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IMPROVING THE STUDENTS’ WRITING DESCRIPTIVE TEXT THROUGH SINGLE PICTURE

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Abstract. Most of the students were not interested in writing. It could be proved by the students’ mean score on preliminary study was 50.75. The students had some difficulties when they want to start writing, as like they got difficulties in finding ideas, and how to write good sentences. The purpose of the study is to find out how single picture can be implemented to improve the writing ability of the first grade students of SMA Islam Al – Kamal Sarang Rembang in writing descriptive. The purpose of the study is to find out how single picture can be implemented to improve the writing ability in writing descriptive text. The research design of this study was a classroom action research. The finding of the study showed that the used of single picture technique could improve the ability of the first grade students of SMA Islam Al – Kamal Sarang Rembang in writing descriptive text. The data showed that the mean score of the students after implemented the action was 74.07 or 70.45% of students who got score 70. The observation checklist result showed that the activity in the classroom was running well. So, the implementation of the technique in this research was successful.

Key Words: Improving Writing Skill, Descriptive Descriptive Text, Picture

INTRODUCTION
Writing is one of the important skills to express language activity in teaching English. Consider that statement above, Pretty and Jensen have an opinion that writing is a process of expressing thought, of thinking and feeling and of shaping experiences, and it is an important medium for self-expression, for communication, and for the discovery of meaning (Pretty and Jensen, 1980:369).

Several learners face some problems in mastering English skill, especially in writing skill. According to Oshima and Hogue (1991: 3) state that “writing, particularly academic writing is not easy”. Most students agree with that statement, because writing is a difficult activity and a complex thing for the students. To write something, students need an adequate knowledge, idea to share in their mind and also they must able to organize the text, use the language (grammar), vocabulary, and mechanics (spelling, punctuation, capitalization). From the statement above, it can be said that writing a composition is not easy for the students or the learners of English. So that, The researcher believes that teaching English writing skill through single picture can improve students’ writing ability in descriptive text for some considerations, are: pictures can increase the students senses and to make the imagine what they see, write them and analyze them in the thought. (Yudiati, 2011: 3), and through pictures, the
students can make the rules of understanding, process, result, etc. (Suyatno, 2005: 12).

According to Wright (1989) pictures give contribution to students’ interest and motivation, sense of language in context, and stimulate students’ ideas. Besides that, single picture is a picture to easily describe particular person, place, or thing. Single picture also can attract the students’ attention and deepen their understanding of vocabulary to organize the sentences. In addition, single picture make easier the students to get idea, and can motivate students to imagine. Picture must be chosen carefully and appropriate with the students’ need, because it can influence students’ interesting. Therefore, single picture is considered can solve this problem.

Therefore, the researcher want to solve the problem, the problem of this study is formulated as follows: “How can single picture improve the students’ writing ability in write descriptive text?”. Based on the research problem, the researcher has the objective as follows. The objective of this study is to describe how single picture can improve the ability in writing descriptive text.

White and Valerie in Harmer (2007: 326) stress that “…writing is re-writing... re- vision - seeing with new ayes – has a central role to play in the act of creating text.”

In line with the statement above the researcher choose single picture as a teaching strategy, the teaching steps are: first, the researcher gave picture to stimulate and help the students to find some ideas, researcher give picture to students about recreation place in which the students have known. Second, the researcher give a chance to students to discuss and understand the picture with their pair and the students describe the picture to organize the ideas into a simple outline. Third, the students write the rough draft based on their outline after that the students change their work in other pair to be corrected and edited. The last is the students write final draft based on the correction and editing.

METHOD

The researcher used classroom action research (CAR). CAR is a research to solve the problem in classroom activity usually done by a teacher. This research focused on a particular classroom. According to Latief (2012: 144) 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 classrooms. This research was conducted collaboratively with English teacher in the classroom. It is designed to improve the quality of the teaching and learning ability, in order to change their writing achievement to be better.

This research was conducted at SMA Islam Al-Kamal Sarang Rembang. The subject of this study is the first grade in the second semester of the academic year 2013-2014. The subject is only one class was X1 students of second semester. This class consists of 44 students (16 males and 28 females). This class is chosen since the teacher’s recommendation and this class has the lowest score in writing skill, especially in writing descriptive text.

In this study, the researcher is concerned with teaching students by using single picture to solve their problem because single picture has never been used in the classroom activities, especially in teaching and learning process of writing descriptive.

The classroom action research procedures in this research were adopted from Kemmis and Mc Taggart above which each cycle consist of four steps: planning of the action, implementation, observation, and reflection. Before doing the cycle, it was proceeds by preliminary study. The preliminary study identified and analyzed the problems that should be overcome. After finding out the problems, the researcher constructed the general plan. Then, the plan was implemented and observed while the reflection was conducted to identify all facts including the success and failure as well as the effect of the implementation.

Before the teaching and learning process was conducted the researcher was made planning. In this stage, the researcher
plans the research focusing on improving the students’ writing skill through single picture. The researcher would prepare the teaching technique, teaching strategy, lesson plan, preparing the material, preparing single picture, and preparing the criteria of success.

After planning the action, the researcher implements the actions in the class, which is teaching writing through single picture. The implementation of the action in the cycle is based on the lesson plan 1, lesson plan 2, lesson plan 3, and lesson plan 4. If the first cycle is successful and get satisfactory result, so this research can be stopped and make a report but if not, the next cycle can be continued. The time need for each meeting was 2 x 45 minutes. The collaborator help the researcher to observe the students’ progress during the implementing the strategy. There are four meetings in the cycle. Three meetings are used for teaching the material and one meeting for doing the test. The researcher gives the test to know the students achievement in writing descriptive after using single picture in teaching learning English.

In the first meeting, the researcher divides the students in pair group. Then the researcher explained the purpose and the generic structure of descriptive text and language feature. Next, the researcher gave them a text of descriptive. After that, the students identify the generic structure and language feature. Then, as a warming up, the researcher gives a picture to the students. After that, they should make an outline of the picture based on the generic structure that have already explained by the researcher. For the second meeting, the researcher asked the students to work in pair to make a rough draft based on the outline of the picture that have given at the first meeting. But, before that the teacher gave review the last material to remembering and gave some vocabularies about the topic. Next the third meeting, the students should exchange their rough draft in previous meeting with their own pairs to revise and edit the rough draft. So, each pair have a task to revise and edit their friends’ draft. After that, they should return their friends’ draft. Then, they should check and revise their draft based on their friends’ edit. After that, the students should made final draft based on their revision. In the last meeting, the researcher reviews the previous material and also give feedback to the students. After that the researcher ask to the students to write a paragraph descriptive based on picture. Then, the researcher can give them score, base on their text.

In this step, the researcher and observer observed all the reactions that students made to this action. The researcher used some instruments to evaluate teaching and learning by using single picture, which consist of obsevation checklist and test. Therefore, the researcher takes the data during the learning process in classroom. The researcher used observation checklist to collect the data during the instructional process. This checklist used during learning English through single picture strategy. The observation checklist focused on students’ activities. This instrument used by the collaborator. Observation checklist focuses on the student’s activities in the classroom and used to observe the process of teaching and learning English through single picture and record the activities or something may occur in the teaching and learning process. At the end of the action, the students were given writing test. The researcher used written test to measure the achievement. The researcher asked students to write down a descriptive text based on single picture. The procedure of the test conducted in the last of meeting of cycle. The class writes a descriptive text (individually as the students’ final score). The data from the test analyzed by using calculating mean score (Mistar: 2007).

The criteria which expected in this strategy are if there are ≥ 70 % students get the score ≥ 70 in their writing test. The result of the analysis is consult with the criteria of success. On the other hand, the researcher tried to find the weakness of this research and will revise to make it better. So, if the data met the criteria of success, the cycle could be stopped, but if not, the teaching scenario could be revised and applied in the next cycle.
FINDING AND DISCUSSIONS

The researcher and the observer observed the students and teacher’s activity. The observation was intended to give the teacher suggestion to be better in the next meeting and to know the students activities in learning writing descriptive text through single picture.

The Observation checklist result showed that the students’ participant is classified was good. The percentage of their involvement in the meeting one that was conducted on April 29th 2014 was 93,18 %, and the meeting two that did on April 30th 2014 was 95,45%.

In the next meeting, the result of observation checklist showed that the students’ involvement during teaching and learning process was increased; the data show that 44 of 44 students were active participants (see appendix 4). The percentage of their involvement in the three and four meeting that was conducted on May, 6th 2014 and May, 7th 2014 was 100 %.

The test result the students mean score of preliminary test result was 50.75 with the lowest score was 32.5, and the highest score was 87.5. The result of students’ writing ability of the first cycle test showed that the students’ ability was improved and the score have fulfilled the criteria of success. The result of mean score was 74.07 with the lowest score was 61.25 and the highest score was 93.12. There was 31 from 44 students have to get score ≥ 70. It’s mean the percentage of students who get score ≥ 70 was 70.45%. So, it could be said the result of first cycle of this study could fulfill the criteria of success of this study.

Based on the indicators of successful implementation above, the researcher concluded that in one cycle was satisfying. It was proved that the result of the learners writing skill in the test was good. There were 44 students (70.45%) out of 31 students got the score ≥ 70. There were 13 students (29.5%) could not pass the writing test. In the test of cycle one, the students average score was 74.07. The students achievement of writing performance had increased compared to the result of the score in preliminary study. In the preliminary study, before the implementation of single picture implemented only 5 or (11.36%) who got the score reach the standard minimum score (KKM).

The result of observation checklist of the implementation the action in the cycle one was satisfying because the criteria of the success were reached. Based on the result of observation checklist, the implementation of single picture in the cycle one was successful. The students’ were more interested and could write a descriptive text.

There are two focuses being improved in this research. The first is the students’ ability in writing a descriptive text. The second is the students activeness in the teaching and learning process by asking the questions when they got some difficulties in the teaching and learning process. The statements above appropriate with intent of this study. According to Toni Parkinson stated that (2002:41-42) the purposes of writing are: to inform, explain and describe, to argue, persuade and instruct, to explore, imagine and entertain, to analyze, review and comment. The use of single picture as the strategy to improve students writing skill had gave new atmosphere and made students more interest in studying English. The students’ quality in learning activity was more active. It was showed by teacher observation checklist during the implementation of the action.

Finally, the use of single picture has successfully improved students writing skill of descriptive text. The improvement could be examined from the result of students writing skill in the end of the action.

CONCLUSION AND SUGGESTIONS

Based on the study data analysis with the use of single picture to improve the students’ writing ability of the first grade students of SMA Islam Al-Kamal Sarang Rembang, the researcher used class X1 as the subject of the study. It can be concluded as follow in the teaching and learning process through single picture, the researcher had some teaching procedures. Those are: a) the
researcher gave picture to stimulate the students and she asked them to understand about the picture, b) students were divided into pair groups, c) the researcher gave a chance to students to discuss and understand the picture with their pair, d) Students made a simple outline based on the picture, e) Students wrote down their rough draft based on their outline individually, f) students did Pair correction and pair editing (each pair change their work in other pair), g) students wrote down their final draft based on the result of their pair correction/editing, h) students edited and revised their work in pair after they got a feedback from other pair. From the implementation above, the researcher concluded that in one cycle was satisfying

The suggestion for the teacher, they can implement the strategy to help the students easier to explore their ideas in the written form. The students also have many chances to interact with others during teaching and learning process.

The researcher suggests For future researcher who has the same problem in teaching writing skill, they can use this single picture to improve the students writing skill. The researcher realized that this study is far from the expectation because of the limited time. In teaching writing through single picture, the researcher can have done four meetings in one cycle more in order to get a good result rather than three meetings. Because, this strategy need many steps they are: writing the first draft (make outline), writing the second draft (rough draft and pair editing/correction), writing the final draft (revising from the pair correction). So, for future researchers, they recommend to make a good lesson plans must be prepared as well to get a good result.

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THE EFFECTIVENESS OF THINK, PAIR, AND SHARE (TPS) IN TEACHING SPEAKING SKILL TO THE ELEVENTH GRADE

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Abstract: This research study was aimed to analyze the effectiveness of TPS (Think, Pair, and Share) in teaching speaking skill. To achieve this purpose, the researcher applied pre-experimental one group pretest-posttest design; the variables examined in this research were teaching English using Think, Pair, and Share strategy as independent variable and students’ speaking skill as dependent variable. The researcher chose class XI-IPA, as the sample of the research, which contains 20 students from the population of all the eleventh year. The instrument used is pre-test and post-test. The collected data were analyzed by using dependent t-test with SPSS program. The students performance test scored by two raters of the inter rater reliability was 141.75. The assessment was concerned about five aspects; they are grammar, vocabulary, comprehension, fluency, and pronunciation. The result of the study showed that the student’s speaking performance was better after had been taught by using TPS (Think, Pair, and Share) strategy. It was proven from the t critical with df 19 at the level of significance 0.05 was 1.729 and t value was 21.598. Moreover, the pre test score was 73.90; whereas the posttest was 80.45. The result of this research is that TPS is Effective strategy in teaching speaking skill to the eleventh grade students at Madrasah Aliyah Bilingual Batu.

Key words: Effectiveness, Think, Pair and Share, Speaking Skill.

INTRODUCTION

English as a language for international communication, and the teaching of speaking skill has become the most important thing to have communication around the world. Therefore, English teaching should enable the student to improve English communicative competence in the four language skills that is listening, speaking, reading and writing. While, speaking is the main skill that has an important position in learning language because the core aim of learning foreign language is the ability to communicate in target language.

Richards and Renandya’s (in Cahyono and Widiati, 2011) a large percentage learners in the world learn English to develop their Speaking proficiency. Indonesian EFL learners do the same thing. Speaking in Indonesian context has boarder prospective of EFL/ESL language teaching. Teacher should manipulated teaching strategy or teaching method in order to achieve learner’s goals in learning English Language, so that selecting technique is very important activity in presenting the material to attract student’s attention.

TPS (Think, Pair, and Share) is a co-operative learning (Johnson, 2007) that has an interactional model and gives a wider opportunity to the students to actively get involved in achieving the lesson objectives.
They share knowledge and information among the group member in small groups (Cooper, 1999). According to Johnson (2007) cooperative learning is divided into nine class activities, they are Jigsaw, Think-Pair-Share (TPS), Three-Step-Interview, Round-Robin-Brainstorming, Three-Minutes-Review, Numbered Heads, Team-Pair-Solo, Circle the Sage, and Partners. In this research, the researcher focused on the use of TPS strategy in the effectiveness of Think-Pair-Share to be applied in teaching speaking skill.

The researcher found that the teacher of Madrasah Aliyah Bilingual Batu used conventional strategy, which was found out the students are not active. Although, the teacher provided many activities which can make the students be more active in speaking class.

Therefore, the researcher was interested in applying a new strategy like Think, Pair, and Share, which was expected that the students had better speaking skill after they used strategy of Think, Pair, and Share. The reasons for using Think-pair-share is giving more opportunities to students had better in speaking skill. They can express their ideas freely because they were actives with their friends. This strategy is also flexible in term of subject matter and design.

The researcher conducts a research using the title “The Effectiveness of Think, Pair, and Share (TPS) in Teaching Speaking Skill to the eleventh grade students at Madrasah Aliyah Bilingual Batu”.

METHOD

The researcher used quantitative approach of numerical data collected. While the design of this research is pre experimental research designs. Based on Ary (1997:247) a one-group design usually involves three steps: 1) administering a pretest measuring the dependent variable; 2) applying the experimental treatment X to the subjects; and 3) administering a posttest again measuring the dependent variable. To measure the effect of applying the experimental design on dependent variable is determined by comparing the pretest and posttest.

The population in this research is all of the eleventh grade students of MA Bilingual Batu since the population is too large; the researcher limits the number of sample. A sample is smaller number of population (Latief, 2012). The samples of this study are students from XI IPA MA Bilingual Batu, which consists of 20 students.

In this study the researcher used oral pre test and posttest as research instrument for experimental groups. For the pre test, the researcher made a test for the student that the test given is based on material taken from book use in the class. The test content were about “Family Problem” and post-test was about “Favorite Idol”. Students thought individually about the topic. After thought by their self, students stayed in pair to discuss their opinion for about 5 minutes. The researcher asked the students to share their opinion in front of the class.

Therefore the researcher analyzed to determine the effectiveness of using Think, Pair, and Share strategy applied to the experimental group in the teaching speaking skill. The scores from pre-test and post-test are analyzed using Dependent t-test with SPSS program. The data of this study by using t-test to measure the difference scores in pre-test and post-test from two groups.

RESULTS AND DISCUSSIONS

This section focused on pre-test and post-test scores analysis of experimental group and the hypothesis testing. Several steps is used to calculate the data by using dependent T-test. After analyzing the data, the
researcher found that the students’ scores of experimental was 73.9. The other way, the average of post-test score in experimental group was 80.45. After the researcher analyzed post-test scores by using dependent T-test, it was founded that the value of F was 0.99, the value of \( t = 21.598 \), sig. (2-tailed). The last step was testing the hypothesis. From the calculations above, it was known that the score was 21.598. However, F critical with \( df = 19 \) at 0.05 level of significance was 1.729. It means that F value was higher than F critical.

Based on what had been stated above, the researcher assumed that Students who are taught by using TPS (Think, Pair, and Share) strategy have better speaking skill than before. It means that the null hypothesis is rejected and the alternative hypothesis is accepted. It could be said that Students who are taught by using TPS (Think, Pair, and Share) strategy have better speaking skill than before.

In correlation with the research problem. The finding showed that Students who are taught by using TPS (Think, Pair, and Share) strategy have better speaking skill than before. It was proven by the significance different of students mean scores of pre-test and post-test. The average score of pre-test shows that the average scores of experimental group was 73.9. And also it might be related to the students’ initial differences in experimental group. Those were the differences on the students’ ability based on the pretest scores.

Another reason was the different procedures used in teaching speaking English as it had been mentioned in the previous chapter. The experimental group used student centered approach. The researcher had given same material to experimental group. Finally, the finding showed that Students who are taught by using TPS (Think, Pair, and Share) strategy have better speaking skill than before. It could be said that experimental group got better score. The fact was known from the materials and activities used in experimental group that support students desire to speak English. The researcher summed up that Students who are taught by using TPS (Think, Pair, and Share) strategy have better speaking skill than before, for the following reason. A cooperative learning strategy is where students interact with a pair, and to share information.

**CONCLUSIONS AND SUGGESTIONS**

Based on the hypothesis testing, it is clearly known that there was a better score in students’ speaking skill who were taught by using Think, pair and Share strategy at MA Bilingual Batu. All the reason above, shows us that teaching speaking English by using Think, pair and Share strategy is effective to be applied or used in the teaching and learning process in MA Bilingual Batu specially, and it is possible also implemented in other institution whether in senior high school even in junior high school commonly. In conclusion, Think, Pair and Share was considered as one of effective strategies in teaching speaking English.

The suggestion for teacher, they can implement Think, Pair and Share strategy in teaching speaking. That is because Think, pair and Share strategy can solve the students’ problem in speaking up. Then the teacher should choose the appropriate supplementary materials related to the topic of teaching English and vary the activities to have students’ become more active in learning. Moreover, the teachers are also recommended to use this method to teach other kinds of topic in reading, not only in speaking.

For students are suggested to be more active during the teaching and learning process in the classroom. Enrich their vocabulary, In order that they can speak up. Besides enriching the vocabulary, the students also suggested to accustomed using think, pair and share in learning speaking so far it can improve in speaking skill for the students themselves.

The future researchers are recommended to use Think, Pair and Share strategy on different grades and levels of education, such as junior high school level, to see if the method can be implemented effectively to solve students’ problems in speaking. If they are interested in
investigating further about Think, Pair and Share strategy, they should enlarge their understanding about Think, Pair and Share strategy and vary the supplementary materials correlated to its classroom activities. The future researcher is also suggested to conduct the research more than a week, at least one month in order to achieve effective result and better improvement.

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THE EFFECTIVENESS OF SONGS, PICTURES, AND COMBINATION OF SONGS AND PICTURES IN THE TEACHING LEARNING PROCESS OF MASTERING VOCABULARY FOR KINDERGARTEN STUDENTS

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Abstract. This article aims at knowing the differences between using there media in teaching learning process to young learners vocabulary mastery. To know the differences, the researcher divided the students into three classes, and each class has the different treatment. There are three treatments that will be given to the young learners to learn about vocabulary and to know are there any differences or not in this research. The research design used in this study is an experimental research. The subjects of the research are the students of kindergarten students that consist of 15 students each class. 30 students for control class; 15 students for students who are taught by using songs; 15 students for students are taught by using pictures, and 15 students for experimental class; who are taught by using combination of songs and pictures. This study is done by five meetings. In the first meeting, the researcher ask them to do pretest that ask them to write some vocabularies that they knew, the second until the fourth meeting is used for the researcher to give the treatment to the young learners to know is there any differences between students that have been taught by using pictures, songs, and combination of songs and pictures, and for the last meeting was used for knowing the result of the treatment by using posttest.

Key words: vocabulary mastery, effectiveness, pictures, song, and combination of song and pictures.

INTRODUCTION

Vocabulary is one of the important items in learning English. Vocabulary is a strong indicator of reading success (Biemiller, 2003). It means that between English four skill those are reading, listening, speaking, and writing need one important tool to mastery, that’s is vocabulary. It was the first step to learn English from the root; the researcher found that the young learner’s attention was low caused by monotonous teaching technique. Therefore, the researcher tried to use some media as the new technique to make the young learners are able to understand vocabulary easily and it can motivated students to learn about English as the new language or second language acquisition.

Teaching young learners are different from teaching teenager and adults because the young learners have special need, interest and abilities. Young learners like fun activities that can make them feel enjoy. Students seem very quickly to learn new words but they will also quickly to forget them. Therefore, it is very important to give students a lot of interesting activities to help them in memorizing vocabulary. Teaching vocabulary
to children is considered difficult. The young learners still have a limited conceptual awareness and language use should arise naturally from the activities and language development. (Reilly, Ward and Malley 1999 in Susanti 2012). Therefore, the teacher of young learners should know the characteristic of them to help the teacher easily for giving the material to them. Teacher have to use the attractive media to help students feel enjoy, relax and ready to learn with the teacher in the classroom activities. In this researcher, there are three media that was used by the researcher to grab students’ attention in teaching learning process, those are teaching using songs, pictures, and combination of songs and pictures. The purpose of this study is to know whether there is difference between those three media to young learners.

Therefore, the researcher wants to do this research to know the differences between students who are taught by using songs, pictures, and combination of songs and picture in mastering vocabulary for young learners. And the statement of problem of this study is “is there the difference between teaching using songs, pictures, and combination of songs and pictures in mastering vocabulary for young learners?”

Based on the research problem, the research of the study is to know whether there are differences between teaching learning process using pictures, songs and combinations of songs and pictures in mastering vocabulary for kindergarten students.

METHOD

The research method in the form of quasi experimental research design. The researcher took the sample to be the subject with randomized sampling technique. According to Ary (1979) “a sample is the small group that is observed. A sample is a portion of population”. In this research, the researcher will choose two classes of kindergarten students only as the subject. The samples were taken from the students in B class. There are 15 for experiment class and 30 for control class, so the researcher needs 45 students to become a sample. The researcher thinks that it is very effective to conduct research in form of experimental design because the research conducts to know the differences between three media in this research.

The research instruments used to obtain information for this study consisted of a standardized vocabulary (pre-test and post-test) in vocabulary mastery. In this study, the researcher used test in collecting the data. The test was subjective test. This test was conducted in control group and experimental group for their pre-test and after the treatment as post-test so that these used twice.

The instrument was given by the teacher to the students in kindergarten. The first instrument is picture, the teacher used pictures as the first media to grab the students attention in teaching learning process, teacher showed the pictures in slide, and students can see some pictures related to the material in every meeting, teacher using that media to make the teaching learning process easy to transfer as students’ knowledge.

The next instrument is using song. Song is one of media that used in this research as one of the variable. Teacher used this media by sing a song that related to the material in every meeting in front of the students and students can hear what the song about. Teacher explain to the students about the song and students expected able to sing that song and can memorize that as the material that should be mastered.

The last instrument is using combination of songs and pictures. The process of this instrument was done by teacher and students in the last treatment. In this instrument singing and looking at some pictures is one of the activity. The teacher played the video that consist of the material for the students and there are some pictures and also the voice that explain about the videos content. After looking at the video teacher explained about the video and hope students are able to understand the material and memorize it.

In experimental design, there are two terms of test; pre-test and post-test. These two terms are often used in connection with data
collection. Therefore the researcher uses pre-test and post-test as research instrument for both experimental group and control group.

In giving pre-test to the students, the researcher made a test to be given the students. The test is giving the question about vocabulary in the class. The materials took from the students’ worksheet (Handbook) because the student has gotten some materials from their own book in the school.

The posttest was taken from the students’ materials that were given by the researcher in the treatment. The post-test itself consisted of vocabulary mastery test because the researcher did this research to know the differences between the three media in vocabulary mastery.

The data in this study was analyzed by using ANOVA/SPSS. According to Mistar (2013), “Analysis of Variance (ANOVA) is a technique of data analysis that employs variances within groups and between groups to determine whether the differences between or among them are significant or not”. In using ANOVA the researcher can use two groups/variable or more than two variable. In this research there are three variable. Because of this consideration in this study, the researcher used ANOVA to analyze the data and answer the statement of problem whether to know the hypothesis accepted or rejected.

FINDINGS AND DISCUSSION

The data was analyzed by ANOVA to answer the research problem whether teaching learning process using pictures, songs, and combination of songs and pictures has the different effect on vocabulary mastery of kindergarten students, an analysis of posttest score was done to know the significant difference related to implementation of using pictures, songs and combination of songs and pictures as a media for both experimental group and control group; and then the researcher found the different result of each media that used in each treatment.

Based on computation of score posttest, it shows that F ratio statistic value is 29.037 while F critical ratio with significant 0.05 was 3.22. This indicates that F statistic is higher that F critical ratio and it means the hypothesis is accepted.

After knowing the result of teaching using pictures, songs, and combination of songs and pictures researcher can state not only there are the differences but also there are the best result from each treatment, it can be seen from table above that the students vocabulary mastery increase in the post test than in the pretest. From those three treatments researcher decided that then best implementation in teaching and learning vocabulary for kindergarten is teaching and learning using combination of songs and pictures.

Finally, the finding showed that control group and experimental group had significant difference. It could be said that experimental group was better than control group in teaching vocabulary especially. The fact was known from the material and activities used in experimental group that support students desire to learn more about vocabulary. Teaching vocabulary to children is considered difficult. The young learners still have a limited conceptual awareness and language use should arise naturally from the activities and language development. (Reilly, Ward and Malley 1999 in Susanti 2012).
listening the media that make them enjoy in teaching learning process, the activity in the last treatment can arise their ability naturally because the last media can grab all of the young learners whether they are visual, auditory, or kinesthetic learner.

The fact, the researcher summed up that there are significant differences between teaching vocabulary using pictures, songs, and combination of songs and pictures based on this research, and the researcher knew that the effective media that used on teaching and learning vocabulary mastery is using combination of songs and pictures.

CONCLUSIONS AND SUGGESTIONS

The analysis showed that there is the significant difference between students’ vocabulary mastery between who are taught by using songs, pictures, and combination of songs and pictures. From the analysis of covariant above, overall, the researcher concluded that giving media to young learners is one of the ways to understand their characteristic. And the result of this study is related to the hypothesis is there is the differences vocabulary mastery between student who are taught by using songs, pictures, and combination of songs and pictures.

The suggestion to the teacher, English teacher should think about using some media for young learners because young learners need the interactive media help them in understanding the material. In teaching vocabulary teacher have to make the interactive activities using some media to make students more active in the class. Researcher recommends the teacher to young learners to use three media that was used by the researcher because those media had the good impact to young learners in understanding material.

For future researcher, first, in relation to the application of similar research approach, research should conduct then, for the future researchers who will investigate further about teaching and learning process using pictures, songs and combination of song and pictures, research should enlarge their understanding about those media with materials correlated to its classroom activities.

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IMPROVING STUDENTS’ WRITING DESCRIPTIVE SKILL USING WRITE-PAIR-SHARE TECHNIQUE

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Abstract: This paper aims knowing the way WPS improve students writing descriptive. They were difficult to explore ideas, taking a long process and unorganized result. Write-pair-share technique is designed to overcome students’ difficulties in writing. The aims of this study is to find out the improvement on the ability of the first year students of SMP 1 Trawas in composing descriptive text by the use of write-pair-share technique. The subjects were 31 students of the first grade of language class. The study was done only in one cycle that consists of four meetings. CAR was used in order to attempt to solve her personal practical problems faced in the classroom. The analysis found that the treatment could reach the improvement of the students’ writing ability. It was reflected of the result of the test. There were 23 students (73%) out of 31 students got the score ≥ 75 could obtain the school minimum standard (KKM) of English subject in writing descriptive text. In addition, the percentage of the students’ activeness was also improved from the first to the last meetings.

Key words: Write-Pair-Share Technique, Writing Descriptive Text, Improve

INTRODUCTION

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for a communication but also for culture transfer. English is an International language has been taught to the student of kindergarten, primary school, junior high school, senior high school and also to the students of university.

As one of the four language skills, writing has always occupied place in most English language course. Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to other people.

Teaching writing needs some techniques which can support the teaching and learning process run well, because writing as a part of the language skills besides listening, speaking and reading that must be taught maximally by the teacher to the students. Scoth and Yetreberg (as cited in Mazda, 2013) state that writing activity helps students to consolidate learning in other skills area, balanced activities train the language and help memory. The students must master the four of language skills, so that they can use English actively and also passively.

English teacher at SMP Negri 1 Trawas used old and monotone techniques in teaching writing composition such as descriptive,
narrative etc. Meanwhile, each composition has own characteristic. Heaton (as cited in Mazda, 2013), states that there are many kinds of texts in English, such as narrative, descriptive, recount, spoof and many more. Each text has different characteristics. There are generic social function, structure and lexicon of grammatical features.

When teacher was teaching a descriptive text, the teacher explained all about descriptive element such as generic structure of descriptive and structured used, after that the teacher asked the students to write descriptive text, unfortunately all the students got difficulty to write because they did not know what they should write.

However, the researcher interviewed the English teacher of the first grade of SMP 1 Trawas exactly the language class, the researcher found some problems in the teaching and learning process. Based on the result of the interview, the researcher found the following problem: This factor may come from the students’ experience about descriptive text which is still low ability. Lacking of scientific ideas and pre-writing activities are two causes that students get depressed in composing this text. From that case, both the teachers and the students need a significant way of teaching and learning in order to improve student achievement in writing.

Based on the difficulties of the students in writing descriptive above, it can be seen from their result of the test in descriptive that the students score is not reach KKM that decided from the school. The KKM is 75, and the average of the students score in SMP Negeri 1 Trawas is 66.07.

From the problems occurred above, the writer believed that the use of an appropriate technique is the significant way to increase the writing skill. One of the effective ways to encourage students to enhance their writing skill is through Write-Pair-Share technique as their pair assessment. In this technique, students first individually write down their ideas on the task. Next, they discuss their ideas with their pair of their group. Finally, students share their pair’s ideas with the rest of the class. Write-Pair-Share (George M. Jacobs, Gan Siowck lee & Jessica Ball, 1997: 13). The researcher interested to use write-pair-share technique as their pair assessment as an alternative strategy to improve the students’ writing skill.

There are some advantages of Write-Pair-Share technique: 1) the researcher find they can have a format change during the study that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time, 2) the personal interaction motivates students who might not generally be interested in the discipline, 3) they can ask different kinds and levels of questions, 4) it engages the entire class and allows quiet students to answer questions without having to stand out from their classmates, 5) they can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end, 6) the fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes, 7) and full class discussion is generally more fruitful after a Write-Pair-Share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period.

Writing is a way to express what they are feeling to, according to Brown (as cited in Mazda, 2013), in order to pass the course, students should have some ability to express them in writing. Across the age levels from elementary school through university graduate courses, students write in order to succeed in mastering the subject matter. Teaching writing is not as easy as teaching other skill, teaching writing involves listening first, to be followed by speaking and, then, reading and writing. This means that writing is mastered after mastering the other skills.

From all the explanation above, it can be summarized that there are many steps in doing the process writing approach that will help the students easier to write. Oshima and Houge (as cited in Mizda, 2013) says about writing is never a one-step actions; it is
ongoing creative act. When they first write something, they have already been thinking about what to say and how to say it. Then, after have finished writing, read over what they have written and make changes and correction. They write and revise again until are satisfied that their writing expresses exactly what they want to say.

Write-Pair-Share technique is one of the cooperative learning technique wrote by Jacobs (as cited in Mizda, 2013). The advantage of this strategy is as Write-Pair-Share, but the student must develop a written. In other words, techniques include all task and activities. Hence, selecting technique is very important in teaching and learning process. It has very essential role in supporting the success of teaching and learning process.

Then, the researcher had search for some literature and studies conducted prior to support the strategy used. It is taken from previous studies researchers. The first previous study was held by Ifadah (2012). The title is The Effect of Write-Pair-Share Technique on the Students Writing Achievement of the Second Grade of SMA Wahid Hasyim Tersono Batang. Her study has purpose to analyze whether there is significance difference on the students’ English achievement between those who are though by using WPS (Write-Pair-Share) strategy and those who are taught by using conventional teaching strategy. The finding of this strategy is showed that both groups have significant difference. It could be shown from the data that the value of F was 94.81 and F critical was 7.08 on the of 1/66 at 0.05 level of significant.

Second, the previous study was conducted by Wijayanti: (2012). Studies in the use of animation pictures to improve writing skill of descriptive paragraph at the seventh grade students of SMP N 13 Malang. She states that the students writing ability was improved and the students seem to be more interested and motivated in teaching and learning process.

METHOD

Based on the preliminary study the students of first grade, the researcher’s knew that most of the students were getting bored in English learning process because the one who talk much is the teacher and students afraid of making mistake. Based on these problems, the researcher tried to improve writing skill by using Write Pair Share technique, and the design of this study is Classroom Action Research (CAR). Latief (as cited in Mazda, 2013) states that Classroom Action Research for English subject is aimed at developing innovative instructional strategy that can help enhance the success in students’ learning English. English teachers believe that every student can succeed in learning English, if appropriate learning strategy is provided.

Indeed, the procedure of teaching writing by using write pair share technique was designed by the researcher in order that the implementation of the strategy in teaching and learning process can run well. The students’ improvement of writing ability using write-pair-share can direct by the following activity: a) the students got the leading question from the teacher, b) students were divided into six groups that every group consist of six students, c) students got some topics then they have to choose one of them, d) students made an outline from the topic chosen, e) students write down their first draft based on the result of their pair correction, f) students did Pair correction [pair stage], g) students write down their second draft based on the result of their pair correction, h) students edited and revised their work in a pair after they got a feedback from their pair [final draft], and i) students share their final draft in front of the classes [sharing stage].

Next, the researcher made a lesson plan for each meeting in order to make the teaching and learning process can be performed effectively and efficiently. The main components in the lesson plan should cover the objectives of the teaching and learning process, materials, techniques of teaching, the steps of the classroom activities, learning sources, assessment and score rubric.
After preparing the lesson plan, the researcher was preparing instructional material before doing teaching and learning. The researcher uses a handbook from the teacher. This is descriptive text. The researcher taught the students based on the material in the handbook which the topic is descriptive text. Some text found from another resources beside the handbook such as from internet and magazines.

For assessing the final writing test, each component was scaled 1-4. The component of writing assessment modified with two considerations; first, the students was categorize as beginner, and second, the researcher assessed only the students’ acceptable in sentences.

Second, the researcher implements the actions in the class, which was teaching writing through Write-Pair-Share technique. The implementation of the action in the first cycle was based on the lesson plan 1, lesson plan 2, lesson plan 3 and lesson plan 4. The researcher taught writing through Write-Pair-Share technique as the students’ pair assessment. In the teaching of writing, the researcher explained the technique of Write-Pair-Share technique, including the procedures of doing Write-Pair-Share technique. She also gave an example of write-pair-share technique related to the topic. Then, she asked the students to do exercises of writing through Write-Pair-Share technique. Afterward, they required doing the stage of finishing writing the first draft of their composition. The students asked to underline the topic sentence and also the supporting sentences, they proof reading each other’s work pairs peer editing. Furthermore, the students assigned to share their final draft to the whole of the class.

The criteria which expected in this strategy are if there are ≥ 70% students get the score ≥ 75 in their writing test. Then, the activeness of the students in the teaching and learning process by using Write-Pair-Share Technique accomplishes ≥ 70%.

Third, the researcher and observer observed all the reactions that students made to this action. In this stage, the researcher used some instruments to collect the data related to the events in the teaching and learning process that consisted of observation sheet and test.

The researcher used observation sheet to collect the data during the instructional process. This checklist used during learning English through write-pair-share technique. The observation sheet focused on students’ activities. The aims of this instrument are to know the activenes of the students’ writing skill especially in writing descriptive text trough write-pair-share technique. This instrument used by the collaborator. Observation sheet focus on the student’s activities during in the classroom and used to observe the process of teaching and learning English through Write-Pair-Share technique and record the activities or something may occur in the teaching and learning process.

Then, the researcher used test to measure the students writing ability and to get the score. Test is used to measure the students’ ability in reach competence. The analytic method is a method of the scoring which requires a separate score of a number of aspects of tasks Brown (2007). Analytic score was used in this research because it was appropriate scoring method which was intended to know in what strengths of the students; writing skill was and in what weaknesses of the students’ writing was. There were three aspects that scored analytically; they were grammar, vocabulary, and organization.

Fourth, reflection is related to evaluate whether the implementation of the strategy in this research is successful or not based on the observation. If it is not, it is continued to the next cycle until meet the criteria of success. The criteria which expected in this strategy are if there are ≥ 70% students get the score ≥ 75 in their writing test. Then, the activeness of the students in the teaching and learning process by using Write-Pair-Share Technique accomplishes ≥ 70% based on the observation sheet. The result of the analysis is consult with the criteria of success. Meanwhile, the weakness in the cycle oneis improved to the
next cycle. This cycle is stop when the criteria of success are reached.

However, this research was conducted at Shintya Nilam Sari. The subject of this study was the first grade of the students at language class who are in the second semester of the academic year 2013-2014. There are 31 students in this class. This class is chosen since the teacher’s recommendation and this class has lowest ability in descriptive text. At this level, the students were able to work with others and learn from others. The classroom action research begins on May 13 2014 until 22 May 2014. Actually, there are two meetings in a week for English subject but because of limited time the head master gave me two meetings in a week. It was taken from the other subjects. The lesson was given on Tuesday and Thursday. The length of each meeting was 2 x 40 minutes. By conducting this research, it was expected that the researcher could solve the problems of the students writing skill.

While, the criteria of success were set up in advance as a basis to determine whether the action conducted was successful or not. This study was said to be successful if it met the criteria of success, the students’ writing assessment improved. The indicator of setting up the criteria of the Success in this during the teaching and learning process is ≥ 70% students’ are get score 75 on the school basis of the minimum mastery learning standard. Students’ activeness in the teaching and learning process accomplishes ≥ 70% based on the observation checklist sheet. If in the first cycle the strategy has not solved the problem yet or the criteria of the success have not been achieved, the strategy is revised and continued to the second cycle. The cycle will continue to the next cycle with the same steps until the criteria of the success are achieved.

FINDINGS AND DISCUSSION
In addition, the result of observation sheet of the implementation the action in the cycle one was satisfying because the criteria of the success were reached. Based on the result of observation sheet, the implementation of Write-Pair-Share Technique in the cycle one was successful. The students’ were more interested and could write a descriptive text.

While, the indicators of successful implementation that the researcher had determined in advance stated that (a) the students’ writing skill is improved if the mean score of the students’ writing test result fulfills the target mean score at least 75. (b) 70% of the research subject (27 of 31 students) is active in the teaching and learning process of writing descriptive text. In addition, the indicators mentioned above were also applied to judge whether the cycle proceeded to the next or needed to be quitted.

Moreover, in the cycle one that consists of four meetings was undoubtedly matched with that of mentioned above. Firstly, it was reflected trough the score of the students achievement after being treated With Write-Pair-Share Technique as the students pair assessment. The average of converted scores on the writing skill in one cycle which was administered during the implementation of one cycle, it was found out that 27 (73%) out of 31 students (9 Students could not pass the test) reached the minimum mastery learning score 75.

Therefore, the indicators of successful of one cycle were also seen through the students’ activity during the teaching and learning process. In general, they were active; it was proved by the class observation conducted during the teaching and learning process. The students were respond actively toward the teacher’s instruction accordingly, students express (discuss) actively with their friend beside his/her and write down their ideas, asking the question when they got some difficulties in the teaching and learning process. Based on the reflection above, the next cycle did not need proceeding. The researcher quitted the cycle since it had already met the criteria of success of the cycle one.

CONCLUSION
In this research, the students’ improvement of writing ability using Write-Pair-Share can direct by the following
activity: a) the students got the leading question from the teacher, b) students were divided into six groups that every group consists of six students, c) Students got some topics then they have to choose one of them, d) Students made an outline from the topic chosen, e) Students write down their first draft based on their outline individually (writing stage), f) students did Pair correction (pair stage), g) students write down their second draft based on the result of their pair correction, h) Students edited and revised their work in a pair after they got a feedback from their pair (final draft), and i) students share their final draft in front of the classes (sharing stage).

For the additional, the data from observation sheet stated that students could increase their activeness during the teaching and learning process by using Write-Pair-Share Technique. Especially, they were able to build interaction among others and asking question when they got some difficulties.

Suggestion for English Teacher: Write-Pair-Share technique had been very useful for teaching writing of descriptive text. Therefore, the teacher can implement the technique to help the students easier to explore their ideas in the written form. The students also have many chances to interact with others during teaching and learning process. Teachers should improve the professionalism competency designing the learning process that the creative and innovative student become more interested and will be more conducive to learning and meaningful. This makes the students do not get bored easily and stay motivated to participate in the learning process, which in turn can increase understanding of the concept of the learning materials.

Next suggestion for future researcher who has the same problem in teaching writing skill, they can use this Write-Pair-Share technique to improve the students writing skill. The researcher realized that this study is far from the expectation because of the limited time. In teaching writing by using Write-Pair-Share Technique, they can add one meeting more in order to get a good result rather than four meetings. Because this technique need many steps they are: writing the first draft (writing stage), writing the second draft (pair-correcting), writing the final draft (revising from the pair correction), and submit the final work. So, for future researcher a good lesson plans must be prepared as well to get a good result. Also for future researcher, the result of the test should be scored more than one rater in order to get valid score.

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IMPROVING STUDENTS SPEAKING SKILL BY USING SONG AT FIRST GRADE OF MA AL MAARIF SINGOSARI

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Abstract. The aim of this article was to improve students’ speaking skill. Research design in this study was Classroom Action Research (CAR). This study carried out some steps; they were planning, action, observation, and reflection. The subject of the study was the students of the X-3 class that consisting of 43 students. The instruments were used to collect the data were observation checklist, field note, and test. This research was conducted in one cycle that consisted of four meetings. The findings of this research showed that the implementation of using song can improve students’ speaking skill. It was showed that their mean score of the test was 79 after the implementation of this technique, so the criteria of study were succeeded. In short, the implementation of using song Technique improved students speaking skill at first grade of MA AL-Maarif Singosari.

Key words: Song and Speaking skill

INTRODUCTION

English is an international language. From all of skills, speaking is the most important, because function of language is for communication to other people. Therefore, it is widely believed that globalization has forced us to improve that skill. As a second or foreign language, English is not easy to study by student in early learning. Nunan (1991:39) explains that “Mastering the art of the speaking is the most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in language”. There are several factors that causes, the process of learning English is boring, so that it influences their ability in learning English, such as: being a passive student, silent person and there is no effort to improve their ability. Then, English teacher speaks English rarely in the classroom. It does not motivate the students to imitate the habit of speaking English at school. To make the student interested in learning English, selecting material appropriate to the students is the best solution. So the teacher should be creative in preparing the material and also should be able to stimulate the students’ interest. It is not enough to use only textbook but teacher also need some instructional media to support the teaching and learning process (Yuliana 2007:2).

There are many key studies that have proved that including songs in learning English processes is a very useful tool. Improving speaking by using song may give new atmosphere for the student and also give them fun, and enjoyment. Besides that, song could make the student easier to understand the material that shown by their enthusiasm in
teaching learning process. The students can take the main point of the lesson when they use song for speaking, the teacher also successful in managing the students. The teachers can use song when teaching speaking for students to solve the students’ difficulty. The goal of this technique is to help students enjoy and interest in the learning writing, so the students can have a good imagination and creativity. Jannah (2006:14) said that the song can be very useful in teaching English to learner since almost every child likes singing a song.

Therefore, the researcher wants to conduct a research to improve the students speaking skill. The research problem of this study is “How can song improve students speaking skill by using song at First Grade Students of MA Al-Maarif Singosari?”. Based on the research problem, the purpose of this study is to describe how song can improve their speaking skill at First Grade Students of MA Al-Maarif Singosari.

METHOD

The researcher used Classroom Action Research as research design. According to Latief (2012:144), “Classroom action research is an effective media in improving the quality of English teacher’s performance in instruction as well as students’ achievement in learning English in classrooms”. The research design was chosen to improve the learning and teaching activities in her classroom.

Based on the preliminary study, the researcher used song Technique in order to improve the students speaking skill that influence their score.

From illustration above, in this study, the researcher took first grade students or class X-3 of MA Al-Maarif Singosari. This study carried out some steps. Firstly, the teacher divides students into group consist of 5 students and the teacher play and provide song lyric on a piece of paper. After that, the teacher asks the students to fill in the blank of unfamiliar words and discuss of the story of the song. Then, the teacher asks them to practice the pronunciation of unfamiliar words. Then, the teacher asks students to explain the story song. So that, teacher and collaborator assessed their speaking ability.

The subject in this study is the students of first grade at MA Al-Maarif Singosari. The researcher takes this class because they are low in speaking skill. The number of first grade students in MA Al Maarif Singosari 43 students. In this study, the researcher used some instruments to collect data such as observation checklist, field note and test.

Reflection is the last stage of cycle in which the researcher and the teacher evaluated the effect of the action that has been implemented towards the teaching and learning in the classroom. The research will be successful if the average score of speaking was 75 and then the research will be continued to next cycle until meet the criteria of success.

FINDINGS AND DISCUSSIONS

The result of this study indicated that the implementation of using song can improve students’ speaking. It was showed that their mean score of the test was 79. After that the implementation of this technique, so the criteria of study were succeeded. The result of the test showed that the students speaking skill was improve. It could be seen that the students’ mean score before implementing this technique was 55.

The increasing of the mean of students speaking score become 79 showed that the researcher was successful to get the criteria of success that was the students’ mean score was 79. So, the researcher concluded that the use of song could increase students’ speaking ability at MA Al-Maarif Singosari. It meant that the researcher did not need to revise the plan and the researcher stopped the research because the criteria of success had been fulfilled. According to Salcedo (2002:16), stated that song was benefit for relaxation to improve the effectiveness of learning process.

Finally, the improvement of speaking skill of the First Grade at MA Al-Maarif Singosari by using song has been successful, because the criteria of success was reached.
So, the researcher stopped this research without continuing to the next cycle.

CONCLUSIONS AND SUGGESTIONS

Based on the result of this research which was conducted only one cycle, it meant that, in the cycle 1 the researcher has been successful to improve the students’ speaking skill by using song technique. In this research, the researcher tried to take the conclusion based on the result of the study that had been served in the previous chapter. The researcher concluded that using song technique was able to improve students speaking skill. Based on the data that had been collected by researcher through test, using song technique could stimulate students to express their ideas and also motivated them when they learn by song.

For the English teacher: teaching English for students should be supported by appropriate media to attract the learners interest in teaching learning process. For other researchers: It is better to provide the proper strategy in optimizing using song to improve students speaking skill of first grade students.

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USING COOPERATIVE INTEGRATED READING AND COMPOSITION (CIRC) TO ENHANCE READING COMPREHENSION SKILL

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Abstract. This thesis aims to describe the way Cooperative Integrated Reading and Composition (CIRC) enhance reading comprehension skill of the tenth graders of MAN Malang II Batu. Based on the preliminary study, the researcher found that the students had reading comprehension problem. Out of 31 students, only 39% students reached the minimum learning mastery, 74. The researcher chose CIRC strategy to improve their reading comprehension skill. This study used Classroom Action Research (CAR) research design. The subjects of this study are 31 students of the tenth grade in academic year 2013/2014. The data were collected through reading comprehension test, observation checklist, and field-notes. The researcher found that the implementation of CIRC strategy in the cycle was successful. The average score in the preliminary study was 71 and the average score after implementation was 84.5. It can be described that the average score increased 13.5 points. The result of observation sheet and field notes showed that the students’ attention and interest also increased. Considering that CIRC strategy had successfully improved the reading comprehension skill, it is suggested for future researchers to conduct an experimental research related to this strategy for the same skill.

Key Words: CAR, CIRC, Reading Comprehension

INTRODUCTION

Nowadays, in globalization era, learning English become a certain obligation for all of the students in elementary school, junior high school, and senior high school. In teaching English, the teacher has to be creative and can make the students more active in class, especially in senior high school, so that the students can enjoy and active during teaching and learning process. There are four main skills for the senior high school students that have to be learned: listening, speaking, reading, and writing. If the students master one of the skills, they can learn other skills easily.

Reading as one of four main skills in learning English is not easy to be taught. Purnomo (2009:61) said that “in reading, the readers must read carefully and give appreciation about what they read because the readers have a purpose to get meaning and information from the reading task, especially in reading English texts.”

Reading comprehension is one of the pillars of the act of reading skill. Reading comprehension is defined as the level of understanding of a text/message. This
understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text/message. Without comprehension, reading is nothing more than tracking symbols on a page with the eyes and sounding them out. Purnomo (2009:62) argued that “in reading comprehension, the readers not only know about the meaning of vocabulary but they must also know about the sentence structure. Sometimes students have a trouble or difficulty in reading a textbook.”

Most students’ difficulties lay on the difficulties in understanding the materials or texts, which are given to them. The reasons of their difficulty are some of them are not interested in texts, lack of vocabulary and low comprehension with their reading experience. In reading comprehension skill, the readers have to understand the content of the text, can extend the message in the text, and conclude the content of the text.

The researcher is interested in enhancing the tenth graders’ reading comprehension at MAN Malang II Batu because most of their scores are lower than the minimum learning mastery, especially in X – 5 class. The minimum learning mastery is 74. The average score of students’ reading comprehension in this class was 71. The researcher interested to improve students’ low score up to 80 in average.

METHOD

The research design of this study is Classroom Action Research (CAR). In this research, English teachers improve the quality of their instructional performance by developing innovative instructional strategies to solve their classroom problems (Latief, 2012: 147). English teachers conduct CAR because their class has problems. Furthermore, they improve the quality of their instructional performance by developing innovative instructional strategies to solve their classroom problems.

Based on the preliminary study, the researcher used CIRC as teaching strategy in order to improve the students’ reading comprehension skill that influence their reading score.

CAR activity involved repeated cycles, each consisting of planning, acting, observing, and reflecting. According to Kemmis & McTaggart (1988) as cited in Latief (2012: 145), the result of one cycle is used to determine the need for the following cycle, until the problems are solved by the strategy.

The researcher conducted this study at MAN Malang II Batu, located on Jln. Pattimura no. 25, Batu. Considering the students’ problems above, the subject of this research conducted only one class (X-5) of tenth grade students in the second semester of academic year 2013/2014 that consist of 31 students.

FINDINGS AND DISCUSSIONS

Implementation of the Action

Based on teaching learning preparation that arranged before, the cycle which consists of three meetings applying Cooperative Integrated Reading and Composition (CIRC) strategy and one meeting for testing the students’ reading comprehension.

1. Meeting I

The researcher taught the students in 90 minutes. The researcher made lesson plan. Based on lesson plan, the material was about narrative text and the teaching technique was Cooperative Integrated Reading and Composition (CIRC).

In pre-activity, the researcher started the class by greeting the students, and they responded the greeting happily. After that, the researcher checked the students’ attendance, and there were no students absent. Then the researcher gave brainstorming and leading questions about narrative text.

In whilst-activity, the researcher introduced and explained the CIRC strategy to the students. The researcher explained that CIRC is one of strategies to improve reading comprehension skill. CIRC is used for teamwork in a group and help each other to reach the goal together that to comprehend the content of the text. CIRC is not only for
reading skill, but also for other skill as like writing and speaking. To do this strategy, the students have to cooperate with their friends in class. Later, the researcher chose the member group randomly. In the main activity of CIRC strategy, the students have to identify, analyze, and discuss the text. After that, they have to write the result of discussion in a piece of paper and present it in front of class. They listened to their friends’ explanation carefully.

Next, the researcher asked the students about definition of narrative text. Some students answered that narrative is about the legend, myth, and fairy tale. The researcher also asked whether they have read narrative text before or not. And most of the students told that they have read narrative text in junior high school. Then, the students were asked to explain the generic structure of narrative text. One of students did it well although he was shy. He explained that the generic structure of narrative text is orientation, complication, and resolution. Then the researcher added the re-orientation after resolution, but the re-orientation is optional.

After that, the researcher asked the students about the language features. Some students answered that the language feature of narrative text is simple past tense. Then researcher added that there are so many language features of narrative text. There are the uses of noun phrases, connectives, adverbial phrases of time and place, simple past tense, action verbs, saying verbs, thinking verbs, and feeling verbs. The examples of noun phrase are ‘a beautiful princess’, ‘a huge temple’, ‘a beautiful girl’, etc. The examples of connective are ‘first’, ‘before that’, ‘then’, and ‘finally’. The examples of adverbial phrase of time and place are ‘in the garden’, ‘in the courtyard’, ‘in the river’, ‘two days ago’, ‘a long time ago’, ‘once upon a time’, etc. The examples of action verb are ‘walk’, ‘sleep’, ‘wake up’, etc. The examples of saying verb are ‘said’, ‘told’, ‘asked’, etc. The examples of thinking verb and feeling verb are ‘she felt very hungry’; ‘she thought she was clever’; and ‘she smelt something burning’.

In the last activity, the researcher asked question to the students about what they have learned in this meeting in order to check the students’ understanding. They answered the researcher question very well. It means that the students understood the researcher’s explanation.

2. Meeting II

The researcher made lesson plan. Based on lesson plan, the researcher taught 90 minutes. It started at 06.45 WIB and ended at 08.15 WIB. The material was about narrative text. In this meeting, the students were given the example of narrative text which the title is “Bandung Bondowoso and Roro Jonggrang”.

As pre-activity, the researcher greeted the students and checked the students’ attendance. All the students attended the class. Then the students were given brainstorming and leading question about narrative text that they have learned in the previous meeting. Students were asked about definition, purpose and generic structure of narrative text. Some students answered that definition of narrative text is a story that consist of problem and resolution; it can be a legend or myth. Then, the researcher asked the purpose of narrative text. Most of students answered that the purpose of narrative text is to amuse the readers. After that, the students were asked to explain the generic structure of narrative text. Most of the students could explain the generic structure well. They said that the generic structure of narrative text is orientation, complication, resolution, and re-orientation.

In whilst-activity, the students worked in pair. They were given the example of narrative text which the title is “Bandung Bondowoso and Roro Jonggrang” then they had to discuss it with their pairs. The students read the text carefully and comprehended the content of the text. Then, they answered comprehension questions about the text. There were five questions: (1) Who were the participants in the story? (2) What problem did Bandung Bondowoso have? (3) What problem did Roro Jonggrang have? (4) How
did they solve their problem? (5) Underline the adverbs that indicate the story happened in the past!

After the students read and answered the questions, they had to write down the summary based on their own words in answer sheet. The summary of the text included the orientation, complication, and resolution. Then some students read and explained their answer to their friends and others gave their opinions by giving comment.

Next, some students were asked the characteristics of narrative text. They answered that the characteristics of narrative text are the using of noun phrases, connectives, adverbial phrases of time and place, simple past tense, action verbs, saying verbs, thinking verbs, and feeling verbs.

In the last activity, the researcher asked question to the students about what we have learned in this meeting in order to check the students’ understanding. They answered the researcher question very well. It means that the students understood what the researcher explained.

3. Meeting III

The researcher made lesson plan. Based on lesson plan, the researcher taught 90 minutes. It started at 06.45 WIB and end at 08.15 WIB. The material is about narrative text. In this meeting, the students were given the narrative text which each group has different text.

As pre-activity, the researcher greeted the students and checked the attendant list. There were five students absent from 31 students. Two students were sick and three students had something to do in OSIS. Then the students were given brainstorming and leading question about narrative text. They were asked the characteristics of narrative text. Some students answered that the characteristics of narrative text are the using of noun phrases, connectives, adverbial phrases of time and place, simple past tense, action verbs, saying verbs, thinking verbs, and feeling verbs. Then, the researcher asked the purpose of narrative text. Most of students answered that the purpose of narrative text is to amuse the readers. After that, the students were asked to explain the generic structure of narrative text. Most of the students could explain the generic structure well. They said that the generic structure of narrative text is orientation, complication, resolution, and re-orientation.

In whilst-activity, the students were divided into small group that consist of 3-4 students. Because of the students were 26, they were divided into seven groups. They were given the narrative text and they had to discuss the text with their member group. The students read the text carefully and comprehended the content of the text.

The texts are different for each group. For first group, the text is The Legend of Surabaya. For second group, the text is The Legend of Lake Toba. The Legend of Rice Paddy is for third group. The Legend of Talaga Warna is for fourth group. For fifth group, the text is The Legend of Nyi Roro Kidul. For the sixth group, the text is The Legend of Keong Emas. For seventh group, the text is The Legend of Banyuwangi.

Next, the students read and identified the text carefully. Then, they wrote down their reading comprehension with their own words in a piece of paper including the main idea, the problem and the resolution. They also answered the questions of the text. There are five comprehension questions related to the text. After that, one group member explained their result of discussion and other group gave some responses and opinions. Then they had to submit their answer sheet to the researcher.

In post activity, the researcher asked questions to the students about what they have learned in this meeting in order to check the students’ understanding. They answered the researcher questions very well. It means that the students understood the researcher’s explanation.

4. Meeting IV

In the last meeting the researcher gave the test in order to know the students’ achievement in comprehending the narrative text after applying CIRC strategy. The test consisted of 30 questions included 15 multiple-choice and 15 essays, which were
made by the researcher. The students did the test well.

The test was done in 90 minutes. In addition, five students were absent because three of them had to do OSIS agenda, and the others were sick.

Observation

The researcher used two instruments to evaluate the teaching and learning process in three meetings of implementing the strategy.

1. Findings of Observation Sheet

   During students’ learning process, the collaborator found that the students paid attention and responded to the instruction.

   In the first meeting, the students were little confused with the instruction. Because of the first meeting for introducing the CIRC strategy and explaining about narrative, the students only listen to the researcher. In the second meeting, the students gave nice attention to the researcher. Mostly, they responded the researcher instruction during the teaching and learning process. Only few of the students contributed their ideas about narrative material.

   At the end of class, all of the students responded the researcher closing. In the third meeting, the students were accustomed to applying CIRC strategy and most of students followed the strategy easily. All of them responded the researcher instruction during the teaching and learning process. All of the students did their task seriously and gave nice attention to the researcher during teaching and learning process.

2. Findings of Field Notes

   The researcher took field note reports which gave necessary information deal with teaching and learning process in three meetings. The result of field notes are the students’ attendant was incomplete in the third meeting and the last meeting; students were actively involved in the classroom; they respected the researcher; students always responded the researcher; the condition of the class was orderly crowd because they focused to do their task; the class was enjoyable because the materials were suitable with their level and knowledge; and the researcher should give clear time allotment so that the students have responsibility to finish their work on time.

3. Findings of Students’ Reading Comprehension Skill

   The finding of the CIRC implementation could be seen from the improvement of reading score in the result of the test. The average score in reading comprehension before implementation of CIRC strategy was 71 with the participant were 31 students. After the implementation, it reached 84.5 with the participant were 26 students. It can be described that the average score increased 13.5 points.

Reflection

Based on the data obtained, the researcher got some result dealing with the implementation of CIRC strategy in the cycle.

Firstly, the researcher found that the students had problem in understanding the story. However, with the guidance of the researcher, they could get the idea of the story. In the last meeting, the students did the test well. Secondly, by using CIRC strategy the students enjoyed to read, easier to comprehend the text and communicate with their friends in the classroom. The students also could guess and answer the question from the researcher. Thirdly, the researcher found that the implementation of CIRC strategy in the cycle was successful. There is improvement in the reading comprehension score from preliminary study and implementation of the strategy. On the preliminary study, the higher score was 75 and the lowest score was 65. Then after the implementation, the higher score was 92 and the lowest score was 75. It indicated that all of the students achieved the minimum learning mastery, 74.

Finally, the reflection was done by the researcher who always notices the students’ progress during the teaching and learning process. Based on the students test score which was also supported by field-note, the researcher can briefly say that the criterion of success reported the average students score.
was 84.5. It can be described that the test in the cycle was successful. The researcher found the students improvement from the first meeting until the last meeting. The students are interested in the CIRC strategy in the teaching and learning process. It was proved from their reading comprehension task that was better than before.

The data from the test, observation sheet and field note were analyzed, reflected, and compared to get the research findings. As the result of observation sheet, it showed that the students’ attention increased since the first meeting of CIRC strategy was implemented. Moreover, the students’ interest also increased that was proved by there were many students asked questions related to the English material. The field notes showed that in the teaching and learning process, most of students enjoyed and interested. When a student presented the result of the group, others member group gave nice attention to him/her. As Uno and Mohamad (2011:115) said that CIRC is used for teamwork in a group and help each other to reach the goal together that to comprehend the content of the text.

The procedure of CIRC strategy gives a chance for the students to practice their English. CIRC strategy is developed to improve students’ chance for reading and receive some feedback from their reading activities (Uno and Mohamad, 2011:115). From reading activity, the students reading off each member with practice to give some responses their reading activities.

CONCLUSIONS AND SUGGESTIONS

Based on research findings, this research had reached the target successfully after implementing CIRC strategy. The average of students’ score in reading comprehension improved from 71 to 84.5.

The procedures of CIRC strategy was follows: (1) The researcher divided the class into small group that consist of 3-4 members and there were seven groups; (2) The students were given the materials of narrative text that each group has different text; (3) The students read the text cooperatively and found the orientation, complication, and resolution; (4) The students read the text cooperatively and found the main character(s) in the story; (5) After that, the students wrote the orientation, complication, and resolution in an answer sheet by their own words; (6) Then, one representative from a group presented their result of discussion.

Suggestions

This section contains some suggestions for English teachers and future researchers in improving students’ reading comprehension skill by using CIRC strategy.

1. Suggestions for English Teachers

Regarding teaching reading comprehension to the students, this study has proved that the using of CIRC strategy could improve students’ reading comprehension skill. The teachers were suggested to use this strategy to improve their students’ comprehension. CIRC strategy was appropriate in teaching reading comprehension because the students could do their reading task by cooperating with their own member group.

2. Suggestions for Future Researchers

Considering that CIRC strategy had successfully improved the reading comprehension skill of tenth grade students of MAN Malang II Batu, the future researchers were suggested to conduct an experimental research related to this strategy in the same skill.

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PROPOSED ELECTRONIC-BASED READING COMPREHENSION MATERIALS FOR THE SECOND SEMESTER STUDENTS AT THE TENTH GRADE

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Abstract. This study was concerned with the proposed electronic-based materials of reading comprehension skill for the second semester at the first grade students of senior high school. It can be categorized as the Research and Development (R&D) which adapted the model of Sadiman (1986). It was consisted of seven phases such as (1) need analysis, (2) formulating objective, (3) formulating the materials, (4) formulating validity measurement, (5) writing media sheets, (6) testing, and (7) revising. The subjects were the first grade students of MAN Malang I. The product was developed based on the students and teachers’ need which was obtained from distributed questionnaire and interview, and it showed that both students and teacher need an interactive English instructional media which is based on computer with the percentage (92.3%). Furthermore, based on the validation of some experts, it was known that the product was valid. Finally, the result product was electronic-based materials which was consisted the reading materials of the second semester of the first grade of senior high school such as narrative, descriptive, and news item texts. Each kind of text has its own evaluation which is in the form of multiple choices and true or false questions.

Keywords: Electronic-Based Materials, Reading Comprehension, Reading Materials

INTRODUCTION

English and computer became a main qualification that should be met by people who wants to survive in the world competition. As we know that our life today is full of competition. Therefore, it demands people to fulfill themselves with a specific skill, such as English and computer. English is important because it becomes an international language that is used in many aspects of life. Moreover, computer is essentially needed in our lives, for the modern era is IT (Information Technology) based that we can access so many information through it. Therefore, if both English and computer are integrated, it will be an ideal combination to compete in the world competition.

English and computer are also essential in education aspect because English is considered as global language. Therefore, there are many books that written in English. Of course, it influences students’ style in gathering the knowledge that affect to their achievement. Besides, computer is extremely needed in the modern system of education. As we know that there are many sources that can be accessed through computer. Moreover, in all educational system, the use of communication and technology has certain place. Therefore, computers play significant
role in the learning process. Teaching English for a second-language learner can take benefit from using a computer. Indeed, a computer is a tool and medium that facilitates people in learning a language, although the effectiveness of learning depends totally on the users (Hartoyo as cited in Suharyadi, 2010). In short, English and computer are primarily effective to get the horizon.

The using of computer in language learning is called Computer-Assisted Language Learning (CALL). CALL is a program derived from CAL (Computer-Assisted Learning) which is implemented to language, but the use of computer here is mainly aimed at providing a language learning tutorial program (Hartoyo as cited in Suharyadi 2010). Then CALL means students learn language in any context with, through, and around computer technologies. From both definitions, the main focus of CALL is on the application of computers in language learning.

Therefore, it enables learners to enjoy their English activities, especially in reading. Although reading activities on computer have already existed since 1990s, many teachers, especially Indonesian teachers, they have not maximally applied this kind of activities. They still concern on text-based reading that make almost all of learners feel bored in reading. Therefore, many learners lose their interest on reading. Then based on the result of analysis on students and teacher needs, it was known that the students and the teacher need an electronic-based reading material.

Moreover, the use of media is very useful for students in comprehending the materials, for more abstract the object, and the more difficult to be understood by the learners. In the contrary, the more concrete the object the easier to be understood. In addition there are four kinds of learning experiences; they are 1) watching and interacting with verbal symbols such as listening to lecture, 2) watching and interacting with mediated events such as watching slide, video, and film, 3) watching and interacting with actual events such as field trip, demonstration, and role play, 4) doing the direct experience such as cooking and gardening (Dale in Warsita, 2008).

To be familiar with the development of electronic English media, a similar study had been conducted by Pratama (2013). He had developed computer-based reading materials to foster the reading skills of 10th grade students of SMK. Several software utilized to develop the product were Microsoft Office 2010, Notepad, Adobe Flash 9 / CS3, Paint, and WinRAR 4.6. This product concerned to descriptive texts in the form of riddle and adjective word order, and it was based on the standard of competence and basic competence 1.3 written in curriculum for SMK. The other study was also done by Nanulaitta (2011). Multim medial based Instructional media of English for XI IPA I SMA Negeri 2 Ambon was the product that had been developed. The developer tries to use multimedia as a new supporting tool for instructional strategy of delivery system in teaching English.

In such a way, the researcher also developed electronic-based materials, but this research has different on the subject or target of development, for the subject or target of development of the researcher were senior high school students. Actually, there are some reasons why the researcher developed the materials of SMA. The first, senior high school students are prepared to continue their study in the university (Oideachais. 2012). As we know that University students should be independent in acquiring the knowledge. Besides that, they should master operating computer. Moreover, the researcher chose the first grade, for the first class is a reference that will be taken into consideration for determining the major in class XI (Oideachais. 2012). Therefore, at this time, students must be prepared carefully to be able to adapt to the major in accordance with their wishes.

Therefore, in this case, the researcher wants to conduct a research relating to the development of electronic reading materials. Then the objective of the study was formulated as “to propose electronic-based materials of reading comprehension for the
second semester students at the first grade of senior high school that can be used as media of teaching and independent learning.

METHOD

The research design of this study is namely Research and Development (R&D). According to Latief (2009) research and development (R&D) is a process used to develop and validate educational product. To develop the media, the researcher will use Sadiman model recommended by Sadiman et al (1986). This development model meets the learners’ characteristics, and it is also considered as a simple and effective model to develop an interactive learning device. This model explains the detail process of creating media from analyzing the learners’ need until the final product resulted.

The subject of this study was the first grade students of MAN Malang I. The researcher used cluster sampling to choose the group that will be analyzed, and they are group A and B which consisted of 71 students. Moreover, to get the data the researcher used questionnaire and interview guide. The questionnaires were used to obtain the data of students’ need and product validity. Then the interview guide was to reveal the need of the teacher.

FINDING AND DISCUSSION

Dealing with the analysis on students and teachers’ need, it was found that the students and also the teacher need an interactive English instructional media which is based on computer to foster the students’ interest on reading, especially to comprehend some texts with the percentage 92.3%, and they expected that the media can be operated independently by the students.

After the media was produced, the developer then validated the media to check whether it was feasible or not to use as instructional media. In this case, the developer cooperated with some experts such as media, content, and practitioner experts. Those valuators were experts on their own field. Then the result of validation was that media expert gave 90.9%, content expert gave 71%, and practitioner expert gave 93.65%. Based on those scores of percentage, it can be concluded that the electronic-based material of reading comprehension skill for the second semester students at the first grade of senior high school was valid although it still needed little revision.

Based on the findings of this research, it was known that the lowest percentage of validity belongs to the content, for many errors are available on the media which are related to the grammar. Therefore, in this case, the developer mainly focused revising on the grammar of the content of media. Moreover, the developer also revised the product based on the experts’ suggestion and recommendation.

Finally, the product of electronic-based material of reading comprehension skill for second semester at the first grade students of senior high school is in the form of instructional compact disc (CD) which can be used by teachers in teaching process in the classroom. Besides, it also can be used independently by students to learn English, especially reading. The materials which consist of narrative, descriptive, and news item texts were developed from Kurikulum Tingkat Satuan Pendidikan (KTS) of English for senior high school. Moreover, this instructional media consisted of six main parts such as (1) home (it displays the main menu of the media), (2) competencies (displaying the standard and basic competences and also the indicators of the material), (3) instruction (displaying some information about the media), (4) materials (displaying the materials which are consisted of narrative, descriptive, and news item texts), (5) evaluation (displaying the evaluation of each kind of text which is in the form of multiple choices and true or false) , and (6) profile (displaying the identity of developer).

CONCLUSION AND SUGGESTION

The proposed of electronic-based material of reading for reading comprehension skill was packaged in the form of Compact Disc which adapted the research and development procedure of
Sadiman. The procedure included seven steps such as (1) need analysis, (2) formulating objective, (3) formulating the materials, (4) formulating validity measurement, (5) writing media sheets, (6) testing, and (7) revising. Then the result product was electronic-based materials. Several software were utilized to develop the product were Microsoft Office 2010, Adobe Flash CS3, paint, and WinRAR 4.6. It was consisted the reading materials of the second semester of the first grade of senior high school such as narrative, descriptive, and news item texts. Each kind of text has its own evaluation which is in the form of multiple choices and true or false questions. And the last was that the materials were developed based on KTSP curriculum.

Based on the result, the researcher suggested for students and teachers to understand the instruction for use the media before utilizing. Furthermore, it is important for English teacher to review the materials and evaluation on the media. And for further researchers that want to conduct similar study, it will be better if he or she tries the media out to the real students after revising the media.

REFFERENCES


IMPROVING STUDENTS SPEAKING SKILL THROUGH STORYTELLING ON SECOND GRADE OF MA

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Abstract: This study purposes to improve student’s speaking skill on second grade of MA Al-Ashary Sampang through storytelling technique. The research design of this study is classroom action research (CAR). To get the data this study used observation sheet, field note, questionnaire and test. The findings of this research showed that the storytelling technique improved the student’s speaking skill. The mean score of the students was 75.25 from 55.41 and all of the students participated so the class becomes alive and cooperative. Based on the result of this study, the storytelling technique had improved the student’s speaking skill of the second grade of MA Al-Ashary Sampang

Key words: speaking skill, storytelling technique

INTRODUCTION

Language is the instruments of communication people need it in social interaction in their environment so that they can interact all over in the world. Speaking is fundamentally an instrument act. A speaker talks some effect on the listeners in order to change state of the knowledge, to get them some information. The skill of language are speaking, reading, and writing. Speaking ability is the most importance for people because it is used social communication.

Basically, English has four important basic skill; they are listening, speaking, writing, and reading. Listening and reading are called receptive skills and speaking and writing are called productive skills. According to harmer (200:271) receptive skills are the ways in which people extract meaning from the discourse they see or hear. In this context, reading and listening are receptive (passive) skills while speaking and writing are the productive skills. In teaching elementary, junior and senior high school student in Indonesia, the four English skills are integrated into one subject that is English, but for university students, English students, it is separated for each skill. So there are listening, speaking, writing, and reading class.

Based on the researcher observation, the researcher obtained the data from English teacher of second grade of MA Al ASHARY SAMPANG, the mean score of the English achievement of the students of the first semester was 55.41. The problem was found by the researcher on teaching speaking process in the classroom, especially the second grade of MA AL ASHARY SAMPANG were unable to understand the speaking material given by the teacher. The teacher’s strategy in teaching English tended to be teacher-centered classroom activities. Most of students were passive. The student’s activities just responded to the teacher’s questions. They did not have any opportunities to speak or to express their
ideas. Other problems were found that the student had low motivation and enthusiasm in learning English, they felt nervous to speak English, they seldom did their homework and the student’s environment was not supported by using or speaking English to communicate.

Based on the background and the problems above, the researcher offered to conduct a classroom action research entitled “Improving Students’ Speaking Skill through storytelling on second grade of MA Al-Ashary Sampang” to improve the students’ speaking skill because storytelling is to engage students in conversation for the purpose of analyzing and synthesizing new information, and to help students involve actively and confidently in speaking activities.

METHOD

In this study the researcher used Classroom Action Research (CAR). CAR is a simple research to solve the problem in classroom activity usually done by the teacher. According to Latief (2003:104) Classroom Action Research for English subject is to develop a strategy or English learning technique in the learning and teaching process in order to solve the problem that the teacher and students get in the classroom. CAR is 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. According to Kemmis and Taggart in Numan (1992:16) argued that the three defining characteristics of action research are that is carried out by practitioners (for purpose, classroom teachers) rather than outside researcher; secondly, that is collaborative: and thirdly, that is aimed at changes things. A distinctive feature of action research is that those affected by planned changes have the primary responsibility for deciding on course of critically informed action which seem likely to lead to improvement, and for evaluating the results of strategies tried out in practice.

In this research the researcher involves in the action teaching and learning process, collecting and analyzing data, also making conclusion and report. On other hand, the problem of this research came from the difficulties of students to speak up during speaking classroom activity.

This research has been conducted with the students of the second grade of MA AL-Ashary Sampang. The researcher thought that the action research could answer the problem of students’ speaking skill such as improving student’ speaking score, the technique of teaching, the students’ motivation in learning, students’ activeness during the classroom activities, and also the teacher’s way of teaching. The researcher concerns in teaching students by using storytelling as a strategy in teaching speaking. The researcher conducts this research to solve the problems.

The research procedures of this study start from research preparation (including pre-observation and deciding criteria of success) and research implementation which is including planning, implementation, observation, and reflection. In pre-observation, the researcher interviewed the English teacher of second grade of MA Al-Ashary Sampang and asked the student’s score of semester one to get information about the problem of the students. After that, the researcher preparing the strategy, designing lesson plan and deciding criteria of success. The main components in the lesson plan covered the objectives of the teaching and learning process, materials, techniques of teaching, the steps of the classroom activities, learning sources, assessment and score rubric. The researcher also followed the rules of school based curriculum in taking the standard of competence and basic competence.

The data analyzed of this study are qualitative and quantitative data. The qualitative data obtained from the questionnaire, observation, and field notes. Meanwhile the quantitative data obtained from the result of students’ speaking test. The form of test is interview. The task given was about recount text that related to the topic. There are some assessments and portions in
this test, they are: 1. Pronunciation, 2. Fluency, 3. Grammar, 4. Vocabulary and 5. Content. The data from the test was analyzed by calculating the mean score. To obtain the mean score, the researcher used the following formula (Mistar, 2007:8).

**FINDINGS AND DISCUSSIONS**

This stage is to review activity as long as teaching and learning process. From this reflection the researcher knows that the developing of this activities have already successes to solve the problems or not through the storytelling technique during the teaching and learning process. The test’s result sowed that the speaking ability of the students was improved. It can be seen form the mean score of the preliminary study was 55.41 with the lowest score was 40 and the highest score was 77.5. In the final test, the mean score of the students was 72.25 with the lowest score was 60 and the highest score was 80. In the final test five students failed to get score 70. This research that 80% students had to get score > 70 based on the scholl basis of the minimum mastery learning standard. The intensity from the result of observation sheet was better from the first meeting until the last meeting.

The result of questionnaire showed that the student’s personal responses to the storytelling are very good because most of them like and interest to the technique which was applied by the researcher. The result from all of the instruments showed that the technique improved the student’s speaking skill on second grade of MA Al-Ashary Sampang. It means that this research succeed to solve the student’s problem in speaking English.

**DISCUSSION**

Based on the findings, it was proven that the teaching speaking through three-step interview technique improved the student’s speaking skill. It could be seen from the mean score of the students before doing the research was 55.41 and after doing the research was 75.25. Besides that, the result of the observation sheet and field note showed that the students enjoyed and did not confuse in accepting the materials from the researcher. All of the students were active and participated in all activities of speaking English at the classroom. In the other hand, the storytelling technique increased their confident to speak during the teaching and learning process.

According to Caine et al. (2005), storytelling is the primary way that people access, express, and retain information and knowledge. They argue that brain research confirms the theory that information is naturally organized in our minds according to story form. Richter and Koppett (2000) share a similar view stating that stories form the foundation of how we communicate and that we remember and integrate new information by placing them into a story format.

**CONCLUSION**

Based on the result of research findings and discussion, the researcher concluded that the storytelling technique was able to improve the student’s speaking skill on second grade of MA Al-Ashary Sampang.
It was able to improve their skill in producing speaking English, giving chances for the students to actively speak up, expressed their idea and discussed related to the topics or materials inside the classroom. In this stage, the students enjoyed in the teaching and learning process so, their confidence improved either in doing the activities. Besides that, the storytelling technique helps the students about their pronunciation, fluency, grammar, vocabulary and comprehension which were needed in a good English speaking ability. It means that this technique succeeds to solve the student’s problem in the classroom, the researcher did not need to continue to next cycle.

SUGGESTION

The advantages of using storytelling in teaching speaking had been proved in this study. The speaking skill of the students was significantly improved. So, the researcher proposed some suggestion that probably could help the English teacher, the students, and for the further researcher

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IMPROVING READING COMPREHENSION USING THINK, PAIR AND SHARE STRATEGY OF THE SECOND YEAR STUDENTS

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Abstract: The goal of the study was to improve the reading ability of MTs. Ainul Yaqin Pasuruan students by using think, pair and share strategy. By using this strategy the researcher hopes that the result of students’ reading skill will improve than before. This study is a Classroom Action Research (CAR). The research was conducted in a cyclic process starting from making lesson plan, implementation, observation, and reflection. The data analysis used quantitative data and qualitative data. The quantitative data were obtained from the test and questionnaire; the qualitative data was obtained from observation of the teaching and learning process, the students’ answers, and the researcher field-notes. After implementing the action, the criteria of success has been fulfilled. It is related to the student active participation, student interest, student enjoyment during English learning using think, pair and share strategy. It showed with the mean score 77.3 is better than the mean score in the first test 67.3. The questionnaire also proves that the students are interested in learning English in using think, pair and share strategy. After using think, pair and share, the reading skill of the students in the second year students at MTs Ainul Yaqin Pasuruan developed. Asking and answering questions from the think, pair, and share make the students enrich their vocabulary. Beside that the students talk active by show their idea based on the topic given in front of the class. The class becomes alive and cooperative because all of the students participated in these activities.

Key Words: Think, Pair, and Share, reading skill

INTRODUCTION

There are four basic skills in English i.e. reading, speaking, listening and writing that should be mastered by the English learners. They are integrated skills. It means that English learners should not focus only in one skill if they want to master English. The problem is how the way to teach English for English learners so that they can learn easily and master those four skills. In this case a teacher needs to be able to create an activity to make the learners easy in learning English, especially reading, because there are many kinds of texts in English such as narrative. One of the ways to achieve it is by using teaching strategy think, pair and share.

According to Callahan and Clark (1982:20) in Wahyuningtyas (2004:2) states that the teaching is matter of guiding student to know, understand and comprehend ideas, attitudes, values, and their daily surrounding even situation teaching is indeed done by teacher. Sipay (1980) states that reading is a process of interpreting the meaning of written language appropriately. Introduction to the meaning of the word according to its context
is a necessary prerequisite to understanding the message contained in reading material. The goal of teaching reading is making students understand the text and able to answer the reading question, if the teaching strategy is not able to reach the goal, it is called failed. So the teaching strategy should be changed in order that students were able to reach the goal of teaching. If the teacher still used a conventional method of teaching without any consideration of the students’ need, the outcome of the teaching will not be effective.

The researcher believes that think, pair and share can make students easy to learn and understand English especially reading because in that activity students do not study individually, but in pair. Besides that, if the students are not sure of their own answer, the students can share their answer to their partner so it is more appropriate.

As the matter of the facts above, the researcher brought an alternative strategy in teaching reading by hoping that students’ had improvement in English. The researcher conducted an Action Research for the second year in teaching reading under the title. Teaching Reading Using Think, Pair and Share Strategy of the Second Year Students at MTs Ainul Yaqin Pasuruan.

METHOD
The research design employed for this research is CAR (Classroom Action Research). According to Latief (2003:104) Classroom Action Research for English subject is to develop a strategy or English learning technique in the learning and teaching process in order to solve the problems that the teachers and students get in the classroom. In this research the researcher was involved in the action teaching and learning process, collecting and analyzing data, also making a conclusion and report.

This research was conducted at Madrasah Tsanawiyah Pasuruan. This school has 5 classes consisting of 2 classes of grade seven, 2 classes of grade eight, and 1 class of grade nine. the research procedures start from research preparation (including preliminary study and deciding criteria of success) and research implementation which including planning, implementing, observing, and reflecting.

The Criteria of success in this strategy during the reading teaching and learning process is 80% students’ score are improved from 63 become at east 70 based on the minimum standard score.

The data analyzed were qualitative and quantitative data. The qualitative data obtained from the questionnaire, observation, and field notes. Meanwhile the quantitative data obtained from the result of students’ reading test. To analyze the qualitative data, especially obtained from the questionnaire

FINDINGS AND DISCUSSIONS
The first cycle of the research was conducted in three meetings on March 11th, up to 16th, 2013. Cycle 1 described several phases starting from: a) implementation, b) observation, and c) reflection. The first meeting was conducted on Monday 11th march 2013. The topic of reading material was about “Mentari Department Store”. The implementation of this action was the use of think, pair and share strategy to improve reading comprehension of grade second students at MTs Ainul Yaqin Pasuruan. The activities in this action research were; First, the researcher introduced the think, pair and share strategy and explained the procedures of this strategy. Second, the researcher gave information to the students about the competency that the students should complete it based on the criteria of success in this teaching and learning process. Third, in pre reading activities, the researcher made brainstorming by giving leading question to the students about their experience in going to shopping center while asking new vocabulary related to the topic and listed them on the board. Fourth, after that, the researcher gives chance to the students for thinking about the text. Fifth, in whilst reading, the researcher divided students into pair group then giving them a text for sharing to find the main idea, find the meaning, and find the subject,
The next meeting and cycle II was conducted in the same way, the difference is only the material. The using of think, pair and share in this research was to improve the students’ reading comprehension. The researcher gave test of reading comprehension to know the students reading ability after the implementation of the action. The result of test shows that the students’ lowest score was 60 and the highest score was 80, it can be concluded that the mean of students’ score was 67.3. Taking a part in the discussion to find information from the text was also one factor which made them easier to comprehend the reading text. It can be proven by the result of students’ score of reading test. The mean of students’ score of reading in this cycle II is 77.3.

The result of the first cycle was unsuccessful to improve students’ reading performance. Because some students not taking a part in the discussion and it caused they got difficult in comprehend the reading text. Therefore, the researcher continued to the second cycle. And some activities in the cycle II had been changed by the researcher. The researcher focused on the students who were passive in the teaching and learning process and the researcher also did study guide for those students who got difficult about the text. In fact the activities made good progress on the students’ average score. The students’ average score in cycle I was 67.3 and increased became 77.3 in cycle II.

And the result, the think, pair and share strategy improved the students reading performance because it had reached the criteria of success. The students became more active in the classroom and motivated to participate in the group discussion, the students also enjoy during teaching and learning process and finally the students reading average score also improved.

CONCLUSIONS AND SUGGESTIONS

The result showed that the students are interested in think, pair and share strategy because from 11 students or 100%, 8 students answer strongly agree that learning reading by using think, pair and share strategy made the students get more spirit and motivated in learning English. Only three students’ answer less agrees and disagrees. The students were also more active in the classroom especially in pairing discussion. The result of questionnaire showed that 7 students or 75% of 11 students answer strongly agree that the use of think, pair and share strategy in teaching reading can improve their reading achievement, 4 students or 25% answer agree and no students answer less agree and disagree. The students’ reading achievement is shown not only from the questionnaire result but also from the researcher’s observation and field note during teaching learning in the class.

The implementation of think, pair and share strategy had improved the students’ reading achievement. It can be studied from the improvement of reading score from the test of cycle I and test of cycle II. The result of students reading achievement test in cycle I showed that the students’ average score was 69.16. Then, some activities in the cycle II had been changed by the researcher. The researcher focused on the students who were passive in the teaching and learning process. In fact, the activities made good progress on the students’ average score. And finally in cycle II, the students’ average score was increased became 77.16.

The suggestion for teacher, they can implement think, pair and share strategy in teaching reading. Because think, pair and share strategy can solve the students’ problem in reading. It is also suggested that this study can be used as the reference in using think, pair and share strategy in teaching reading. Moreover, the teachers are also recommended to use this strategy to teach other kinds of topic in reading.

For students are suggested to be more active during the teaching and learning process in the classroom. And also students are suggested to enrich their vocabulary. In order to they can think largely. It will help them easier to create an idea.
The future researchers are recommended to use think, pair and share strategy to improve students’ reading achievement. Also, further researchers are recommended to use think, pair and share strategy on different grades and levels of education, such as senior high school level, to see if the strategy can be implemented effectively to solve students’ problems in reading.

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Abstract: This chapter presents the finding and discussion refers to the statement of problem they are; 1) The problems faced by the English's students of eighth Semester in learning TOEFL, 2) The preparations faced by the students of English’s students of eighth Semester during TOEFL test, 3) The researcher evaluates the student’s achievement of TOEFL, 4) Students’ learning style of TOEFL test. The result showed that the average of the students' TOEFL achievement was 521, 55. Therefore, related to the classification of the mean speaking achievement score used by teacher’s learning styles at English Department, it can be concluded that the achievement of the students eighth semester in TOEFL was good. And then the learning styles of students’ in eighth semester at English department of Islamic university of Malang were dominant in Visual of this study.

Key word: Learning Style, TOEFL Score, and English achievement

INTRODUCTION

According to Benati and VanPatten (2010), learning styles have been studied from different perspective. Learning style is factor that can make students improves their English ability. In learning process, many students still have difficulties to learn. Besides, studying hard also needs a good style in learning. Then the learning styles are important for language learning as effective’s tools for students in order to develop communication competence. Oxford (1:1990) states that learning style are steps taken by student to enhance their own learning. When the student has good learning style in learning English, they will feel interested in and enjoy learning English. It will increase the student English learning achievement. Based on the reason above, the writer wants to conduct this study about “Students’ Learning Styles in Developing TOEFL Score at Eighth Semester of English Department of Islamic University of Malang”

METHOD

This chapter covers the following sections’ research design, subject of the study, research instruments, and procedure of data collection, and procedure of data analysis. Research design is a strategy to obtain the data to examine the hypotheses. According to Gay (1987:179) there are many kinds of research method. They are: historical method, descriptive method, correlation method, causal-comparative method and experimental method. In this study, the researcher used the descriptive and quantitative method because it is designed to obtain the information concerning the current status of phenomena of Students’ Learning Styles in Developing English Preference at Eighth Semester of English Department of Islamic University of Malang.
Gay (1987: 189) identifies that descriptive research involve collecting data in order to test hypotheses or to answer questions concerning the current status of the subject of the study. One of characteristics of the descriptive research there is no administration or control of a treatment as it is found in experimental research.

FINDINGS AND DISCUSSIONS
This chapter presents the finding and discussion refers to the statement of problem they are; 1) The problems faced by the English’s students of eighth Semester in learning TOEFL, 2) The preparations faced by the students of English’s students of eighth Semester during TOEFL test, 3) The researcher evaluates the student’s achievement of TOEFL, 4) Students’ learning style of TOEFL test.

This study the researcher explained about the problem that faced by the students of English during they learned TOEFL. From the interview and questionnaire with the students eighth semester of English department the researcher can explain the interview and questionnaire data.

In order to know the students’ English TOEFL achievement of eighth semester, the researcher collected the students’ TOEFL score. To determine whiter the students get a good or not achievement of TOEFL.

The result showed that the average of the students’ TOEFL achievement was 521.55. Therefore, related to the classification of the mean speaking achievement score used by teacher’s learning styles at English Department, it can be concluded that the achievement of the students eighth semester in TOEFL was good. And then the learning styles of students’ in eighth semester at English department of Islamic university of Malang were dominant in Visual of this study.

Based on the interview with the English’s students of eighth Semester that are many difficulties to understand the conversation when they conducted test TOEFL. Based on the interview with the English’s students of eighth Semester that they must study hard by doing any kind of TOEFL exercises not only by his or herself but also they must share with their friends and teachers so that if there were any difficulties they can understand the content of the text and grammatical analysis. An evaluation was importance for teacher to know the student’s mastery in English. There are not students get low score. Based on interview at the students’ English department of eighth semester. The researcher can conclude that they have some of learning style to mastery TOEFL.

The problems faced by the teacher in teaching and learning English. The teacher’s problems were teaching four skills (speaking, listening, reading, and writing), the students were afraid and shy to speak English, the students cannot understand about text because the students had limited vocabularies, students couldn’t master tense, and the teacher found some of the students did not have motivation in learning English.

Problems faced by the students in learning English at Students’ achievement. The result of researcher at students eighth semester of English department of Islamic university of Malang is good enough because there is no student get low score, from 20 of students 5 of students got average and 15 of students got below average.

CONCLUSION AND SUGGESTION
Based on the conclusion above, the researcher gave some suggestions to the English teacher, students and the other researcher. The teacher has important role in the student’s educational and student’s achievement, the teacher has capability to perform and present the teaching material as interestingly as possible. The students should study English not only at school with the teacher but also independently at home or follow the English course. This study focused on the techniques of teaching and learning English at eighth semester of English department of Islamic university of Malang.
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THE EFFECTIVENESS OF GLOSSARY ON THE READING COMPREHENSION ABILITY

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Abstract: This article aims at knowing which one the higher of the students’ score in reading test with glossary and reading test without glossary. It means without glossary is there were no taught glossary in reading. The research design in this study is quantitative research in the form of experimental design. The subject of this study is eighth grade students in language program, and it consists of 30 students. There was only one group in this study, which got two the different of reading test, the first test without glossary and the second test with glossary. The questions in this study were taken from national final exam of English; consist of 30 items, and in the form of multiple choices. The finding of this study is there are significant difference students’ score in reading test with glossary and reading test without glossary. Through giving glossary in reading exercises or in reading test, it help students to optimize the reading process, get many information in their read, and analyze the mean of the reading text and answer the question correctly.

Key Words: effectiveness, literal, interpretative

INTRODUCTION

Reading skill is the basic skill that must be mastered by the students in all activities, because the success of students in a learning process is influenced by their reading ability. Through reading, students not only get information but also enrich their knowledge and experience.

According to McNeil (1992:58), reading comprehension is acquiring information from context and combining disparate elements into a new whole. He further states that reading comprehension is a process of using one’s existing knowledge to interpret a text in order to construct meaning. There are three aspects that support this definition: (1) a reader needs knowledge of the world to understand new things; (2) a reader needs to be familiar with the variety of the text structure he/she is likely to encounter, and (3) a reader needs to seek the meaning and not only passively rise up from the page.

According to Snow (2002:88), reading comprehension is a process of minutously extracting and constructing meaning through interaction and involvement with written language. Here the readers try to create meaning intended by the writer. This involves all types of thinking, evaluating, judging, imagining, reasoning, and problem solving. It is not only intellectual meaning may be involved, but also feelings of considerable intensity may be around and emotional attitudes may be profoundly altered through reading.

Other definition of reading comprehension come from Paynter, Bodrova,
& Doty (2005). They define reading comprehension as a complex undertaking that involves many levels of processing. One of the most fundamental aspects of comprehension is the ability to deal with unfamiliar words encountered in text. Readers who struggle with word-level tasks use up valuable cognitive space that could be allotted to deeper levels of text analysis.

Teaching reading in foreign language is different from teaching reading in the first language. Teaching reading in first language is easier than that in foreign language, since many words in a foreign language are still unfamiliar to the students. Because of that, it is essential for the students to have a great vocabulary to make them easier to comprehend a reading text. Successful reading requires being able to identify written words and know what those words mean.

Since 1790s the studies about the first and the second language reading have been conducted and the significance finding give a great deal contribution to the teaching and learning process especially in reading comprehension. According to Brown, H Douglas (2001), there are three models of reading process.

Brown (2007:358) states that in bottom-up processing, reader must first recognize a multiplicity of linguistic signals (letters, morphemes, syllables, grammatical cues, discourse maker) and use their linguistic data processing mechanism to impose some sort of order on these signals, so that among all perceived data, the reader selects signals that make some senses, that cohere, that mean.

Goodman (1967 cited in Coady, 1979) states that in top-down model reading, in reading process the readers use the available language cues selected from perceptual input on the basis of the reader’s prediction. It means that the process of comprehension deals with the background knowledge to predict the meaning of the text, in order words, a reader should read a text by reading the sentences, and then tries to find the information by guessing the meaning.

The last model of reading assumes that the process of translating a text to meaning involves the use of both bottom-up and top-down model. The process of translating print to meaning involves making use of both prior knowledge and print. The readers formulate hypothesis based on the interaction of information from semantic, syntactic, and graph phonemic sources of information in the readers mind.

The researcher has stated in the previous discussion that reading is a complex act that must be learned by the students especially in second language acquisition and the teacher should consider factors affecting reading comprehension.

In the language class, reading is considered as the most important activity, not only as a source of information and pleasurable activity but also as a means of extending one’s knowledge of language, This is supported by Gunning (1992:65) states that in language acquisition, students are taught the sub-skills of reading in stages, stated from the simple to the complex ones. In the teaching of reading the teachers should begin teaching by showing and introducing students name and shapes of letters of the alphabets, combination of the letters in syllables, words, phrases and sentences. However, it promotes better spelling, better writing, high reading comprehension, and a more advanced vocabulary.

Pre-reading activities are instructional activities carried before students conduct the real activities. Mason and Au (1990) state that pre-reading activities concerned with students’ background knowledge, objectives of reading in class, learning activities, and motivating the students. Pre-reading is to tell students the purposes of reading and leaning.

Vocabulary is the list or collection of words and phrases that have meaning and used in communication. Vocabulary has assumed its rightful place as a fundamentally aspect of language development. Nunan (1999: 103) states that vocabulary mastery is partly due to the influence of comprehension-based approaches to language development. Because of it the teaching reading must
covers the vocabulary building. When the students need to know the meaning of the text which they read, they must have a stock of vocabularies for their reading comprehension. If the text reading contains of unfamiliar words and difficult structure for them, it can make them difficult to comprehend the text.

“Vocabulary consists of the words that we understand and can actively listen to, speak, read, or write” (Tankersley, 2005:66) vocabulary mastery of the students is specific factor that support their language skills. Unfortunately, many students cannot read or communicate effectively because of their lack vocabularies. The role of vocabulary is very important in English. Everyone can speak, read and writer well if they master many vocabularies. Therefore, if they want to master English, they should master vocabulary well because it is part of English itself.

Students who have a rich vocabulary should be able to comprehend the text easily. However, students with lack vocabulary have difficulties to comprehend the text because they didn’t understand the meaning of words.

Guessing strategy was employed if the readers have limited amount of vocabulary formerly. When readers find unfamiliar words in reading texts, they have to guess the meaning of the words in text. However, guessing strategy in treating unfamiliar words contribute a little to success on reading comprehension. Laufer and Sin (in Sulu 2004) argue that guessing strategy from the context should not be focused until learners have a sufficiently large vocabulary to support such guessing. When the use of guessing strategy is less effective to unfamiliar words on reading comprehension, it is imperative that students enrich their vocabulary through certain strategies of enriching vocabulary.

One of the ways to enrich student’s vocabulary is through address unfamiliar words which need to be taught to students before reading a text. It means that before teaching reading in class the teacher should give several unfamiliar words to the students related to the reading text.

The researcher thinks that glossary effective to help the students to comprehend a reading text. If they do not know about the meaning of the unfamiliar words before, they have been flummoxing in understanding reading text. Through this process the researcher can moved students from memorizing information to meaningful learning and begin the journey of connecting learning events rather than remembering bits and pieces.

Therefore, the researcher wants to conduct a research to know the differences of reading text with glossary and without reading glossary. And the hypothesis of this study is:” Do the students who are taught reading comprehension with glossary have better reading comprehension ability than those who are taught reading comprehension without glossary?” Based on the research problem, the purpose of this study is to know the differences students’ score in reading comprehension with glossary and reading comprehension without glossary.

METHOD

According to Ary, Jacobs, and Razavieh (1979:246) the experimental designs are classified into three categories; they are pre-experimental, true-experimental, and quasi-experimental. Here, the researcher applied pre-experiment research design because the researcher used dependent t-test when the research deal with only one group of subjects with two measurements, such as in one group pre-test and post-test design. The researcher administered pre-test and post-test to know the qualities of groups. Pre-test was applied to know the quality of students experimental that is led to next statistical computation and the post-test applied to know the effect of treatment. In this design, only on post-test was given treatment. Later, at the end of the treatment, group was given post-tests.

In this study, the researcher used one shoot experimental design in which there was no control group. The researcher gave to kinds
of reading comprehension test to the students base on the glossary and analyzed the data.

From illustrate above, in this study, there as only one group. All o students in eighth grade of language program would get to different reading treatmen. This difference based on glossary.

The research was conducted in SMP WAHID HASYIM, Malang. The research was concerned with teaching students by glossary. The researcher was taken one class from three classes which the numbers of class is 30 students.

The reason of the researcher chose the eighth year students of SMP WAHID HASYIM, Malang, because the students’ weaknesses in comprehending reading text and also their limited vocabulary and glossary had never been used by students in reading process, so that after the students have taught reading instruction with glossary, they have better reading comprehension.

In this study the researcher use the test as instrument and to collect the data. The reading test used is nasional examinasion of English for students in junior high school, Modul Bahasa Inggris (LKS).

The data in this study was analyzed by using dependent t-test. According to Mistar (2007),“the t-test is used when the researcher compare two means to find the significant of the difference between two”there are two types of t-test, there are independen t-test and dependent t-test. Because only one group in this study, the researcher used dependent t-test to analyze the data and in order testing the hypothesis.

**FINDINGS AND DISCUSSIONS**

The data was analyzed by dependent t-test. This section the group of one class were given pre-test and post-test to determine the effect of glossary on reading comprehension. The result of pre-test scores of the X1 was presented in appendix IV. After analyzing the data, the researcher found that the average score of each group was different. The average of pre-test score was 20.16 and in post-test was 29.64.

Based on the calculation above, the statistical value of observed t-value was 13.38 while the t-critical of degree of freedom 1/29 with the 0.01 level of significant was 2.462, it means that F value was higher than F critical. The hypothesis of this study: “The students who are taught reading comprehension with glossary have better reading comprehension ability than those who are taught reading comprehension without glossary of the eighth year students of SMP WAHID HASYIM, Malang” was accepted.

The testing hypothesis indicated that the post-test was significant higher than the pre-test. The mean score of the pre-test was 66.66 and the post-test was 83.33, the t-test score showed that post-test is higher than pre-test.

To answer the research problem in the previous chapter was whether glossary had a significant effect on the teaching of reading comprehension to the eighth year students. An analysis of post-test score showed that there was a significant difference both pre-test and pretest of students in the teaching of reading with glossary and the teaching reading without glossary.

This finding was in line with the one found by previous researcher, Laflamme, 1997; Billmeyer & Barton, 1998 in Sedita, Joan 2010 said that pre-teaching vocabulary can improve comprehension. Existing background knowledge is a critical component for comprehension, and word meanings are part of larger knowledge structures, or schema about a topic. Previewing the vocabulary words associated with a given topic enables students to connect their background knowledge to what they are listening to or reading. In reading English text a person must be familiar with at least 90 percent of the words in the text (Hirsch, 2003 in Sedita 2010). Through glossary instruction the students invite to activate prior knowledge, clear up student misconceptions about word meaning, clarify the meaning of known words in relation to the current context, especially for words with multiple meanings; and provide some initial familiarity.
with unknown words so students can make sense of the text.

In term of the research question, the quantitative result of the study showed that the students who had reading instruction with glossary had better reading comprehension than those who have reading instruction without glossary. It was proven by the significance different of students mean scores of pre-test and post-test (see appendix IV). While the researcher observed group during the treatment the researcher found that most students had a very limited vocabulary, so that they cannot comprehend the reading texts well.

CONCLUSIONS AND SUGGESTION

The analysis shows that there are significant difference students’ score in reading comprehension with glossary and without glossary. From the result of data analysis in chapter IV, the researcher conclude that giving glossary It might be concluded that the positive effects found on reading comprehension in the treatment on post-test simply a result of enhanced attention and an increase focus on literal and interpretative comprehension. Literal comprehension including main idea, details, cause and effect, sequence and understanding the vocabulary, sentences meaning etc. Whereas, interpretative comprehension including detects the mood, the author’ purpose in text, and so forth.

The suggestions for the English teacher should consider factor affecting reading comprehension. The English teacher can teaching reading effectively when she/he is able to select a suitable technique and learning instruction that will be used in his teaching. While in teaching process, the English teacher should cover vocabulary building in teaching reading, because vocabulary mastery is very crucial in the process of comprehending a reading English text.

The suggestion for students are suggested to be more active during the teaching and learning process in the classroom. And also students are suggested to enrich their vocabulary by doing reading more often, because to master English language especially in reading comprehension, the students should understand many words in English before they read an English reading text. It will help them easier to comprehend various type of text.

The suggestion for further researcher, who are interested in conducting a research about the effectiveness of glossary in the teaching of reading comprehension on different grades and levels of education is needed to be explored further, and also the further researchers are recommended to analyze the effect of glossary to the other skills such as speaking, listening and writing to see the effectiveness of glossary itself.

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IMPROVING WRITING ABILITY AT THE TENTH GRADE STUDENTS OF MA BY USING PICTURES WITH GUIDED QUESTIONS

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Abstract. Classroom Action research (CAR) is the suitable research for everyone to apply their performance in the classroom. In this study, the researcher used CAR to improve the students writing’s ability by using picture with guided questions as the media and strategy. In this research, the participant was at the tenth grade of MA Al-Ittihad Tawangsari. The subject this study are 20 students tenth grade class A. Based on the observation, it was found that students were not able make descriptive text. In the teaching and learning process, the students got difficulties in the writing skill. It made the students had trouble and feels bored in writing activities. Therefore, all of this condition influenced the students’ score. In the preliminary study, only 8 students or 40% students get score up to 78 the minimum standard of school. It indicates that the process of teaching and learning process in MA Al-Ittihad Tawangsari is unsuccessful. The researcher wanted to improve their score until 60% of the students get score ≤ 78. After implemented the strategy, the criteria of successing had been fulfilled in cycle I. It means that the students’ score improve by integrating pictures with guided questions. Their score improve until 65% of the students got score ≤ 78.

Key Words: Picture, guided questions, descriptive text.

INTRODUCTION

Language is a communication tool that is used to transfer information, ideas, and feeling from one person to the other. It is used to communicate both in written and spoken form. The government has decided English language that should be mastered by the students. The aim of teaching English in Indonesia is to help students mastering four basic language skills: listening, speaking, reading, and writing.

In this study, the researcher only focused in the writing skill, because many students got difficulty when the teacher asked them to write in English. It is because they didn’t understand how to write in the English language and had not ideas what to write. Writing skill is more difficult than other skills.

Based on the research, the students at MA Al-Ittihad Tawangsari had problems on writing skill. The first, they had difficulties in the process of writing. Second, lack vocabulary, grammar, and used the mechanics of writing. Third, the teaching and learning process still used traditional method or teacher centre. Therefore, it made the students can’t improve their writing ability.
As Brown (1994:320) stated that, “a few decades ago writing teachers were mostly concerned with the final product of writing: the essay, the report, the story, and what that product should ‘look’ like”. It gave evidence that mostly writing teachers pay attention on the final product not on the process of writing. Whereas, in the writing skill is not only the final product but also the process of the writing, how the students draw their writing, begin from the first process until the last process.

Another definition given by Brown (1994: 319) said that “we learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are member of a literate society and usually only if someone teaches us”. Both of them have the same meaning that there are some level in writer and swimmer. It is about behavior. There are excellent, medium, and poor.

According to Budiharso (2005:1) said that “writing is skill to present the quality of proficiency”. In other words, writing is difficult to attain, but with several basic principle and experience it can faced all. Substantively, with always do some exercise in the writing; it can improve the writing ability.

METHOD

The Classroom Action Research (CAR) is the most appropriate design to be applied to resolve the problems encountered in the classroom, the researcher, in this regard, will apply this design collaboratively to solve the problems in writing descriptive text by using pictures with guided questions as an alternative media and strategy. Hien (2009:99) said that “action research is usually implemented in a specific classroom by a particular teacher or group of teachers who work together (and in collaboration with students) to pursue a change or improvement in their teaching and learning issues”. From that reason, the researcher applies Classroom action research to improve the students writing ability by using pictures with guided questions. In this research, the researcher act as the practitioner and the teacher as the observer, while the collaborator acts as the observer who observes the implementation of the action in the research.

In addition, Arikunto, dkk (2010:58) stated that classroom action research (CAR) is the action research which aimed to improve the quality of teaching and learning process. Therefore, the classroom action research is focused on the teaching and learning process.

The research was conducted at MA Al-Ittihad Tawangsari in 2014 academic year. The school is located on Jl. Raden Wijaya No. 105 Tawangsari. This research was conducted at tenth grade A class. The researcher chosen this school based on some considerations. Firstly, the location of the school is in the researcher’s hometown, so it was easy to interview the teacher. Secondly, the researcher knows most of teachers in this school. The last, the school had insufficient to support the teaching and learning process, including appropriate media.

According to Wilhelm (2007:8) stated that “guiding questions create clearly focused problem orientation for our studies that connects the students to socially significant material and learning”. It means that guided questions aim the students to focus on their writing. And then, the students can establish the content of their writing and involve their vocabulary.

Zenger (in Ibnu, 1997:79) stated that the benefit of using media picture in the classroom to teach the students: can stimulate and motivate the students, media picture is not expensive, can be used in individual or group, picture can be used as long as the students need, picture is up to date, by picture students can introduce someone or anything, for reading picture can clarify the misunderstanding.

The researcher applied pictures with guided questions to improve the students’ writing ability. The researcher as well as collaborator designed the teaching of writing by using picture and guided questions as a media. The guiding pictures and guided questions utilized are the questions and the picture made by the researcher. The use of
such media is as a stimulus for students to be able to generate their ideas easily in pre-writing activity which will lead them to tell spontaneously after look at the picture and know the questions.

The observation of this study related to the activity of collecting data. It is simultaneously conducted when the researcher applied the action. So, the observation was conducted by the co-researcher. Some aspects were conducted in the observed data sources. The instruments used in collecting data, and the technique for data collection. The researcher used several kinds of some observed to collected the data that consist of observation checklist, field notes, and writing product (Test).

FINDINGS AND DISCUSSIONS

These findings are related to the report on how to improve writing ability by using pictures with guided questions appropriated in the cycle one which already done. The data were obtained from students’ writing products, observations, and field notes. All of the data are presented by describing the activities in each meeting. The finding in the cycle 1 fulfilled the criteria of success. After the researcher implemented the strategy, their score increased. Only 9 or 40% of the students got score under 78.

The criteria of success is if 60% of the students got score \( \leq 78 \) (based on the minimum mastery learning) in cycle one, this research will be stopped. Conversely, if less than 60% of the students got score \( \leq 78 \) in the cycle one, the researcher will continue to the cycle two. From the data above, 65% of the students got score \( \leq 78 \) in the cycle one. So, this research stopped in cycle one and the researcher did not need to continue in the cycle two.

CONCLUSIONS AND SUGGESTIONS

The research had successfully improved the students’ achievement in writing skill by using pictures with guided questions. The researcher focused on the study of “Improving students’ writing ability by using pictures with guided questions at tenth grade of MA Al-Ittihad Tawangsari”. The procedures of this study were giving them questions about the topic as the brainstorming, modeling the technique, and engaging the students to follow the lesson by answering the questions. The researcher engaged the students to be active and asked them questions related of the picture that given by the researcher and write their answer in the whiteboard. Then, the researcher asked to the students to make sentences based on their answer. Therefore, when the students had difficulties they may open dictionary. After making some sentences, in the next meeting the researcher engaged them to make a simple rough draft together. Afterwards, the researcher asked them to write the final draft individually. Although the students were confused, they were enthusiastic.

This research was conducted in the first meeting. And then, the second, third, and the last meeting were implementing the action. In the second meeting, the students were divided into four groups. Each group consisted of five students. By working in groups, students would help each other, discussed together, and correct their friends’ worksheet. In this meeting, the students do their worksheet and write their ideas with making sentences. Third meeting, students made rough draft and revise it. And the last meeting, the students made the final draft.

The study is intended to be worthy for English teachers, the students, and further researchers. For the teachers it is expected to contribute valuably for them who encountered problems in teaching writing. For the students it is expected that the students will be interested in the writing activity. For further researcher it is expected that the further researchers can do better and use better technique.

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IMPROVING SPEAKING SKILL OF THE SECOND GRADE STUDENTS OF MAN THROUGH AUSTRALIAN PARLIAMENTARY DEBATE SYSTEM

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Abstract. This study used Classroom Action Research design. The subject of this study was one class of the second grade students of MAN Malang 1 consisting of 34 students. The procedures of the research consist of four steps: planning an action, implementation, observation, and reflection. The research data were obtain from TSE scoring guide and adjudication sheet. The findings of the research showed obtained that debate improved students’ speaking ability. Based on the data, most of the students got high scores in observation form using TSE scoring guide. The average students score was 79,8. It means the students’s score was high than minimum mastery learning. From the test, the researcher obtained data that the students got high scores. The average score was 88, meanwhile the minimum mastery learning was 75. Finally, considering that the criteria of success has fulfilled, thus the study was only conducted in one cycle. In conclusion the used Australian Parliamentary Debate System managed to improve the students’ speaking ability and reach criteria of success with the teaching scenario: giving the brainstorming to motivate the students, showing the video of debate and implementing of debate. Based on the result of the study, the teacher of speaking course is suggested to apply debate technique in teaching speaking, because it can improve students speaking ability. It is also suggested that the use of debate in teaching speaking can contribute to increase students’ critical thinking in speaking class.

Key words: improving speaking skill, debate, classroom action research

INTRODUCTION

In global world, every people uses English for communication. Today, students are considered successful if they can communicate effectively in their foreign language, whereas two decades ago the accuracy of language procedure would most likely be the major criterion contributing to the judgment of a student’s success or lack. These developments in teaching speaking (proficiency movement of functional ability) have moved us away from the goal of accurate form toward a focus on fluency and communicative effectiveness. Thus, the teaching speaking of still has become increasingly important.

(Budiman, 2010:1) states that in teaching speaking process teachers play an important role in the classroom, teacher is one of the factors that determine the success or failure in language teaching. In fact a teacher faces many problems in their teaching learning process such as: their students interest in study writing, reading, listening than speaking lesson.

Based on the observation in second grade students of MAN Malang 1, researcher found some students’ problems in learning
speaking. First, the students did not have motivation to study speaking. Second, the students were afraid to communicate with other students by using English; they always use first or mother tongue although they were in English lesson. Third, the teaching speaking technique was not creative and innovative so that the students felt bored in studying speaking. Those facts the low speaking test result, that is 50.00 and it is under minimum learning mastery, 75. Those problems happened because they do not have rich vocabulary and the teacher focused on grammatical rather than the students’ speaking skill.

Through debate in learning process, especially speaking. It is expected that the students’s speaking skill be better. Debating is about developing our communication skills. It is about assembling and organizing effective arguments persuading and entertaining an audience and using your voice and gesture to convince the adjudicator that our arguments outweigh our positions debating is not about personal abuse, irrational attack, or purely emotional appeals. Ridwan (2012:17) stated that Debate is a combination of the skills in the language. The debate implementation will give an opportunity for the students to apply their language skills and develop cross-cultural adeptness and second language capability. Using debate also develop cognitive ability, for instance in analyzing, evaluating and understanding information. In addition, Debate techniques can fluency in communication using the target language. Students will be motivated to communication using the target language because they are immersed in environment where language become a primary necessity, such as in debate.

In this Classroom Action Research, the researcher collaborated with the English teachers as the observer of the action. Besides, the teacher also helped researcher conducted the test and made reflection after each cycle and before giving the action, the researcher explained the procedure of teaching speaking by using English debate. So that the action had been conducted orderly based on procedure the activities of the research used.

FINDINGS AND DISCUSSION

Findings

In the planning of the action, researcher started by designing of the lesson plan. The lesson plans were design for three meetings in which each meeting was focused on the use of group work as the manifestation of the debate in classroom. In lesson plan, the researcher prepared for teaching media such as LCD projector, laptop, and whiteboard and board marker.

The research was done in three meetings in cycle 1. In the first meeting, the researcher introduced the procedural of debate and implementation of Australian Parliamentary debate system. The second and the third meeting were used to implement the debate. The time allocated for each meeting was one and half hour. So, there was enough time for students to participate in debate.

During the debate, the researcher observed the students performance. The instruments used for data collection were observation form and adjudication sheet. Observation form was designed for collecting the data refer to the students’ performance in the activities during the teaching and learning process. This form was used to evaluate the effectiveness of debate in English speaking, students’ performance in delivering their argumentation during the debate, and to evaluate of the accuracy of the pronounciation, fluency, grammar and vocabulary.

The adjudication sheet was used to evaluate the students performance during debate. The evaluation components are manner, matter, and method. The manner was
used to evaluate the students include substance of the debate, the arguments and evidence presented, and the logical reasoning and presentation of said arguments. The matter was used to evaluate of the style of delivery, the persuasion skills, and the conduct of the debaters. And the method was used to evaluated the students’ response to the dynamics of the debate.

After the researcher observed the students and gave test to practice debate, the researcher concluded that debate can improve students’ speaking ability in the second grade students of Malang 1. Based on the obtain data, most of the students got high score in obersvation form using TSE. The students’ average score was 79.8. It means the students’ score was higher than minimum mastery learning. The data from adjudication sheet indicated that the students got high score. The average score was 88, meanwhile the minimum mastery learning was 75.

Based on the analyzing, this Classroom Action Research used debate technique was successful to improve students’ speaking skill because the students’ score met the criteria of success, so the researcher stopped the action.

Discussion
During impelemting debate on second grade students of MAN Malang 1 researcher found that the students had high motivation in speaking English. The students were courageous to express their ideas, giving argumen and rebuttel their rival teams. Based on the data in preliminary study, the students score was 50. It was under minimum mastery learning, 75. After implementing debate, the obtain data of the students’ score increase up to 98. There are three students got score 80, three students got score 88, seven students got score 91, two students got score 93, three students got score 95 and only one students got score 98.

Implementation of debate could improve the students’ pronunciation, vocabulary, grammar and critical thinking. After implementing Australian Parliamentary Debate System showed that most of the students had good in pronounciation, vocabulary, grammar and critical thinking. It was approved by the students’ score were five students got score 60, but the other students got score, 70-95. It is indicate that Australian Parliamentary Debate System can improve the speaking skill of the second grade students of MAN Malang 1.

CONCLUSION AND SUGGESTION
a. Conclusion
Before implementing Autralian Parliamentary Debate System the teacher motivated students in order to get the students interest in the class. Engaging students is important in learning process.

The teacher explained the concept of debate technique includes of rules of debate, elements of debate and evaluation of debate. During explanation, the teacher showed the video of debate in order that the students understand the implementation of debate.

The teacher gives free debate for students to make sure that the students understand in implementing of debate. Then, grouping the students in to two groups as affirmative and negative team. Giving the motion and starting to debate. Evaluating the students’ performance as long as debate is implemented in speaking class.

The result of the study showed that Australia debate system was able to improve the speaking skill of second grade student of MAN Malang 1. The students could express their ideas naturally.

b. Suggestion
There are several suggestions offered related the implementation of debate technique in classroom activity, as mention below:

a. It is recommended for the teacher to apply debate technique in the class to improve students’ speaking skill.

b. The teacher should be able to select appropriate topics that fit to the situation and condition of the classroom in which the teachers want to use or adapt without losing its value as learning resources. And it is suggested to choose the easier topic at the first time to start the action.
c. Before starting the action, the teacher should make preparation before applying the debate, explain clearly to the students about the objective of the lesson, and procedures of the debate, so they know how to do the debate.

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THE CORRELATION BETWEEN CRITICAL THINKING ABILITY AND READING COMPREHENSION SKILL OF SECOND GRADE STUDENTS

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Abstract. The main purpose of the present study is to analyze the relationship between reading comprehension and critical thinking. The researcher design the population consisted of two classes A and B second grade students of MTS Attaraqie Malang which were contained 45 students. Those all students were taken as a subject of this study. This study was correlation deign. The instrument used to collect data were a set of test. They were critical thinking ability test and reading comprehension skill test that consisting of 30 questions. The collection data were analyzed by using Pearson product moment correlation. Their mean scores were correlated and tested at 0.01 level of significant. The result of this study showed that there was a significant correlation between critical thinking ability and reading comprehension. It was proven on the level significant 0.01 with df = 43. It showed that r-observed 0.678 is higher than r-critical value at 0.3932. Finally, the result of this study showed that there was significant correlation between critical thinking ability and reading comprehension skill of second grade students of MTS Attaraqie Malang. Finally based on the result of the researcher, the researcher concluded that the students who were good in critical thinking ability have better score in reading comprehension skill. The finding meant that the hypothesis was accepted. It could be said that in learning reading process, the students need to train critical thinking ability. After that the researcher suggested to the English teacher to think and use critical thinking test in improving reading comprehension skill.

Key Words: Critical thinking, Reading, comprehension, Reading comprehension.

INTRODUCTION

Now, people live in a century, which have been described as “Information Era”. This refers to the age in which information is rapidly changing and developing day to day. People must be able to keep up with such increasing changes and developments, not only just for sending and receiving messages effectively and negotiate meaning, but they should also be able to think critically on what happens around them. As individual human being is constantly receiving a great deal of data from different sources of information all over the world, this large bulk of information necessitates him or her to select the data through thinking critically.

Norris and Phillips (1987) point out that reading is more than just saying what is on the page; it is thinking. Moreover, Beck (1989) asserts “there is no reading without reasoning” (p. 677). Also, Ruggiero (1984). He indicates that reading is reasoning. Yu-hui
et al. (2010) stated clearly that reading is a thinking process to construct meaning. Norris and Phillips (1987) they explain that critical thinking provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering, them in light of experience and world knowledge, suspending decision until further information is available, and accepting alternative explanations. They conclude that critical thinking is the process which the reader uses to comprehend.

By critical thinking learners can get a lot of advantages. One factor that can develop the learners’ idea is by reading. Having a lot of information can develop learners’ mind, idea, thought and so on. Reading is the most important factors that can enrich their knowledge. Therefore, critical thinking is one of the ways to make the learner easy to catch the essence of the text, so that it can help them to find out the main idea of the text. Linse (2005) said that “Reading is a set of skill that involves making sense and deriving meaning from the printed word.” Reading comprehension refers to read for meaning, understanding, and entertainment. Reading comprehension is the ability to understand what learners read, where words have context and texts have meaning. Reading comprehension skills allow them to read proficiently, learn effectively, problem-solve, strategize, conceptualize, and succeed in life.

By considering the effect of critical thinking and reading comprehension, the writer is motivated to conduct the research about those variables. The reasons are in term of some considerations. First, by critical thinking, learners easily to infer the text. That can be very helpful for them in reading comprehension. That became important because reading is the one of the essential skills that can improve knowledge their English knowledge. Besides, the fact shows that not every individual has a good reading comprehension so that in reading they will spend more time than any other skills. Moreover, critical thinking is one of the most ways that can give facility to read better and get the essence of the text easier.

Therefore, the researcher assumes that students who have good critical thinking will also have great reading comprehension. Because by doing critical thinking the learner can get easily the point of that text, so that the most focus in this study is to know whether critical thinking has a correlation to the students’ reading comprehension.

**METHOD**

The research design for this study was correlation. Ari (351) stated that “Correlational research is useful in a wide variety of studies. The most useful applications of correlation are (1) assessing relationships, (2) assessing consistency, and (3) prediction.” Moreover, Ari (351) explained that “Correlational research methods are used to assess relationships and patterns of relationship among variables in a single group of subjects.” In this study, the researcher tried to investigate whether critical thinking ability and reading comprehension have a correlation each other, so that this research became a correlational research.

In addition, in this study there was not treatment either from the researcher or the teacher. This study use test to find how significant correlation between critical thinking and reading comprehension. That because correlation research was designed not for manipulating the variables, this was supported by Statement of Ari (349) “Correlational research is non-experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research.”

Ari (353) argued that “in simple correlational studies, the researcher focuses on gathering data on two (or more) measures from a single group of subjects.” Therefore, the population of this study was single group of junior high school students of MTS Attaraqie. The sample of this study was two classes of 2a and 2b class which consisted twenty three students of class 2a and twenty two students of class 2b, so that the total sample of this study were forty five students.
of second grade of MTS Attaraqie. It use cluster sampling because the sample were chosen in term of the group not individually and the group has been determined from the school naturally before the researcher did this research.

FINDINGS AND DISCUSSIONS

Research Finding

The researcher started to analyze the data by computing the scores of the critical thinking and reading comprehension tests. Based on the resources of the data, the researcher presents and analyze using SPSS that the result as below:

<table>
<thead>
<tr>
<th>Table 4.1 Descriptive Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
</tr>
<tr>
<td>critical_thinking reading_comprehension</td>
</tr>
<tr>
<td>7.4244</td>
</tr>
</tbody>
</table>

From the result of using SPSS above, it was found that r-observes 0.678 while the degree of freedom (df) was 43 that was from df = N-2 (45-2). Based on the r-critical value of the table at 0.01 level significance with df = 43 is 0.3932. It shows that r-observed is higher than r-critical value of the table. Since the r-observed is higher than r-critical value in the table, the alternative hypothesis (HI) is accepted and the null hypothesis (H0) is rejected. It means that there is real significant correlation between critical thinking and reading comprehension at second junior high school of Attaroqie.

Discussion

The purpose of this research study was to determine whether or not a relationship exists between reading fluency and reading comprehension, and, if so, to what degree. The results suggested a significant relationship between second-grade students’ junior high school critical thinking and reading comprehension. There were several interpretative reasons to explain this matter. Norris and Phillips (1987) they explain that critical thinking provides a means of explaining the ability to work out ambiguous text by generating alternative interpretations, considering, them in light of experience and world knowledge, suspending decision until further information is available, and accepting alternative explanations. They conclude that critical thinking is the process which the reader uses to comprehend.

Based on the analysis of the data using the Pearson product moment correlation, the relationship between the scores on the critical thinking and the reading comprehension tests,
was statistically significant \((r = .678)\). This indicated that the strength of association between the variables (critical thinking and reading comprehension) was very high and the correlation coefficient was significantly different from 0.01 means that the probability was less than 0.01 percent that the observed relationship was due to chance alone.

This study is very valuable from an educator’s perspective and provides helpful data for reading instruction. The results indicate how important critical thinking and how it can be related to achievement in reading comprehension. Norris and Phillips (1987) point out that reading is more than just saying what is on the page; it is thinking. Moreover, Beck (1989) asserts “there is no reading without reasoning” (p. 677). Also, Ruggiero (1984). He indicates that reading is reasoning. Yu-hui et al. (2010) stated clearly that reading is a thinking process to construct meaning. Comprehension is a complex process and by focusing some attention on critical thinking skills during reading instruction, a teacher can help ease this process.

CONCLUSION AND SUGGESTION

Conclusion

The researcher investigated whether or not there is significant between critical thinking ability and reading comprehension at second grade of MTS Attaraqi Malang. Then based on the statement of the problem hypothesis, it is questioned that whether the critical thinking influence reading comprehension. And the hypothesis stated that the correlation between critical thinking ability and reading comprehension at second of MTS Attariqie.

After that based on the text above, it is found that statistical computation from the test support the hypothesis, and the correlation between critical thinking skill and reading comprehension. The finding means that the hypothesis is accepted. Then the researcher concluded that there was a significant correlation between critical thinking and reading comprehension. From the explanation above, it could be said that critical thinking ability has significant correlation to improve reading comprehension.

Suggestion

In making sure of the good intention and attention to the education in Indonesia moreover in level Junior High School that is about critical thinking ability and reading comprehension, the researcher provides suggestions for the English teacher and the next researcher.

The English teacher should think about use the critical thinking ability in order to get better in reading comprehension as proven from the result of this study. Then the teacher should choose the appropriate materials related to the topic to increase the students’ interest and active in learning process.

Next suggestion is directed for future researchers. First, the future researchers are expected to take longer time to conduct such study in order to be able to increase reading comprehension by using critical thinking ability. Then the researchers should do research intensively so that the result can be reliable and valid.

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