening as the teaching technique had a significant effect to the tenth grade students at MA Al Fatah Mojosari Mojokerto. Thus, the result showed that the treatment which had been given the teacher affected the students’ listening comprehension ability.

The comparison of the post-test both group was intended to know the significance of the effect of the treatment on the students’ listening comprehension ability of short conversation. The \( t \)-value was 2.115 while the critical value was 1.697. It indicated that the difference was significant. This means that after the treatment was given, the experimental had higher scores than the control group, in other words, the students who were taught using audio and video listening get better listening comprehension ability of short conversation than those who were taught using only audio listening. As stated in the previous chapter, the main concern of the study was on the difference of the mean score in the pre-test and in the post-test which showed that using audio and video listening was effective in building up the students’ listening comprehension ability. As Harmer said that audio and video listening was one of the ways to encourage students’ ability on listening. However, the use of audio and video listening in senior high school has weakness. The weakness of using audio and video was troubling with sound, most listeners rely mostly on context for comprehension, and they are often themselves unaware of inaccurate sound perception. This finding was in line with the one found by the previous researcher, Howell, in 2005. He studied teaching listening comprehension that teacher should use a variety of listening materials in class and we should encourage the students to practice listening in their own time. It also found in Shannon (2000), teaching listening with videos can make lessons more fun and interesting. Since videos are capable of language teaching, teachers should use good videos.

CONCLUSION AND SUGGESTION

The research conclusion was presented in accordance with the data which have been analyzed in the previous chapter. From all the data analysis about the difference of the effect of audio and video listening on the listening comprehension ability of short conversation of the tenth grade students of MA Al Fatah Mojosari Mojokerto, it could be concluded that there was a significant different of listening comprehension ability between students taught by audio and video listening and those taught only audio listening at tenth grade students at MA Al Fatah Mojosari Mojokerto. There was a positive effect of using audio and video listening on the listening comprehension ability. Students that taught using audio and video listening get better listening comprehension ability than those taught using only audio listening.

Teacher should change the teaching technique to make the classroom situation livelier, cheerful, and appropriate with the charter of the student, because the classroom situation should be nice comfortable to enable the students to learn English especially in listening comprehension activity. The students were expected to rehearsal the material of audio and video listening, because the teacher gave the appropriate technique in
listening comprehension activity. The students should show their participation in listening comprehension activity in order to get a good score. The further researchers who were interested in researching about the difference of the effect of audio and video listening on the listening comprehension ability of short conversation was suggested to choose the appropriate material of audio and video listening. It was better for the further researcher giving the treatment longer than this research to get maximal result.

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THE EFFECTIVENESS OF TEACHER AND PEER FEEDBACK ON WRITING PERFORMANCE

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Abstract: This study aims to know the significant effect and measure the effectiveness between teacher and peer feedback on writing performance. The researcher used quantitative approach while the design of this study is experimental research design with Analysis of Covariance (ANCOVA) as data analysis. The sample of this study is 50 second grade students of SMP Wahid Hasyim Malang. The researcher used appropriate instrument that is guided composition test, which consisted of 16 questions for pretest and 15 questions for posttest. Then, they had to turn their answer into a paragraph. The finding of this study showed that there was a significant difference on the English achievement between students taught by using peer feedback technique and who were taught by using teacher feedback technique. Based on the data analysis, the average score of posttest obtained from rater I was 60.25 and from rater II was 61.65. The F-value was 40.665. After checking out in the table of F-critical value, it was found out that F-critical with df 2/48 at 0.05 level of significant was 3.20. It means that F-value was higher than F-critical, therefore, the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, there is significant difference in writing English achievement between students who were taught by using peer feedback technique and students who were taught by using teacher feedback. It contribute a suggestion to the English teacher to emphasize in teaching the application in teaching English then for the students, it suggests to study harder how to apply peer feedback in writing.

Key words: teacher and peer feedback, writing performance

INTRODUCTION

Since thousands years ago, people had communicated each other, and they used some ways to communicate. For example, they use symbols, codes, and languages. Symbols were used by ancient people in Mesir in the past. Now, codes are only used in military and some ethnics. In addition, languages are still used by all nations in the world to communicate each other, so they are so important. In the world, there are many different languages which are used by nations. Some nations use the same language and others use different language. In the world, language is often used by some nations is English. Since some years ago, English has been become as international language by United Nations, so they are many countries,
which languages are not English learn and make it as a second language. Indonesia is one of hundreds countries using English as foreign language. Listening, reading, speaking, and writing are four skills that should be mastered by students in learning English. Writing is a communicative ability, so students or writers should communicate their ideas to the readers, for writing is a communication tool between writers and readers. As Brown (2003) argued that writing was the art of emulating what one reads. According to Richards and Renandya: There is no doubt that writing is the most difficult skill for L2 learners to master; the difficulty lies not only in generating and organizing idea, but also in translating these ideas into readable text; the skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skill of spelling, punctuation, word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak. (2002, p. 303)

So that to make good writing, students or people has to master all those skills in writing. In this learning teaching English, that is impossible if the teacher is not used the method of learning. They are many types of learning method that can be used, such individual, group work, pair work etc. In this study, the researcher uses peer and teacher feedback. According Longman dictionary (2000, p.150), feedback is information about the result of an action from a reader to a writer, passed back to the person in charge. In addition, peer feedback defined as input from a reader to a writer with the effect of providing information to the writer for the revision. The writer is a student and the reader is another student. And teacher feedback is an input from a reader to a writer with the effect of providing information to the writer for the revision means that the reader is a teacher and the writer is student.

In the learning process, the important role of teacher to give feedback is necessary because the students need it. Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. According to Hattie (2007, p. 231), feedback is conceptualized as information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding. A teacher or parent can provide corrective information, a peer can provide an alternative strategy, a book can provide information to clarify ideas, a parent can provide encouragement, and a learner can look up the answer to evaluate the correctness of a response. Feedback included two kinds such peer feedback and non-peer feedback. Therefore, in this study, the researcher was interested to know the effectiveness between teacher and peer feedback on writing of the second grade students of SMP Wahid Hasyim Malang.

METHOD
Research design of this study is experimental research design. Latif (2012, p. 93) stated experimental is “manipulates and controls the cause variable and proceeds to observe the change in the effect variable. It is used to measure the cause-and-effect relationship without manipulating among variable. The aim of this study is about the effectiveness of peer and teacher feedback on writing performance at SMP Wahid Hasyim Malang. The researcher tried to investigate the effectiveness of “peer and teacher feedback” as independent variable and “writing performance” as dependent variable. The variable cannot be manipulated, and the data was analyzed by using ANCOVA.

As Latif (2012, p. 94) described that there are three kinds of experimental design; the first design is true experimental design which has pretest-posttest control group design. The second design is quasi experimental design which has pretest-posttest and control group but no random assignment subject. The third design is pre experimental design which has pretest and posttest but lack of control group. According to the three kinds of experimental design, the researcher applied quasi experimental and selected two groups’ pretest-posttest design.
The research was conducted for a month, from April 14 to May 16, 2014. The instrument to collect the data was guided composition test, which consisted of 16 questions for pretest and 15 questions for posttest. Then, they had to turn their answer into a paragraph. This research was conducted at SMP Wahid Hasyim Malang, the total of population the second grade students SMP Wahid Hasyim Malang which consisted of 78 students and the sample chosen was 50 students.

The researcher had 3 meetings to distribute those test, modeling of teaching, pretest and posttest, then for conducting the treatment, the researcher needs 12 meeting. After collecting the data, the researcher analyzed them using ANCOVA and the data analysis was carried out using SPSS 22 Statistical Program.

**FINDING AND DISCUSSION**

As the researcher used inter-rater reliability, the researcher had two scores, the scores of rater I and the score of rater II, so the researcher had to find the differences between of them by using Pearson Product Moment formula in SPSS version 22.

Table 4.5: Correlation of pretest score

<table>
<thead>
<tr>
<th>Correlations</th>
<th>pretest rater1</th>
<th>pretest rater2</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest rater1 Pearson Correlation</td>
<td>1</td>
<td>.702**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>pretest rater2 Pearson Correlation</td>
<td>.702**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>49</td>
</tr>
</tbody>
</table>

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

Based on the table above, the result of correlation in the pretest score between rater I and rater II was .702, it was categorized in the high level of reliability, so the data is reliable. The correlation was significant level at the 0.01.

Table 4.6: Correlation of posttest score

<table>
<thead>
<tr>
<th>Correlations</th>
<th>posttest rater1</th>
<th>posttest rater2</th>
</tr>
</thead>
<tbody>
<tr>
<td>posttest rater1 Pearson Correlation</td>
<td>1</td>
<td>.831**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>49</td>
</tr>
<tr>
<td>posttest rater2 Pearson Correlation</td>
<td>.831**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>49</td>
<td>49</td>
</tr>
</tbody>
</table>

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

Based on the table above, the result of correlation in the posttest score between rater I and rater II was .831, it was categorized in the very high level of reliability, so the data is very reliable. The correlation was significant level at the 0.01.

The data which was analyzed were the average of pretest and posttest. After that, the researcher described the result of SPSS version 22 computation, they were mean of score of peer feedback group was 60.937, the mean of score of teacher feedback group was 52.720, the total subject of peer feedback group was 24, the total subject of teacher feedback group was 25, standard deviation of peer feedback group was 7.5532 and standard deviation of teacher feedback group was 8.1446.

Table 4.7: Average of mean

<table>
<thead>
<tr>
<th>Descriptive Statistics</th>
<th>Dependent Variable: average of posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>type of feedback</td>
<td>Mean</td>
</tr>
<tr>
<td>peer feedback</td>
<td>60.937</td>
</tr>
<tr>
<td>teacher feedback</td>
<td>52.720</td>
</tr>
<tr>
<td>Total</td>
<td>56.745</td>
</tr>
</tbody>
</table>

Table 4.8: The result of ANCOVA

<table>
<thead>
<tr>
<th>Tests of Between-Subjects Effects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependent Variable: average of posttest</td>
</tr>
<tr>
<td>Source</td>
</tr>
<tr>
<td>Corrected Model</td>
</tr>
<tr>
<td>Intercept</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).
Finally the researcher did testing hypothesis based on several computations above, the analysis of covariance with pretest as covariate was known that the SS was 766.936, the degree of freedom value was 48, and the F-value was 40.665. After checking out in the table of critical value of F, it was found out that F-critical with df 2/48 at 0.05 level of significant was 3.20, means that F-value was higher than F-critical. The result above showed that the alternative hypothesis was accepted, and the null hypothesis was rejected. It also could be stated that teaching writing using peer feedback technique is more effective than using teacher feedback technique.

The results of ANCOVA analysis showed that the alternative hypothesis was accepted, and the null hypothesis was rejected. It means that students who were taught by using peer feedback have better writing achievement in writing skill than students who were taught by using teacher feedback of second grade at SMP Wahid Hasyim Malang. Having known from the findings of the study, it could be stated that teaching writing using peer feedback technique is more effective than using teacher feedback technique.

Discussions

In this section, the researcher discussed further about the research findings in correlation with the research problem. The finding showed that there was a significant difference on the English achievement between students taught by using peer feedback technique and who were taught by using teacher feedback technique. There were several interpretative reasons to explain this matter.

CONCLUSION

Based on the research finding in the chapter IV, the researcher can conclude that the use of peer feedback in teaching learning process had a significant effect on students’ English achievement at SMP Wahid Hasyim Malang. The result of data analysis on the students score in the posttest both groups showed that the SS was 766.936, the degree of freedom value was 48, and the F value was 40.665. After checking out in the table of critical value of F, it was found out that F critical with df 2/48 at 0.05 level of significant was 3.20. It means that F value was higher than F critical.

The result above showed that the alternative hypothesis was accepted, and the null hypothesis was rejected. It also could be stated that teaching writing using peer feedback technique is more effective than using teacher feedback technique.

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IMPROVING THE SECOND GRADER’S SPEAKING ABILITY BY USING CTL

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Abstract. This research was aimed to improve students’ speaking ability of the second grade students of MA Al Mas’udy Mojokerto using CTL. The researcher found that the second grade students of MA Al Mas’udy Mojokerto have difficulties in producing English orally. In order to increase the students’ speaking, the researcher proved some activities that explained as follows: the researcher start the lesson by greeting. The researcher gave brainstorming before starting the classroom activity so that students have description about the material would be discussed. The researcher divided students into pairs. The researcher gave topic to the students about some expressions. The researcher asked students to practice the topic using CTL. The research procedures consisted of four steps such as planning of the action, implementing of the action, observing and reflecting. The researcher used two instruments such as observation checklist and test. The findings of this research showed that students’ speaking ability was improved. It can be seen by their mean score that was 77.82.

Key Words: Classroom Action Research (CAR), CTL (Contextual Teaching and Learning), and Speaking ability

INTRODUCTION

In the reality, some students think that learning English especially in speaking skill is very difficult. There are some factors for it. One of the factors is not absorbing in learning English, so that it influences their ability in learning English such as become a passive student and there is no effort to improve their ability. Then, this is homework for a teacher of English to have an extraordinary way to make the students interested in learning English, especially in speaking. As Hasanah (1997) in Eduard (2009:5) says that the passiveness of the students was caused by internal and external factors. The internal factors cover lack of motivation, lack of vocabulary, and reluctance to express the ideas. And the external factors cover no variation of teaching method, large classes, and uninteresting topics.

According to Suprijono (2009:79) contextual teaching and learning is a concept which helps teachers link between the material taught to the situation in the real world and encourages students to make connections between the knowledge possessed by its application in their lives as members of families and communities. This method has overbalance when used in the speaking class. This method has approach to the student during teaching, and also has connection with daily life.

Based on the observation of the researcher in grade seventh students of MA AL MAS’UDY MOJOKERTO, the students got the low score because of two reasons: (1)
the students were lack of vocabulary so that they reluctance to express their ideas. (2) The students were very difficult to perform their speaking in front of their friends because they are afraid of making mistakes so that their friends are laughing at them. Therefore, the students seem to be passive students. That reason causes taking down of their score, they have to get the score is 7.5 but the reality they get just 5.5. Finally, the researcher concluded that this problem because of the internal factors, such as lack of motivation, lack of vocabulary and reluctance to express the ideas. Based on the background above, the researcher proposes a method that can be taken into consideration to improve speaking ability at senior High School by applying an interesting method that is the contextual teaching and learning.

METHOD

There are so many kind of research design to conduct a research such as Classroom Action Research, Experiment, Descriptive, Correlation, etc. But the researcher used the Classroom Action Research (CAR) as her research design. According to Latief (2012: 145) Classroom Action Research is a part of activities of professional English classroom teachers. The researcher uses this sequence of teaching to improve students’ speaking performance. After conducting the interview to the teacher and giving test to the students of MA Al MAS’UDY, it showed that there are some problems that students get in speaking. Therefore the researcher aimed to improve their speaking performance.

Action research is strategy while teaching in classroom to improve the student’s ability in the performance. Latief (2011:143) stated that the purpose of classroom action research for English student is for finding learning strategies that apropos the student’s style and strategy in learning English. Consequently, this strategy is appropriate to solve the problem in classroom. The researcher believes that this strategy is an effective process to solve the problem in the class of English teaching. By using classroom action research, the students can be help to improve their ability in English for having good performance. The teacher also has a creativity and innovative strategy while teaching in the class to increase the students’ achievement.

Researcher act as the main actors who give care in the classroom and collaborators who made the observation that teacher and students were observed during the process of teaching and learning activities information about how the strategy worked. For the next is to create a plan based teaching program includes the preparation of planning goals, learning strategies, learning materials, instructional media, teaching, procedures, and evaluation. And then, colleague who observed the implementation of planning and collecting data that when analyzed by the researchers to decide whether such action has been successful or not, if the results indicate that the action is not successful, the researcher to revise earlier plans for the next cycle.

FINDINGS AND DISCUSSION

The findings of the test showed that the students’ speaking ability improved. It can be seen from the students’ mean score. In the preliminary study, the students’ speaking score were 55,34. But in the final test, 57% of them got score up to 75. So their mean score were 76,27.

In every meeting, researcher implemented the procedures of implementing the CTL method that was described as follows: a) researcher began the class activity by greeting the students in English and giving brainstorming. b) The researcher explained the CTL as a method that he used. c) Researcher asked students to mention some expressions related to the topic. d) Researcher divided the students into pairs. e) Each pair got topic. f) They performed the dialogue based on the topic that they got. g) Finally,
among teacher and students discuss the material that have learnt.

In the first meeting, students still didn’t familiar with the method that the researcher used, some of students were not enthusiasm, they were not active, and they were not enjoy with the activity. But meeting by meeting, the researcher modified the activity and the grouping technique. From the steps, students showed their speaking improvement. Until the last meeting, they showed their enthusiasm and enjoyment. Moreover, they looked relaxed to do the activity so it made them brave and confident to express their idea orally.

To evaluate the data, the researcher used two kind of instrument such as observation checklist and test. Observing: the activities in teaching and learning process were observed systematically. The researcher gathers all relevant data the teaching and learning process. The observation focuses on the teacher performance in implementation the lesson and students speaking performance during teaching and learning process. The researcher uses observation checklist to collect data during the instruction process. According to Ary et al (1979:191) say that observation is the most desirable measurement method. The observation focuses on students activities during in the class room. The observation was used to observe the process of teaching English by using CTL. The other instrument is test. The researcher uses test to measure the ability. Test is used to observe the student ability and to get the score. According to Ary et al (in Zulianti 1979:179) a test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned. The questions are appropriate with the material that had been taught to the students. The test given in the last meeting in the cycle. The assessment of the test will be explained as follows: 1) Pronunciation, 2) Grammar, 3) Vocabulary, 4) Fluency, and 5) Content.

According to Chastain (1976:336) students got some difficulties in speaking English such as speaking practice more difficult than sitting back and listening to the teacher or wandering off into some dream word, many students do not like to make mistakes and look stupid in front of other people, they were afraid to speak English, they were afraid of being laughed by other students and most of the students admitted that they were lack of vocabularies. So it made them difficult to express their idea orally. Moreover, they didn’t have enough self confidence to show the English speaking in front of their friends. The problems above were found in the preliminary study before the researcher implement the CTL method. Therefore, the researcher used CTL method to solve the students’ problem in speaking English.

As like as Chastain (1976:335) states that the goal of speaking is to achieve an interactive communication between the speaker and the listener. For this statement the purpose of speaking is when student can apply their idea orally. They had already lost their afraid and nervous when speak English in front of audience.

CONCLUSION AND SUGGESTIONS

Based on the research conducted in the second grade of MA Al-Mas’udiy Mojokerto, the CTL could improve students’ speaking ability. From the activity of practicing the dialogue CTL, students can enrich their vocabulary and improve their pronunciation because they accustom to practice a dialogue in front of the class. Furthermore, it built their critical thinking by giving them a topic and they have to practice the dialogue without reading text. As a result, it could be concluded, both teacher and students active participated in learning process. The CTL motivated students to learn, created fun environment and increased student’s self-confidence. Students out comes were also met to good criteria. So, teaching
speaking by using CTL can be implemented for students at the second grade of MA Al Mas’udy Mojokerto.

The researcher realized that this study are far from perfectness. So, The researcher suggested to the English teacher and further researchers. The teacher can use the role play technique as the one of alternative in teaching learning process. It can be used in the various levels such as at the elementary school, junior high school, senior high school, collage, etc. And for the further researcher are suggested to conduct the study not only for the classroom action research, but it can be used for experimental research.

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THE CORRELATION BETWEEN LANGUAGE APTITUDE AND THE ENGLISH ACHIEVEMENT OF EFL LEARNERS

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Abstract. The concept ‘language aptitude’ has various names such as ‘talent’, ‘knack’. This study aimed to know whether there is a correlation between language aptitude and English achievement. This study deals with two variables, language aptitude and English achievement. The population is the fourth semester students of English Department of Islamic University of Malang. Total of the subjects was 100 students. The data were collected by a test and the documentation score of the English achievement. The data were analyzed using SPSS. The result of this research showed that the correlation between language aptitude and the English achievement is significant. Based on the SPSS analysis, the correlation = 0.454, significant 2-tailed =0.000 (p<0.01). This means that there is a significant correlation between language aptitude and English achievement of the second year students of English Department of Islamic University of Malang. The finding of this study showed that language aptitude influence the English achievement of the second year students at English Department of Islamic University of Malang. The students with high language aptitude tend to have good English achievement. It means that language aptitude is one of factors that influence the students’ English achievement.

Key words: correlation, English achievement, and language aptitude

INTRODUCTION

In early research, Foreign Language Aptitude (FLA) has been considered as one of the most important individual difference (ID) variables with best predictive role in SLA. Sapon, defined language aptitude as simply an ability or “knack” for learning foreign languages. The Modern Language Aptitude Test (MLAT) (Carroll and Sapon, 2000). According to Carroll, the purpose of the MLAT was to predict “how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions.” In other words, language aptitude is an ability that largely determines how quickly and easily an individual will learn a language in a language course or language training program. Its goal is to assess how quickly a learner should be able to learn a modern foreign language. Carroll designed the Modern Language Aptitude Test based on this four-part model of language aptitude: 1) Phonetic coding ability “ability to perceive and remember distinct sounds associated with symbols”, 2) Grammatical sensitivity “ability to recognize the function of a lexical element in a sentence (e.g., subject, object)”, 3) Rote learning ability “ability to learn and retain associations between words in a new language and their meaning in English”, 4) Inductive learning ability “ability to infer or
induce rules governing the structure of a language”

Language aptitude is necessary for someone who wants to study second or foreign languages because it can be tools for active and easier in learning a foreign language, which is essential for developing communicative competence. When the students have good language aptitude, especially English language learners, they will feel interested in and enjoy in learning English. The individual factors related to second language learning can be divided into various categories: affective factors (e.g., motivation, attitude, and personality) and cognitive factors (e.g., intelligence, aptitude). A considerable volume of IDs research has examined the impact of affective factors. Far less research has investigated the impact of cognitive variables on second language acquisition. Among these cognitive variables is FL aptitude which has a consistent high predictability of L2 success compared to other variables.

Therefore the researcher wants to conduct a research to know the correlation between language aptitude and the English achievement. The hypothesis of the study is the students with good language aptitude tend to have good English achievement. The research problem is “Do the Students with High Language Aptitude Tend to have Good English Achievement?”, based on the research problem the purpose of the study is the researcher want to find the correlation between language aptitude and the English achievement of the second year students at English Department of Islamic University of Malang.

METHOD

The researcher used quantitative research in the form of correlational research design. According to Ary, et al (2010) correlation research relates two or more variables measures from the same group of subjects. The purpose of correlation research is to determine correlation and patterns of correlation among variables in single group of subject.

In this study there are two variables, independent variables (language aptitude) and dependent variable (English achievement). The subject was taken from second year students of English department of Islamic University of Malang, the subject use was 100 students. The choice of accessible population is under certain consideration that the fourth semester students have studied English in college as long as two years. So they assumed to have enough experience in learning English and also the students are assumed to have enough English achievement and English aptitude. Since the characteristic of the population of this study is quite equivalent that is the fourth semester students who are also in the same proficiency level, so the researcher took all of fourth semester students at English Department of Islamic University of Malang as the sample.

The instruments, which are considered to be valid and representative, are test (MLAT test) and documentation, the students’ achievement in semester 1, 2, and 3. The first instrument used was adapted version of MLAT test in Indonesian language which was adapted from the Modern Language Aptitude Test (MLAT) developed by Carroll and Sapon (2000) for native English speaker. And because of the subject in this research is Foreign language learner, not all part of the test are used. The researcher only used two parts of MLAT test that were part IV and V. It may be the weaknesses of this research, due to the lack of a valid and reliable and standard of foreign language aptitude test. For the test the researcher used adapted version of MLAT test which was translated and adapted by Mistar (2002).

The data in this study was analyzed by using SPSS 20.0. There are two types of score, they are aptitude score and documentation score.

FINDING AND DISCUSSION

The data was analyse using SPSS Statistics 20.0, and the result is as follow:
Correlations

<table>
<thead>
<tr>
<th></th>
<th>Lg_Aptitude</th>
<th>Eng_Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lg_Aptitude Pearson</td>
<td>1</td>
<td>.454**</td>
</tr>
<tr>
<td>Correlation Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Eng_Achievement Pearson Correlation</td>
<td>.454**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

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

Based on the correlation analysis above, the correlation = 0.454, significant 2-tailed = 0.000 (p<0.01). Since the significance level at point .000 level of significance was lower than \( t \)-critical values at level of significance 0.01, so the result of this study reveals there is a significant correlation between language aptitude and the English achievement and therefore the hypothesis is accepted. So, the finding of this study indicates that there is a significant correlation between language aptitude and the English achievement of the second year students at English Department of Islamic University of Malang. Based on the result of the finding, the research hypothesis (H1) which states the students with good language aptitude tend to have good English achievement was accepted, (H0) which states the students with poor language aptitude tend to have good English achievement was rejected.

Based on the computation and reviewed theory which was discussed in previous chapter, it can be conclude that there is a correlation between language aptitude and the English achievement. Language aptitude influenced English achievement of the fourth semester students of English Department of Islamic University of Malang. The statement above is linier with theory that is said by Carrol and Sapon (1959) that language aptitude can be good predictor success in learning a foreign language. It is particularly useful in predicting success in learning a foreign language (speak, read, write, and translate a new language).

The present study found that language aptitude gives any contribution in increasing students’ achievement in English learning. In order to discuss more about the finding above, According to Skehan (2002:71), “aptitude consist of sub-components which make up the broader construct of aptitude, One of these is concerned with the auditory aspects of language learning, two with the processing of linguistic material, and one with memory”. Each of these areas has its interest. The auditory component is not simply a capacity to discriminate sounds. Rather, it was a capacity to analyze the sound. In other words, in this component the students interpreted and processing the sound, therefore this ability give any contributions in listening course. Grammatical sensitivity tests, such as word in sentences part VI of the MLAT, are a valid measure of language analytical ability (Skehan, 2002). Moreover, Words in sentences, measures the students’ awareness of grammatical structure, it means that its part would be the best predictor of grammar learning. In addition, in the Paired Associated part, the students must quickly learn a set of vocabulary words from another language and memorize their English meanings. This part deal with the memory component ability in vocabulary learning.

There have been many other studies which found that language aptitude is one of factor success in learning a foreign language, such as Erlam (2005), language aptitude may enable students to learn more effectively. Similarly, Robinson’s (2005) argued that language aptitude strives to capture the different combination of abilities in relation to specific language tasks which they need to complete in real life situation. Mistar (2002), said that the learning process may proceed very slowly if the students have poor language aptitude and little motivation. It means that language aptitude is one of factors that influence student’s achievement.

The finding of this study, related to the stability of aptitude over time, are consistent with Carroll’s (2002) conceptualization of foreign language aptitude as a measurable talent to learn a new
In conclusion, based on the result of the computation and the explanation of the theory above showed that language aptitude is helpful in order to enrich students’ English achievement at formal institution, especially for second language learners. Because the components that construct the language aptitude itself such as auditory aspects of language learning, processing of linguistics material and memory capacity are important ability in learning a new language.

CONCLUSION AND SUGGESTION

Based on the result of data analysis, it can be concluded that language aptitude influence the English achievement of the second year students at English department of Islamic University of Malang. This conclusion is drawn from the result of the computation which shows that the value of correlation coefficient \(r\) between the two variables, language aptitude as the first variable and English achievement of the second year students at English Department of Islamic University of Malang as the second variable, is higher than the critical value of the product moment table with 1% level of significance.

The suggestion for the students the researcher suggest the students should be aware that English as international language. Thus the students have to study hard to upgrade their English ability. The students who do not have language aptitude should learn more about English to enrich their knowledge and to develop their ability in mastering English.

For further researchers are advise to use the bigger and more representative sample, for example the students in the higher levels of English in college in order to reach valid and reliable generalization. Another limitation of this study that should be taken into account in any future research is the validity of the measurements of the foreign language aptitude test because these measures were modified and adapted from the original ones.

REFERENCES


DEVELOPING E-LEARNING BASED MATERIALS OF REPORT TEXTS FOR SENIOR HIGH SCHOOL STUDENTS GRADE XI

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Abstract. The need analysis shows that the students still found it difficult to say something in English with the correct verb and they are frequently asked to memorize the generic structures and language features only. This study is used research and development (R & D) as the research design and four-D development model which consists of four stages are define, design, development and dissemination. Disseminate stage was not done because of limited time. The subject of this study was 10 students of eleventh grade. The data analysis used qualitative and quantitative data. The qualitative data was obtained from the suggestions, criticisms and responses from experts and students. Quantitative data was obtained from percentage and average from results assessment of the components based on e-learning materials. The characteristics of report text material based on e-learning are material handout of report text, learning flowchart in every topic, complete with video link, website link, quiz online, test knowledge, forum discussion and chat facilities. The findings of the research showed that learning materials of report text based on e-learning has reached the criteria of feasibility.

Key Words: E-learning, Learning material, Report text

INTRODUCTION

Learning material is one of the important aspects in learning a foreign language. It is because learning material is the source of learning for students. English learning in senior high school today is generally limited by the use of learning materials such as textbooks and worksheet. The result of need analysis they still found it difficult to say something in English with the correct verb. Even though the teacher always gives vocabulary exercises in every meeting, the students are not really interested in learning and the weakness interactions between teachers and students is also an obstacle of learning English process. Students are frequently asked to memorize the generic structures and language features only. So, they are not motivated to learn.

E-learning is implemented by using alternative tools named LMS (Learning Management System). LMS is a web application that is designed to develop an e-learning content material. It has a variety of features that can support teaching and learning in schools. The features are discussion forums and chat that can improve the interaction between the students and teachers and among students. It is easy for uploading and downloading files, assignments
and quizzes facilities. By giving addition time to learn English using learning media online that have facility to discuss, transfer file, and other learning sources, students are expected to get more knowledge. Thus, they are not only relying on materials from the teacher and books.

**METHOD**

The researcher used research and development (R & D) approach. Research and development is one research design aimed at developing and validating educational products. The model of development used based e-learning is the development of a Four-D model. Four-D Model had several phases which included the definition phase (define), design (design), development (develop), and deployment phases (disseminate) (Thiagarajan et al., 1974). This research used Research and Development (R & D) approach by using the first three stages of four-D model, that are define, design, and develop with modification. The fourth stage does not use because of limited time.

Validation media e-learning was done by a media experts and content experts. The validation was done by consultation of experts and try out students to know the feasibility of the material. Developing material based on e-learning are developed. The lickert scale 1-4. Category option to validation is (a) scales 1, if judgment against teaching materials based e-learning very unworthily; (b) scales 2, if judgment against teaching materials based e-learning less worth; (c) scales 3, if judgment against teaching materials based e-learning worthy, (d) scales 4, if an assessment to media learning very reasonable (Arikunto, 2006).

**DISCUSSIONS**

Report text materials based on e-learning have been developed following three stages of four-D model by Thiagarajan: Devine, Design, and Develop. The materials of report text were limited to three topics (topic one: Natural Phenomena, topic two: Human Phenomena, topic three: Animal Phenomena). The try-out was conducted ten students.

According to Arikunto (2006), the appropriate of data analysis technique is to analyze the results of questionnaire by descriptive analysis techniques with average score on each item. The calculation that used to determine the experts answers of each item with give score from one to four. Thus, the formula is:

\[ X = \frac{\sum x}{n} \quad P = \frac{F}{N} \times 100\% \]

\( X \) = average score
\( \Sigma x \) = total answer each correspondence from each item (summing up the score)
\( N \) = total correspondence
\( P \) = Percentage
\( F \) = Total answers
\( N \) = The number of students
(adapted from Mistar, J 2013)

The criteria of validation that used in this research is present in the following table:

<table>
<thead>
<tr>
<th>Score</th>
<th>Validation Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.26</td>
<td>Very proper, did not need revision</td>
</tr>
<tr>
<td>4.00</td>
<td>need revision</td>
</tr>
<tr>
<td>2.51</td>
<td>Proper, did not need revision</td>
</tr>
<tr>
<td>3.25</td>
<td>revision</td>
</tr>
<tr>
<td>1.76</td>
<td>Less proper, need revision</td>
</tr>
<tr>
<td>2.50</td>
<td>revision</td>
</tr>
<tr>
<td>1.00 - 1.75</td>
<td>Not proper, revision all the product</td>
</tr>
</tbody>
</table>

**Table 1 validation criteria of each item in questionnaire**

The learning material based on e-learning is feasible If the result score from validation reach 2.5 and the media that has been developed can use as media in teaching and learning in school. However, the e-learning media needed revision, if the result scores below 2.51. Revision is needed to revise and make perfect e-learning media that has been developed.

The process of validation was consists of two stages. The first stage was the validation media. This stage is distinguished into two, validation by lecturers as media and content experts and English material expert. The second stage of the test was conducted by
small groups of 10 students. From the validations, the result indicates that materials report text based on e-learning that has been developed in this research is feasible by the experts. Average score of media validation is 3.25, validation test material by content expert and English teacher is 3.41, and validation small group 3.63.

CONCLUSIONS AND SUGGESTIONS

E-learning material that has been developed in this research consists of handout, link video, links to other website, quiz online, test knowledge, upload assignment, forum discussion, chat, evaluation, and course summary. This e-learning can be used as supplement, complement, and substitution learning activity in class. Development of learning media is one of the most important things for the students’ achievement, with this research are expected to make a e-learning material which feasible to use in teaching and learning process. The users who not registered in this website, must be registered as guest user. Material of report text based on e-learning that has been developed needs to be applied. The advice for further development is to applied the product in the process of teaching and learning, so that the feasibility of the product can be seen. This e-learning material is expected to be used for other researchers as a reference in developing material based on e-learning in other topics.

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IMPROVING STUDENTS' SPEAKING SKILL THROUGH GROUP DISCUSSION METHOD

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Abstract. The aim of this study was to describe the implementation of group discussion method to improve students’ speaking skill. Group discussion method is a method in which the teacher leads or guides the students in expressing their opinions and ideas. The research design of the research was Classroom Action Research. The subject of the research was the first grade of MA Bilingual Batu which consists of two classes. The researcher chose one class only that is X-B class that consists of 25 students. The standard minimum score was 79. The criteria of success was more than 75% of the students can reach > 79. The result indicated that in preliminary-test, 10 students (40%) could pass > 79. After being treated, the percentages of diagnosis test increase till 16 students (64%) reached > 79. The last test showed that 22 students (88%) reached > 79 (The standard minimum score).

Key words: speaking skill, Group Discussion Method.

INTRODUCTION

Speaking is important aspect of the human life that helps human being to connect with each other as individual and as independent groups. Luoma (2003:20) depicted that “speaking as technical term to refer to one of the various skills those language learners should develop and have.” Speaking is one of the important skills that the teachers have mastered by the students. Speaking is one tool to make communication and interaction with other person. The teachers must make students able to speak English well, so the teachers must make students enjoy and comfortable in studying speaking.

Thornbury (2005:1) stated that “speaking is so much a part of daily life that we take it for granted.” The average person produces tens of thousands of word a day, although some people like auctioneers or politicians may produce even more than that. Speaking is important aspect of the human life, that helps human being to connect with each other as individual and as independent groups.

To be able to speak English is one of the important requirements in learning English. “The most people mastering the art of speaking is the single important aspect of learning a second or foreign language and success is measured in terms of the ability to carry a conversation in language” (Nunan, 1991: 39).

Based on the observation in the preliminary study which has been conducted by the researcher, speaking is very difficult for the first grade of MA Bilingual Batu, the students got difficulties to speak English well because they rarely speak English in the
They still have little opportunity to speak English orally. The students’ ability in English speaking does not depend on only the students, but also the teacher. The teacher always asks them to present any topic without giving time for the students to practice with their friends, so that the students do not have enough time to practice their speaking skill with their friends. Their low speaking skill might be caused by some factors: the students had low motivation in learning English, the students got difficulties to perform their speaking in front of their friends because they were afraid of making mistakes so that their friends laugh at them, and the students were reluctant to express their ideas.

As a result, the average score of the first grade of MA Bilingual Batu was below the school standard. It was 65, while the expected score on the school basis of the Minimum Mastery Learning (KKM) standard is 79. So that, the speaking ability of the first grade of MA Bilingual Batu is poor and they need appropriate method during learning and teaching process to improve their speaking ability.

From the problems above, the researcher is really interested in giving a solution for the teacher to implement one of the teaching methodology, namely group discussion method because the researcher wants to know “How can group discussion method improve the students’ speaking skill of the first grade of MA Bilingual Batu” which was formulated in research problem.

METHOD
Latief (2011:144) stated that “Classroom Action Research is an effective media in improving the quality of English teachers’ performance in instruction as well as students’ achievement in learning English in classroom. CAR is research design which used to improve the quality of the teaching and learning in the class. In this research the researcher was involved in the action teaching and learning process, collecting and analyzing data, also making a conclusion and report. On other hand, the problems of this research came from difficulties of students during their study low of speaking ability. The focus of research is means to introduce the students to the English teaching strategy which is able to improve their speaking ability.

This classroom action research was conducted at the first grade students of MA Bilingual Batu which is consists of two classes. The researcher chose one class only that is X-B class that consists of 25 students. The standard minimum score was 79. The researcher chose this class because this class has a big number of low speaking skills; it is seen in fluency, accuracy, and comprehensibility. The students who have low speaking are 15 students and the higher students are only 10 students.

Before the researcher conduct the research, the researcher conducted the preliminary study to know what the problem was faced by students in teaching speaking in the classroom. In this stage, the researcher interviewed the English teacher of the first grade of MA Bilingual Batu to get information about the result of students’ study. The researcher also did the observation with the English teacher to know about the teaching and learning process. The researcher found out that students got low score in speaking because of some factors; the students had low motivation in learning English, the students got difficulties to perform their speaking in front of their friends because they were afraid of making mistakes so that their friends laugh at them, and the students were reluctant to express their ideas. The students’ ability in English speaking did not depend on only the students, but also the teacher. The teacher always asks them to present any topic without giving time for the students to practice with their friends, so that the students did not have enough time to practice their speaking skill with their friends.

In this stage, the researcher focused on the use of group discussion method to improve students speaking skill. The researcher prepared the teaching scenario, lesson plan, preparing material and the criteria of success.

FINDINGS AND DISCUSSIONS
The findings of this research were presented based on the data that was found in
the cycle. The data were obtained from the test and observation sheet.

Based on the preliminary study, the researcher got information from the teacher that there were two classes. The researcher chose one class only that is X-B class. Because this class has a big number of low speaking skills, it is seen in fluency, accuracy, and comprehensibility. It consists of 25 students, the students who have low speaking are 15 students and the higher students are only 10 students. After the researcher did the observation, the researcher knew that they got difficulties to speak English well because they rarely speak English in the classroom. They still had little opportunity to speak English orally. Based on the findings of preliminary study the researcher interpreted that they need interesting method to study speaking English. That is why the researcher tries to improve their speaking ability by using group discussion method.

The procedures of implementing group discussion method are described as follows: 1) In pre activities, the researcher explained to the students about the group discussion instructions. Then, the researcher divided them into groups and gave the topic. 2) In whilst activities, the researcher asked them to discuss about the topic lead by the captain of each group in order that the discussion focus and straight on the track. After that, the researcher got them to discuss and gave correction for the students if they had mistakes. 3) In post activities, they will be given time to perform in front of class as the obligation for each students in their own group discussion. In the end of teaching and learning process, they were given some questions related to the topic being discussed. The last, the researcher gave feedback related to the students’ performance in the form of revise, suggestion, and recommendation. The students felt enjoy using this method because each of the participants got an opportunity to express their views or comments and share with other participants.

In this study, the researcher used some instruments during implementation, such as observation checklist and questionnaire.

The implementation of group discussion method has improved the students’ speaking skill because they enjoy during the teaching and learning process. The teacher gave them a lot of chance to speak, so that each of the participants got opportunity as obligation to express their views or comments and share with other participations. Ur (1996: 120) stated that “some of characteristics of successful speaking activity are learners talk a lot, participation is even, and motivation is high

The result of the test showed that students’ score improved after implementing teaching speaking using group discussion method. The percentages showed that 22 students (88%) scored > 79 (The standard minimum score). Whereas the criteria of success in this research is more than 75% of the students can reach > 79.

It means that, group discussion is one of effective method in learning in the process of learning and teaching especially, speaking. Ningsih (2010) stated that “small group discussion has improved the students’ speaking proficiency because the students able to speak fluently and the students have confident to speak English well and the students can express their idea in enjoyable discussion.”

Besides, observation checklist showed that students’ quality of learning activity in the class improved day by day. Finally, the implementation of using group discussion method increased the students’ speaking skill of the first grade MA Bilingual Batu.

CONCLUSIONS AND SUGGESTIONS

The result of the test showed 22 students (88%) scored > 79 (The standard minimum score). Whereas the criteria of success in this research is more than 75% of the students can reach > 79. So, the use of group discussion method could improve the students speaking skill and solve their speaking problem.

Based on the findings, some suggestions need to be put forward in order to improve the quality of teaching learning process. The teacher can use group discussion as an alternative method in teaching speaking.
The teachers are suggested to prepare to be more creative in designing the materials. Besides, the teachers are also suggested to consider grouping students into heterogeneous group in which each group consist of the higher, lower, and middle achiever in order to allow the students to learn from each other.

The students are suggested to be actively in language class. They have to practice to communicate in English with their friends in group discussion in order to have many opportunities to speak. The students have to speak as much as possible when they are discussing in group discussion. The students also can try making group discussion outside the classroom to practice their English.

This research is conducted under classroom action research design. The further researcher can make any improvement in order to make the better research. The further researchers are also suggested to conduct a similar study on other skills like listening, writing, and reading at other level of students for the improvement of teaching English.

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ENHANCING WRITING SKILL OF THE 7TH GRADE STUDENTS USING HAMBURGER PARAGRAPH MODEL

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Abstract: The aim of this study was to enhance the students’ writing skill using hamburger paragraph model. Hamburger paragraph model was chosen due to these reasons: (1) the visualization of hamburger is interesting for students, and (2) very practical diagram. It is expected to be useful to attract the students’ attention and the students are more easier to organize their idea. This study employed classroom action research which was conducted in one cycle and covered planning, implementing, observing, and reflecting. The instruments used to collect the data were interview, questionnaires, observation checklists, field notes, and test. The findings of the research indicated that there were some improvements in students’ writing achievement. In the preliminary study criteria of success 19 students (59%) did not meet criteria of success and 13 students (41%) did, while the mean score was 73.8. Whereas, after the CAR were 5 students (16%) did not meet criteria of success and 27 students (84%) did, while the mean score was 85. Learning from the result, it can be concluded that the implementation of hamburger paragraph model can enhance students’ achievement in writing descriptive paragraph and encouraged the students to be more active and motivated.

Key words: Descriptive paragraph, Hamburger Paragraph Model, Writing skill

INTRODUCTION

Teaching writing in junior high school is very challenging for teachers. It is because students in junior high school are still lack in some areas. Solikin (2013) reported that most junior high school students have found it very hard to write even a sentence and put blame on the teacher do not give the students guidance to write at least to show the easy way to write a good sentence with right structural pattern into text. The difficulties in writing text not only in generating and organizing ideas, but also in translating these ideas into readable text. For them, writing is considered as difficult and unpleasant thing. Murtianingsih (2013) states that students in junior high school when they were given blank sheet of paper and assigned to write a text, they did not know to start. When they had ideas, they could not develop them. They did not know how to connect ideas well. It means that they cannot generate the idea existing. They have poor in organizing the text as well as constructing sentences.

To overcome these problems and to improve the ability of writing skill, the teacher must be creative to use appropriate media and technique. One of the techniques of teaching writing is using hamburger paragraph model. Hamburger paragraph model is one of the
example of paragraph mappings. Paragraph mapping is a strategy that uses a graphic or a diagram organizer to help students learn the elements of writing paragraphs. For example, explaining how to do something (how-to-paragraph), describing a person or a place (descriptive paragraph) and so on. Students write carefully to learn the detail. Richards (2008) stated that many students have benefit from visual organizer (the hamburger model) to organize thoughts and ideas cohesively.

The reasons the researcher chooses hamburger paragraph model as alternative technique in teaching writing are: 1) The visualization (the picture of hamburger) is interesting for the students. It is expected to be useful to attract the students’ attention, so the students are more enthusiastic and active in the learning process. 2) Hamburger paragraph is very practical diagram. With hamburger paragraph model/diagram provided (visually outlines the key components of a paragraph: main idea/sentence, details/supporting sentences, and concluding sentence), the student will be easier to organize their ideas as Richards (2008) stated that the use of hamburger paragraph model can help students relate to and understand how information is organized.

METHOD

This study employed classroom action research which was conducted in one cycle and covered planning, implementing, observing, and reflecting. The researcher acted as the teacher and the real English teacher acted as the observer and collaborator during the teaching and learning process and covered planning an action, implementing the action, observing the action.

The subjects were 32 students of the 7th grade of SMP Negeri 13 Malang in the academic year 2013/2014. The instruments used to collect the data were interview, questionnaires, observation checklists, field notes, and test.

There are seven steps in the teaching writing process: 1) Introducing new vocabulary related to descriptive text, 2) Introducing how to make a great paragraph (general), 3) Introducing about hamburger paragraph model for writing descriptive paragraph, 4) Giving some examples of descriptive paragraph, 5) Giving exercise, 6) Giving feedback, 7) Revising. In the implementation of hamburger paragraph model, the students’ task were to make a descriptive paragraph using hamburger paragraph model.

In the implementation of hamburger paragraph model, the students’ task were to make a descriptive paragraph using hamburger paragraph model. The students’ writing product were scored based on the scoring rubric, which started from the steps as follow: (1) the researcher and the collaborator took scores of students’ writing test, (2) combining the scores of the researcher and the collaborator, and (3) finding the mean score by dividing combination scores of the researcher and the collaborator. They are successful if they met the criteria of success which says 1) 75 % of the students can improve their writing score to be 75; 2) students’ behaviour in learning writing process seem enthusiastic and more active.

FINDINGS AND DISCUSSIONS

The research done in the first cycle was observed by the researcher and the collaborator, and then both of the researcher and the collaborator analyzed the data taken from the result of the preliminary study, exercise, writing test and the observation by the collaborator during the learning process. It was very important to do, because it was done to know the students’ improvement and activeness.

Data from the field-note informed that the students seem enthusiastic while the researcher explained learning material about descriptive paragraph and hamburger paragraph model. They were active in implementing hamburger paragraph model, although some students were not active and still confused. The class’ atmosphere was more relaxed. The students are more eager to describe their favorite things, animal or idols using hamburger paragraph model. They had
willingness to ask if they did not understand to express and to organize their idea.

**CONCLUSIONS AND SUGGESTIONS**

The analysis shows that there are improvement in writing skill of descriptive paragraph. From analysis of the result, the researcher conclude that Hamburger Paragraph Model can enhance the students’ writing skill in writing of descriptive paragraph. The steps of teaching descriptive paragraph using hamburger paragraph model in this research are: 1) Introducing new vocabulary related to descriptive text, 2) Introducing how to make a great paragraph (general), 3) Introducing hamburger paragraph model for writing descriptive paragraph, 4) Giving some examples of decrptive paragraph, 5) Giving excercise, 6) Giving feedback, 7) Revising.

Teaching writing using Hamburger Paragraph Model can improve the students’ activeness in writing descriptive paragraph. By showing the hamburger paragraph model in power point presentation, then the researcher explained step by step how to make good paragraph using hamburger paragraph model, the students were more interested in learning descriptive paragraph. The students had positive responses towards the use of hamburger paragraph model in writing descriptive paragraph. It had given the significant change towards the students’ motivation and attitude in learning to write descriptive paragraph. The students followed the process of writing enthusiastically. They were not bored, since most of the students had already interested in hamburger paragraph model.

For further researcher who will conduct a similar research, the researcher suggests that the researcher should choose students of higher grade school and introduce how hamburger paragraph model can improve the students’ ability in persuasive writing (analytical expotition/hortatory exposition) which in persuasive writing the students need to write and to organize more writing complex such as how to state opinion/argumentation, what is the reasons and how to elaborate them and how to make conclusion/recommendation.

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