
**THE EFFECT OF INFORMATION GAP ACTIVITIES ON
STUDENTS' SPEAKING SKILL
(A Study at the Eleventh Grade Students' of
SMA Negeri 1 Sibabangun in 2019/2020
Academic Year)**

Dewi Sartika Nasution¹, Asriani Hasibuan², Aprida Irmayana³

Institut Pendidikan Tapanuli Selatan

Email: dewisartikanst034@gmail.com, hasibuanasriani@gmail.com,
apridairmayana20@gmail.com

Abstract: *The aim of this research are to know: 1) The extent of the application of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun, 2) The extent of the student speaking skill before and after using information gap activities at the eleventh grade students of SMA Negeri 1 Sibabangun., 3) Whether there is any significant effect of using information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun. This research uses experimental method with true-experimental research design; post-test only control-group design. The population of this research is all of the eleventh grade students SMA Negeri 1 Sibabangun which consist of 196 students. Sample were 64 students which taken by simple random sampling. In collecting the data, the researcher uses observation sheet and test as an instrument. The result of the research: 1) The application of information gap activities is 3.5, it is categorized "Very Good". 2) The mean score of the students' speaking skill is 53.5, it is categorized "Less". Meanwhile after using information gap activities was 72.68, it is categorized "Good". The result of data analysis shows that t_{test} is higher than t_{table} ($t_{test} 13.78 > t_{table} 2.04$). So, the hypothesis is accepted. It means that, 3) There is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.*

Keywords: *Information Gap Activities, Speaking Skill.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Pengaplikasian dari penggunaan *information gap activities* dalam

kemampuan berbicara siswa kelas sebelas SMA Negeri 1 Sibabangun, 2) Untuk mengetahui kemampuan berbicara siswa sebelum dan sesudah menggunakan *information gap activities* di kelas sebelas SMA Negeri 1 Sibabangun, 3) Untuk mengetahui apakah ada pengaruh yang signifikan dari *information gap activities* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Sibabangun. Penelitian ini menggunakan metode experimental dengan rancangan penelitian *true-experimental, post-test only control-group design*. Populasi penelitian adalah seluruh siswa kelas sebelas SMA Negeri 1 Sibabangun yang terdiri dari 196 siswa. Sampelnya adalah 64 siswa yang diambil melalui *simple random sampling*. Dalam pengumpulan data, peneliti menggunakan lembar observasi dan test sebagai instrumentnya. Hasil dari penelitian adalah: 1) Pengaplikasian *information gap activities* adalah 3.5, dikategorikan "SangatBaik", 2)Nilai rata-rata kemampuan berbicara siswa adalah 53.5, dikategorikan "Kurang". Sedangkan setelah menggunakan *information gap activities* adalah 72.68, dikategorikan "Baik".Hasil dari analisis data menunjukkan bahwa $t_{test} > t_{table}$ ($t_{test} 13.78 > t_{table} 2.04$). Jadi, hipotesis diterima. Itu berarti ada pengaruh yang signifikan dari penggunaan *information gap activities* dalam kemampuan berbicara siswa kelas sebelas SMA Negeri 1 Sibabangun.

Kata Kunci: *Information gap activities, Kemampuan berbicara.*

I. INTRODUCTION

Speaking is a productive skill that can be mastered by students. It is an activity to make communication with the other people, such as to express opinions, suggestions, arguments, asking something, to tell everything in their mind. Speaking skill becomes very important in the educational field, students need to be exercised in order to have a good speaking skill. Without implementing the experience of learning the

language in the real life, it is difficult for the students to master speaking ability. Besides, speaking competence can be accomplished by practicing it orally.

Speaking is also something essential in language instruction and much more than the ability to read, write, or comprehend oral language. For students, the success of their study of English depends on the greater part of their ability to speak. If their speaking is poor, they are very likely to fail in their study or at least they will have difficulty in making progress. Besides, some students could not pronounce the words correctly and often used Indonesia language.

Based on interview to the English teacher of SMA Negeri 1 Sibabangun, it is found that students at the eleventh grade in learning English were difficult, especially in speaking. Meanwhile they are expected to get score 75 (KKM of the Eleventh Grade of SMA Negeri 1 Sibabangun). It means the students do not get their target in English subject. Thus it be said that the students find and still have difficulties in English subject and included to speaking skill.

Although the English teacher in SMA Negeri 1 Sibabangun have conducted many various efforts and endured to be upgrading the quality of students' skill, competence, and ability in English. Such as: giving motivation, completing the school facilities, and developing many various methods and technique in teaching. But, the result is still dissatisfy.

Considering the problem above, the writer tried to propose an alternative technique that is through communicative activities in teaching speaking skill. Such as role play, simulation, storytelling, jigsaw, and information gap. In this study, the writer chose to use information gap activities as a technique in enhancing students' speaking skill because the English teacher still never use this one. Where, information gap activities provide several problem solving activities or information gathering. Each partner has a very important

role because the task cannot be completed if the partner cannot provide information to others. Using of information gap activities make students express their ideas freely because they are not restricted in producing their own sentence. It can make teaching and learning activity more enjoyable.

1. Definition of Speaking

Speaking is one of four English skills that must be mastered by students. According to Nation (2009: 122) "Speaking as a part of work or academic study may involve presenting reports or presenting a viewpoint on a particular topic". It means that speaking is productive systematic verbal and utterance and is the productive oral.

Speaking have five aspects, they are pronunciation, grammar, vocabulary, fluency, and comprehensibility.

a. Pronunciation

Pronunciation is one of the most important aspects that has to be mastered by someone when learning English. Because pronunciation has purpose to pronounce sentences and dialogue orally by using articulation correctly. According to Ur (2009: 52) "The aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other (competent) speakers".

b. Grammar

In speaking, grammar is very important aspect of language. Dykes (2007: 5) says "Grammar is a language to talk about language". Next, according to Swam (2005: xix) "Grammar is the rules that show how words are combined, arranged or changed to show certain kinds of meaning".

c. Vocabulary

Vocabulary is the basic of English component for the students to master the four language skills such as listening.

speaking, reading and writing. According to Ur (2009: 60) "Vocabulary as the words we teach in the foreign language". Furthermore, Alqahtani (2015: 21) "Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classroom".

d. Fluency

Fluency is the ability to talk freely without too much stopping or hesitating. According to Willis (2008: 47) "Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech". Next, according Serravallo (2010: 31) "Fluency and intonation are important signals as to the extent to which a reader makes sense of the text as a reads".

e. Comprehension

Comprehension is the action or capability of understanding something. Hughes in Mujizat (2016:9) said that "Comprehension means the understanding and the interpretation of what is said. It is about students' proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers".

2.Information Gap Activities

Information gap is one of important aspect of communication in Communicative Language Teaching (CLT). According to Lam Son in Fatemipour (2014: 110), "An information-gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it.

Richards (2006: 18) states that there are example of various manifestations of the information gap's technique: First, Students are divided into A-B pairs. The teacher has copied two sets of pictures. One set (for A students) contains a picture of a group of people. The other set (for B students) contains a similar picture but it contains a

number of slight differences from the A-picture. Students must sit back to back and ask questions to try to find out how many differences there are between the two pictures. Second, Students practice a role play in pairs. One students is given the information she/he needs to play the part of a clerk in the railway station information booth and has information on train departures, prices, etc. The other needs to obtain information on departure time, prices, etc. They role-play the interaction without looking at each other's cue cards.

Every method has their advantages when applied in teaching and learning English. Information gap activities has its own advantages that make it very suitable in teaching and learning English, especially in speaking. According to Harmer (2003: 85) "A key to the enhancement of communicative purpose and the desire to communicate is the information gap". Besides, there are some disadvantages of this method. According to Kayi (2006), "Each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need".

II. METHODOLOGY OF THE RESEARCH

According to Ranguti (2016: 14-16) states that there are some kinds of research methodology, they are survey, ex post fact, naturalistic, policy research, action research, evaluation, historical, development research, and experimental research. This research used experimental method with true-experimental research design; post-test only control-group design. According to Sugiyono (2012: 107) experimental research methods can be interpreted as research methods used to find the effect of certain treatments on others under controlled conditions.

The population in this research is all of the eleventh grade students of SMA Negeri 1 Sibabangun which consist of 196 students. To take the

sample the researcher used simple random sampling. Total amount of sample is 64 students, XI IS 2 as a control class (32 students) and XI IS 3 as a experiment class (32 students).

Sugiyono (2014: 178) said that instruments of the research is a tool that use to measure the natural phenomenon and social observed. In this research has two variables, they are information gap activities as dependent, dependent variable is a type of variable that is describe or influence by an independent variable (X) and speaking skill as independent, independent variable is a type of variable that explains or affects (Y). In research data, the writer uses observation sheet and test to collecting the data.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of information gap activities at the eleventh grade students of SMA Negeri 1 Sibabangun, the average score was 3.5 and it is categorized in "Very Good".

The mean score of the students' speaking skill before taught by using information gap activities was 53.5. It is categorized as "Less" criterion. While, after taught by using information gap activities, the mean score of the students' speaking skill was 72.68. It is categorized as "good" criterion.

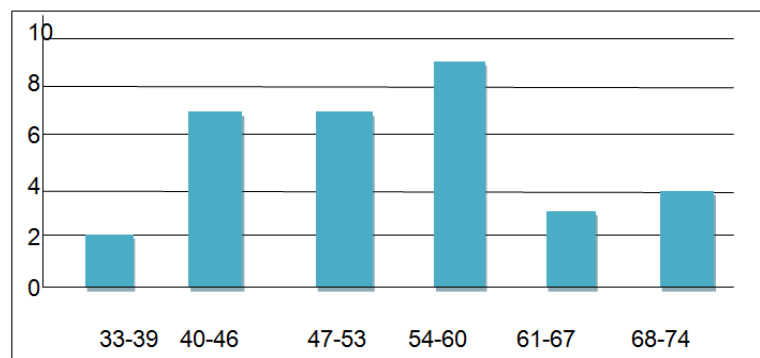


Figure 1: Before using Information Gap Activities

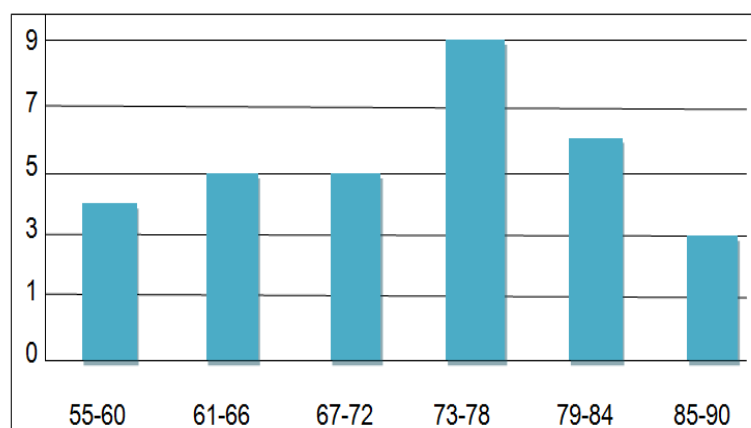


Figure 2: After using Information Gap Activities

Based on the histogram above, the researcher concludes that post-test in experiment class is higher than post-test in control class. The researcher found that t_{test} is higher than t_{table} ($t_{\text{test}} 13.78 > t_{\text{table}} 2.04$). It means that there is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying information gap activities, the researcher found that the score was 3.5. It is categorized as "very good" criterion. The result of average score of students' speaking skill before taught by using information gap activities was 53.5. It is categorized as "less" criterion. Furthermore, the average score of students' speaking skill after taught by using information gap activities was 72.68. It is categorized as "good" criterion. It means that there is an improvement of students' speaking skill after using information gap activities. Then, the result of t_{test} is higher than t_{table} ($t_{\text{test}} 13.78 > t_{\text{table}} 2.04$). So, the hypothesis is accepted. The researcher concludes that the students' speaking skill is higher after using information gap activities than before using it at the eleventh grade students of SMA Negeri 1 Sibabangun.

By looking up to the relevant study which have been discussed in chapter II about the "The Implementation Of Information Gap Activities To Improve Students' Speaking And Reading Skills at the second grade students at SMA Negeri 1 Sinjai". The result is the students' mean score in experimental was greater than control class where accuracy ($3.06 > 2.37$) and literal comprehension ($3.21 > 2.27$). It means that implementing Information Gap activities were effective to improve the students' speaking and reading skills.

From the explanation above, actually information gap activities is good for students' speaking skill. The researcher get "Good" categorized. So, it can be concluded that Information Gap Activities has many benefits in teaching and learning process.

CONCLUSION

The conclusion are: 1) The result of the application of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year is 3.5 and it is categorized "very good". It means that the

researcher had applied information gap activities in teaching speaking well, 2) The students' speaking skill before taught by using information gap activities at eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year was 53.5 and it is included as "Less" category. While, the students' speaking skill after taught by using information gap activities at eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year was 72.68 and it is included as "Good" category, 3) The testing that had been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{test} 13.78 > t_{table} 2.04$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of information gap activities on students' speaking skill at the eleventh grade students of SMA Negeri 1 Sibabangun in 2019/2020 Academic Year.

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THE EFFECT OF USING BOARD GAME ON STUDENTS' VOCABULARY MASTERY

(A Study at the Eighth Grade Students of SMP Negeri 2

Saipar Dolok Hole 2019/2020 Academic Year)

RUPIAH SARI SIREGAR¹

ASRIANI HASIBUAN², SRIMAHARANI TANJUNG³

Institut Pendidikan Tapanuli Selatan

E-mail: rupiahsarisiregar@gmail.com

hasibuanasriani@gmail.com

nani_tanjung21@yahoo.com

Abstract: The aims of this research are to know: 1) The extent of the application of using Board Game in teaching vocabulary at the eighth grade students of SMP Negeri 2 SaiparDolok Hole, 2) The extent of the students' vocabulary mastery before and after taught by using Board Game at the eighth grade students of SMP Negeri 2 Saipar Dolok Hole, 3) Whether any significant effect of Board Game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 SaiparDolokHole . The population of this research is all of the eighth grade students of SMP Negeri 2 SaiparDolok Hole which consist of 119 students. Sample were 30 students which taken by using systematic sampling. The research method that used was experimental method. To collect the data the writer used observation sheet and test as an instrument. The mean score of the application of Board Game was 3.3, it was categorized "Very good". The result of data analysis shows that $t_{test}=17,04$ while $t_{table}=2.04$. it means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of Board Game on students' vocabulary mastery at the eighth grade students SMP Negeri 2 SaiparDolok Hole.

Keywords:Board Game, Vocabulary Mastery

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Pengaplikasian dari penggunaan Board Game dalam mengajar kosa-kata siswa kelas delapan SMP Negeri 2 SaiparDolok Hole, 2) Untuk mengetahui sebelum dan sesudah penggunaan Board Games dalam penguasaan kosa kata siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole, 3) mengetahui apakah ada pengaruh yang signifikan dari Board Games terhadap penguasaan kosa-kata siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole. Populasi dalam penelitian ini adalah semua siswa kelas delapan SMP Negeri 2 Saipar Dolok Hole yang terdiri dari 119 orang. Sampelnya adalah 30 orang yang diambil melalui sampling sistematis. Metode penelitian yang digunakan adalah metode eksperimental. Untuk mengumpulkan data peneliti menggunakan lembar observasi dan tes sebagai instrumennya. Nilai rata – rata dari pengaplikasian Board Game adalah 3.3, dikategorikan “Sangat Bagus”. Hasil dari analisis data menunjukkan bahwa $t_{test} = 17.04$ sedangkan $t_{table} = 2.04$. itu berarti t_{test} lebih besar dari t_{table} . Hipotesis diterima. Itu berarti ada efek yang signifikan dari penggunaan Board Game dalam penguasaan kosakata siswa pada kelas delapan SMP Negeri 2 SaiparDolok Hole.

Kata kunci: Board Games, Penguasaan Kosa-kata

I. INTRODUCTION

Vocabulary is one of language components that need to be mastered when students are learning English. Without having enough vocabulary, the students will have difficulties to know the meaning of what they listen and read as well as to express their aim in communication. Beside that, vocabulary is one of the important aspect that must be obtained by students during learning English as a foreign language. Vocabulary plays important role in learning a language. It is know that having limited vocabulary would limit the students in using the English skills covering listening, speaking, and reading, writing.

Mastering vocabulary is not easy, yet other aspect of the language are considered as sound and structure. Vocabulary is one of the most important elements in language. To speaks the language well needs to master it. No matter how well you learn grammar how successfully the

sound of the foreign language just cannot happen in any meaningful way.

Students in SMP Negeri 2 Saipar Dolok Hole, they are still weak in English class mainly on vocabulary. It can be seen from the average score students of the eighth grade of junior high school. The observation held before shows that the score of pretest in vocabulary mastery the students only got 56.31, meanwhile they are expected to get 75. It can be said that the students vocabulary mastery nearly classified relatively low.

Actually there are several factors can influence the students' vocabulary; such as: internal factors which includes students' interest, aptitude, economic, motivation, attitude and so forth. It also can be influenced by external factors such as teaching method, curriculum, facilities, students' environment, the approaches, and so forth.

Further, there are many ways that have been done by the teacher in order teaching learning process successfully, such as preparing teaching material, changing the course book, give motivation, playing game, applying and develop various strategy in teaching, but the result is still low.

So, this problem must be solved. Teacher must be able to choose the effective teaching method to improve students' vocabulary. There are many methods that can be used in teaching vocabulary, such as Picture and Picture, Take and Give, Bamboo Dancing, Scramble Game, and Board Game to increase the students' vocabulary mastery.

Based on the explanation above, the writer believe that board game is suitable for students' vocabulary because this method is a creative which can be used by the teacher. Board game is appropriate to use for intermediate level students and above. This game motivate students to learn by using interesting and enjoyable learning activities. It

is fun and effective for building groups of similar vocabulary and also easy to practice in the classroom.

Based on the explanation above, the writer interest to conduct a research about “The Effect of Using Board Game on Students’ Vocabulary Mastery (A Study at Eighth Grade Students of SMP Negeri 2 Saipar Dolok Hole)”.

1. Nature of Vocabulary

Vocabulary is a central of language and of criteria importance of typical language. Without sufficient vocabulary, people can’t communicate effectively or express his ideas in both oral and written form. To support the speaker interaction in communication, vocabulary becomes important because it can be used as basic foundation to construct a word into a good sequence of sentence. According to Hanson and Padua (2007: 5), “Vocabulary refers to words we use to communicative in oral and print language”.

Based on the explanation above, the writer concludes that vocabulary is the total number of words or all of the words that people use in daily communication.

2. Word Classes

a. Noun

Noun is the name of person, place, thing, animal, or an idea. Noun can be plural or singular and can be the subject or object of a verb. According to Sihombing and Burton (2010: 2), “Noun is a word which is used to represent a person, place, quality, thing, action, idea, occurrence, and can function as the subject of a sentence or as the subject of a sentence or as the object of a verb, the object of a preposition, or as an appositive”.

b. Verb

Verb is a job or activity that have a subject by using an action to modify a noun. Verb are part of speech that describe of someone or something will be done. According to Sihombing and Burton (2010: 9), "Verb is a word or group of words which is used to express an action such as "run". To express the existence of a particular noun such as "is", "are", "am", to make a statement such as "will", "shall", "can", and to link noun to noun or noun to adjective such as "smell", "seem", "look".

c. Adverb.

Adverb is a word that used to change, modify or quality several types of word including an adjective, a verb, a clause, another adverb, or any other type or word or phrase with the exception of determines and adjective, that directly modify noun. According to Hartanto et al (2009: 299), "Adverb is word used to describe part of speech except noun and pronouns".

d. Adjective.

Adjective is a word to express a feeling that show happy or sad its totally can praise or insult and other person. It can be seen from the attitude and style someone..According to Izzan (2005: 27), "Adjective is a word which is used to quality a noun or pronoun". It can be seen from the attitude and style someone.

e. Preposition.

Preposition is a word that used before a noun or pronoun to show position, place, or time. According to Sihombing and Burton (2010: 36), "Preposition is a word that indicates the relation of a substantive (a word or a group of word that function as a noun) to an adverb, an adjective, or another substantive".

f. Conjunction.

Conjunction is a word that join two or more word, phrase, or clauses. According to Hartanto et al (2009: 326), "Conjunction is a word to connect words, expressions, or sentence and so on".

3. Nature of Board Game

Board game is a something instrument that made to give motivation the students, because more focus in learning. According to Hilton (2008: 1), "Board game is a game that can be used in the language classroom. It is an effective, low-anxiety, and fun way for students to learn and practice communication skills as well as develop their own communication strategies that can be readily applied to the real word".According to Mike in Khikmah (2017: 21), "Board game is a board game for two or more players in which players try to list as many word as they can that start with as specific letter and fall within a list of categories".

Based on the explanation above the writer conclude that board game is the game that can be used in the language classroom to improve grammar, vocabulary, and practice communication skills.

4. Steps of Using Board Game

Roman in Khikmah (2017: 21) said that the steps of playing board game are:

1. Divide students into a teams and have them pick team name.
2. Make a category list on the board or hand card such as a verb, noun adjective, adverb, etc. student can also help choose the categories or they can be dependent on the current topic at hand.
3. Once the categories are chosen, student have to pick a letter based on the teacher' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. Only one word per category.

4. Once the time is up, students put their pencils down right away.
5. Teams share their answer. For every correct answer, they get one point. For every wrong answer and answer shared with another team, they get no points.
6. Teacher notes the points then continue with another team, they get no points.
7. Teams can share the meaning of each word or use it in a sentence to get full mark.

Based on explanation above, the writer can concludes that steps of board game as follow: 1) the writer divide students into a teams and have them pick team name. 2) writer make a category list on the board or hand card such as a verb, noun adjective, adverb, etc. student can also help choose the categories or they can be dependent on the current topic at hand. 3) once the categories are chosen, student have to pick a letter based on the teacher' instruction. Whatever letter is chosen, teams have to write the categories starting with that letter. Only one word per category. 4) once the time is up, students put their pencils down right away. 5) teams share their answer. For every correct answer, they get one point. For every wrong answer and answer shared with another team, they get no points. 6) teacher notes the points then continue with another team, they get no points. 7) teams can share the meaning of each word or use it in a sentence to get full mark.

5. Advantages of Using Board Game

According to Rodilla (2012: 6), board game has benefit :

1. Provide rich learning opportunities and improve their learning way.

2. Connect to real life situation.
3. Encourage the use of authentic material.
4. Enhance their motivation.
5. It help them to be creative.
6. It make them more competitive.
7. It makes the students more relax to follow language learning.

Based on the explanation above the writer concludes the are some advantages for the student while in learning vocabulary, as follow : (1) make the student more interest to learn vocabulary, (2) can improve the students' ability in vocabulary, (3) can be easy to remind vocabulary, (4) can be easy to make the students more active in teaching and learning process, (5) giving the students motivation to be more participates in leaning vocabulary, (6) Improve our teaching practice, (7) Minimize the role of teacher as the as the center of learning process.

6. Disadvantages of Using Board Game

Board game also same with another game have disadvantages. According to Dewar in Jasmadi (2017: 21) there are some disadvantages of using board game :

Board game does not scale well to the number of players, 4 players seem to be ideal; player take too long and 2 players is completely pointless; too dependent on luck; this game is the old game, which can make some people less interested to play.

Based on the explanation above the writer conclude that disadvantages of board game are: first, board game does not scale well to the number of players, 4 players seem to be ideal. Second,

player take too long and 2 players is completely pointless. Third, this game is the old game, which can make some people less interested to play. Fourth, have a limited time so students should focus and concentrate. Fifth, teacher should monitor every group explains the rule of the game to the students while play.

II. METHODOLOGY OF THE RESEARCH

The research take place at SMP Negeri 2 Saipar Dolok Hole this school is located at Jl. Pangaribuan Kelurahan Sipagimbar. The headmaster of this school is Edison Sipahutar S.Pd, and teacher of English is Erna Ritonga S.Pd.

Method is a way that is used to measure or test something. The method of the research will make the researcher easier in analyzing the data generally. Sugiyono (2012: 3) said that method of the research is defined as a scientific way to get the data with certain purposes and usability”.

From the above explanations, the writer uses experimental method because it is very suitable to be applied in this research to find out the cause-effect relationship between two factors. Then, Sugiyono (2014: 43) said that the experimental method is the way to find the effect of particular treatment against the other in a condition which is ungovernable.

Based on the explanation above the research design, it can be seen clearly from one group pre-test (o_1) and post-test (o_2) to get the data dependent and independent variables, the writer use experimental research because to find out the cause effect relationship between the variables.

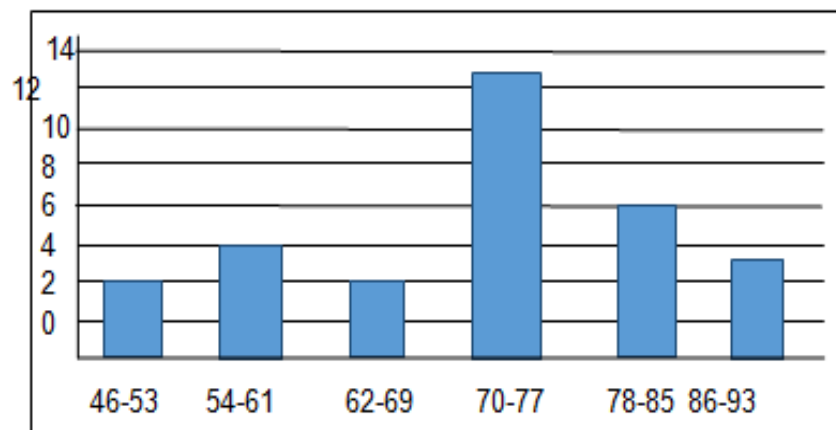
The population in the research is all of the students at the eight grade of SMP Negeri 2 Saipar Dolok Hole are 119, and sample are 30. To taking the sample, the researcher used systematic sampling.

Sugiyono (2014: 178) said that instruments of the research is a tool that use to measure the natural phenomenon and social observed. In this research has two variables, they are board games as dependent, dependent variable is a type of variable that is describe or influence by an independent variable (X) and vocabulary mastery as independent, independent variable is a type of variable that explains or affects (Y). In research data, the writer uses observation sheet and test to collecting the data.

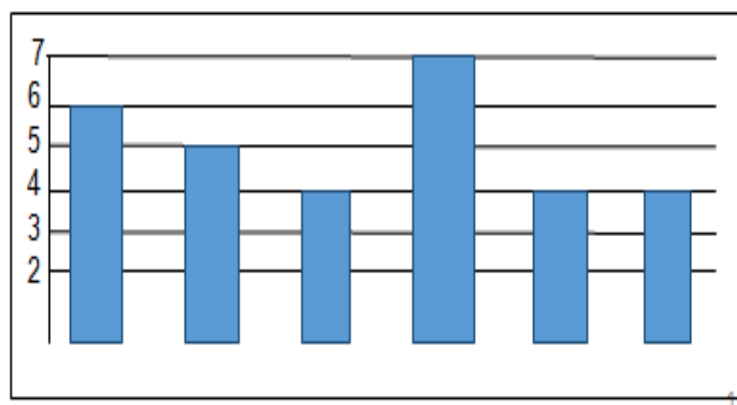
III. RESULT

The scores of the variables X (Board Games) and variable Y (Vocabulary Mastery) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of board games on students' vocabulary mastery of SMP Negeri 2 Saipar Dolok Hole through 15 aspects of observation, obtained average score 3.3 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 83 and the lowest was 36. The mean score of vocabulary mastery before using board games on the eighth grade students of SMP Negeri 2 Saipar Dolok Hole was 56.31 categorized "Bad". After given board games, the highest score was 93 and the lowest score was 46, the mean score was 72.43 categorized "Good". The description of the differents data before and after using board games can be seen in following histogram:



After using Board Game



Based on the histogram, if we compared with pre-test the score still categorized “Enough” and after given post-test the score was increased. Histogram shown the used of board games is good for increased students’ vocabulary mastery. From the research, it can be known that t_{test} is higher than t_{table} ($t_{\text{test}} 17.04 > t_{\text{table}} 2.04$). It means that there is a significant effect of board games on students’ vocabulary mastery at the eighth students of SMP Negeri 2 Saipar Dolok Hole or H_0 was accepted.

IV. DISCUSSION

After giving pre-test and post-test to the students at the eighth grade of SMP Negeri 2 Saipar Dolok Hole. The writer found out that the students' score after using Board Game is better than before using Board Game. The mean score of students before taught by using Board Game is 56.31 while the mean score of students after taught by using Board Game is 72.43 or $t_{\text{test}} > t_{\text{table}}$ ($17.04 > 2.04$). So, it can be seen that there is a significant effect of using Board Game on students' vocabulary mastery or in other word H_a is accepted.

By looking up to the relevant study which have been discussed in chapter II about the "The Effect of Using Board Game on English Vocabulary Mastery of Islamic Boarding School Students". The final result of the study revealed that there is a significant different between pretest and posttest mean and statistical test analysis of IBM SPSS Statistic 20, t-test it was 0.000 and H_0 was rejected because significant level was < 0.05 . It can be concluded that the students' score increased after using Board Game.

Based on the theory which had been discussed in chapter II, the writer thought that Board Game is a suitable strategy in teaching vocabulary. The implementation of Board Game in teaching and learning process is interesting and motivate the students. Because this game made the students enjoy during the learning process and made them more easily in learning vocabulary.

CONCLUSION

Based on the result of this research, the writer make the conclusions that can be formulated as follows:

1. The application of Board Game on students' vocabulary mastery at the eighth grade students of SMP Negeri 2 SaiparDolok Hole is 3.3 it is categorized "very good".

2. The students' vocabulary mastery before taught by using Board Game at the eighth grade students of SMP Negeri 2 SaiparDolokHole is 56.31 categorized as "Bad". The result of students' Vocabulary mastery after taught by using Board Game is 72.43 categorized as "Good".
3. There is a significant effect of using Board Game on Students vocabulary mastery. The researcher analysis the data by using t_{test} formula. It is found that the score of t_{test} is 17.04 while the score of t_{table} is 2.04 at 5% significant level with degrees of freedom (df) 29. It means that t_{test} is higher than t_{table} in other word H_a is accepted.

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**THE EFFECT OF VISUAL MEDIA ON STUDENTS'
READING COMPREHENSION OF NARRATIVE TEXT
AT THE ELEVENTH GRADE OF SMA NEGERI 1
SIBABANGUN 2019/2020 ACADEMIC YEAR**

Kamisah¹, Melwan Ady Rezky², Lidiani³

Institut Pendidikan Tapanuli Selatan

Email: lidianisitumeang@gmail.com

Abstract: *The aims of this research are to know: 1) The application of Visual Media on Students' Reading Comprehension of Narrative Text 2) The Students' Reading Comprehension of Narrative Text before and after using Visual Media 3) Whether there is any significant effect of Visual Media on Students' Reading Comprehension of Narrative Text at the eleventh grade of SMA Negeri 1 Sibabangun. The population of this research is all of the eleventh grade of SMA Negeri 1 Sibabangun which consist of 196 students. Sample were 35 students which taken by purposive sampling. The research method that is experimental method. Technique collecting data the writer used observation sheet and test. The result of the application of Visual Media was 3.7 categorized "Very good". Before using Visual Media is 38.3 categorized "Fail". Meanwhile, after using Visual Media is 68.2 categorized "Enough". The result of data analysis show that $t_{test} = 9.92$ while $t_{table} = 2.03$. it means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of Visual Media on Students' Reading Comprehension of Narrative Text at the eleventh grade of SMA Negeri 1 Sibabangun.*

Keyword: *Visual Media, Reading Comprehension, Narrative Text*

Abstract: Tujuan penelitian ini adalah untuk mengetahui: 1) Penerapan visual media pada kemampuan membaca narrative text siswa 2) Kemampuan siswa dalam membaca narrative text sebelum dan sesudah menggunakan visual media 3) Adanya pengaruh yang significant dari visual media terhadap kemampuan membaca siswa di kelas sebelas SMA Negeri 1 Sibabangun. Populasi dalam penelitian ini adalah semua siswa kelas sebelas yang terdiri dari 196 orang. Sampelnya adalah 35 orang yang diambil melalui sampling purposive. Metode penelitian yang digunakan adalah metode eksperimental. Untuk mengumpulkan data, peneliti menggunakan lembar observasi dan tes. Hasil dari penggunaan visual media adalah 3.7, dikategorikan "Sangat Baik". Nilai sebelum menggunakan visual media adalah

38.3 itu dikategorikan “Gagal”. Sedangkan, setelah menggunakan visual media adalah 68.2 itu dikategorikan “Cukup”. Hasil dari analisis data menunjukkan bahwa $t_{test} = 9.92$ sedangkan $t_{table} = 2.03$. itu berarti t_{test} lebih besar dari t_{table} . Hipotesis diterima. Itu berarti ada efek yang signifikan dari penggunaan visual media terhadap pemahaman membaca teks narrative siswa kelas sebelas SMA Negeri 1 Sibabangun.

Kata kunci: Visual Media, Pemahaman Membaca, Narrative Text.

I. INTRODUCTION

Reading is a process to transfer the information from the writer and reader in a text. The curriculum suggest that reading in English has a purpose to improve the students achievement to read and to understand the meaning of the text, pronunciation of the word, and the grammatical features. Reading is important because it develops the mind. The mind is a muscle it needs exercise understanding the written word is one way the main grows in its ability. It also helps them learn to listen.

Narrative text is an element of language that must be studied by the students as mentioned in the curriculum. Students have to master narrative text. Narrative text nowadays becomes an important subject that must be study at school or university. Narrative text is talking about the stories past event. Reading narrative text is a process to read a text focusing specific participants.

In general meaning, narrative text is to amuse the readers or listeners with actual or imaginary experience in different ways. It is proved when I make the initial observations and give them the text and pretest in SMA Negeri 1 Sibabangun. We average get score 50 should be we get 70. From observation research, the researcher conclude that the students still low about reading narrative text. It happen because low motivation, lazy in

learning English, teaching media, bad environment, weakness teaching strategy.

Based on the fact, it shown that the ability of most of the eleventh grade students of SMA Negeri 1 Sibabangun in reading comprehension of narrative text was still low. Many students did not have enough understanding about narrative text. The students are difficult to master narrative text although they have learned it. When the teacher asked the students to read a text, they read without understanding the content clearly because the students did not understand the meaning of some words in the text. If this problem could not be solved it will be have an impact on these students such as during the national exam they will find it difficult to answer questions because most national exam questions are in the form of narrative text and also they will find it hard to find work because they can not read.

In order to solve that problems, a good media should be used in order to make the students became active and comprehend the main point of narrative text. The media was named visual media. Visual Media is media that only relies on the sense of sight. This media belongs to the way of teacher in teaching reading.

1. Nature of Reading Comprehension of Narrative Text

a. Definition of Reading comprehension of Narrative Text

Reading is an act of communication in which information is transferred from a transmitter to receiver. Reading is an activity to get information, increase perception through written text and also interpret and analyze text. According to Patel and Jain (2008:113) “ Reading is an activity to an active process which consist of recognition and comprehension skill”. Based on the explanation above the writer concludes that reading comprehension of narrative text is a text that is read and than understanding.

b. Indicators of Reading Comprehension of Narrative Text

1. Topic

Flemming (2011:1) “ Topic is another word for subject. It answer the question, “Who or what is the paragraph (article) about?” The topic is stated as a single word or phrase not a complete sentence”.

2. Topic Sentence

Langen and Jenkins (2012:2) “ Topic sentences are usually in the first sentence of the paragraph but not always.

3. Main Idea

Blerkom (2009:199) “ Main idea are the general statements that the author makes about the topic”.

4. Supporting Details

AN ERROR ANALYSIS OF LEXICOGRAMMATICAL FEATURES ON STUDENTS' WRITING EXPLANATION TEXT ABILITY (A Study at the Fourth Semester of English Department of Institut Pendidikan Tapanuli Selatan in 2018/2019 Academic Year)

ASRIANI HASIBUAN¹, APRIDA IRMAYANA²,
MITA RISKI YANTI RITONGA³

Institut Pendidikan Tapanuli Selatan

Email: hasibuanasriani@gmail.com¹
Mitariskiyanti07@gmail.com²

Absract :The objectives of the research are to know the students' error in using lexicogrammatical features in writing explanation text ability at the Fourth Semester of English Department of Institut Pendidikan Tapanuli Selatan and to know why the students made errors in using lexicogrammatical features in writing explanation text ability. The method which is used in this research is mixed method. The informants of this research are the fourth semester of English department which consisted of 15 students that was taken by using purposive sampling. Purposive sampling uses to get the informants by using certain criteria, where in this research the writer got the informants by error criteria. The instruments that are used in this research are test, observation and interview. The lexicogrammatical features error analysis of students has done into three elements, they are: simple present tense, conjunction and passive voice. The result of data description shows that simple present tense was the error which most dominant that is made by the students. It took 63.0% of the total errors. Moreover, 23.0% error in conjunction used and 13.8% errors in passive voice. The causes of students' errors in using lexicogrammatical features are lack of understanding about simple present tense, conjunction and passive voice; lack of awareness; interference of first language; carelessness (lack of motivation) and translation .

KeyWords :Error analysis, Explanation Text, Lexicogrammatical Features, Writing.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui kesalahan mahasiswa dalam menggunakan fitur leksikogrammatik dalam menulis teks explanasi pada semester 4 Prodi Pendidikan Bahasa Inggris Institut Pendidikan Tapanuli Selatan dan untuk mengetahui mengapa mahasiswa melakukan kesalahan dalam menggunakan fitur leksikogrammatik di dalam menulis teks eksplanasi. Metode yang digunakan dalam penelitian ini adalah metode campuran (kuantitatif-kualitatif). Informan dalam penelitian ini adalah mahasiswa semester 4 prodi pendidikan bahasa inggris yang terdiri dari 15 orang yang diambil dengan

menggunakan teknik purposive. Teknik Purposive adalah teknik pengambilan informan dengan menggunakan beberapa kriteria, dimana dalam penelitian ini peneliti memperoleh informan dengan menggunakan kriteria kesalahan. Alat yang digunakan adalah tes, pengamatan dan wawancara. Kesalahan Leksikogrammatikal yang dilakukan oleh mahasiswa dibagi menjadi 3 bagian, yaitu: *simple present tense*, kata penghubung dan kalimat pasif. Hasil dekripsi data menunjukkan bahwa penggunaan *simple present tense* merupakan kesalahan yang paling dominan yang dilakukan oleh mahasiswa yaitu sebanyak 63.0%. Kemudian untuk kesalahan dalam kata penghubung sebanyak 23,0% dan 13,8% kesalahan dalam kalimat pasif. Penyebab kesalahan-kesalahan yang dilakukan oleh mahasiswa dalam menggunakan fitur leksikogrammatikal yaitu kurang memahami *simple present tense*, kata penghubung dan kalimat pasif; rendahnya kesadaran; gangguan bahasa pertama; kecerobohan (motivasi rendah) dan terjemahan.

Kata Kunci : Analisis Kesalahan, Teks Explanasi, Fitur Leksikogrammatikal, Menulis.

I. INTRODUCTION

Writing is one of the language skill that has the important role in our daily life because through writing, students able to express mind, feeling, and also opinion in the written form. In writing process, we must use grammar correctly, combine word and the sentence becomes the good one, build the sentence by using language features of a text and so on. It makes writing becomes the complex and the difficult skills among four skills in English.

Writing usually relates with some kinds of the text in English that is called genre. Genre consists of some text, as follows: explanation text, hortatory text, descriptive, narrative and so forth. The students have to understand and able to differ the kinds of the text when they want to write a text. In this research, the writer focused on explanation text.

Explanation text is a text that explain about the process of how and why the natural and social phenomenon occurs. In writing explanation text, there are some rules that must be understood by students, One of them is using lexicogrammatical features. Lexicogrammatical features or language features tells about general rules in writing a text such as: simple present tense, passive voice, conjunction and so on. Therefore, students are expected to be able to master the rules of using lexicogrammatical features of the text so that they can produce a good explanation text.

In fact, most of students do not pay attention in using lexicogrammatical features. They often make errors in using lexicogrammatical features of explanation text. It can be seen from the observation of the writer at the fourth semester of English department of Institut Pendidikan Tapanuli Selatan. As the result, they still make error and fail in using lexicogrammatical features of explanation text.

In addition, When the writer gave them questions about writing, explanation text and also lexicogrammmatical features. They answered that they feel difficulties in writing explanation text. They are confused of using grammar , lack of vocabulary, difficult to arrange the sentence and the word, lack of understanding in lexicogrammatical features and so on.

Errors usually occur in the productive skills, but to analyze errors in productive skills in the short time is not easy. It takes time, money and requires the high ability. Therefore, the writer decided to analyze students' errors in using lexicogrammatical on students' writing explanation text ability. In this research the writer answered the focus of the research which are what are students' lexicogrammatical features error features errors in writing explanation text ability at the fourth semester of English department of Institut Pendidikan Tapanuli Selatan in 2018/2019 academic year? And Why are the students made errors in using lexicogrammatical features in writing explanation text ability?

1. Error analysis

a. Definition of error

An Error is a form in learner language that is inaccurate. Scrivener (2005:298) says, "Students error are evidence that progress is being made error often show us that students is experimenting with language, trying out ideas, taking risks, attempting to communicate, making progress". Next, According to Norrish in Hasibuan et., al (2018:24) "An errors is a systematic deviation that happens when a learner has not learnt something and consistently gets it wrong."

Based on the definition above, the writer concludes that error is as evidence that show the progress of someone in learning the target language when they are experimenting with language, trying out ideas, taking risks, attempting to communicate.

b. Causes of error

Error can happen because many causes. According to Norrish in Ma'mun (2016: 104) exposes three causes of errors:

1. Carelessness : it is often closely related to lack of motivation. Many teachers will admit that it is not always the students' fault if he loses interest, perhaps the materials and/or the style of presentation do not suit him.
2. First language interference : learning a language (mother tongue or a foreign language) was a matter of habit information. The learners' utterances were thought to be gradually shaped' towards those of the language he was learning.
3. Translation : probably most of students make errors is translation. This happen because a student translates his first language sentence ofidiomatic expression in to the target language word by word.

It can be concluded that causes of errors are carelessness, first language interference and translation.

2. Writing

a. Definition of writing

Writing is one of language skill that must be mastered by students. According to Mertens (2010: 129) "Writing is a complex and cognitively demanding activity". Furthermore, Kendal (2006: 37) "Writing is all about making meaning".

Based on the definition above it can conclude that writing is a complex activity that involve cognitive and actively activity in making the meaning or expressing mind and ideas in written paper.

3. Explanation text

a. Definition of explanation text

Explanation text is a text that tells about the process of how and why a phenomenon happen. According to Amarain (2009: 22), "Explanation is a text to explain the processes involved in the formations or workings of natural or sociocultural phenomena. Furthermore, Knapp and Watkins (2005:126) says, "Explanation text has two main orientations- to explain why and to explain how".

From the explanation above the writer conclude that explanation text is a text to explain about the process of how and why the social and natural phenomenon occur. It can be formulated "how" and "why".

b. Social function of explanation text

Social function means the purpose of the text. Amarain (2009:22) states that social function of explanation text is to explain the processes involved in the formation or workings of natural or sociocultural phenomena. It can be conclude that the social function of explanation text is to explain about the process of formation of natural and sociocultural phenomenon where it can be formulate “how” and “why”.

c. Generic structure of explanation text

Generic structure means the structure that build the text correctly. According to Djuharie (2007:28) states that generic structure of explanation text are general statement and sequence of explanation. Based on explanation above it can conclude that generic structure of explanation text are general statement, sequence of explanation.

d. Lexicogrammatical features of explanation text

Lexicogrammatical features refers to general rules of forming sentence in a text. According to Djuharie (2007: 19) says, “Lexicogrammatical features similar with syntax, lexicogrammatical refers to specific structure that used to express the specific meaning”.

Moreover, According to Thing (2013-A31) says, “Explanation text were analysed for the presence of three language features which are typically used in explanation of processes: simple present tense, passive

voice and connectors". Lexicogrammatical features of explanation text which typically used in explanation text, as follows:

a) Simple present tense

Simple present tense is a tense that tell about habitually. Azar (2009:14) says , "Simple present tense is used to express habitual or every day activities. It means that simple present tense state the activities that is done in the present time.

The form of simple present tense

Nominal form

(+) SUBJECT + TO BE (AM, IS, ARE) + COMPLEMENT

Example :

I am a student

We are in market every afternoon

Verbal form

(+) SUBJECT + VERB 1 +S/ES + COMPLEMENT
--

Example :

She cooks the rice every five hours a day

They watches television every day

b) Passive voice

Passive voice refers to the sentence that use past participle verb. According to Azar (2009: 211) says, "In The passive, the object of an active verb becomes the subject of the passive verb".

Form of Passive voice in simple present tense:

S + TO BE (IS, AM, ARE) +V3 + BY +OBJECT

Example:

Corn is grown by farmers

The bread is eaten by Joko

c) Conjunction

Conjunction refers to the word connectors. There are some definitions of conjunction from the experts. According to Sergeant (2007: 109) says, " Conjunctions are words used to link words, phrases or clauses". It means that conjunction are words that has function to link word by word, phrases and clauses.

II. METHODOLOGY OF THE RESEARCH

The writer conducted the research at Institut Pendidikan Tapanuli Selatan. It is located on Jl. Sutan Moh. Arif, Batang Ayumi Jae, Padangsidempuan Utara. The informants of the research are the fourth semester of English Department that consists of fifteen students. The

writer chose the informants based on error percentage of preliminary data, They are the highest, middle and lowest score of error percentage. This research used mixed method (combination of quantitative and qualitative). In collecting the data, the researcher used test, observation and interview.

III. RESULT

1. The Description of The Students' Lexicogrammatical Features Errors in Writing Explanation Text

After giving the test for the students, the writer analyzed the data. The researcher found that there were so many errors made by students in using lexicogrammatical features of explanation text. Most of them error in simple present tense and some informants did not use one of lexicogrammatical features of explanation text, as follows : passive voice. The result of the data description can be seen from the table below:

Table 1. Students Percentage Errors in Using Lexicogrammatical Features of Explanation Text

No	Name	Simple Present Tense	Conjunction	Passive Voice
1	Student 1	100%	25%	100%

2	Student 2	40%	80%	-
3	Student 3	57.1%	66.7%	-
4	Student 4	40%	-	33.3%
5	Student 5	100%	-	-
6	Student 6	33%	50%	100%
7	Student 7	25%	50%	100%
8	Student 8	33.3%	-	100%
9	Student 9	11.1%	-	-
10	Student 10	100%	50%	100%
11	Student 11	66.7%	50%	-
12	Student 12	50%	25%	-
13	Student 13	85.7%	-	-
14	Student 14	75%	20%	-
15	Student 15	20%	-	-
Number of informants		15	9	6

Table 2.The Recapitulation of Error

No	Percentage Totality of Lexicogrammatical Error		Percentage
	Type	Total of error	
1	Simple present tense	41	63.0%
2	Conjunction	15	23.0%
3	Passive Voice	9	13.8%
Total		65	100%

Based on the calculation above, it can be calculated that the total errors of simple present tense are 41 or 63.0% and there are fifteen students or 100% students made error in using simple present tense. Then, errors in conjunction are 15 or 23.0% and there are nine students or 60% students made errors in conjunction. The last, the total errors of passive voice are 9 or 13.8% and there are six students or 40% students from all the informants made error in passive voice. The most dominant

errors were in using simple present tense or 63.0% error. Meanwhile, the lowest errors were in using passive voice or 13.8% of total errors.

2. The Reasons or Factors of Fourth Semester English Department Students Make Error in Using Lexicogrammatical Features of Writing Explanation Text

In order to find the reasons or the factors of error in using lexicogrammatical features made by fourth semester English department students, the writer did an interview. The interview consists of 10 questions. As the result, the researcher found that the causes of errors were lack of understanding in using lexicogrammatical features, less of grammar mastery especially simple present tense, conjunction and passive voice, less of awareness in writing activity, interference of first language, carelessness (lack of motivation) and also translation.

IV. DISCUSSION

In this research, the writer used test to get the data and the interview to know why students error in using lexicogrammatical features in writing explanation text. After conducting the research at the fourth semester of English Department that there are 65 errors made by the informants.

Based on the result of the test given , it found that students made error in using lexicogrammatical features (simple present tense, conjunction and passive voce). Furthermore, simple present tense is more dominants errors made by the informants. It can be called 63.0% errors in using simple present tense and fifteen or 100% of total informants made error in simple present tense.

When the writer asked about the causes of error in using lexicogrammatical features almost them said that they less of understanding in using lexicogrammatical features; less of grammar mastery especially simple present, conjunction and passive voice; less of awareness in writing activity; interference of first language; carelessness and also translation.

CONCLUSIONS

Based on the result of this research, the writer found that errors in using lexicogrammatical features in writing explanation text are simple present tense (63.0%), conjunction (23.0%) and passive voice (13.8%).

The causes of students' errors in using lexicogrammatical features in writing explanation text are features are lack of understanding about simple present tense, conjunction and passive voice; lack of awareness;

interference of first language; carelessness (lack of motivation) and translation .

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**AN ANALYSIS OF STUDENTS' DIFFICULTIES IN
WRITING HORTATORY EXPOSITION TEXT
ABILITY
(A Study at the Eleventh Grade Students of SMA Negeri 1
Pinangsori in 2018/2019 Academic Year)**

**ASRIANI HASIBUAN¹, GABBY MAUREEN PRICILIA²,
NOVITA MAYASARI ARITONANG³**

Institut Pendidikan Tapanuli Selatan

Email : hasibuanasriani@gmail.com¹

novitaamayasari33@gmail.com²

Abstract: *The purpose of this research are to know: 1) The students' ability in writing hortatory exposition text at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 academic year, 2) The difficulties that faced by the students in writing hortatory exposition text at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 academic year. This research is used mixed method; that is combination of qualitative and quantitative research. The informants of this research are 15 that representative from the eleventh grade students of SMA Negeri 1 Pinangsori. The data were collected by test and observation. Test was made to know the students' ability in writing hortatory exposition text and the difficulties that faced by the students in writing hortatory exposition text ability at the eleventh grade students of SMA Negeri 1 Pinangsori, observation was made to know all of the activities or behaviours of the students in writing hortatory exposition text. The highest score 75, the lowest score 38, and the average score in writing hortatory exposition text 57.33 and it was categorized difficult, it means that students ability in writing hortatory exposition text are still difficult. The students had difficulty in using content 80%, using*

organization 73.33%, using vocabulary 73.33%, mastering grammar 93.33%, and using mechanics 20%. It means that the students need to learn more about hortatory exposition text.

Keywords: Analysis, Students' Difficulties, Writing Hortatory Exposition Text.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) kemampuan siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori tahun akademik 2018/2019, 2) kesulitan-kesulitan yang dihadapi oleh siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori tahun akademik 2018/2019. Penelitian ini menggunakan metode campuran; yaitu perpaduan penelitian kualitatif dan kuantitatif. Informan penelitian ini terdiri dari 15 siswa yang mewakili dari kelas sebelas di SMA Negeri 1 Pinangsori. Data dikumpulkan dengan tes dan observasi. Tes digunakan untuk mengetahui kemampuan siswa dalam menulis teks hortatori eksposisi dan kesulitan-kesulitan siswa dalam menulis teks hortatori eksposisi dikelas sebelas SMA Negeri 1 Pinangsori, observasi digunakan untuk mengetahui semua aktivitas atau tingkah laku siswa dalam menulis teks hortatori eksposisi. Nilai tertinggi 75, nilai terendah 38, dan nilai rata-rata dalam menulis teks hortatori eksposisi 57.33 dan dikategorikan sulit, itu artinya kemampuan siswa dalam menulis teks hortatori eksposisi masih mengalami kesulitan. Siswa mengalami kesulitan dalam menggunakan content 80%, organization 73.33%, vocabulary 73.33%, grammar 93.33% dan mechanics 20%. Artinya siswa perlu belajar lebih banyak lagi tentang teks hortatory eksposisi.

Kata kunci: Analisis, Kesulitan Siswa, Menulis Teks Hortatori Eksposisi

I. INTRODUCTION

Writing is one of the important skill in English because writing is a media to convey ideas, thought and information in written form. Writing involves transferring a message from our thoughts using language in written form and it is a communicative competence. Writing English in a foreign language is not easy as we thought moreover for non-native learners. So, it is the reason why the students always face difficulties in writing.

Hortatory exposition text is a type of spoken or written text that is intended to explain the listener or readers that something should or should not happen or be done. The social function of hortatory exposition text is to persuade the readers or listeners that something should or should not be the case. Generic structure of hortatory exposition text consist of three parts, they are: thesis, arguments and recommendation. To strenghten the explanation, the speaker or writer needs some arguments as the fundamental reasons of the given idea. In other words, this kind of text can be called as argumentation.

Based on the writer's experience or PPL in teaching at the eleventh grade students of SMA Negeri 1 Pinangsori (it starts from July to September 2018), the writer gave the composition writing of hortatory exposition text for them. From the results, the writer found that only 10% (3 out of 30 students) can write generic structure of hortatory exposition text well, and 90% (27 out of 30 students) are failed in writing generic structure of hortatory exposition text. They can not develop their ideas in writing thesis of hortatory exposition text, and they also can not write recommendations well. It can be seen from most of them do not use "**should be**" and "**must be**" to recommend the people how something should or should not be the case.

Some difficulties that faced by the students in writing hortatory exposition text can affected by several factors. First, there still many students are difficult to achieve the communicative purpose of hortatory exposition text, especially in constructing the text, second, the students are still confused of using simple present

tense, third, the students can not distinguish among analytical exposition text and hortatory exposition text, and the last the students also have limited vocabulary.

Many efforts have been done to prevent the problems, for example: varying teaching methods, completing the school facilities, giving motivation, stimulate students' skill (including their motor skill, intelligence and creativity) and improving the interest of students by giving good learning activities that make them having challenging and be active to practice their idea especially in writing. But these problem are still not resolved.

The writer sees there are some problems that will be arised if the problem above can not be solved, such as; 1) the students can not share their ideas in writing form well to other people. So that, the other people can not understand what they mean in their written, 2) the students will feel scared or avoiding the task that has given by the teacher specially in writing genre, 3) the students will not confident on their writing that has done by them.

Based on the explanation above, the writer tries to analyze the difficulties that frequently made by the students at the eleventh grade of SMA Negeri 1 Pinangsori in writing hortatory exposition text ability with analyzing the indicators of writing hortatory exposition text (such as content, organization, vocabulary, grammar and mechanics).

1. Writing Hortatory Exposition Text

Writing is a medium of human communication that represents the language and emotion through the inscription or recording of signs and symbols. In writing, the writer can express their feelings, idea, thinking, share opinion in written form. According to Mertens (2010:7), "Writing is a complex and cognitively demanding activity." Furthermore, according to Sakolik in Linse (2006:98), "Writing is a combination of process and product". While, according to Victoria (2009:29) "Writing is used in its own right as a form of communication everywhere in our society today".

Djuharie (2007:31) states that in the hortatory exposition text, the writer presents a view/ ideas/ opinions to influence/ to persuade the reader to have a pro-contra attitude towards something, and invites the reader to do something. From explanation above, the writer concludes that writing hortatory exposition text is a process to produce the idea from the writer about the topic discussed in order to persuade the readers or listeners about something should do or should not in the case.

2. Indicators of Writing Hortatory Exposition Text

a. Content

Content is how the writer develop his or her idea related with the topic that he or she wants to discuss. Soule et al., (2007:20) says, "Content is not as simple a statement as it may sound: in some ways, having

something new to say has more to do with rhetoric and structuring than with actual content". Brown in Sarwanti (2015:23) says, "Content is there at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic". It means that content is should has the meaning in understanding the topic in the text.

b. Organization

Organization is the most important factors in writing, because nobody can write meaningfully, if he or she has not anything in mind yet. Oshima and Ann in Aritonang (2018:6) says, "Organization matched the assigment". According to Brown in Sarwanti (2015:23), "Organization is the process of organizing the materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern". It means that organization refers to the process of matched or organizing the materials or assignment in writing.

c. Vocabulary

Vocabulary is important in writing because by having many vocabularies, a writer can make readers explore more deeply in what he or she is telling about. Rezaei and Davoudi (2016:139) says, "Vocabulary knowledge is a significant aspect of learning a second or foreign

language". According to Maskor and Baharuddin (2016:261) "Vocabulary knowledge is known as the knowledge of the word". From the explanation above, the writer concludes that vocabulary is the aspect in learning English to get the knowledge of the word.

d. Grammar

The grammar of language is a description of way that the language behaves. Without having knowledge of grammar the writer cannot make his or her language communicative to a great variety of reader from different situation. Dykes (2007:5) says, "Grammar deals with the abstract system of rules in terms of which a person's mastery of his native language can be explained". Then, Puspita Sari and Roro in Aritonang (2018:6) said that grammar is a branch of linguistics that studies syntax and morphology. Based on the explanation above, grammar can be interpreted as the science of rules in shaping and combining words into sentences.

e. Mechanics

Mechanics refers to the rules of the written language, such as capitalization, punctuation and spelling. According to Oshima and Ann in Aritonang (2018:7), Mechanics consist spelling, punctuation, capitalization, etc. Meanwhile, Brown in Sarwanti (2015:23) states that mechanics of writing deals with capitalization, spelling, and punctuation". Based on

explanation above, the writer concludes that mechanics in writing consist of punctuation, capitalization and spelling.

f. Social Function of Hortatory Exposition Text

Social function refers to the aim of the text. According to Pardiyono (2007:216) "The social function of hortatory exposition text is to argue that something should be or ought to be". Similarity, Gerot and Wignell in Pricilia (2012:11) said, "Hortatory exposition has social function to persuade the reader or listener that something should or should not be in the case". From the explanation above, the writer concludes that the social function of hortatory exposition text is to persuade or influence the readers or listeners that should do something or not.

g. Generic Structure of Hortatory Exposition Text

Djuharie (2007:31-32) said that the general structure of hortatory exposition text consist of three parts, they are; thesis, arguments and recommendation.

1. Thesis : is a statement that will make a reaction from the reader about the topics or statements or announcement of issue concern.
2. Argument : give some of ideas in our mind to support the thesis based on the facts.

3. Recommendation : some of assumes, advice, or recommendation to the people how something do or not to do.

4. Lexicogramatical Features of Hortatory Exposition Text

Djuharie (2007:32) said that hortatory exposition text often using certain linguistic elements, including: 1.Abstract noun (*policy, government, etc*), 2.Jargon (*species, mammal, etc*), 3.Modals (*must, should, etc*), 4.Evaluative language (*necessary, important, significant, valuable*), 5.Passive sentences, and 6.Thinking verb, (*I believe, I think*).

II. METHODOLOGY OF RESEARCH

The location of the research is in SMA Negeri 1 Pinangsori. It is located on Jl. Sisingamangaraja, Desa Albion, Kecamatan Pinangsori, Kabupaten Tapanuli Tengah, Sumatera Utara. The headmaster of this school is Muhammad Ali,S.Pd.,MM and the teacher of English in this school are Risman Arbi Sitompul,S.S.,M.Si and Andriwati Zega,S.Pd.

The writer takes one class to do the research from four class in XI grade MIA, that is XI grade MIA3 which consist 30 students but the writer focused on 15 students as the informants of this resarch. This research uses mixed methods (combination qualitative and quantitative research in the

same study). Sample was taken by using purposive sampling. The data were collected in test (using composition writing of hortatory exposition text) and observation (using field notes).

Miles and Huberman in Sugiyono (2014:40) states that in qualitative research, there are some steps that used by the researcher to analysis the data, they are: data reduction, data display and conclusion drawing or verification.

a. Data Reduction

Sugiyono (2014:405) said that, Reducing data means that summarizing, choosing the main things, focusing on things that are important, looking for themes and patterns, thus the reduced data will provide a clearer picture, and make it easier for researchers to carry out further data collection, and look for it if needed.

It means that the data reduction involves make the summary of the data that has gotten and separating the unnecessary data. In this step, the writer focused, simplify and moved raw data into easier to manage.

b. Data Display

This technique will be done after the data has been collected, identified and classified. The data will be displayed through quantification the

percentage of the students' difficulties. To quantify the difficulties students made, the writer uses percentage formula:

$$P = \frac{F}{N} \times 100\%$$

In which:

P= Percentage of difficulties

F= Frequency (number of difficulties)

N= Total whole score of difficulties

c. Conclusion Drawing

Sugiyono (2014:412) says, In qualitative research it might be able to answer the formulation of the problem that formulated from the beginning, but it might be not, because it has been stated the problem and the formulation of the problem in qualitative research are still temporary and will develop after reserach is in the field.

It means that, data reduction, data display, and conclusion are continuity at the time before, during, and after data collection in a common form called analysis.

III. RESULT AND DISCUSSION

1. Students' Ability in Writing Hortatory Exposition Text at the Eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year

In this research, the writer using indicators of writing hortatory exposition text, namely: content (in social function hortatory exposition text), organization (in generic structure hortatory exposition), vocabulary (in lexicogrammatical features hortatory exposition text), grammar (in lexicogrammatical features hortatory exposition text) and mechanics (in lexicogrammatical features hortatory exposition text) to know students' ability in writing hortatory exposition text.

Table 1.

Test Score Qualification to Interpret the Level of Difficulties

No	Score	Level of Difficulties
1	86-100	Very Easy
2	76-85	Easy

3	65-75	Medium
4	56-64	Difficult
5	0-55	Very Difficult

Adopted
from Burns

in Paskal et all., (2007:7)

Table 1 above is the guidance for the researcher to identify the students ability in writing hortatory exposition text. Then, the score of students in writing hortatory exposition text ability at the eleventh grade of SMA Negeri 1 Pinangsori can be seen from the table 2 below:

Table 2.

Table Recapitulation of Students in Writing Hortatory Exposition Text

(15 Informants)

No	Informants	Indicators of Writing					Total	Level of Difficulties
		C	O	V	G	M		
1	MH	13	10	13	17	5	58	Difficult
2	PTP	15	13	9	10	4	51	Very Difficult
3	MPS	18	17	14	18	5	72	Medium

4	TA	18	12	13	14	5	62	Difficult
5	DK	22	14	15	15	5	71	Medium
6	PKN	13	13	13	17	5	61	Difficult
7	LRH	13	8	7	5	5	38	Very Difficult
8	RS	17	10	9	11	5	52	Very Difficult
9	YST	13	8	8	7	3	39	Very Difficult
10	HEL	17	10	11	15	5	58	Difficult
11	BHN	15	13	13	15	3	59	Difficult
12	CRHS	22	15	14	19	5	75	Medium
13	DMT	13	8	7	7	5	40	Very Difficult
14	SZ	25	16	14	15	5	75	Medium
15	SHM	14	10	10	12	3	49	Very Difficult
Average Score (Mean Score) = $\sum \frac{x}{N} = \frac{860}{15}$							57.33	DIFFICULT

From the table above, the writer concluded that the highest score from the whole score are from CRHS and SZ with the score were 75 (it was categorized medium) and the lowest score is from LRH with the

score was 38 (it was categorized very difficult). Then, the average score of the students' ability in writing hortatory exposition text were 57.33, and it was categorized "**difficult**". So from the calculation above, it can be concluded that the students' ability in writing hortatory exposition text at the XI MIA 3 of SMA Negeri 1 Pinangsori are still difficult.

2. Students' Difficulties in Writing Hortatory Exposition Text at the Eleventh Grade of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year

The writer displays each of indicators of writing to know the difficulties that faced by the students in writing hortatory exposition text. from the result, the researcher found that the highest score difficulty in using grammar in writing hortatory exposition text with the percentages 93.33%, second highest difficulty in writing content with the percentages 80%, third difficulty in writing organization and vocabulary with the percentages 73.33%, and the lowest difficulty in using mechanics with the percentages 20%. For more clearly, he result of the difficulties that faced by the students at the eleventh grade of SMA Negeri 1 Pinangsori in writing hortatory exposition text ability can be tabelized as table 3 and as figure 1 below:

Table 3

Percentages of Students' Difficulties in Writing Hortatory Exposition**Text**

No	Type of Indicators	Total of Students who had Difficulty	Percentage
1	Difficulties in content	12	80%
2	Difficulties in organization	11	73.33%
3	Difficulties in vocabulary	11	73.33%
4	Difficulties in grammar	14	93.33%
5	Difficulties in mechanics	3	20%

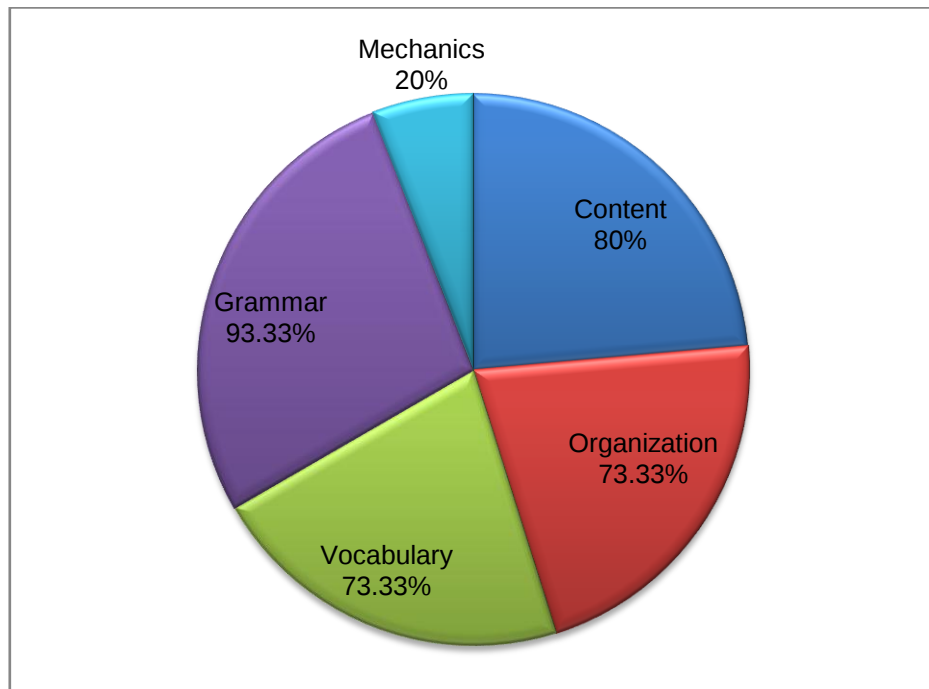


Figure 1

Difficulties that Faced by the Students in Writing Hortatory Exposition Text Ability

IV. DISCUSSION

In this research, the writer used test and observation to get the data. The writer used test to know how is the students ability and the difficulties that faced by the students in writing hortatory exposition text. The writer concluded that the students ability in writing hortatory exposition text was poor. From the whole score, the writer concluded that the students' ability in writing hortatory

exposition text at the eleventh grade students of SMA Negeri 1 Pinangsori are still “**difficult**” with the average score were 57.33.

Based on the result of the test above, the writer made them into percentages. For content, percentage of difficulties were 80%, in organization percentage of difficulties were 73.33%, in vocabulary percentage of difficulties were 73.33%, in grammar percentage of difficulties were 93.33% and the last for mechanics percentage of difficulties were 20%. Based on the data clearly seen that the highest difficulty level that frequently made by the students in writing hortatory exposition text are in using grammar, content, organization, vocabulary and mechanics. It means that, the students should be improve their ability in mastering grammar well because grammar is the basic rules in combining words into sentences, so the students’ ability in writing hortatory exposition text can increase.

Then, the writer was conducted observation with using field notes that wrote by the observer (teacher of English in SMA Negeri 1 Pinangsori) to know the all of activities that doing by the students during witing a composition writing of hortatory exposition text. In this research, the writer using two (2) kinds of field notes namely, field notes in during conduct preliminary data and field notes in during conduct the research. As the result of the field notes are:

1. The researcher found that many students had difficulty in using familiar and un-familiar vocabulary.
2. When the researcher walks around to see the results of the students' ability in writing hortatory exposition text, the researcher found that they have difficulty in mastering grammar.
3. The students also worked together in writing the test with their peers.
4. The students also opened the dictionary and opened google to answer the test and there are some of them was nosy to their other friends, fantasized, lazy and fallen asleep during worked the test.

CONCLUSION

The conclusion in this research are:

1. The result finding shows that the average score (mean score) of the students in writing hortatory exposition text is 57.33 and it was categorized difficult. So, the students' ability in writing hortatory exposition text are still difficult.
2. In writing hortatory exposition text, the students had the biggest difficulties in using grammar with the percentages of difficulties were 93.33% and the lowest difficulties in using mechanics with the percentages were 20%.

3. Most of the participants was opened google to answer the test, so their test result in using grammar was error. Besides that, the students also got difficulties in writing the content, organization and using vocabulary so that their test result was origin, not connected, and not enough to evaluate.

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THE EFFECT OF USING WEBBING TECHNIQUE ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

(A Study at the Tenth Grade Students of SMA Negeri 1 Barumun in 2018/2019 Academic Year)

Asriani Hasibuan¹, Srimaharani Tanjung²

M. Rizki Hidayah Siregar³

Institut Pendidikan Tapanuli Selatan

Email : Mrizkihidayahs@gmail.com

Abstract: the purpose of this research are to find out: 1) The extent is the application of webbing technique in teaching writing descriptive text at the tenth grade students of SMA Negeri1 Barumun, 2) The extent is the students' writing descriptive text before and after using webbing technique at the tenth grade of SMA Negeri 1 Barumun, 3) Whether there is a significant effect of webbing technique on students' writing descriptive text of the tenth grade students of SMA N 1 Barumun. The research method is use by experimental method. The population of this research is all of the Tenth Grade Students of SMA Negeri 1 Barumun consist of 306 students and samples are 30 students which taken by purposive sampling and instrument of collecting data use observation sheet and test. The result mean of the application of webbing technique is 3.93 based on the technique of analysis data the criterion of score using webbing technique with categorized "Very Good". The result students' writing descriptive text before using webbing technique is 55.50 categorized "Low" while after using webbing technique is 80.76 it was categorized "Good", to know the result of the data, the research of analysis data use by t_{test} formula, the result of t_{test} is 12.07 meanwhile t_{table} is 2.04, it means that there is a significant effect of webbing technique on students' writing descriptive text ability at the tenth grade of SMA Negeri 1 Barumun 2018/2019 Academic Years of H_a is accepted.

Keywords: Webbing technique, Writing Ability.

Abstrak : tujuan penelitian ini adalah untuk mengetahui: 1) sejauh mana penggunaan webbing technique dalam menulis teks descriptive pada siswa SMA Negeri 1 Berumun tahun ajaran 2018/2019, 2) sejauh mana siswa menulis teks descriptive sebelum dan sesudah menggunakan webbing technique pada siswa SMA Negeri 1 Barumun tahun ajaran 2018/2019, 3) adakah ada pengaruh yang signifikan dari webbing technique pada siswa menulis teks descriptive pada siswa SMA Negeri 1 Barumun. Metode penelitian ini menggunakan eksperimental method. Populasi dari penelitian ini adalah semua siswa kelas sepuluh SMA Negeri 1 Barumun yang berjumlah 306 siswa dan sampel sebanyak 30 siswa di ambil dengan menggunakan tehnik purposive sampling dan instrument pengumpulan data adalah lembar observasi dan tes. Hasil dari penggunaan webbing technique adalah 3.93

dikategorikan “sangat baik” hasil menulis teks descriptive siswa sebelum menggunakan webbing technique adalah 55.50 dikategorikan “rendah” sementara skor setelah menggunakan webbing technique adalah 80.76 dikategorikan “Baik” untuk mengetahui hasil data, penelitian analisis data menggunakan rumus t_{tes} . Hasil dari t_{tes} adalah 12.07 sementara t_{table} adalah 2.04. artinya ada pengaruh yang signifikan dari webbing technique dalam kemampuan menulis siswa di kelas sepuluh SMA Negeri 1 Barumun Tahun Akademik 2018/2019 atau H_a diterima.

Kata kunci : webbing teknik, kemampuan menulis

I. INTRODUCTION

Writing is one of the English skills that has important role in daily life. It should be mastered by the Senior High School students beside reading, speaking, and listening. Writing skill is rather difficult mastered and writing is an activity to share idea, expression and argument. Writing is important to support learning because it can build a written communication among people from different areas.

The purpose of writing for the students of Senior High School is to help them to write some kinds of text based on genre such as, descriptive, narrative, procedure, hortatory exposition, recount and so on. These texts have their own characteristics, such as social function, generic structure, and language features. It will guide the students to write a text. Descriptive text, for example, has the social function, generic structure and language features. Writing descriptive text is the important competence that must be mastered by students. It is include

how to put together the letters, words, sentences, paragraph, and text to practice their ability in developing their ideas, opinion and knowledge.

But, when it is seen on one of the curriculum's expectations at the tenth grade in SMA Negeri 1 Barumun where the students are expected to be able to write descriptive text, most of the students cannot write well. They still find difficulties in writing the text correctly based on genre. As a matter of fact, minimal score criterion is 75. It means that the minimal limitation of reaching competencies in each estimation aspects of subject that have to be mastered by the students. Meanwhile, the researcher found that average score of pre-test when the researcher take the preliminary data is 55.50. It can be caused by some factors, such as the low of motivation, have difficult to express their ideas, the lack of students' interest, the lack of understanding grammar, the lack of vocabulary, tea ¹ teachers, facilities and environment. Generally in SMA Negeri 1 Barumun, teachers often use discussion method and group working methods but students' ability in writing descriptive text does not effective yet. They still found difficulties to write descriptive text. It is because of less control from the teacher during teaching learning process. The teachers just give the notes and

ask students to discuss the material with their group, without explain the material firstly.

Actually, many ways have been done by the teachers to reach the competence, such as providing the suitable descriptive textbook, using good media in teaching and learning process, giving exercise, task or homework to the students like writing descriptive text, and other assignment/tasks. Based on the factors mentioned before, it can be concluded that one of the factors that influence the low of students' knowledge of SMA Negeri 1 Barumon in learning English especially in writingdescriptive text is the using of teaching method.

There are many methods that can be used in teaching descriptive text, they are: Grammar Translation Method (GTM),inquiry method, demonstration method, task based instruction method, webbing technique, direct instruction, discussion method, etc. In this problem the researcher chooses the webbing techniquein teaching descriptive text. Webbing technique is a technique that teacher explains the material directly to control the class.

In this problem, the researchersees there are many problems that will be arisen if the problem above cannot be solved, such us: 1) They cannot pass their UNBK, 2) They are low of English, 3) They cannot

continue their study in higher level and finally they hate to learn their lesson. Writing assessment refers to an area of study that consists theories and practices that guide the evaluation of a writer's performance of potential through a writing task. According to Brown (2015:23) "have categories writing assessment, there are; Content, Organization, Vocabulary, Grammar and Mechanic.

a. Content

According to Brown (2015:23), "Content is there at least two things which can be measured in connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic". Oshima and Ann (2012:11), Content tells about topic sentence. Based on the explanation above, the researcher conclude content is refers to knowledgeable and development to assigned the relevant topic.

b. Organization

According Sarwanti (2010: 224) "Excellent organization when students write with appropriate title, effective in paragraph, topic is stated lead to body; transaction expression used; supporting evidence given for generalization, conclusion logical and complete". Meanwhile, Oshima and Hogue (2012: 12) "Organization matched the assignment". Based

on the explanation above, the researcher concludes that organization is the process express fluent expression: ideas clearly attached, succinct, well-organized, logical sequence and cohesive.

c. Vocabulary

According to Cameron in Alqahtani (2015:22), "Vocabulary is as one of the knowledge areas in language, plays a great role for learners in acquiring a language". According to Brown in Sarwanti (2015: 23), "Vocabulary is one of the language aspects dealing with the process of writing. The process of writing is the process when the researcher always think about putting word into sentence and then putting sentence into paragraphs until they can create a piece of writing". Based on the explanation above, the researcher concludes that vocabulary is the important thing for someone to learn English well.

d. Grammar

Gleason and Ratner in Uibu and Liiver (2015:71) says, "Grammar is a set of rules that explores the forms and structures of sentences that can be used in a language". In addition, Brown in Sarwanti (2015:23) says, "Grammar is one important components in writing. It governs utterance that we produce to be right and orderly". Based on the explanation above, the researcher concludes that grammar is the

structure of rules governing the conventional arrangement word in a sentence.

e. Mechanic

Brown in Sarwanti (2015:23) says, "Mechanics of writing deals with capitalization, spelling, and punctuation". In addition, according to Oshima and Hogue (2012:13), "Mechanics consist of; spelling, punctuation, capitalization, etc". Based on the explanation above, the researcher concludes that mechanics are components of writing deals with capitalization, spelling, and punctuation.

Descriptive text According to Jonathan (2013: 13) "A descriptive text is about information on object themselves, such as people, things, landscapes and so forth".Next, Otong (2007: 24) says, "*Teks deskriptif adalah menawarkan banyak informasi tentang orang, benda, tempat, hewan tertentu dengan jelas*". It means, Descriptive text is offers a lot of information about people, objects, places, certain animals clearly. Meanwhile According to Friedman (2010: 30) says, "Descriptive text is detail mean to grab the reader attention".

Based on definition descriptive text from expert above, researcher conclude that descriptive text is a text which says what a

person or thing is like. The purpose of descriptive text is to describe a particular person, place or thing.

Generic Structure of Descriptive Text according to Siahaan and Sinoda (2008: 89) the generic structure of descriptive text include;

- a) Identification : identifies phenomenon to be described
- b) Description : to describe a particular person, place, or thing.

Lexicogrammatical features of Descriptive Text according to Watkins and Knapp (2005: 98) says, lexicogrammatical feature of descriptive text are:

- a) When describing things from a technical or factual point of view, the present tense is predominantly used: for example; has, eats, sings, swims.
- b) Although present tense may be used in literary description, it is past tense that tends to dominate: for example; had, was, enjoyed, seemed.
- c) Relational verb are used when classifying and describing appearance/quality and parts/function or phenomenal (is, am, are, has, have): for example; my favorite toy is teddy bear because it is cuddly and friendly, its' my friend too.

Action verbs are used when describing behaviors/uses: for example; an ant has three body parts, some ants have wings, the queen ant lays the eggs, ant live in colonies.

Webbing Technique according to Starko (2010: 187) states “Webbing is often used to organize idea and information on a topic”. It means that webbing technique is a way to convey the material by using key balls, so the students can understand the material easily.

Next, Cooper (1999: 21) states, “Webbing is a way of organizing the ideas about a particular topic so that the relationships among the various subtopics can be displayed visually”. It means that webbing can be easier to connect and clearer.

Brannan (2003: 6) says, “Webbing is another good prewriting technique”. It means that webbing is a way to write with several key words. This method of students to write a single word or phrase in the center of piece paper and then to write down around it any word or phrase the center word brings to mind.

Based on the definition webbing technique from expert above, researcher conclude that webbing technique is a technique that is used by teacher to increase the students ability and interest by showing key

balls related to the materials to the learners, so that students can understand and clearer.

Steps of Using Webbing Technique according Raimes (2009: 10) who proposes six steps to construct webbing technique as follows:

1. Researcher the topic in a circle in the center of a page
2. Think of ideas related of the topic
3. Write the ideas on the pages around the central topic
4. Draw lines from the topic to the related ideas
5. Add details under each of the ideas
6. Draw more lines to connect the supporting details to the main idea each detail refers to.

Advantages and Disadvantages of Using Webbing Technique

According to Cooper (2009: 21), "Webbing is a good technique for students to learn". He states some advantages and disadvantages of using webbing technique, as follow:

1. Advantages of Using Webbing Technique

- a) Webbing can use full to organizing the ideas
- b) Webbing is useful tool for helping learners construct, organize and communicate the students' knowledge.
- c) Students is easier to understand materials by using webbing technique
- d) Teaching and learning process is impressed.

2. Disadvantages of Using Webbing Technique

- a) Need a long time.
- b) The time has to manage as good possible.

II. METHODOLOGY OF RESEARCH

The location of this research is on SMA Negeri 1 Barumon at jalan K.H Dewantara No 43 Sibuhuan, Kecamatan Barumon Kabupaten Padang Lawas. The headmaster of this school is Ikhsanul Nasir, S.Ag., M.M. According to Sugiyono (2013: 3) "*metode penelitian diartikan sebagai cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu*". It means that method of the research is as a scientific way to obtain data with specific purposes and uses. According to Sugiyono (2013: 107) "*Metode penelitian experiment dapat diartikan sebagai metode penelitian yang digunakan untuk menca I pengaruh perlakuan tertentu terhadap yang lain dalam kondisi yang terkendali*". It means that, experimental research methods can be interpreted as research methods that are used to find the effect of certain treatment on other under controlled conditions. According to Sugiyono (2013: 102), "Research instrument is a tool which is used to measure the natural phenomenon although social which is observed".

According to Sukmadinata (2012: 220) says, "Observation is a technique or how to collect data by way of observation of ongoing activities". Test is used to ensure students' achievement after passing teaching and learning process. According to Sukmadinata (2012: 223), "Test is generally measurable, although some forms of psychological tests are primarily descriptive personality tests, but their descriptions lead to certain characteristics or qualifications that are similar to interpretations of measurement results".

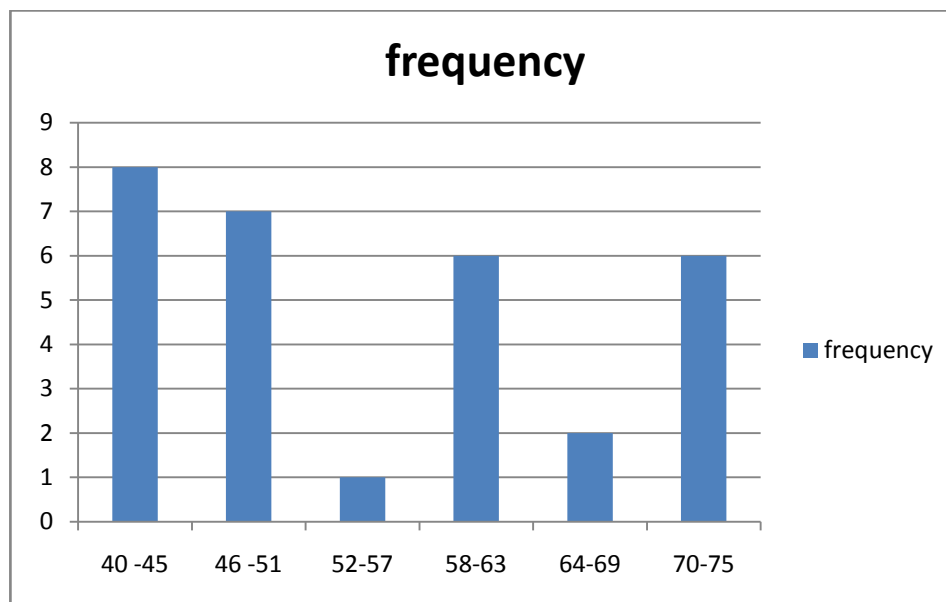
According to Sugiyono (2013:137), "Technique of collecting data is the most principal way in the research, because the main purpose of the research is to get the data". There are some technique of collecting data. According to Sugiyono (2010: 225), "There are four technique of collecting data, they are observation, interview, questioner and documentation". The researcher chooses observation sheet and test to collecting the data.

III. RESULT

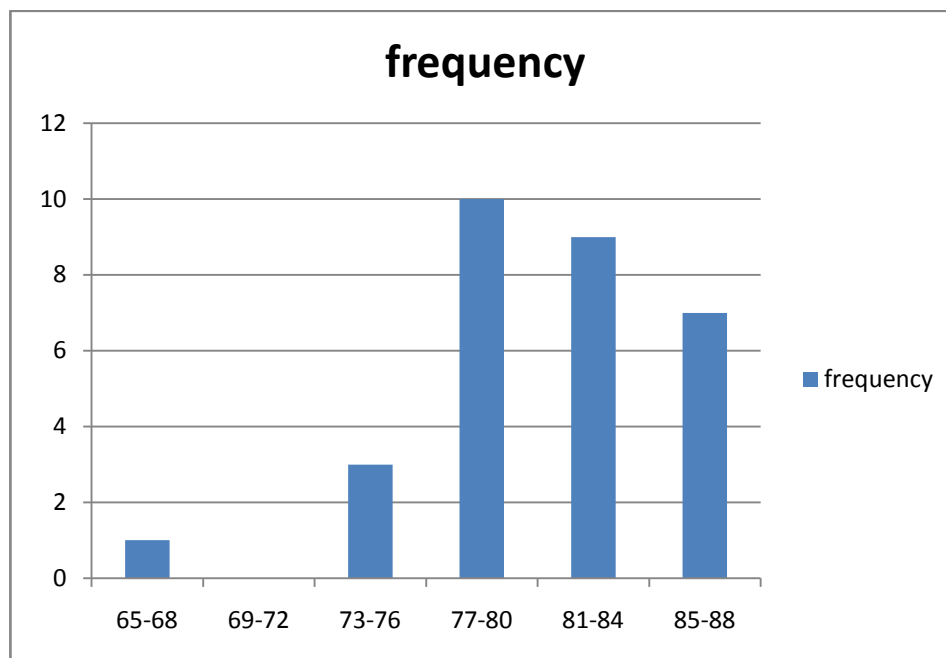
The scores of the variable X (Webbing Technique) and variable Y (Writing descriptive text) calculate by applied stastitcal analysis

which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about application of using webbing technique on students writing descriptive text ability of SMA Negeri 1 Barumun though 16 aspect of observation, obtained an average score 3.93, with categorized "Very Good". And then Pretest, the researcher calculated the scores it was found the highest score is 75 and the lowest score was 40. The mean of score of writing descriptive text ability before using webbing technique at the tenth grade of SMA Negeri 1 Barumun was 55.50 categorized "Low". The mean score of writing descriptive text ability after using webbing technique , the highest score was 88 and the lowest score was 65, the mean score was 80.76 categorized "Good". The description of different data of before and after using webbing technique can be seen in following histogram:



Before using webbing technique in writing descriptive text



After using webbing technique in writing descriptive text

Based on the histogram, if we compared pretest the score still categorized low and posttest the score categorized was increased. The histogram shown the of used of webbing technique is very good for increased students writing descriptive text.

From the research, it can be known that t_{test} is higher than t_{table} is ($t_{\text{test}} 12,07 > t_{\text{table}} 2,04$). It mean that there is a significant effect of using webbing technique on students writing descriptive text ability at the tenth grade of SMA Negeri 1 Barumun or H_a was accepted.

IV. DISCUSSION

From the result of this research, the writer will compare with the previous related research. In this research, the writer found that the students' skill on writing descriptive text after using webbing technique is higher. It can be seen from the average score before using webbing technique was 55.63, meanwhile the students score after using webbing technique was 80.63. It could be concluded that the students' writing descriptive text after taught by webbing technique is higher than before taught by using webbing technique at the tenth grade students of SMA Negeri 1 BARUMUN.

By looking the relevant studies which had been discussion in chapter II, the result of this research is relevant with the previous research have done by Putri, Aruan and Mahdun (2015) studied, "The Effect of Webbing Technique on the First Year Students' Ability in Writing Descriptive Paragraph at SMP N 23 Pekanbaru". The kind of this research is quantitative research. To seen the score, the researcher analysis the data by used of t_{test} . The result of data analysis show that $t_{test} = 9.88$ and $t_{table} 2.14$.

Based on the explanation above, the writer concluded that webbing technique effected in writing ability. Because this webbing technique was developed to enhance the writing especially in writing descriptive text by a applying webbing technique, students were easy to identify of words and comprehend the content of sentences. That's why hypothesis is accepted.

CONCLUSION

Conclusion of the research as follow;

1. The application of webbing technique in teaching writing descriptive text at the tenth grade students of SMA Negeri 1 BARUMUN categorized "Very Good" it can be seen of average score 3.93

2. The students' writing descriptive text before and after using webbing technique at the tenth grade students of SMA Negeri 1 BARUMUN is 55.50 categorized "Low" and after 80.76 categorized "Good".
3. There is a significant effect of webbing technique on students' writing descriptive text at the tenth grade students of SMA Negeri 1 BARUMUN. It can be seen from the calculation of t_{test} is higher than t_{table} ($12.07 > 2.04$). In other word, hypothesis is accepted.

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THE EFFECT OF WHOLESOME SCATTERING GAME ON STUDENTS' WRITING DESCRIPTIVE TEXT ABILITY

(A Study at the Eight Grade of SMP NEGERI 1 Angkola Selatan in 2018/2019 Academic Year)

Wildan Iskandar Iubis¹, Asriani Hasibuan²

Nirwana Wulandari³

Institut Pendidikan Tapanuli Selatan

e-mail : nirwanawulandari18mei@gmail.com

Abstract: The purpose of this research are to find out: 1) the extent of the application of wholesome scattering game on students' writing descriptive text at the eighth grade of SMP N 1 Angkola Selatan. 2) The extent of the students' ability in writing descriptive text before and after using wholesome scattering game at the eighth grade of SMP N 1 Angkola Selatan. 3) Whether there is any significant effect of wholesome scattering game on students' writing descriptive text at the eighth grade of SMP N 1 Angkola Selatan. The population of this research is all of the eighth grade Students of SMP N 1 Angkola Selatan consists of 100 students. The sample was 27 students which are taken by purposive sampling. The research method is used by experimental method. Then the data is collected by using the instrument. The instrument used is composition writing test. The hypothesis of this research is there is significant effect of wholesome scattering game on students' writing descriptive text ability at the eighth grade of SMP N 1 Angkola Selatan. The calculation of t_{test} formula is higher than score of t_{table} . The score of the t_{test} is 2.53 meanwhile the score of t_{table} is 2.06 at 5% significant level with (df) 27, (t_{test} 2.53 > t_{table} 2.06) and hypothesis is accepted. It means that there is a significant effect of wholesome scattering game on students' writing descriptive text ability at the eighth grade of SMP N 1 Angkola Selatan.

Keyword: Wholesome Scattering Game, Writing Ability

Abstrack: Tujuan penelitian ini adalah untuk mengetahui: 1) sejauh mana pengaplikasian wholesome scattering game terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan. 2) sejauh mana kemampuan siswa dalam menulis teks deskriptif sebelum dan sesudah menggunakan wholesome scattering game. 3) apakah ada pengaruh yang signifikan dari penggunaan wholesome scattering game terhadap kemampuan menulis siswa kelas delapan SMP N 1 Angkola Selatan. Populasi penelitian ini adalah seluruh siswa kelas delapan SMP N 1 Angkola Selatan yang terdiri dari 100 siswa. Sampel nya adalah 27 siswa yang di ambil dengan purposive sampling. Metode penelitian yang digunakan adalah experimental method. Kemudian data di kumpul dengan mrnggunakan instrumen. Instrument yang digunakan adalah tes menulis. Hipotesis penelitian ini adalah ada pengaruh yang signifikan dari wholesome scattering game

terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan. Perhitungan rumus t_{test} lebih tinggi daripada t_{table} . Nilai t_{test} 2,53 sedangkan nilai t_{table} pada taraf 5% adalah 2,06. Dengan (df) 27, (t_{test} 2,53 > t_{table} 2,06) dan alternative hypothesis di terima. Ini berarti bahwa ada pengaruh yang signifikan dari wholesome scattering game terhadap kemampuan menulis teks deskriptif siswa kelas delapan SMP N 1 Angkola Selatan.

Kata kunci: Wholesome Scattering Game, Menulis

I. INTRODUCTION

Writing is one of skill that must be learnt and mastered by students. Through writing, student will write their idea, criticism, feeling, and expression easily in writing form. Writing is a process of selecting, arranging, and developing ideas into paragraph, text effectively. Because of that writing called as a productive skill because the skill is product information. but most of students still difficult in understanding of writing, especially at the eight grade students of SMP Negeri 1 Angkola selatan. They still hard to write a text. There are many types of text in English such as; narrative text, report text, descriptive text, recount text, exposition text, and others. They still difficult to write one of this text namely descriptive text. Descriptive text is a text that describe about something with the purpose is to give information. By learning descriptive text, it is expected the students able to understand about descriptive text, and able to write descriptive text.

In fact, many students at the eight grade students of SMP N 1 Angkola Selatan are not successful in writing descriptive text. They still difficult to determine the topic, difficult to arrange good sentence because lack of vocabulary, lack of self-confidence, lack of students motivation in learning, less in grammar mastery, weak in understanding about descriptive text, it is affected by environment, using effective strategy, less of schools facilities and the change of curriculum. It shown their ability in writing text especially in writing descriptive text is low. It can be seen from average score of pre-test when the researcher take the preliminary data is 67,65 meanwhile, the English criteria of minimum learning mastery is 73. The researcher see that their ability still far from expectation.

There are some efforts that has done by teacher to increase students' writing descriptive text ability, such as giving learning motivation, using media that suitable for the lesson, make group discussion, using book that suitable for the lesson. However, in fact it does not get positive respons from student in the learning process. Students still not interest to follow the lesson they still difficult to write the text. It becomes a problem and if this problem do not solve, it will make students' ability especially in writing descriptive text is poor. To increase

their ability in writing descriptive text, they should understand about element of descriptive text such as, social function, generic structure, and language features.

Wholesome scattering game is one game that is interested and useful to increase students' writing ability. In this game, the students are given some keywords to stimulate their writing ability, the students can find ideas to write sentences or paragraphs from keyword.

To produce qualified writing, the students should have basic knowledge in aspect of writing namely: content, organization, vocabulary, language use and mechanic. All of them are important aspect that should be considered in order to be able to write well. According to Jacob et al., in Amin (2015:4) there are five significant components in writing namely; content, organization, vocabulary, language use and mechanic.

A. Content

According to Brown (2007:357) "Content is a thesis statement, related ideas, development of ideas through personal experience, illustration fact and opinion, use of description, cause/effect, comparison/contrast and consistent focus."

Next, Brown in Sarwanti (2015:23) says "content is there at least two things which can measured in connection with content; the points that

are presented and formal signals given the reader to guide in understanding the topic.”

B. Organization

Brown (2007:357) state that “organization have some categories namely; effectiveness of introduction, logical sequences of ideas.” Next Brown in Sarwanti (2015:23) state that “the process of organizing materials in writing involves coherence, order of importance, general specific, specific to general, chronological order and special order pattern.

C. Vocabulary

According to Linse (2006:21) states “vocabulary is the collection of word that an individual knows.” Furthermore Maskor et all., (2016:261) state “vocabulary knowledge is known as the knowledge of the word.”

D. Language use/grammar

According to Brown in Sarwanti Grammar is one of important component in writing, it governs utterance that we produce to be right and orderly. Therefore, it also has great influence in quality of writing. In addition Jacob in Amin (2015:5) state that language use in writing involves correct usage of the rules of language or grammar, it focuses on verb, noun, agreement.

E. Mechanics

Mechanics is one of important aspect in writing. "Mechanics refers to spelling, punctuation, citation of references and neatness and appearance." Brown (2007:357). Then Brown in Sarwanti (2015:23) state that mechanic of writing deal capitalization, spelling, and punctuation.

Descriptive text is one of text that use to describe about something. Amarain et all., (2009:28) say "descriptive is in all form of writing to create a vivid impression of a person, place, object or event". On the other hand, Djuharie (2007:24) State that "descriptive is a text that describe about people, things, place, and animals in more specific way." Furthermore, according to Pardiyono (2012:5) "Descriptive text is a text that give information about an object, such as the size, color, quality, and quantity of the object." According to Pardiyono (2012:5) state that "social function of descriptive text is to describe what an object is like."

Furthermore, Djuharie (2007:24) says "social function of descriptive text is to give information about the characteristics a place/animals/people/things and other." Generic structure is important thing in construction a text. Descriptive text has two generic structure, Amarain et all., (2009:29) says "the generic structure of descriptive text are: Identification refers to identify phenomenon to be described and

description refers to describes parts, qualities and characteristics.” On the other hand, Djuharie (2007:24) state “descriptive text generally has structures: 1) Identification: an introduction of subject or something that want to be described. 2) Description: give information about the characteristics of the subject, such as, the psychologys, attitude, quality, and other.”

According to Amarain et all., (2009:28) language features of descriptive text are: 1. Using noun phrase, 2. Using adjective, 3. Using simple present tense, 4. Focus on specific participants, 5. Using attribute and identifying processes, 6. Frequent use of adjective or adjective phrase and classifier in nominal group, 7. Linking verb. 8. To set a mood or create an atmosphere, 9. To bring writing to live, 10. Aims to show rather that tell the reader what something/someone is like, 11. Is focused on concentrates only on the aspects that add something to the main purpose of the description, 12. Sensory description – what is heard, seen, smelt, felt, tasted, 13. Strong development of the experience that puts the reader there focuses on key details, powerful verb and precise noun. Furthermore, Djuharie (2007:24-25) explain that “Descriptive text usually use language features namely: 1. Using specific noun, example: *father*, *school*, *my dog*, etc. 2. Using simple present tense, 3. Using detailed

noun phrase, example: *an intelligent student, a big large beautiful wooden house*. 4. Using adjective, example: *white, beautiful*, etc. 5. Relation process, example: *my car has four doors, my father is really handsome*, 6. Figurative Language, example: *my mother is as dry dessert*.

Wholesome Scattering Game according to Hess in Hami (2011:15) wholesome scattering game is a game which students predict the content of the passage and duplicate sentences by using single word that have been given by the teacher. Students on occasion not only predict the content of the passage they are about to read, but also almost duplicate sentences, which actually appear in it. Teacher might find that the first step of arranging the words in weird unusual ways is fun and takes quite a while. It is worth the effort. Students will not quickly forget these words. On the other hand CJ (2018:96) states that “wholesome scattering game is one game that is interesting and useful to increase students’ writing ability.” In this game, the students are given keywords to stimulate their writing ability. the steps according to Nisa (2015:4) are: 1) The teacher ask three learners to come forward and write the keywords she dictated. 2) Three learners should write the keyword in different for unusual shape. 3) From those keywords, the learners were asked to

make a good descriptive in group. 4) After twenty five minutes, each group presented their work in front of the class. 5) From the presentation teacher, the teacher decide which group was the winner. 6) The winner was the one that makes a descriptive text close enough with the original text that the teacher kept.

Wholesome scattering game is one game that is interested and useful to increase students' writing ability. According to Hess in CJ (2018:96) there are some advantages of using wholesome scattering game namely: 1) To stimulate students' ideas to write sentences. Students usually have blank ideas when they are thought material. In this game, students will be given some keywords to stimulate their brain. They hoped can get some ideas in writing descriptive text. 2) It is easy to be prepared when teachers want to use a media in their activities, they have to decide whether it is difficult to prepare or not, wholesome scattering game is a simple game, so it is easy to be prepared. The teachers prepares some keywords appropriate for the material. 3) Students could develop their text based on keywords have been given by the teacher. Finally wholesome scattering game drills students to know the spelling, meaning, pronunciation all keywords. According to Hess in Hami (2010:19), the disadvantages can be seen as follows: 1) The teachers

needs more time to collect and prepare the keywords appropriate for material before teaching and learning process. 2) Students are limited by the keywords that have been given by the teacher in organizing sentences. In addition Natalie in Sartika, et al., (2017:4) the disadvantages of wholesome scattering game are: 1) The teacher needs more time to collect and prepare the key word appropriate for material before teaching and learning process. 2) The students are limited by key words that have been given by the teacher in arranging the sentences.

II. METHODOLOGY OF THE RESEARCH

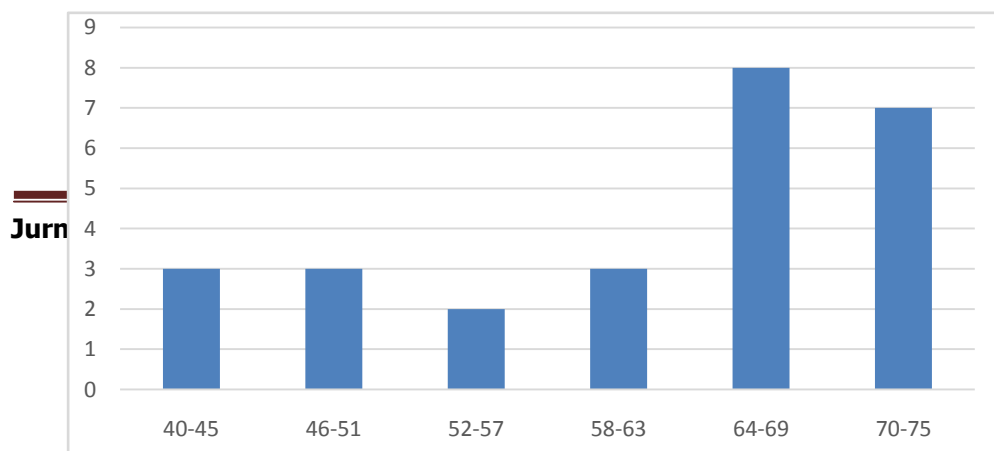
The location of the research is in SMP Negeri 1 Angkola Selatan. It is located on JL. Marpinggan Kel. Napa Kec. Angkola Selatan. Method of the research is very important in conducting research because the method of the research the way to solve the problem of the research. Sugiyono (2014:24) said that “research method is a scientific way to get data with purpose and usefulness. According to Sugiyono (2014:334) explain that “experimental method can be defined as a research method that used to find out the effect of certain treatments on others in controlled conditions.” Then Gay and Airasian (2000:367) say “experimental research is the only type of research that can test hypotheses to establish

cause-and-effect relationship and use one of pre-experimental design namely one group pretest posttest design. Instrument arrangement of the research is done based on wholesome scattering game as X variable and students' writing descriptive text ability as Y variable. In this case the researcher use observation sheet to measure independent variable, and test to measure dependent variable. According to Larry Cristense in Sugiyono (2014:235) states that "in research, observation sheet is define as watching of behavioral patterns of people in certain situation to obtain information about phenomenon of interest. Observation is an important way to collecting information about people because people do not always do what they say do. Meanwhile test used to measure the dependent variable. According Arikunto (2006:150) explain that test is a series of questions or exercises and other tools that are used to measure skills, intelligence, abilities or talents possessed by individuals or groups. Furthermore Sanjaya (2013:252) states that tests are often used as a tool to measure abilities in the fields of cognitive, affective and psychomotor. Many kinds of technique of collecting data According to Arikunto (2006:150-157) they are: Test, Questionnaires, Interview, Observation , Carting scale , Documentation. Technique of collecting data in this research are observation sheet and test. There are two kinds of analysis

data namely: descriptive analysis and inferential analysis. Descriptive analysis use to describe variables for instance: mean, median, modus, histogram, and other, meanwhile inferential analysis uses to analysis the hypothesis.

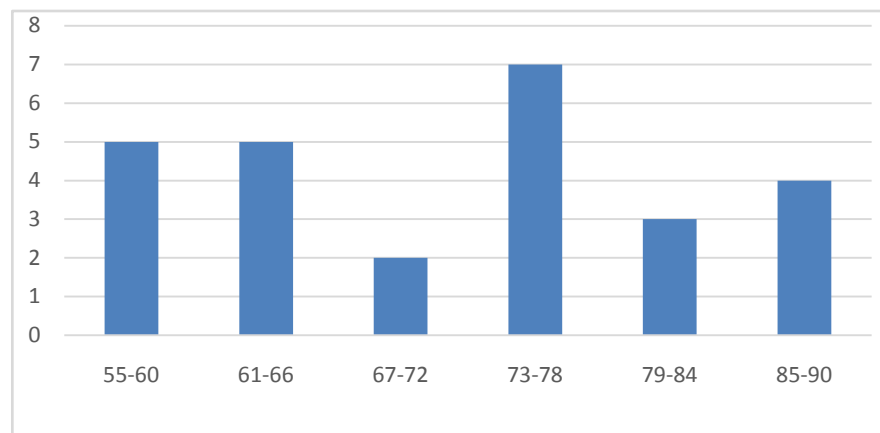
III. RESULT

Based on the result obtained from the analysis of observation sheet about how the researcher apply wholesome scattering game on students' writing descriptive text ability at the eight grade students which contents 3 stages that is, pre-teaching, while-teaching and post teaching. The average score was 3.85 and it is categorize "very good", the mean score pre-test of students' ability in writing descriptive text is 67.65 it shown that their ability in writing descriptive text is enough category where the highest score is 75 and the lowest score is 40. The average or mean that got by the students after using wholesome scattering game was 72.86 and it is categorized "good" where the highest score is 90 and the lowest score is 55.



Students' Ability in Writing Descriptive Text Before Using Wholesome Scattering Game

Using



Students' Ability in Writing Descriptive Text After Using Wholesome Scattering Game

Using

From the histogram above the researcher conclude that post -test is higher than pre-test and the researcher found that t_{test} is higher than t_{table} ($2,53 > 2,06$) it means that there is significant effect of wholesome scattering game on students' writing descriptive text ability at the eight grade of SMP N 1 Angkola Selatan, or on the other word alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Based on the result of the research the average of students' ability in writing descriptive text before using wholesome scattering game was

67,65 it is included in “enough” category. Furthermore the average of students’ ability in writing descriptive text after using wholesome scattering game was 72,86 it is included in “good” category. it means that there is an improvement of students’ ability in writing descriptive text after using wholesome scattering game. The result of observation sheet in applying wholesome scattering game, the researcher got the average 3,85 and it was included in “very good” category. then the result of t_{test} is higher than t_{table} ($t_{test} 2,53 > t_{table} 2,06$) so that the hypothesis is accepted. The researcher conclude that students’ ability in writing descriptive text after using wholesome scattering game is higher than before using wholesome scattering game at eight grade of SMP N 1 Angkola Selatan.

CONCLUSION

The researcher makes conclusion: 1) The result of application of wholesome scattering game on students’ writing descriptive text at the eight grade of SMP N 1 Angkola Selatan in 2018/2019 Academic Year is 3,85 it is included in “very good” category. 2) The students’ ability in writing descriptive text before taught by using wholesome scattering game was 67,65 it is included in “enough” category. While the students’ ability in writing descriptive text after using wholesome scattering game was 72,86 it is included in “good” category. 3) The hypothesis testing

shows t_{test} is higher than t_{table} ($2,53 > 2,06$) it means that there is a significant effect of wholesome scattering game on students' writing descriptive text ability at the eight grade of SMP N 1 Angkola Selatan, or on the other word alternative hypothesis (H_a) is accepted.

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THE EFFECT OF HERRINGBONE TECHNIQUE ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT

(A Study at the Eighth Grade Students of SMP Negeri 1 Angkola Timur)

Wildan Iskandar Lubis¹, Asriani Hasibuan², Tiyana Liza Gultom³

Institut Penedidikan Tapanuli Selatan

tiyanalizagultom@gmail.com

Abstract : *The objectives of the research are to find out: 1) the extent of the application of herringbone on students' reading comprehension of recount text, 2) the extent of students' reading comprehension of recount text before and after using herringbone technique, 3) whether there is any significant effect of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur. This research uses experimental method. The population is all the eighth grade students which are divided into five classes and total are 107 students. The sample consist of 21 students by using purposive sampling. The technique of collecting data is used observation and test. After collecting the data, the mean of application description of herringbone technique is 3,60. It is categorized "Very Good". The students' reading comprehension of recount text before using herringbone technique is 63,23. It is categorized "Enough". The students' reading comprehension of recount text after using herringbone technique is 81,71. It is categorized "Good". The calculation of t_{test} formula is 9,13, and the t_{table} is 2,09. It means that there is a significant effect of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.*

Keywords: *Herringbone Technique, Reading Comprehension, Recount Text*

Abstrak: *Tujuan penelitian ini yaitu untuk menemukan: 1) penerapan teknik herringbone terhadap pemahaman siswa dalam teks recount, 2) pemahaman membaca teks recount sebelum dan sesudah menggunakan teknik herringbone, 3) apakah ada pengaruh yang signifikan dari teknik herringbone terhadap pemahaman membaca recount teks siswa kelas VIII SMP Negeri 1 Angkola Timur. Penelitian ini menggunakan metode experimental.*

Populasi yaitu seluruh siswa kelas VIII yang terdiri dari 5 kelas dengan total 107 siswa. Sampel terdiri dari 21 siswa sample tujuan. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penerapan teknik herringbone yaitu 3,60 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman membaca recount teks sebelum menggunakan teknik herringbone yaitu 63,23 dikategorikan "Cukup". Pemahaman membaca teks recount sesudah menggunakan teknik herringbone yaitu 81,71 dikategorikan "Baik". Hasil t-test yaitu 9,13 dan t-table yaitu 2,09. Ini berarti ada pengaruh yang signifikan dari teknik herringbone terhadap pemahaman membaca teks recount siswa kelas VIII SMP Negeri 1 Angkola Timur.

Kata Kunci: Teknik Herringbone, Pemahaman Membaca, Teks Recount.

I. INTRODUCTION

Reading is one of the English skill that has important role in daily life. It should be mastered by the students especially in Junior High School. Beside the four skill in teaching english namely, listening, speaking, reading, and writing, reading skill is rather difficult mastered by students.

The writer conducts the research in SMP N 1 Angkola Timur because the students difficult in reading comprehension especially in reading some kinds of text based on genre such as procedure, narrative, recount, descriptive, and so on. They are still difficult to read one of this text namely recount text. Recount text is one of the text that retell experience in past with purpose either informing or entertain the reader. By learning recount text, it is expected the student understand about recount text.

The students are depending to the dictionary, friend, and teacher. Most of them not do yet their work individually and believe their own

capability, it caused the students could not get the information on the recount text. It can be seen when the writer did an observation and ask them to read the text and answer the question. The writer found that they have difficulties in reading comprehension. In this case, highest score is 80 and the lowest is 32, it in this case the students that success in reading recount text at the eighth grade students of SMP Negeri 1 Angkola Timur is 19,04%. It means that the students reading comprehension of recount text is still low.

Actually, there are many efforts that has been done by teachers and the prior researcher, such as giving motivation to students to comprehend the text, providing the suitable textbook, giving exercise, task, or homework, using method in teaching and learning . It can be concluded that one of the factors that influence the low of students knowledge of SMP Negeri 1 Angkola Timur in learning English especially in reading comprehension of recount text is teaching technique.

To solve the problem above, there are many kind of good teaching technique which can be applied by the teacher in reading comprehension. One of them is Herringbone Technique as external factor which can influence the students achievement. This Technique can increase students achievement in learning recount text by answering the question based on the topics that are going to read.

Harringbone Technique is the technique that prepare the graphic organizer to answer the six questions with completely and detail about information that students have been read. And then with this graphic can halp the students to find important information and main idea in a text.

From the explanation before, the writer interest in conduct the research about the students ability in reading comprehension of recount text. In this research the writer focuses on teaching technique because with using the suitable technique on reading comprehension of recount text, the writer optimist the students more understand with using this technique that is Herringbone Tecnique. The writer choose this technique because the writer want to show that is it can give strong effect on reading comprehension of recount text of the students.

A. Nature of Students' Reading Comprehension of Recount Text

Reading is one of skill in teaching english that must be comprehend by students. It is one of the way for students to getting knowledge and information about something that important for them with reading comprehension. It maens that reading makes the students know everything because all of the information could be obtained by reading.

Tarigan (2008:5) says, "Reading is a process in which done by reader to get message or information from the writer through printed media".

According to Linse (2006:69), "Reading is a set of skill that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed words and also comprehend what we read".

Based on the explanation above, the writer can conclude that reading is the way to get information from written media. Students will get knowledge by reading activities to motivate their learning, not only in formal education but also in informal education.

1. Identifying Main Idea

The main idea is an important thing in reading comprehension. That becomes an idea of a paragraph or a section of the text that concludes all which tell in a text. According to Ismail (2014 : 3), "The main idea is the central, or most important, idea in a paragraph or passage". It means that the main idea is a key that tells in text and students could understand about the main idea to know what message that is explained by the writer to the reader.

Mardiani (2013 : 32) said the main idea of the paragraph is the gist of that is present from the beginning to the end. So it can be concluded that the main idea is the essence of all the paragraph in text or the topic sentence that tells in the text. Solihin (2013 : 12) said that the main idea usually can be located if you can determine what the topic is. The writer can conclude that the main idea is

a central that have mastery by the students to know the important topic of the text.

Based on the explanation above the writer conclude that the main idea is the only idea that should be developed in one paragraph. Thus, the main idea is actually the point of the paragraph. It said that no reading without understanding the main idea. The author can located the main idea in different places whether at the begining, in the middle or even at the end of the paragraph. The main idea is usually a sentence, and it is usually the first sentence.

2. Identifying Specific Information

Specific information or supporting sentence is the develop of topic sentence by giving defenition, example, fact, etc. Dorothy (2009:17) state that supporting sentence, these are sentence that talk about or explain about topic sentence. Furthermore, According to Siahaan (2008:3), "The supporting sentence of a paragraph develop its. The function as the body of the paragraph".

Based on the explanation above the writer conclude that the readers should be concernned on finding specific information of reading text because it is very useful when knowing exactly what the reader looking for in a text. Since they have a very specific goal in main, when they read, they only

read the relevant parts and ignore the irrelevant. For example, the question about asking the place, time, year, etc. Then the reader only reads some sentence that related to the question in order to find the specific information.

3. Determining Reference

Reference is a relation between words or phrases that is used either before or after the reference in the reading material. According to Reimer in Fitriyani (2009:34), "Reference is a relation that obtain between expressions and what speakers use expression to talk about". Based on Lattulipe (2009:13), "Reference is the words or phrase that is used either before after reference in the reading material. They are used to avoid unnecessary repetition of word or phrases".

Furthermore based on Solihein (2013:5), "Reference is a relation between object in which one object designates, or acts as a means by which to connect to or link to, another object. The first in this relation is said to refer to the second object. The second object, the one to which the first object refers, is called the referent of the first object".

Based on the explanation above the writer conclude that reference is the word or phrase that assisted in the text. They are used to avoid unnecessary repetition of words or phrase they are signals to reader find the meaning elsewhere in the text.

4. Making Reference

Inference in reading means that the reader uses knowledge and fact from the text and from earlier experiences as base or premisses for their own logical conclusion. Zweirs in Jumiati (2014:1) said that inference strategies, in which the reader try to comprehend and understand the reading text by drawing the personal meaning from the text. Furthermore Prezer (2006:23) states that inference is a mental process by which we reach a conclusion based on specific evidence.

Based on the explanation above, the writer conclude that the inference is one of the the strategy to comprehend the text when the reader use knowledge, fact, and also experience from the text and the result is make their own logical conclusion.

5. Understanding Vocabulary

Vocabulary is a set of words that essential compenents of all use in language, without vocabulary we can't use correct language. According Lehr, Obsorn and Hiabert in Hanson and Padua (2011:5), "Vocabulary refers to words we use to communicate in oral and print language". it means that vocabulary is the word which use in language.

Richard in Yuliawati (2013:20) said that vocabulary is one of the most obvious components of language and one of the first thing applied linguistic

turned their attention to. According to Nunan (2006:21), "Vocabulary is collection of words that an individual knows".

According to Sumaryati (2018:1), "Vocabulary is an important key for everyone who wants to master a particular language". Based on the explanation, the writer concludes that vocabulary is collection of word used by people to express, inquire, and feel something, and absolutely to communicate with other either oral form and written to identify text which explain by writer or speaker.

Recount text is one of the texts that retell the experience in past with purpose of either informing to audience or reader. Djuharie (2007:44) say, Recount text is kinds of the text which in content to report event, incident, or experience someone. The purpose of the text is to inform or entertain the reader.

According to Amarain, Anakla, and Lapae (2009:12), "Recount text is a text which retells events or experiences in the past". Hartono in Silvia and Susana (2017:55) say, recount text is a report or retell of event or activity in the past. According to Cogan (2006:10), "Recount text is a kind of the text to retell event with purpose of either or informing audience or readers". It means that recount text is a text that retell experience in the past. **Generic structure** of recount text is a component that constructed recount text. According to

Amarain, Anakla, and Lapae (2009:12), "Generic structure of recount text are: 1) Orientation, provide the setting and introduces participants, 2) Events, tell what happened, in what sequence, and 3) Re-orientation, closure of events (it is optional)". **Lexicogrammatical future** of recount text refers to the structure or grammar. According to Djuharie (2007:44), "Describes that recount text has lexicogrammatical feature as follows. 1) Noun, example Otong Setiawan, Seanu Prabu, Ratu Kadita, Eha, Djuharie, etc, 2) Individual participant, 3) Past tense, example: went, run, ate, etc, 4) Time connective and conjunction, example: after, before, soon, then, after, that, etc, 5) Action verbs, example: stayed, climbed, killed, etc, 6) Adverb and adverb phrases, example: yesterday, last week, at home, slowly, carefully, etc".

Herringbone technique is a technique that use graphic to answer the question about 5W+1H (who, what, when, where, how, and why) and also find main idea in a text. Students should have the skill in learning reading comprehension of recount text because with this technique students will be interest with graphic which look like a fishbone. According to Bouchard in Silvia and Susana (2017:57) says that, the herringbone technique purpose to provide students with a framework for making decision about main idea and important supporting details in material that they read.

McKnight (2010:50) states that herringbone technique is used to establish supporting details for main idea. According Deegan in Suriani and Jufri (2013:13), “ Herringbone technique developes comprehension of the main idea by plotting 5W+1H question on a visual diagram of fish skelton”.

Edwards in Ningrum and Widyawati (2015:7) say, the steps of herringbone technique are:a) Select reading material at the students level, b) Construct a herringbone outline with the 5W+H (Who? When? Where? Why? What? How?) and the main idea, c) Students read, brainstorm and write important information about the story in their notebook, d) After discussion, the students write answers on the Herringbone outline, e) Students discuss answers (5W+H+main idea), f) The herringbone outline is used for the revision of the story.

According to Deegan in Handayani (2018:24), “Herringbone Technique has some advantages as follows: 1) It helps students for encoding the information in a manner that enhances their ability to answer essay questions, 2) It helps students to draw relationships between facts and main idea in the text, 3) The students can find facts and put them into the diagram, 4) The students are more active in a group discussion after using Herringbone diagram”.

According to Bouchard in Silvia and Susana (2017:58) says, "The disadvantages of herringbone is when the students learn material with the help of graphic representations, note-taking will be decreased. As a result, they lack of a comprehensive guide those students can refer to when revising material may effect their performance"

II. METHODOLOGY OF THE RESEARCH

The location of the research in SMP Negeri 1 Angkola Timur. That located in Pargarutan Tonga Kecamatan Angkola Timur. The headmaster of this school is Parlagutan, S.Pd.

Methology of the research is also knows as method of the research. It is a way to used in determining the steps in this research it can be as method or strategy in research. Arikunto (2010:203) says, " Method of the research means the way to use by researcher to collect the data". It means that method of the research is the way that used by the research to collect the data in research. There are several kinds of the mothod that can used by researcher to collect the data, such as comparative, descriptive, and experimental methods. In this research the writer chooses the experimental method by using Pre-test and Post-test design. It is bacause the writer is doing experimen to the students to find out the result of reading

comprehension of recount text before and after applying Herringbone Technique at the eighth grade students of SMP Negeri 1 Angkola Timur. According to Arikunto (2010:207), "Experimental research is the way to find out the cause and effect of relationship between two or more variable". Sugiono (2009:107) says, Experimental research method is a method that used to search the effect of one variable to other variable. Herringbone Technique as independent variable the writer chooses observation sheet to collecting the data. According to Arikunto (2010: 199), "People actually say observation as a small activa, it is see something by using aye".

According to Arikunto (2013:193), "Test are the sequences of question or exercise that is used to measure the skills, intelligence knowledge, ability, or talent that has by individuals or group". The instrument can be either exam question or question for test. Without collecting data, it is imposible to conduct the reserarch. According to Sugiyono (2009:308), "Tecnique of collecting data is main steps in conduct the research, because the purpose of the research is to collected the data". According to Arikunto (2013:193-201) there are six techniques of collecting data, they are: Test is some of the test or training that is used to measuring the skill, knowledge, capability or talent of someone or group, questionnaires is some question in written form that is used to get information, it means that the report about the individualism or the points that

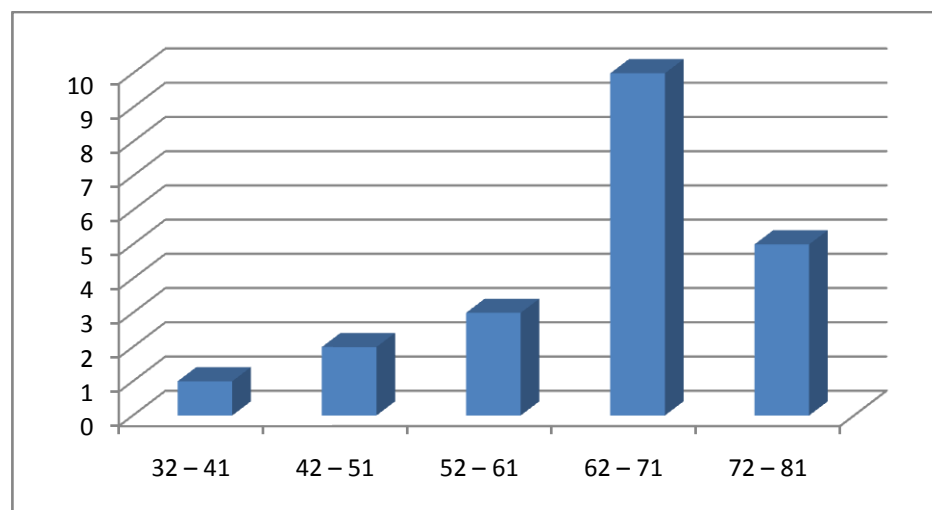
he/she know, interview is a dialogue that is done by interviewer to get the information, observation is the the activity with paying attention to something to get the data or information, crating scale is a subjective measuring that is made in scale, and documentation is the technique that paying attention to get the information from paper, place or people. The data of this research will be collected by using observation sheet and test.

III.RESULT

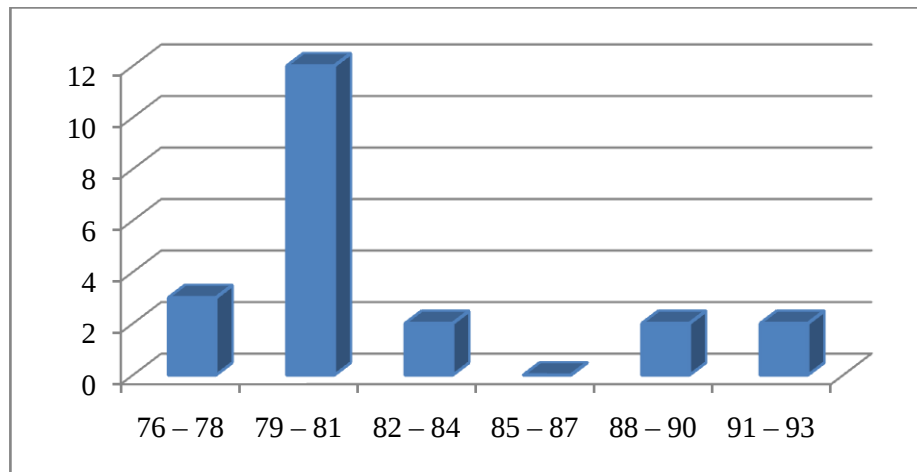
The scores of the independent variable (Herringbone Technique) and dependent variable (Reading recount text) calculated by applied statistical analysis which can be illustrated into description of the data order todescribed the students result.

Based on the result obtained from the analysis of observation sheet about the aplication of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur which contains 15 steps the mean score was 3,6. So, the mean was included in the "Very Good" category. And then pre-test, the writer calculated the scores, it was found the highest score was 80 and the lowest score is 32. The mean score of students' reading comprehension of recount text before using herringbone technique is 63.23 it is "Enough" category. And

post-test, the writer calculated the scores, it was found the highest score was 92 and the lowest score was 76. The mean score of students' reading comprehension of recount text after using herringbone technique is 81.71 it is "Good" category. The description of the different data before and after using herringbone technique can be seen in following histogram:



Before using herringbone technique in reading comprehension of recount text



**After using herringbone technique in reading comprehension of
recount text**

Based on the histogram, if we compared pre-test the score still enough category and post-test the scores was good category. Histogram shown the use of herringbone technique is very good for increased students' reading comprehension of recount text.

From the research, it can be known the t_{test} is higher the t_{table} is (t_{test} 9.13 > t_{table} 2.09). It means that there is a significant effect of using herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.

IV. DISCUSSION

Based on the result of the research that has been done on the problem can found that using of herringbone technique can increase on students' reading comprehension of recount text applied where the initial data of pre-test in VIII-2 as sample of this research with pre-test result it can be seen that students' reading comprehension of recount text before using herringbone technique the mean score is 63.23 it is "Enough" category.

While in the post-test in VII-2 as sample of this research with the mean score was 81.71 it is "Good" category. It can be concluded that there is increase of students' reading comprehension of recount text after using herringbone technique. It means that there is a significant effect of herringbone technique on students' reading comprehension of recount text.

This research was related to Rosiati (2017), the title of her research "The Effectiveness of Teaching Reading Comprehension by Using Herringbone Technique at the Tenth Grade of SMA Muhammadiyah 1 Klaten, and Septi (2018), the title of her researcher was the influence of using herringbone technique toward students' reading comprehension in recount text at the first semester of eighth grade students at SMP N 17 Bandar Lampung. Both this research there is a significant effect of herringbone technique on students reading comprehension of recount text.

Why it happened, and why the students achievement was better after using herringbone technique then before using herringbone technique, it is because based on the theory that had been discussed in chapter II and conceptual framework also, the writer thought and presumed that herringbone technique is can improve the students comprehension in reading recount text and this technique is effective technique that will give the significant effect on students' reading comprehension of recount text. From the conceptual framework, the writer made that by using herringbone technique the students reading comprehension of recount text is affected and then it can be know from the hypothesis which had been made by the writer with using statistical process. From the previous explanation above, the writer concluded that the herringbone technique has the significant effect on students' reading comprehension of recount text.

CONCLUSION

Based on the research result in chapter IV, the writer describes the conclusion as follows:

1. The application of herringbone technique on students' reading comprehension of recount text at the eighth grade students of SMP Negeri

- 1 Angkola Timur is 3.6 and it was “Very Good” category. It means that the writer had applied herringbone technique on students’ reading comprehension of recount text well.
2. The students’ reading comprehension of recount text before using herringbone technique at the eighth grade students of SMP Negeri 1 Angkola Timur is 63.23 and it was include as “Enough” category. Meanwhile, the students’ reading comprehension of recount after using herringbone technique at the eighth grade students of SMP Negeri 1 Angkola Timur is 81.71 and it was included as “Good” category.
3. There is a significant effect of herringbone technique on students reading comprehension of recount text at the eighth grade studdents of SMP Negeri 1 Angkola Timur was the calculation of t-test is higher then t-table ($t_{\text{test}} 9.13 > t_{\text{table}} 2.09$). So, the hypothesis of this research is received. It means that there is a significant effect of herringbone technique on students’ reading comprension of recount text at the eighth grade students of SMP Negeri 1 Angkola Timur.

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THE EFFECT OF IMPROMPTU SPEAKING METHOD ON STUDENTS' SPEAKING ABILITY

(A STUDY AT THE ELEVENTH GRADE STUDENTS OF SMA
NEGERI 1 PINANGSORI IN 2018/2019 ACADEMIC YEAR)

Rita Herlina Panggabean¹, Asriani Hasibuan², Aprida Irmayana³

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: ritapanggabean01@gmail.com

Abstract: The objective of this research is to know whether there is a significant effect of *impromptu speaking method* on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year. This research uses experimental method with pre-experimental research design; one group pretest-posttest design. The population is all of the eleventh grade students which consists of 298 students. Technique sampling that is used on this research is systematic sampling and the number of the samples are 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application of *impromptu speaking method* and test to get the data of the students' speaking ability. The researcher uses statistic process in analyzing the data by using t_{test} formula. Based on the data that had been analyzed, the result of data analyzing showed that t_{test} is higher than t_{table} ($t_{test} 10.25 > t_{table} 2.04$). So, the hypothesis is accepted. It means that there is a significant effect of *impromptu speaking method* on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

Keywords: *impromptu method, speaking ability.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui apakah ada sebuah pengaruh yang signifikan dari *impromptu speaking method* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Pinangsori pada Tahun Ajaran 2018/2019. Penelitian ini menggunakan metode eksperimental dengan rancangan penelitian *pre-experimental; one group pre-test post-test design*. Populasi penelitian terdiri dari 298 siswa kelas sebelas. Teknik penarikan sampel yang digunakan dalam penelitian ini adalah penarikan sampel sistematis dan jumlah sample terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan lembar observasi untuk menjaring data dari pengaplikasian *impromptu speaking method* dan tes untuk menjaring data mengenai kemampuan berbicara siswa. Peneliti menggunakan proses statistik dalam analisis data, yaitu rumus t_{test} . Berdasarkan data

yang telah di analisis, hasil analisis data menunjukkan bahwa t_{test} lebih besar daripada t_{table} ($t_{test} 10.25 > t_{table} 2.04$). Jadi, hipotesis diterima. Ini berarti ada sebuah pengaruh yang signifikan dari *impromptu speaking method* terhadap kemampuan berbicara siswa di kelas sebelas SMA Negeri 1 Pinangsori pada Tahun Ajaran 2018/2019.

Kata kunci: *impromptu method, kemampuan berbicara.*

I. INTRODUCTION

Speaking is one of the parts of language learning process. Speaking is the most important skill in English in order to express idea, opinion, feeling, and information in the oral form. It is one of the key for success in education especially in learning English. If the speaking ability is poor, it is very likely to fail in study or at least will have difficulty in making progress. On the other hand, if we have a good ability in speaking, we will have a better chance to succeed in our study.

Recently, teaching English in all school levels in Indonesia has oriented to the genre in which the teacher should relate the process of learning towards situation and context. Speaking is also related to the genre, such as speaking analytical exposition text. It becomes one of the learning objectives of the learning process of communicating phase which is made based on curriculum 2013 in which the students must be able to tell the

information of analytical exposition text. So, it shows that speaking skill especially in analytical exposition text is one of the language skills that must be mastered by the students so that they can express their ideas in the oral form.

In fact, not all students are successful in speaking. The students still have a low capability in speaking analytical exposition text. For example, in SMA Negeri 1 Pinangsori. There are still many students that are weak in English mainly in speaking analytical exposition text. It can be seen from the students' speaking ability score that have been observed by the researcher and also gave a speaking test as the pre-test at the eleventh grades students of SMA Negeri 1 Pinangsori in the ending of February 2019. The pretest was about speaking analytical exposition text.

The reseacher found several mistakes in speaking that was made by the students such as not fluent, in which they often stopped when they were talking, lack of vocabulary, less in comprehension, error in pronunciation, for instance, the students pronounced [komputer] for "computer", it must be [kəm'pju:tə(r)]. Then, they pronounced [haik] for "high", it must be [haɪ]. The last, error in grammar, such as "He **is attend** Seaview High School", it must be "He **attends** Seaview High School". In this case, the researcher found that the average score of the students' speaking ability is 36.4. It means that the

students at the eleventh grade students of SMA Negeri 1 Pinangsori still have low capability in speaking analytical exposition text.

Many efforts have been done by the teacher of English to solve this problem such as asking the students to be diligent in studying, giving an English course, giving task, giving remedial test, giving motivation. But, the students speaking ability is still low. If we do not resolve these problems, the students will not able to speak in English and unable to communicate effectively. It will make the students unable to master the language itself. In other words, it will make them fail in learning a language because the core of learning a language is able to speak.

In this case, the writer is interested in doing research by using impromptu speaking method in teaching speaking. Impromptu speaking method is a method of speaking in which making a speech without preparation or with very little preparation and depends only on experience and insight. With this method, the speaker applies spontaneity or improvisation. It can improve oral expression of thought, develop confidence in public speaking, think quickly on our feet, and develop leadership and communication skills. So, the researcher hopes by using this method of teaching, the students will be more active in studying especially in improving their speaking ability.

1. Definition of Speaking

Speaking is a key of communication. According to Juan and Flor (2006:139), speaking is a communicative event which is interactive, social and contextualized. Furthermore, Brown and Abeywickrama (2010:183) said that, "Speaking is a productive skill that can be directly and empirically observed". From the explanation above, the writer concludes that speaking is a tool that is used to make a communication by producing language or words.

Speaking have five aspects, they are fluency, vocabulary, grammar, pronunciation, and comprehension.

a. Fluency

Fluency is the ability to speak in a foreign language easily and accurately. According to Nation and Newton (2009:152), "Fluency is typically measured by speed of access or production and by the number of hesitation". Similarly, Willis (2008:47) said that "Fluency is the ability to read text accurately and quickly. Fluency means faster, smoother reading that approaches the speed of speech".

b. Vocabulary

Vocabulary is the core component of language proficiency and provides much of the basis for how learner, speak, listen, and write. According to Linse (2006:121), "Vocabulary is the collection of words that an individual knows".

Next, Hanson and Padua (2011:5) said that, "Vocabulary refers to words we use to communicate in oral and print language".

c. Grammar

Grammar or structure is the systematic study and description of a language. Chomsky in Huong (2015:72) defined that grammar is the particular analysis on the system or the structure of a language in particular or languages in general. Similarly, Rutherford in Mammadova (2016:49) states that "Grammar is no doubt an integral part of any language. One can hardly master a language accurately without learning its grammar. Language is rule-governed behavior".

d. Pronunciation

Pronunciation is the way in which a word or sentence is pronounced. It is the act or manner of speaking a word. Carmen (2010:25) said that a good pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English, and easy to pronounce for oneself.

e. Comprehension

Comprehension is the action or capability of understanding something. Hughes in Mujizat (2016:9) said that "Comprehension means the understanding and the interpretation of what is said. It is about students'

proficiency in speaking on all professional and general topics without a big effort and smooth as good as the native speakers”.

2. Analytical Exposition Text

Analytical exposition text is a text that elaborates the writer's idea about the phenomenon that happen in our environment surround us. Djuharie (2007:31) said that in analytical exposition text, the writer delivers an idea or opinion that a topic, phenomenon, or problem need to get attention, discussion, and explanation without occuring effort to persuade the reader to have a pro-cons toward something.

The generic structure of analytical exposition text has three components according to Amairin, et al (2009:10), namely:1) Thesis, introduces a topic and indicates the writer's position; outlines the main arguments to be presented, 2) Arguments, restates main arguments outlined in a preview; develops and supports each point/argument (elaboration), 3) Reiteration,restates the writer's position.

Pardiyono (2007:216) said that analytical exposition text uses declarative sentences in the form of present tense, and several kinds of conjunction is needed to show the relation of cause and effect.

3. Impromptu Speaking Method

Impromptu speaking is a relatively simple formal speaking exercise of a limited duration of time and with limited formal preparation. Dale and Wolf in Munawarah (2012:30) said that impromptu speaking refers to being able to organize one's ideas quickly and speak about a subject without an advance time to prepare.

According to Barruansyah (2018:63) the standard steps of impromptu speaking method are: 1) The teacher explains the material, 2) The teacher prepares some topics or questions from the material discussed that depends on the large of the class, 3) The teacher divides students into some groups that consist of four or five students, 4) The teacher assigns each group a topic or question to each group randomly by lottery, 5) The teacher asks each student in a group to perform his/her topic continued by the next groups and the other groups may give a question to the group performance, 6) When everybody is back into the big class group, the teacher asks students ready to ask questions, by being encouraged to do so or being assigned about things they did not fully understand in the other groups' explanation and which they find interesting. Finally, be engaged in meaningful conversation.

Every method has their advantages when applied in teaching and learning English. Impromptu speaking method has its own advantages that

make it very suitable in teaching and learning English, especially in speaking. According to Twain in Miranda (2018:15), The advantages of impromptu speaking method are impromptu speech can improve oral expression of thought, develop confidence in public speaking, learn to think on your feet, and develop leadership and communication skills. Besides, there are some disadvantages of this method. According to Munawarah (2012:5), for those who do not have much knowledge and insight, they will make the speaker's pivotal speech turmoil.

II. METHODOLOGY OF THE RESEARCH

According to Sugiyono (2014:9), the kinds of the methodology of the research are quantitative method that consist of survey and experimental method, qualitative that consist of phenomenology, grounded theory, ethnography, case study, and narrative, mixed methods that consist of sequential and concurrent method. This research used experimental method with pre-experimental research design; one group pre-test post test design.

In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measured the students' speaking ability and the observation sheet is used to observe the researcher in applied impromptu speaking method. The

procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' ability, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

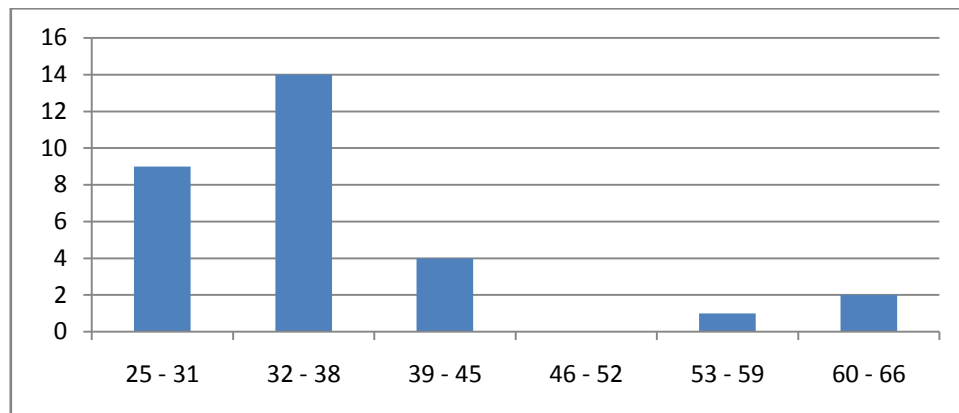
The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of speaking ability and observation sheet of impromptu speaking method. In analyzing the data, the researcher used ttest formula to look for the significant effect of impromptu speaking method on students' speaking ability.

III. RESULT

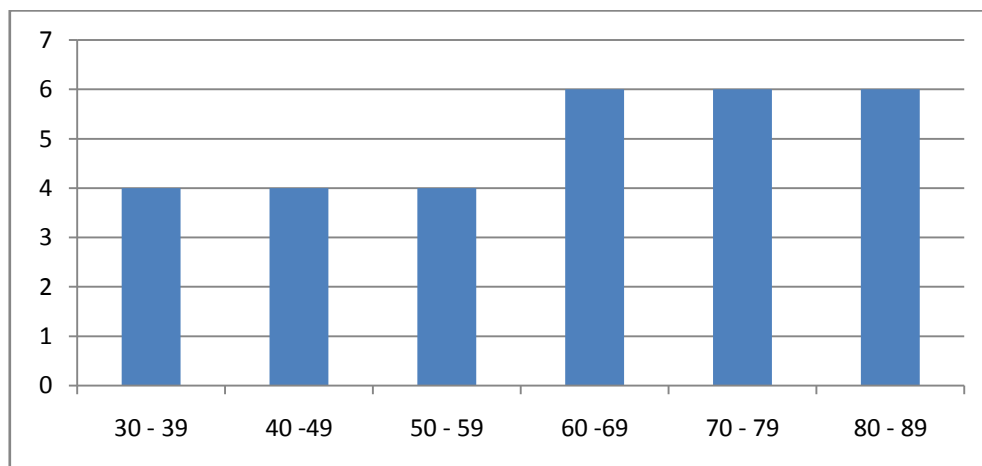
Based on the result obtained from the analysis of observation sheet about the application of impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori, the average score was 3.6 and it is categorized in "very good" criterion.

The mean score of the students' speaking ability before taught by using impromptu speaking method was 36.4. It is categorized as "fail" criterion. While, after taught by using impromptu speaking method, the mean

score of the students' speaking ability was 62.5. It is categorized as "enough" criterion.



Students' Speaking Ability before using Impromptu Speaking Method



Students' Speaking Ability after using Impromptu Speaking Method

From the histogram above, the researcher concludes that posttest is higher than pretest and the researcher found that t_{test} is higher than t_{table} ($10.25 > 2.04$). It means that there is a significant effect of impromptu speaking

method on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

IV. DISCUSSION

Based on the result of observation sheet in applying impromptu speaking method, the researcher found that the score was 3.6. It is categorized as "very good criterion". The result of average score of students' speaking ability before taught by using impromptu speaking method was 36.4. It is categorized as "fail" criterion. Furthermore, the average score of students' speaking ability after using impromptu speaking method was 62.5. It is categorized as "enough" criterion. It means that there is an improvement of students' speaking ability after using impromptu speaking method. Then, the result of t_{test} is higher than t_{table} ($10.25 > 2.04$). So, the hypothesis is accepted. The researcher concludes that the students' speaking ability is higher after using impromptu speaking method than before using it at the eleventh grade students of SMA Negeri 1 Pinangsori.

CONCLUSION

The conclusion are: 1) The result of the application of impromptu speaking method on students' speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is 3.6 and it is

categorized “Very Good”. It means that the researcher had applied impromptu speaking method in teaching speaking well, 2) The students’ speaking ability before taught by using impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year was 36.4 and it is included as “Fail” category. While, the students’ speaking ability after taught by using impromptu speaking method at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is 62.5 and it is included as “Enough” category, 3) The testing that had been done to measure the hypothesis showed that t_{test} is higher than t_{table} ($t_{\text{test}} 10.25 > t_{\text{table}} 2.04$). So, the alternative hypothesis of this research can be accepted. It means that there is a significant effect of impromptu speaking method on students’ speaking ability at the eleventh grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year.

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THE EFFECT OF USING ROUND ROBIN STRATEGY ON STUDENTS' WRITING RECOUNT TEXT ABILITY

(A STUDY AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1
PINANGSORI IN 2018/2019 ACADEMIC YEAR)

Asriani Hasibuan² Gabby Maureen Pricilia³

Tresia Aghata Panggabean¹

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: theresiapanggabean500@gmail.com

Abstract: The objectives of this research are to find out: 1) The extent of the application of round robin strategy in teaching writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori, 2) The extent of students' writing recount text ability before and after using round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori, 3) Whether there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori. These research experimental method by pre-experimental design; one group pre-test post-test design. The population of this reserach is all of the tenth grade students of SMA Negeri 1 Pinangsori which consists of 284 students. The technique of sampling that used in this research is systematic sampling and the number of the sample consists of 30 students. In collecting the data, the researcher uses observation sheet to get the data of the application round robin strategy and test used to get the data of the recount text. The researcher uses statistical accounting to analysis the data by using t_{test} formula. Before using the round robin strategy the mean of score is 59.75 it is criterion as "Enough" while after using the round robin strategy the mean of score is 73 and it is categorized "Good". Based on the data that had been analyzed, the result of the research showed that t_{test} is higher than t_{table} (t_{test} is 3.34 > t_{table} is 2.04) at 5% significances level with degree of freedom (df). It means that, there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year. So, the hypothesis is accepted.

Keywords: *Round Robin Strategy, Writing Ability, Recount text.*

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) Sejauh mana penggunaan strategi round robin dalam mengajarkan menulis teks recount pada siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori tahun ajaran 2018/2019, 2) untuk mengetahui sejauh mana siswa-siswi menulis teks recount sebelum dan sesudah menggunakan strategi round robin pada siswa kelas sepuluh di SMA Negeri 1 Pinangsori, 3) Apakah ada pengaruh yang signifikan dari penggunaan strategi round robin pada siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori. Penelitian ini menggunakan metode eksperimental dengan menggunakan bentuk pre-eksperimental; pola one group pre-test post-test. Populasi dari penelitian ini adalah seluruh siswa-siswi kelas sepuluh di SMA Negeri 1 Pinangsori yang terdiri dari 284 siswa. Teknik sampling yang digunakan dalam penelitian ini adalah sampel sistematis dan jumlah sampel terdiri dari 30 siswa. Dalam pengumpulan data, peneliti menggunakan observation sheet untuk mengumpulkan data dari penggunaan round robin strategi dan tes digunakan untuk memperoleh data dari teks recount. Sebelum menggunakan round robin strategi nilai rata-rata yang diperoleh adalah 59.75 yang termasuk dalam kategori "Cukup" sementara itu setelah menggunakan strategi round robin skor nilai rata-rata adalah 73 dan termasuk kategori "Baik". Berdasarkan hasil data yang telah dianalisis, hasil dari penelitian ini adalah menunjukkan bahwa t_{tes} lebih besar daripada t_{tabel} ($t_{tes} 3.34 > t_{tabel} 2.04$) pada taraf 5 %. Itu artinya bahwa, ada pengaruh yang signifikan dari strategi round robin terhadap kemampuan menulis teks recount di kelas sepuluh SMA Negeri 1 Pinangsori Tahun Ajaran 2018/2019. Jadi, hipotesis diterima.

Kata kunci: Strategi Round Robin, Kemampuan Menulis, Teks Recount.

I. INTRODUCTION

Writing is a forward activity. It means that the students able to make time for writing in order to each students can improve their skills in english writing. Yet in fact, the students still very confused to write something about their ideas. One of the problem in writing that found at the tenth grade of SMA Negeri 1 Pinangsori is writing recount text ability still low. The students still can not

develop the generic structure well namely most of the students immediately to event in writing recount text. Actually, firstly they must write orientation before write to event. For example: I ever **go** to Siborong-borong city. The sentence mentioned is wrong, as we know that in writing recount text must use simple past tense and it should be: I ever **went** to Siborong-borong city. It means that, they still have difficulties in writing recount text from the aspects generic structure and using lexicogrammatical features. The objectives of this research are to find out: a) The extent of the application of Round Robin Strategy in teaching writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori 2018/2019 Academic Year. b) The extent of students' writing recount text ability before and after using Round Robin Strategy at the tenth grade students of SMA Negeri 1 Pinangsori 2018/2019 Academic Year. c) Whether there is a significant effect of Round Robin Strategy on students' writing recount text ability at the tenth grade of SMA Negeri 1 Pinangsori 2018/2019 Academic Year.

Writing has some indicators to make writing ability to be well Jacobs in Hughes (2003: 104) states that, the indicators of writing involves: Content, Organization, Vocabulary, Grammar/Language Use and Mechanics.

1. Content

Content of writing must be distinct read by the readers to understand about the content that written or conveyed by the author. According to Brown (2018: 5) "Content is there at least two things which can be measured in

connection with content; the points that are presented and formal signals given the reader to guide in understanding the topic”.

2. Organization

Organization is expressing fluently in writing or to convey their ideas distinctly. According to Oshima and Ann (2018: 6) “Organization matched the assignment”.

3. Vocabulary

Vocabulary is all about words in a language or special set of words you are trying to learn. Vocabulary is one of important in aspect of writing without vocabulary something that will be written can not arranged to be sentences.

According to Nunan (2006: 121) “Vocabulary is the collection of words that an individual knows”. In Sumaryati (2018: 1) said that, Vocabulary is important key for anyone who wants to master a particular language.

4. Grammar/ Language Use

Grammar is one of englishlanguage that should be mastered by everyone structurally grammar that appropriate. Baskervill & Sewell (2013: 6) states that, “Grammar/language Use is a description of the usages of the English language by good speakers and writers of the present day”. Next, Baskervill & Sewell (2013: 7) states that, “Grammar/language Use is the science of *letter*; hence the science of using words correctly”.

5. Mechanics

In Oshima and Ann (2018: 7) "Mechanics consist spelling, punctuation, capitalization, etc". It means that mechanics is about spelling and punctuation in writing well.

To improve their ability in writing recount text, the researcher conducts by used round robin strategy. According to Kagan (2013:13-14) says:"Round Robin Strategy is the strategy that can create the best of both worlds-novel stimuli within a predictable world and also content free and repeatable. Round robin strategy has some functions: it can be used for teambuilding, social skills, communication skills, knowledge building, procedure learning, processing info, thinking skills, and presenting info". According to Jacobs *et al.*, (2017: 4) Explain that, "This technique is called roundrobin, because they go round in a circle with each person getting a chance to talk justlike Robins sings. The groups use cooperative technique round robin to discuss their own beliefs about learning".

Spencer Kagan and Miguel Kagan (2013:14-15) states that, "Round Robin Strategy has some procedures in implementing this strategy in the classroom, the procedures are": a). Teacher divides students into group of four or five randomly, b). Teacher explains to the students how this strategy will work, c). Teacher poses a problem there are multiple possible responses or solutions (materials, topic, open-enden question, etc), d). Students formulate their ideas in thingking time given by the teacher, e). Each member of the teams takes turn stating or sharing the responses, idea or solution, orally or in writing, f). Teacher

asks students to make a composition based on the idea shared in the group individually.

II. METHODOLOGY OF RESEARCH

SMA Negeri 1 Pinangsori, the complete address in JL.Padangsidimpuan 30 KM Pinangsori, Tapanuli Tengah. The researcher used an experimental method. In the research activity, the researcher has been to choose and use the suitable method in a research.

The researcher conducted by used an experimental method. In the research activity, the researcher has been to choose and use the suitable method in a research. The population of this research was the tenth grade of SMA Negeri 1 Pinangsori which consists of four classes has specific number of students. In this research, for the technique of collecting data that used by the researcher is observation sheet and test. And also the writer took the data for given test to the students with the form composition writing test.

There are two kinds to analyze the data in research, namely; descriptive analysis and inferential analysis. Descriptive analysis is used the variables, for instance: mean, median, modus, histogram, and so forth. While, inferential analysis uses of analysis the hypothesis. To analyze all the data the writer used t_{test} formula.

III. RESULT

The result of the research after conducted in SMA Negeri 1 Pinangsori by contributed obseravation sheet and test at the tenth grade students of SMA Negeri 1 Pinangsori. Then, the researcher analyze the data by calculated statistical accounting. The application score of round robin strategy is representedas follows:

Table 1
Result of Observation Sheet of Round Robin Strategy on Sudents' Writing Recount Text Ability

No	Indicators	Mean
1	Pre-Activity	4
2	While-Activity	3.85
3	Post-Activity	4
Score Total		56
Score Mean		3.92

Based on the explanation above, it could be seen the application of round robin strategy while the researcher teach and explain recount text is “Very Good”.

Table 2
Score of Mean, Median and Mode of Students’ Ability in Writing
Recount Text Before Using Round Robin Strategy

No	Items	Score
1	Mean	59.75
2	Median	62.28
3	Mode	64.61

From the calculation above, it can be seen that the average or mean score who got by the students was 59.75 and it is criterion as the “Enough” ability. Median or middle score who got by the students was 62.28 and it is criterion as the “Enough” ability. While mode that often occur in the data was 64.61 and it is criterion as the “Enough” ability.

In the other hand, to gain clear the data description completely, the researcher represented the histogram as below:

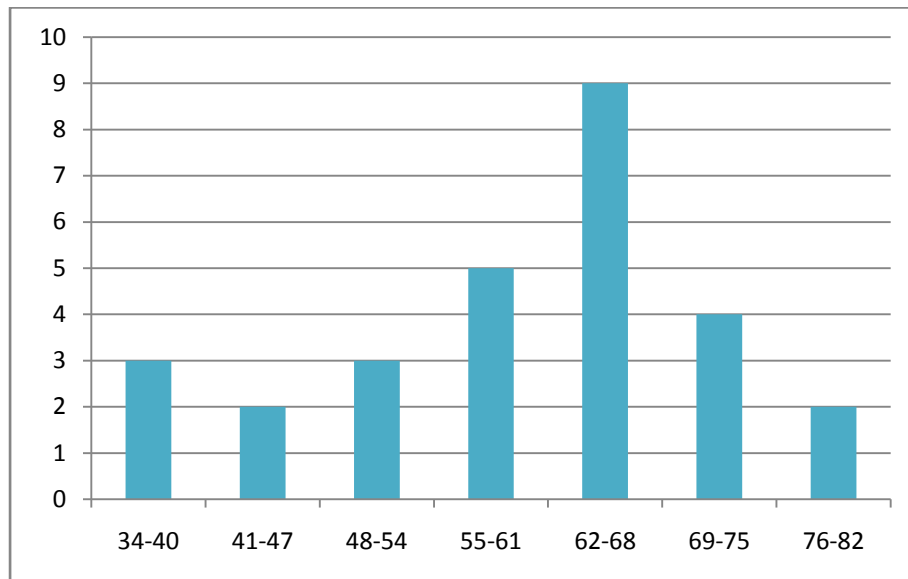


Figure 1: Histogram of Students' Ability in Writing Recount Text Before Using Round Robin Strategy

Based on the histogram above, it can be seen that the highest frequency was consist of 9 students on interval 62-68 and while the lowest frequency were consists of 2 students on interval 41-47 and also 2 students on interval 76-80.

Table 3
Score of Mean, Median, Mode of Students' Ability in Writing Recount Text After Using Round Robin Strategy

No	Items	Score
1	Mean	73

2	Median	77.45
3	Mode	80.87

From the calculation above, it can be concluded that the students had average or mean score was 73 and that is categorized “Good” Achievement.

In the other words, to get clear the description of data completely the researcher represented in the histogram as following:

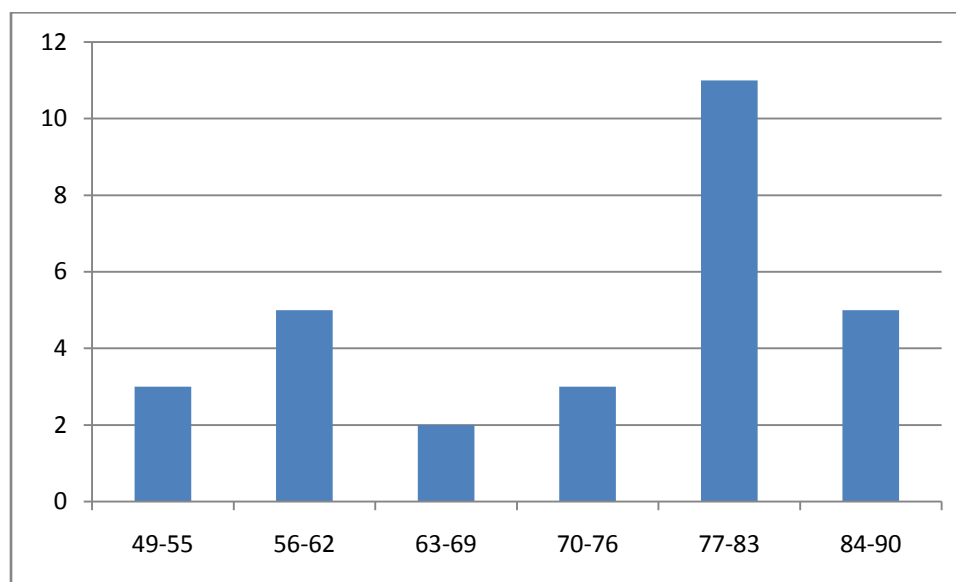


Figure 2: Histogram of Students' Ability in Writing Recount Text After Using Round Robin Strategy

According to the calculation above, it can be concluded the result of $t_{\text{test}} = 3.34$ and while $t_{\text{table}} = 2.04$ at 5% significances level with degree of freedom (df). So, the researcher had gained that t_{test} is higher than t_{table} ($3.34 > t_{\text{table}} 5\% = 2.04$). It means that, there is a significant effect of round robin strategy on students' writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori. In the other hand, that alternative hypothesis (H_a) is accepted.

IV. DISCUSSION

Previously, the researcher had been done researching to collect datanamelny observing through pre-test and post-test by using round robin strategy. From the observation sheet the result of implemented round robin strategy on students' ability in writing recount text got the mean or average score is 3.92 and that is as "Very Good" criterion. Next, the mean score of students' ability in witing recount text before using round robin strategy was 59.75 it is included in "Enough" criterion. Meanwhile, the mean score of students' ability in writing recount text after using round robin strategy was 73 it is included in "Good" criterion. In the other words, that there is an improvement students' ability of writing recount text after using round robin strategy.

By using the application of round robin strategy in teaching especially writing recount text ability is good. The students not bored in teaching process and make them more interested in join the subject material finely. Therefore, the students more understand to catch the material of recount text and they are able

to convey again about the material that explained previously, capable to analyze the recount text well, and also writing example of the recount text exactly. It can be concluded that round robin strategy gives the effect to make the students and easier to receive material especially recount text and capable rewritten recount text.

From the related findings previously that had been discussed in Chapter II, to know and compare the result of this research namely the researcher gained that students' ability in writing recount text after using round robin strategy to be improved. In the other words, through using round robin strategy make them easier understand about the material that is ability in writing recount text. By the result that explained previously, proved t_{test} is higher than t_{table} ($3.34 > t_{\text{table}} 5\% = 2.04$). So, that the hypothesis is accepted. For that, the researcher give the conclusion that the students' ability in writing recount text after using round robin strategy is higher than before using round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori.

Further, the students are able in writing recount text is higher after using round robin strategy than before using round robin strategy. It is occurred, because based on the theoretical description previously that had been described in chapter II, round robin strategy suitable and exact to improve students' ability in writing recount text. This strategy consider capable to increase their skills in writing recount text and also this strategy is easy to apply in teaching. Round robin strategy has advantages in learning process, namely each students that

passive able to be active. The students free to convey their ideas. This strategy teach each students to cooperative learning, like the students study with the form in discussion and individually. For that, each students can help each other in joint and independent learning. Therefore, each students not bored in learning process. The researcher determine the hypothesis that used to know there is a significant effect or there is no a significant effect and prove it by using statistical accounting. Eventually, the researcher could prove it and concludes that round robin strategy is well on students' ability in writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori. So, because of that the hypothesis is accepted.

CONCLUSION

Based on the result of the research in the chapter IV previously, the researcher makes representation as a conclusion as the following: 1). The result of implementation of round robin strategy on students' writing recount text at the tenth grade students of SMA Negeri 1 Pinangsori in 2018/2019 Academic Year is categorized 3.92 it is criterion as "Very good". So, it means that the researcher had used and implemented round robin strategy in teaching ability in writing recount text is achieved; 2). The students' ability in writing recount text before taught by using round robin strategy was 59.75 and it is category as "Enough" criterion. Then, after the researcher using and implementing the round robin strategy at the tenth grade students of SMA Negeri 1 Pinangsori in teaching

writing recount text was 73 and it is category as “Good” criterion; 3). The hypothesis used to prove that t_{test} is higher than t_{table} ($3.34 > 2.04$). It means that there is a significant effect of using round robin strategy on students’ writing recount text ability at the tenth grade students of SMA Negeri 1 Pinangsori.

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AN ERROR ANALYSIS OF STUDENTS' SPEAKING ENGLISH PERFORMANCE (A STUDY AT THE SECOND SEMESTER OF ENGLISH DEPARTMENT IN INSTITUT PENDIDIKAN TAPANULI SELATAN 2018/2019 ACADEMIC YEAR)

APRIDA IRMAYANA¹, GABBY MAUREEN PRICILIA²,

LESMI AZIZA SIREGAR³

Institut Pendidikan Tapanuli Selatan (IPTS)

E-mail: apridairmayana20@gmail.com
maureenaisyah20@gmail.com
lesmiazizasiregaraziza@gmail.com

Abstract: This research aims to know the students' speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, the students' errors in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, and factors do the make students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The method of this research is qualitative method. The data were gathered through triangulation, that is observation, interview and documentation at the second semester of English department in Institut Pendidikan Tapanuli Selatan. the writer conducted the observation in one class. The data were analyzed by data display, data reduction, and conclusion using some theories. The results are 1) The students' speaking English performance is bad 2) The students' speaking errors are in pronunciation are 57.35%, grammar are 23.52%, vocabulary are 4.415, and fluency are 14.70% but the most dominant errors with found in pronunciation. 3) the dominant factors which caused linguistic

Keywords: *Speaking English Performance, at the Second Semester of English Department in Institut Pendidikan Tapanuli Selatan.*

Abstrak: Penelitian ini bertujuan untuk mengetahui lebih luas bagaimana speaking English performance yang digunakan oleh mahasiswa semester dua program studi bahasa inggris di institut Pendidikan Tapanuli Selatan, Apa saja kesalahan yang dibuat mahasiswa di dalam speaking English performance di semester dua program studi bahasa inggris di Intstitut Pendididkan Tapanuli Selatan, dan apa penyebab kesalahan mahasiswa membuat kesalahan dalam speaking English performance di semester dua program studi bahasa inggris program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Penelitian ini di lakukan dengan menggunakan metode kualitatif. Data didapatkan melalui triangulasi, yaitu observasi, wawancara, dan dokumentasi kepada mahasiswa semester dua program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Data yang didapatkan menggunakan data display, data reduksi, dan penarikan kesimpulan. Hasil dari praktik mahasiswa dalam berbicara bahasa inggris

adalah kesalahan dalam pengucapan kata 57.35, tata bahasa 23.52, kosakata 4.41, kefasihan 14.70, akan tetapi kesalahan yang dominan adalah pengucapan kata.

Kata kunci: *Bercicara Bahasa Inggris Secara Praktek, Mahasiswa Semester Dua.*

I. INTRODUCTION

Speaking is one of four skills that students should master, this skill is an important tool for many people when they make communication, convey message, and also to express the ideas, opinion, suggestion, advises, feeling with any other. Speaking also has a dominant role as the way to exchange information and transaction in trade and service especially for students in Indonesia it will help them to learn other culture. It is required by people to interact among them.

Speaking is the most complex and difficult skill to be master. In this regard, the difficulties of speaking English performance are also faced at the students second semester of English department in Institut Pendidikan Tapanuli Selatan. The frequent difficulties in speaking English performance from observation. The students are not used to talking in class since their pronunciation and vocabulary are poor and confined, they are also shy and uncomfortable as well as not confident if they make mistake, the student are afraid of making error in class as they will be

laughed by their friend, student often have no ideas about what to say, so they tend to keep silent.

In speaking activity many people think that should be concerned, not only relate to what is being spoken, what the language is used, but also who is our interlocur. In addition a good speaker should pay attention what the topic discused by speaker. Speaking skills do not stand alone but they are supported by the mastery of pronunciation, fluency, vocabulary, grammar. In the fact, at the second semester of English department in Institut Pendidikan Tapanuli Selatan in speaking English performancethey have still make errors for example: in pronouncing 1)because, they often said{bekaus}, it must be {bl'koz} 2)in pronouncing study, they often said {studi} it must be {stadi}3) in pronouncingrequire, they often said{ requir}, it must be {ri;kwaier} 4)in pronouncing talk, they ofte said{ talk}, it must be {tə:k}, 5)in pronouncing signature, they often said {signatur} it must be {slgnət[ə(r)} 6)in pronouncing morning they often say { morning } it must be {'m ə: n ɪ'}

Then, they alsomake errors in fluency such as: 1)good morning guys, we are (**pause**) from group Dalihannatolu, 2) oh my god (**pause**) that is NisaSabyan, 3)do you want to follow us (**pause**) to Pandan 4)we show (**pause**) our drama about permision 5)Iwant to say (**pause**) something for

you. Then, they also make errors in grammar such as: 1) they said, "we from second group", it must be "we are from second group", 2) they said, "thank you your attention", it must be "thank you for your attention" 3) they said, "she is say not follow", it must be "she says she does not follow."

Actually, they have many efforts to develop their speaking especially in pronunciation, fluency, vocabulary, grammar such as : they practicing English with friends, try to be braver in speaking, making English club, sitting with friends who give support to speak, looking up for dictionary for words, memorizing vocabulary, reading English grammar book, practice English by themselves, listening to the radio, listening English conversation cassettes, Asking friend if any difficult words, taking English course, practicing English at home but they still need have effort to solve this problem because that speaking is a tool important to be mastered by people so that can communication with the other people, if this skill not addressed then students will find difficulties to communication idea, opinion, though, especially at the second semester of English Department in Institut Pendidikan Tapanuli Selatan they are still difficult to speak English well. Based on previous explanation, the writer needs to be analyzed the factor make error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli

Selatan is still difficult to speak English. The writer conduct this research under the title “ An Error Analysis of Students’ Speaking English performance” (A Study At The Second Semester of English departement in Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year).

A. Theoretical Description

1. Error Analysis

a.The Definition of Error Analysis

According to Sharman in Irawati (2015: 10), “Error Analysis is a process based on analysis of learner’s error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language.”

According to Nababan in Rini (2014: 231), “Error is the speaker of the language target subconsciously produces the error so that she/he cannot repair it soon”.

2.Cause of error

a. Defenition of Cause of Error

According to Heriansyah (2002: 40), errors can be classified into two causes, there are: linguistic and non linguistic errors.

1) Linguistic Errors

Linguistic errors are caused by the human speech including the units, nature, structure, modification of language. Linguistic error mean pertaining to language interference how it is put together and how is function. It is the scientific of language it involves analysing language from, language meaning and development of language in general or of particular language such as : lack of vocabulary, lack of grammar knowledge, poor pronunciation, being confused about how to use appropriate words. It means linguistic error is caused by human speech.

2) Non Linguistic Error

Non linguistic errors obligate the students, it is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. In general terms of art used to capture a number of different senses of word meaning independently from its linguistic uses.

Non linguistic cause that influence from outside students' such as: not being brave to speak, not being confident to speak, being afraid of being of making error, being nervous to speak, being mocked by friends, not used to talking in class, difficult to express words or sentence and , confused how to use

appropriate word, often forgetting, not being used to talking in class better performance or ability in speaking by other students. It means non linguistic cause that influence from outside students', So the writer concludes that the influence factor on students' speaking English performance consist of two factors that has been explained before.

2. The Nature of Speaking

a. Definition of speaking.

According to Ur (2009: 120), "Speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing: and many if not foreign language learners are primarily interested in hearing to speak".

According to Brown (2000) in Kosar and Bedir (2014: 13), "Successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest".

b. Indicator of Speaking English Performance

1. Pronunciation

According to Carmen (2010: 25), "Pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English and easy to pronounce for oneself."

According to Nation and Newton (2009: 93), "Pronunciation is focused on occasionally, perhaps to set goals and activities for individual work".

2. Fluency

According to Carmen (2010: 24), "Fluency comes with time and practice and it should not to be expected in the beginning of learning".

According to Ur (2009: 103), "Fluency activities:

1. The text are usually whole pieces of discourse such as; conversations, stories, etc.
2. Performance is assessed on how well ideas are expressed or understood.
3. Texts are usually used as they would be in real life: dialogue are spoken, articles, and written stories are read.
4. Task often simulate real-life situation".

3. Vocabulary

According to Ur (2009: 60), "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than a single word: for example, post office and mother in law, which are made up of two or three words but express a single idea.

According to Brown and Abeywickrama (2010: 309), "The content of vocabulary use may vary across generation, formal and informal language, and varieties and dialects of language as well as between non specialized, everyday vocabulary specialized or technical vocabulary".

4. Grammar

According to Ur (2009: 75), "Grammar is sometimes defined as 'the way words are put together to make correct sentences. This is, as we will see presently, an over-simplification, but it is not good starting points and an easy way to explain the term to young learners".

According to Puspitasari and Kusumastuti (2012:3) "*Grammar merupakan cabang linguistik yang mempelajari sintaksis dan morfologi*".

II. METHODOLOGY OF THE RESEARCH

In this research, the writer choose at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The writer will conduct this research in Institut Pendidikan Tapanuli Selatan (IPTS). It is located in Jl. Sutan Muhammad Arif Padangsidimpuan. The writer interest to get data by using probvbility sampling in technique of propoive sampling. The informants of this research is 5 informants. This research used qualitative method.

The research used observation, interview, and documentation as instrument. Observation is a technique of colleting data which is used an observation to the object of research, the writer used observation to get a data through video, interview is a conversation between the interviewer and the resource person who aims to get information from the resource person, and the last documentation is used to collect the data that source from good document that there is in the field. In qualitative research, the trustworthiness of data should be check to get the accurate.

Techniques applied in this study using content analysis, and used because the form of this research is descriptive qualitative. In obtaining the data, the writer collect data by using triangulation, the writer does two ways to do the triangulation stage, there are: data processing and validitytesting.

The next step which done by the writer was analyzing the data, it can be concluded that there are three steps in analyzing the data. First data reduction, second data display, and the last conclusion.

III. RESULT

The students' error in speaking English performance , the writer have four indicators, there pronunciation, fluency, vocabulary, and grammar. For more details the students' error in speaking English performance.

a. Error in pronunciation

From students who become the informants, there were 39 errors in pronunciation with the percentage 57.35%. Based onthe informants' answer that errors caused by the students did not know how to pronounce some words, the students would say the words without know the exact meaning and were less practice especially in the classroom, and the pronouce some words very familiar.

b. Error in grammar

From 5 students who become the informants, there were 16 errors with the precentage 25.52%. Based on the informants' answer that errors caused by the students are confused to put some word correct

sentence, lackn of grammar, translate the Indonesia language to English, and speak English as the word.

b. Error in vocabulary

From 5 students who become the informants, there were 3 errors with the percentages 4.41%. Based on the informants' answer that errors caused students got difficulties to combine the words, the word is familiar, and have lack of vocabulary.

d. Error in Fluency

From 5 students who become the informants there were 10 errors with percentages 14.70%. Based on the informants' answerthat errors caused students were easy to get nervous and afraid to make mistake, often forget, mocked by friend, and less confidents they could not focus when speaking.The writer would present the result of errors from5 informant in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. It would be showed on the table below :

Table 1
The Result from 5 Informants

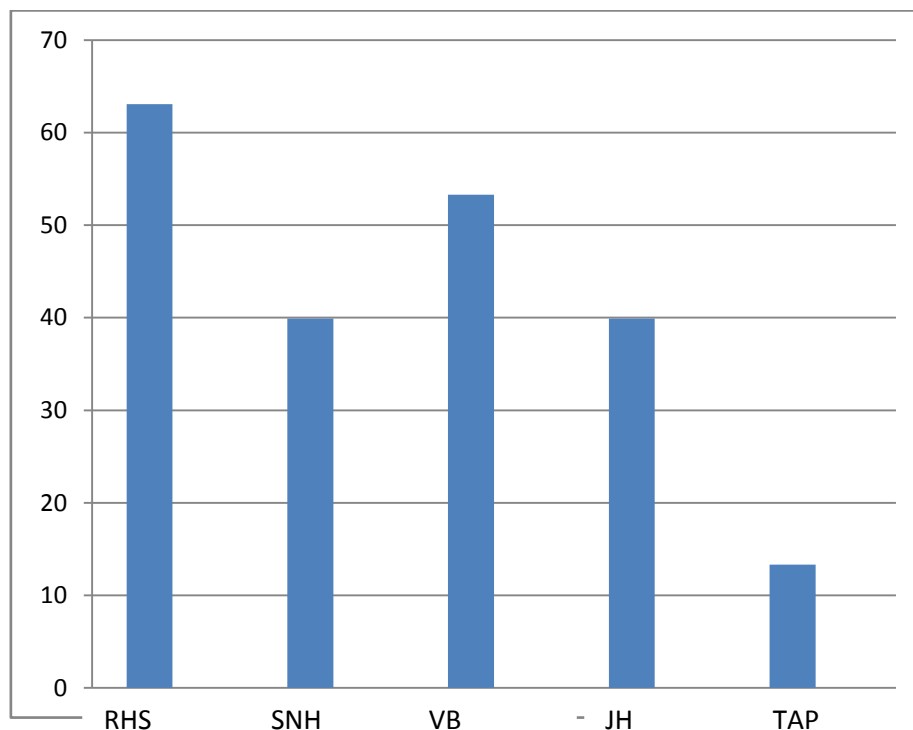
Indicator speaking	Error description	Correction
Pronunciation	Because,god,everyday,I ived,woman,husband,gr	bl'kpz,gōd,evridel,I rvəd,wumən,hʌzbə

	ew, cucumber, beautiful, funny, few, than, good, crowd, eagle, up, tree, swoop, excited, could, anant, water, climb, fell, dove, towards, tree, dry, hunter, .was, beautiful, could, temple, duty troop, finally, cows, hungry, reply	nd, grəʊ, kju:kʌmbe(r), bju:tɪfl, fʌni, fju:, ðən, gud, krəʊ, i:gl, ʌp, tri:, swɒp, lk'sait, kəd, elnænt, wɔ:tə(r), klaim, fel, dəʊv, tə'wə:dz, tri:, dral, hʌntər, wəz, bju:tɪfl, kəd, teɪmpl, dju:ti, tru:p, fəɪnl, kəʊs, hʌŋgri, ri:plɜ.
Grammar	She had no, had long pass, there live, the eagle had, from tree to get, her come, she could has sunk, had no seen, he fell on love Prambanan Kingdom ishim asked he fell on love Prambanan kingdom ishim asked, there live, the	She had not, had long passed, there lived, the eagle had, from tree to get, sh e come, she could have sunk, had not seen there lived, the eagle had, from tree to get, she come, she could have sunk, had

	eagle have , from tree to	not seen, he fell in
	got , her come,she could	lovePrambanan
	has sunk, had no seen,	kingdomwashe
	he fell on lovePrambanan	askedthere lived , the
	kingdom isHim asked.	eagle had , from tree
		toget ,hefell in
		lovePrambanan
		Kingdomwas he
		asked.

The writer concluded that students at the second semester of English department in Institut Pendidikan Tapanuli Selatan make errors in pronunciation (57.35%), grammar (25.52%), vocabulary(4.41%), and fluency (14.70), the high errors students make in pronunciation and grammar. So the students at the second semester of English department in Institut Pendidikan Tapanuli Selatan can classification“ low error” in grammar,vocabulary and fluency but in pronunciation is “ moderate error”.

To make the data display from previous table looked more sample, the writer used the chart as the following:



For the factors causes of speaking English performance was collected from interview at the second semester of English department in Institut Pendidikan Tapanuli Selatan. In interview process, the writer has given ten questions about the factors of students' error in speaking English performance, the writer deliberately asked the students' to answer caused of errors students' in speaking English performance. And on the interview above, the factor happen at the second semester is linguistic and non linguistic factor but the domain cause from non linguistic factors.

IV. DISCUSSION

In this research, the writer used observation to know how the is the students' speaking English performance, what are the students' errors in speaking English performance, what factors do they make students error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan.

Based on the result it can be seen that at the second semester of English department in Institut Pendidikan Tapanuli Selatan did all make errors. And can be concluded that the dominant errors in students' speaking English performance in pronunciation 39 errors with percentages (57.35%) and grammar 16 errors with percentages (23.52%). Then the writer also knows that factors caused happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic factors but the dominant factor from non linguistic.

If we compared this research with the review related findings of some researches which have been conducted and result show that the highest most is about grammar. The first, Irawati Heni (2015), the result of his study that grammar is highest errors showed were 37 or 19.2 %

errors. And the second second by Rini Setia (2014). The finding showed the error analysis on the students of English department speaking scripts pronunciation was (60.85). So the writer concluded that pronunciation and grammar very important to each in speaking skill, thus the students will be to develop their speaking skill especially in speaking English performance.

In contrast to the previous research, it is some similarities in methodology and object in the research of students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The result of research will be obtain with observation, interview, and documentation.

CONCLUSION

Based on the results in previous chapter, the writer would like to describe conclusions from this research as follows:

1.The students'speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. Based on the 5 informants RHS 63.1%, VB 39.9%, SNH 53.3%, JH 39.9%, TAP 13.3%.So it can be categorized " bad " .

2. Speaking errors made by students which found by the writer are pronunciation, vocabulary, grammar, and fluency. The percentage of pronunciation errors are 57.35 %, grammar errors are 23.52%, vocabulary error are 4.41%, and fluency errors are 14.70%. But the most dominant errors which found in pronunciation 57.35%, and grammar 23.52%. So it can be categorized “ low”.
3. The factors which caused errors speaking in English performance, based on the answer of interview to the 5 informants, the writer concludes the factors happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic but, the dominant factor happen is linguistic factor.

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THE EFFECT OF STORY TELLING METHOD ON STUDENTS' SPEAKING ABILITY AT THE SEVENTH GRADE OF SMP NEGERI 2 SATAP LUMUT IN 2018/2019 ACADEMIC YEAR

KASMAS JULISMAN LAOLI¹
ASRIANI HASIBUAN², GABBY MAUREEN PRICILIA³,

Institut Pendidikan Tapanuli Selatan

kasmaslaoli@yahoo.co.id

Abstract: *The purposes of this research are to know: 1) the application of Story Telling Method in teaching speaking at the Seventh Grade Students of SMP Negeri 2 Satap Lumut. 2) the students' speaking ability before and after using Story Telling Method at the Seventh Grade of SMP Negeri 2 Satap Lumut. 3) whether there is a significant effect of students' speaking ability after using Story Telling Method at the Seventh Grade of SMP Negeri 2 Satap Lumut. Method of the research was experimental. The population of this research was the Seventh Grade of SMP Negeri 2 Satap Lumut. It consists of 42 students. Total sampling was the sampling technique in this research to get sample. It consists of 42 students. The technique of collecting data were observation sheet and test. The result mean score of the application story telling method was 3.8, it was categorized "Very Good". The result showed score before using story telling method was 40.8, it was categorized "Fail". While the mean score of the students' speaking ability after using story telling method was 60.4, it was categorized "Enough". The result of t_{test} was 15.95 and t_{table} was 2.02. It means that there is a significant effect of using story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut.*

Keyword: Story Telling Method, Speaking Ability, Experimental Method

Abstrak: Tujuan penelitian ini adalah untuk mengetahui: 1) penerapan Story Telling Method dalam mengajarkan berbicara pada siswa kelas Tujuh di SMP Negeri 2 Satap Lumut. 2) kemampuan siswa sebelum dan setelah menggunakan Story Telling Method. 3) apakah ada pengaruh yang signifikan pada kemampuan berbicara siswa setelah menggunakan Story Telling Method pada kelas Tujuh di SMP Negeri 2 Satap Lumut. Metode yang digunakan adalah eksperimental. Populasi dalam penelitian ini adalah siswa kelas Tujuh SMP Negeri 2 Satap Lumut. Ini terdiri dari 42 siswa. Total Sampling adalah teknik yang digunakan untuk mendapatkan sample yang terdiri dari 42 orang siswa. Teknik pengumpulan data adalah menggunakan lembar observasi dan tes. Hasil rata-rata dari penggunaan Story Telling Method adalah 3.8, hasilnya dikategorikan "Sangat Baik". Hasil menunjukkan bahwa nilai rata-rata sebelum menggunakan Story Telling Method adalah 40.8, hasil ini dikategorikan "Gagal". Sementara nilai rata-rata setelah menggunakan Story Telling Method adalah 60.4, dan dikategorikan "Cukup". Hasil t_{test} adalah 15.95 dan t_{table} adalah 2.02. Ini berarti bahwa

ada pengaruh yang signifikan pada penggunaan Story Telling Method pada kemampuan berbicara siswa kelas Tujuh di SMP Negeri 2 Satap Lumut.

Kata Kunci: Story Telling Method, Kemampuan Berbicara, MetodeEksperimental.

I. INTRODUCTION

Speaking is one of the four skills that students should master. It is the basic skill that students process in order to be able to access other knowledge. Speaking is one of important skills in teaching learning process.

Considering the importance of mastering the speaking skill in language teaching, the national policy through the regulation of minister of national education reflects the importance of English in the standard of content. Also, Indonesia establishes English as prominent foreign language taught as school and one of subjects tested in national exam. This determination is intended to prepare Indonesian students in facing globalization era. Therefore, they are able to compete with other people from where English becomes second or first language.

Based on the researcher's experience and observation on February 7th, 2019 at the Seventh Grade of SMP Negeri 2 Satap Lumut, the researcher found some problems. When the researcher observed, the researcher had them into a conversation. The researcher asked them some questions in English, like "What did you do before going to school? Have you got

breakfast?” instead of answering the questions, they were silent. They were confused, even worst; they could not response in English. When the researcher asked them in Indonesian, the students answered that they do not understand what the researcher said. It means that their English is still low.

This problem is caused by two factors. They are internal and external factor. Internal factors are problems which come from the students itself, such as firstly students at the Seventh Grade of SMP Negeri 2 Satap Lumut feel afraid and nervous to speak or communicate using English in front of their classmates. Secondly, the students do not have any ideas or initiative to speak English; it is caused by the lack of vocabularies, grammatical pattern, and lack of practicing English speaking. Thirdly, the students still frequently make mistakes in pronouncing the English words. Fourth, problems with prosodic features such as intonation, stress, and other phonological nuances still cause a misunderstanding in communication. External factors come from out themselves such as teaching method, curriculum, teachers, facilities, environment, and society.

Teacher has conducted some efforts to overcome the problems to increase the students' speaking ability such as either giving motivation, giving more exercises, making interest material, but there is no significant progress in students' speaking ability. This problem is very crucial to be solved. If there

is no consideration on this problem, students will not be able to compete and faced globalization era, they cannot express their ideas in English to each other, feeling ashamed to communicate and interact in English.

The researcher decides to solve the problem. In this research, the researcher will use story telling method. Story telling method is assumed that it can improve students' speaking ability. Applying story telling method is very important because this method can be able to give change and to increase students' speaking ability.

Story telling is the art in which a teller or someone conveys a message, truths, information, knowledge, or wisdom to engage an audience in an entertaining way. This method is good to enhance them to speak up in English.

1. The Nature of Speaking

a. The Definition of Speaking

Speaking is the way of people to express and communicate ideas to others orally. It is an essential aspect. Someone who wants to tell something, that person needs to speak up. Rickeit and Strohner (2008:207) said that speaking is speech or utterances with the purpose of

having intention to be recognized by speaker and the receiver process the statements in order to recognize their intentions.

b. The Indicators of Speaking

Speaking has an important role in communication. Misunderstanding can be happened when the speaker and the listener do not pay attention to some components of speaking. According to Brown (2004:140), Oral communication can be maintained by five components, they are pronunciation, fluency, vocabulary, grammar, comprehension.

1. Pronunciation

Pronunciation is a familiar word for some people. It is really important to ensure that we say a word or some words correctly, so the listeners will not misunderstanding what we say. According to Leo (2013:37), "Pronunciation is a way in which a particular word is pronounced."

2. Fluency

Fluency has important role in speaking. In academic field, fluency is a skill you must know well when having a presentation or debating. Nation and Newton (2009:152) said that fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error; and complexity by the

presence of more complicated constructions, such as subordinate clauses.

3. Vocabulary

Vocabulary is a very important part in learning English. Brown (2004:305) said, "Words or vocabularies are the basic building blocks of a language; we use them to create sentences, larger paragraphs, and whole texts".

4. Grammar

Good knowledge of grammar is considered as an important aspect in learning a foreign language. According to Patel and Jain (2008:141), "Grammar is a study of language by specialist, made in order to establish the rules and principles which underline the correct speech and writing, rules and principles which are followed more or less unconsciously by the native speakers."

5. Comprehension

Misunderstanding will be happened between speaker and listener when the speaker or listener does not understand or comprehend the context of their communication. Syakur in Rahman and Deviyanti (2012:5) defined, "Comprehension for oral

communication that requires a subject to respond to speech as well as to initiate it”.

2. The Nature of Story Telling

a. The Definition of Story Telling

Story telling has been used as a means of communication since earliest time. Stories create magic and a sense of wonder at the world. Stories teach us about life, about ourselves, and others. Scrivener (2005:337) says, “Story telling is a useful short activity for the end of a lesson, perhaps, or mid-lesson to provide a change of mood.”

b. The Steps of Story Telling

Story telling is going to be used by the researcher in this research. In conducting this method, the researcher must follow the steps of story telling method to ensure the method runs well. Samantaray in Zuhriyah (2017:3) described the procedures of story telling as follows: (1) the teacher hangs four different pictures on the white board, (2) the teacher asks the students to make groups of eight, (3) the teacher asks every group take one of four pictures from the white board, (4) the teacher asks them to develop a story in 30 minutes, (5) the teacher asks them to retell their story based on the group discussion, and (6) the teacher gives award to the group considered the best group.

c. The Types of Story Telling

According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), there are some kinds of fairytale. They are legend, fable, mite, and sage.

1. Legend

Legend is a kind of fairytale which has relation with historical event or nature phenomenon. It means that legend is local people story which tells the origin of event or place. Sometimes, it is different from the origin story because it is not always written.

2. Fable

Fable is one of traditional story which appear animals as character in that story. Children almost love this story because the animals like human. They can talk each other, attitude, and has intellect like human. According to Sumarjo and Suratmi in Rahmansyah and Pricilia (2018:115), Fable is one of traditional story which appear animals as character in that story.

3. Mite

Mite is a fairytale which contents elements of mystery, supernatural world, and god world that supposed it was really

happened by society as the owner of the story. Sometimes this story is exaggerated.

4. Sage

Sage is a fairytale which contents of history elements, equipped with both supernatural power element and miracle. It can be concluded that sage contents many elements of history. This fairytale is spoken by people to people.

d. The Advantages and Disadvantages of Story Telling

Rahmansyah and Pricilia (2019:2) say the advantages of story telling, as follows:

1. Dapat menumbuh dan mengembangkan daya imajinasi anak.
2. Menanamkan nilai-nilai moral sejak dini.
3. Mengembangkan intelektual pada anak.
4. Melatih daya tangkap dan konsentrasi pada anak
5. Menumbuhkan jiwa patriotik

Next, Rahmansyah and Pricilia (2019:2) also state the disadvantages of story telling, they are:

1. Seringkali kesulitan dalam menyusun cerita.
2. Seringkali kesulitan dalam penggunaan media.
3. Dapat membuat anak pasif.
4. Apabila alat peraga tidak menarik anak kurang aktif.
5. Anak belum tentu bisa mengutarakan kembali cerita yang disampaikan.

II. METHODOLOGY OF THE RESEARCH

Method of the research is a way to use in determining the steps in the research. It can be as method or strategy in a research. Sugiyono (2008:2) said that research method is basically a scientific way to get data with a certain purpose and function.

Researcher chooses experimental research method by using one group. It is because the researcher is doing experiment to the students to find out the result of speaking ability before and after applying story telling method at Seventh Grade of SMP Negeri 2 Satap Lumut.

According to Sugiyono (2009:107) said that research method can be defined as a research method which is used to find out the impact of action from something to another thing in a controlled situation.

Sugiyono (2008:80) said that population is a generalization area consists of object or subject that has definite quality and character that is decided by a researcher to be learned and conclude it. The researcher choose Seventh Grade Students of SMP Negeri 2 Satap Lumut as population of this research. They consists of 2 classes, they are VIIA and VIIB. The total of students are 42 students.

Sample is a small part of population which is called by representatives of the population. Sugiyono (2009:118) conveyed that

samples part of the amount and character which belong to the population. It means sample is a part of population.

Sampling technique is must to do. Sampling technique is a technique in samples taking said Sugiyono (2008:81). He said there are some techniques in sampling technique, they are: 1) Probability sampling: simple random sampling, proportionate stratified random sampling, and disproportionate stratified random sampling, cluster sampling, 2) Nonprobability sampling: systematic sampling, quote sampling, incidental sampling, purposive sampling, surfeited sampling, snowball sampling.

According to Arikunto (2009:95) said that if the population is less than 100, it is better all of them become samples. Therefore, 42 students in both of the classes will become the sample in this research.

According to Sugiyono (2008:102) research instrument is a tool which is used to measure the natural phenomenon although social which is observed. The instruments which will be used in this research to measure the variables are observation and test. Observation sheet will be used to measure independent variable namely story telling method. Meanwhile test will be used to measure dependent variable namely speaking.

a. Observation

Observation is one of technique collecting data in a research when the activity is in progress. Sugiyono (2008:145) stated that observation is used if the research related with human behavior, working process, nature symptoms, and if the respondent is not too big.

b. Test

Test is one of technique collecting data to get information from many aspects. Ary, et al (2010:201) say, "Tests are valuable measuring instruments for educational research. A test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned."

In this research, after the instrument is applied in order to measure the students' speaking ability, the researcher will identify their score individually and the classified the score into criteria score. In addition, to analyze the data, there are two steps which will be done by the researcher, they are: descriptive analyzing and inferential analyzing. Descriptive analyzing is used to analyze the application of story telling method in teaching speaking ability. While inferential analyzing is used to examine whether the hypothesis in this research is accepted or rejected.

III. RESULT

Based on the result obtained from the analysis of observation sheet about the application of story telling method on students' speaking ability which contains 12 activities about the steps and the mean of the score was 3.8. So that, the mean was categorized "Very Good".

The score of students' speaking ability before using Story Telling Method, it was found that the highest score was 73 and the lowest score was 19. From the calculation scores which had by the students, it can be concluded that the mean of students' speaking ability before teaching story telling method was 40.8. It was categorized as the "Fail" category. The score of students' speaking ability after using Story Telling Method, it was found the highest score was 84 and the lowest score was 23. From the calculation scores which had by the students, it can be concluded that the mean of students' speaking ability after teaching story telling method was 60.4. It was categorized as the "Enough" category. After collecting data, the researcher is going to test the hypothesis. The data is analyzed by using t_{test} is 15.95 and t_{table} is 2.02. After finding the score of t_{test} and t_{table} , both of the score are compared. It is found that t_{test} is higher than t_{table} ($t_{\text{test}} > t_{\text{table}} = 15.95 > 2.02$).

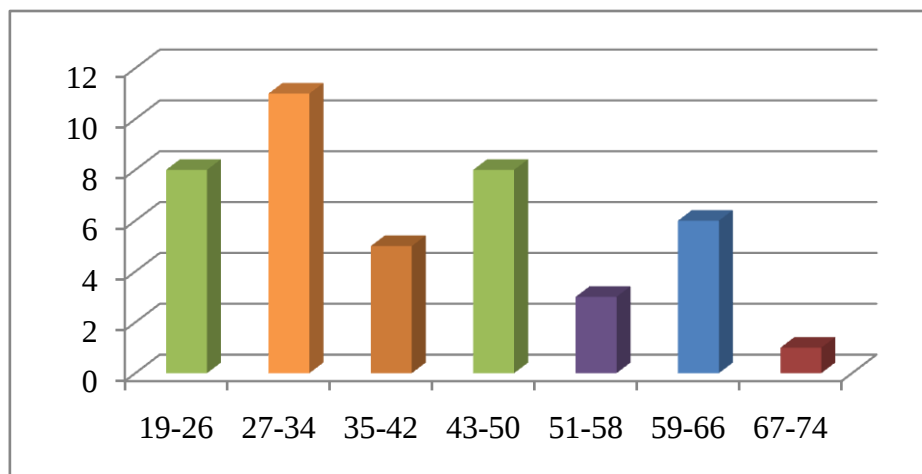


Figure 1: Histogram of Students' Speaking Ability Before Using Story Telling Method.

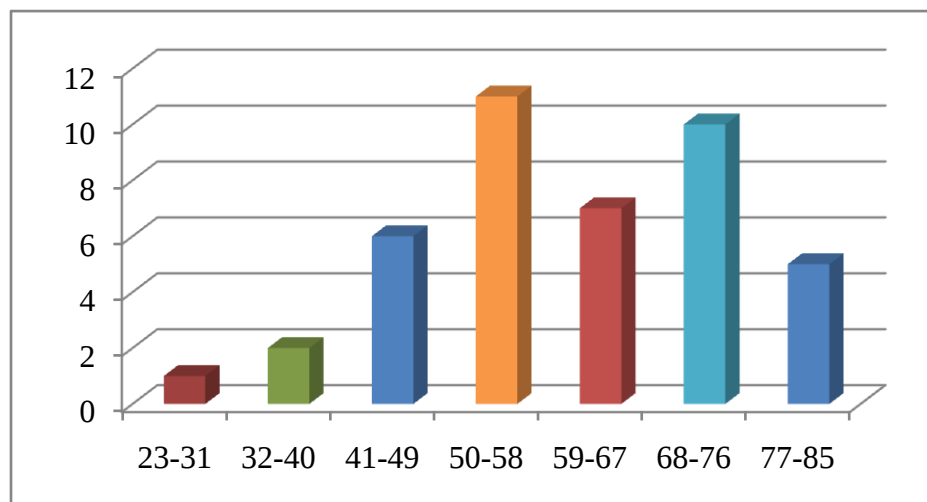


Figure 2: Histogram of Students' Speaking Ability After Using Story Telling Method.

IV. DISCUSSION

Based on the observation sheet result of story telling method on students' speaking ability, the researcher got 3.8. The score categorized as "Very Good" criterion. Furthermore, the result of students' speaking ability before using story telling method was 40.8 and it categorized "Fail" criterion. While, the result of students' speaking ability after using story telling method was 60.4 and it categorized "Enough" criterion. From the result of t-test, t_{test} was higher than t_{table} ($t_{\text{test}} 15.95 > t_{\text{table}} 2.02$).

The improvement was happened because the application of story telling method in improving the students' speaking ability was very good, so that the students were more active to follow the teaching and learning process, and it ran more fun and not boring because in learning the students were given time to express their ideas based on the picture they had choosen, even the result was not too good, but they had tried to speak and to improve their ability.

By looking the previous related research which had been discussed on Chapter II, Zuhriyah found that the result of improving students' speaking ability through story telling at Hasyim Asy'ari University was categorized "Good". Which the mean score of pre-test was less than 75% and the post-test II could reach 75%. If the researcher compared the

previous result with this research, it showed that there was a significant effect on students' speaking ability after using story telling method eventhough the improvement was not too significant. Based on the previous related research and this research, it can be concluded that story telling method is one of a great way to improve students' speaking ability.

CONCLUSION

Based on the research result, the researcher describes the conclusion as follows: a) the result of application of story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut is 3.8 and it is categorized "Very Good". It means that the researcher had applied story telling method on students' speaking ability well. b) the students' speaking ability before taught by using story telling method at the Seventh Grade of SMP Negeri 2 Satap Lumut is 40.8 and it is categorized "Fail". While, the students' speaking ability after taught by using story telling method at the Seventh Grade of SMP Negeri 2 Satap Lumut is 60.4 and it is categorize "Enough". c) The testing is done to measure the hypothesis which was made on Chapter II. It shows that t_{test} is higher than t_{table} ($t_{\text{test}} 15.95 > t_{\text{table}} 2.02$). So, the hypothesis of this research can be accepted. It means that

there is a significant effect of story telling method on students' speaking ability at the Seventh Grade of SMP Negeri 2 Satap Lumut.

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THE EFFECT OF USING CHINESE WHISPER GAME ON STUDENTS' FIVE BASIC TENSES MASTERY

(A Study at the Eleventh Grade Students of SMA
Negeri 1 Angkola Selatan in 2018/2019 Academic
Year)

Aulia Ulfah Hasibuan¹, Aprida Irmayana²,
Gabby Maureen Pricilia³

Institut Pendidikan Tapanuli Selatan

Email: aulfahhsb96@gmail.com

Abstract: The aims of this research are to know: 1) The extent of the application of Chinese Whisper Game in teaching five basic tenses at the eleventh grade students of SMA Negeri 1 Angkola Selatan, 2) The extent of the students' five basic tenses mastery before and after taught by using Chinese Whisper Game at the eleventh grade students of SMA Negeri 1 Angkola Selatan, 3) Whether any significant effect of Chinese Whisper Game on students' five basic tenses mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan. The population of this research is all of the eleventh grade students of SMA Negeri 1 Angkola Selatan which consist of 97 students. Sample were 35 students which taken by using purposive sampling. The research method that used was experimental method. To collect the data the writer used observation sheet and test as an instrument. The mean score of the application of Chinese Whisper Game was 3.1, it was categorized "Very good". The result of data analysis shows that $t_{test}=9.24$ while $t_{table}=2.03$. it means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is significant effect of Chinese Whisper Game on students' five basic tenses mastery at the eleventh grade students SMA Negeri 1 Angkola Selatan.

Keywords: Chinese Whisper Game, Five Basic Tenses Mastery

Abstrak: Tujuan penelitian ini adalah untuk mengetahui 1) pengaplikasian dari Chinese Whisper Game 2) untuk mengetahui sejauh mana penguasaan lima tenses dasar siswa 3) untuk mengetahui apakah ada efek yang signifikan dari Chinese Whisper Game terhadap penguasaan lima tenses dasar siswa di kelas sebelas SMA Negeri 1 Angkola Selatan. Populasi dalam penelitian ini adalah semua siswa kelas sebelas yang terdiri dari 97 orang. Sampelnya adalah 35 siswa yang diambil melalui sampling purposive. Metode penelitian yang digunakan adalah metode eksperimen. Untuk mengumpulkan data peneliti menggunakan lembar observasi dan tes sebagai instrumennya. Nilai rata-rata dari pengaplikasian Chinese Whisper Game adalah 3.1, dikategorikan "Sangat bagus". Hasil dari analisis data menunjukkan bahwa $t_{test}=9.24$ while $t_{table}=2.03$. Itu berarti t_{test} lebih besar dari t_{table} .

Hipotesis diterima. Itu berarti ada efek yang signifikan dari Chinese Whisper Game terhadap penguasaan lima tenses dasar siswa kelas 11 SMA Negeri 1 Angkola Selatan.

Keywords: Penguasaan Lima Tenses Dasar, Chinese Whisper Game

I. INTRODUCTION

Grammar is one of the English component which has the important role in mastering English. There are a lot of materials which are learned in grammar and one of them is tenses. Tense is one of the grammar materials which discuss about the changing of time. Tense also is the main material in grammar because other materials in grammar have the correlation to the tenses. Therefore, the students are expected to be able to master tenses so that they can master other materials in grammar also. If they have mastered all of the materials in grammar, it will make them easier to master the four English skills.

There are 16 kinds of tenses in English but there are only 5 tenses which become the basic tenses and used in daily life especially in habitual action. They are simple present tense, simple past tense, present continuous tense, present perfect tense and the last is simple future tense.

In fact, students at the eleventh grade of SMA N 1 Angkola Selatan still have difficulties in mastering five basic tenses. It can be seen from the preliminary data which researcher got. To get that data the researcher gave the students test. This test aimed to find out how far their mastery of five basic tenses. The kind of the test that used by the researcher is multiple choice test which consists from 25 questions.

After the researcher checked the students' answers, the researcher found out that the highest score is 76 while the lowest score is

36. This result is still far from the expectation. Most of students made mistakes in answering questions that related to simple present tense, simple past tense and present perfect tense. They still have difficulties in differentiate the use of simple present tense and simple past tense, for example in using *to be*. In addition, they also made mistakes in changing the verb forms.

They also have difficulties in using the right form of present perfect tense like the use of *have/has* and the use of *verb form*. So, it's the crucial problem that needs to be solved. If this problem is not solved, the students will have difficulty in mastering four English skills; writing, listening, reading and writing skills.

One of the efforts that can be used by the teacher to solve this problem is by applying the appropriate strategies. Actually, there are many strategies that can be applied by the teacher, and game is one of them. Using game is the best way in teaching and learning process, because by using game the teaching and learning process will be fun and make the students are interested and give their attention to follow the learning process, especially in learning five basic tenses.

Actually, there are many kinds of games that can be applied in teaching and learning process, especially in teaching five basic tenses. In this case, the game that is chosen by the researcher is Chinese Whisper Game. It is a game in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. The researcher chooses this strategy because Chinese Whisper Game is effective and interesting for students, they can learn new word with feeling enjoy by what they heard.

1. Definition of Tenses

In grammar, *tense* is the time of a verb's action or its state of being, such as present (something happening now), past (something happened earlier), or future (something going to happen). Riyanto et., al (2010:108) said that tenses are verb forms that show time. According to Sihombing and Burton (2010:115), "A tense is any one of the inflected forms in the conjugation of a verb that indicates the time (past, present, or future) and the continuance or completion of an action, manner, or state (imperfect, continuing, or perfect)". So from the explanation above, it can be concluded that tense is the changing of time forms in a sentence and used to indicate whether a sentence (or verb) is an action in the past, the present or the future.

2. Five Basic Tensis

a. Simple Present Tense

Simple present tense used to tell about the present time. Sihombing and Burton (2010:116) said that simple present tense is used to indicate a regular or habitual action or state of the subject and to indicate present time (now) with static and habitual verb.

b. Simple Past Tense

The simple past tense is used to talk about finished actions that happend at a specific time in the past. According to Sihombing and Burton (2010:133), "The simple past tense is used for a completed action that happend at one specific time in the past.

c. Present Continuous Tense

The present continuous tense is a verb tense which is used to show that an ongoing action is happening now, either at the moment of speech or now in a large sense. Riyanto et., al (2010:122) say, "The present continuous tense as a verb form that is used to express an action which is happening now and a future time"

d. Present Perfect Tense

The *present perfect tense* is a verb *tense* used to express actions that occurred at a non-specific time. The *present perfect tense* is also used to express actions that started in the past but continue to the *present*. According to Sihombing and Burton (2010:122), "The present perfect tense is used to indicate an action, an occasion, or a manner that began in the past and is still occurring in the present".

e. Simple Future Tense

The simple future tense is a verb tense that's used to talk about things that haven't happened yet. According to Riyanto et., al (2010:162), "The future tense is used to express an action that is going to happen".

Based on the previous explanation above, it can be concluded that there are five tenses which become the basic tenses and used in daily life especially in habitual action. They are simple present tense, simple past tense, present continuous tense, present perfect tense and simple future tense.

3. Chinese Whisper Game

Chinese Whisper Game is a game in which one person whispers a message to another, which is passed through a line of people until the last player announces the message to the entire group. According to Thomas (2013:33), "Chinese whisper is a party game in which a whispered

message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit.

Then, Marsland (2009:59) stated that chinese whisper also known as 'The broken telephone' is an old party game that well suited to lines, rows or circles of students working as teams, and said that the ideal groups are ten, so it is particularly good for large classes. The last, Chatbum (2013) in Utami et., al (2018:101) states that there is an interesting game called 'telephone' or 'whisper,' in which a message is passed on, in a whisper, down a line of people, and the last person speaks the message out loud.

So from those definitions above, the researcher concludes that Chinese Whisper Game is an international game in which a message is whispered from person to person in a group, and the last person will announce the message that he/she heard loudly to the entire group.

4. The Steps of Chinese Whisper Game

According to Marsland (2009:59) the steps of using Chinese Whisper Game are:

- a) Find a text of suitable difficulty, and split it into sections. Divide the class into groups, making sure that the students in each group are placed in a set sequence.
- b) whisper the first line of the text to a representative from each group. They memorise it, and whisper it to the next person in their group, and so on along the line or around the circle. When they are ready, the representatives should return to you for the next section of text. If the exercise is to be competitive, deduct points if any student other than the group representative moves out of his or her place.

- c) The final student in each group writes what he or she hears on a piece of paper. At the end of the activity, read out students' versions, and then the real version.

Based on the previous expert, the researcher concludes that the steps of Chinese Whisper Game are:

1. The teacher tells the students to make a group which consist of 7-10 students.
2. Then the teacher tells the students to stand up with their team and choose the leader.
3. Next, the teacher will give the leader a sentence of message.
4. The leader reads the sentence for a minute. Then, whispers it to the next player.
5. The next player will do the same to the next player until the last player.
6. Finally, the last player writes the sentence of message that he/she heard on a piece of paper and mention what the tense is.
7. Group with the fewest mistakes and able to mention what the tense is correctly will be the winner.

II. METHODOLOGY OF THE RESEARCH

The methodology of the research is the systematic way to understand an object of the research. Siregar (2014:8) said that there are four kinds of research methodology, they are philosophy, descriptive, historical, and experiment method. In this research the researcher use experimental method. Because it is suitable to this research which focuses on the effect of Chinese Whisper Game on students' five basic tenses mastery.

Arikunto (2010:207) said that experimental research is a research that is meant to know there is or no a consequence from "something" affected on accurate subject. While Sugiyono (2014:334) states that experimental research is a research method that is used to find the effect of certain treatments on others in controlled conditions.

The population in this research is all of the eleventh grade students of SMA Negeri 1 Angkola Selatan which consist of 97 students. To take the sample the researcher used purposive sampling technique. The researcher took XI IPA 1, it consisted of 35 students.

The instrument of the research is a tool to measure independent and dependent variable. Arikunto (2010:101) states that instrument is a tool that can be used by the researcher to help him/her in using the method of collecting data. To measure the independent variable the researcher used observation sheet. While to measure the dependent variable the researcher used test.

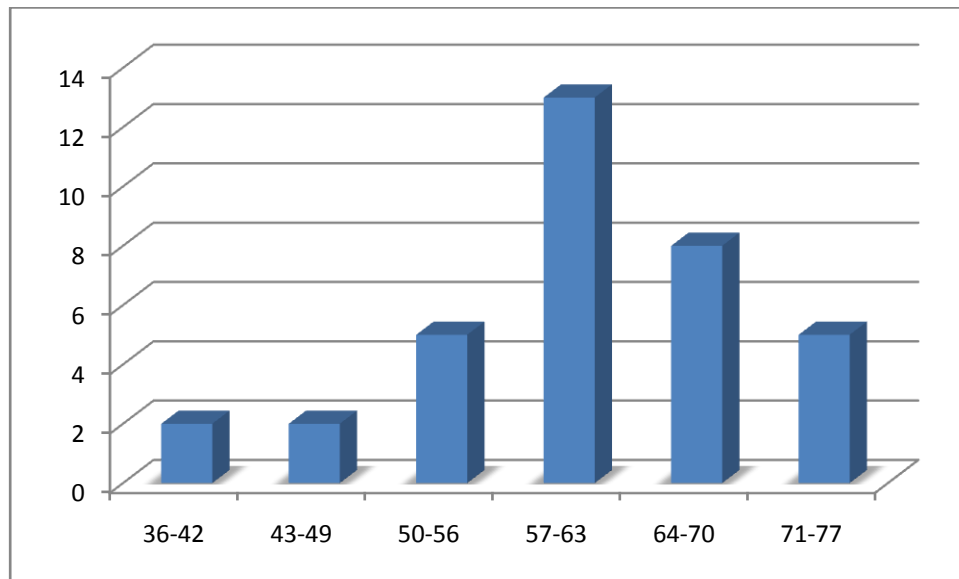
In this research, to collect the data the writer gives test to the students. While, the kinds of test that used as instrument to collect the data about students' five basic tenses mastery are multiple choice tests. The total test is 25 questions. Each indicator of dependent variable has 5 questions. The score of each question is 4 for correct, and 0 for incorrect

and no answer. So, the total score is 100. While to measure the Chinese Whisper Game, the writer used observation sheet.

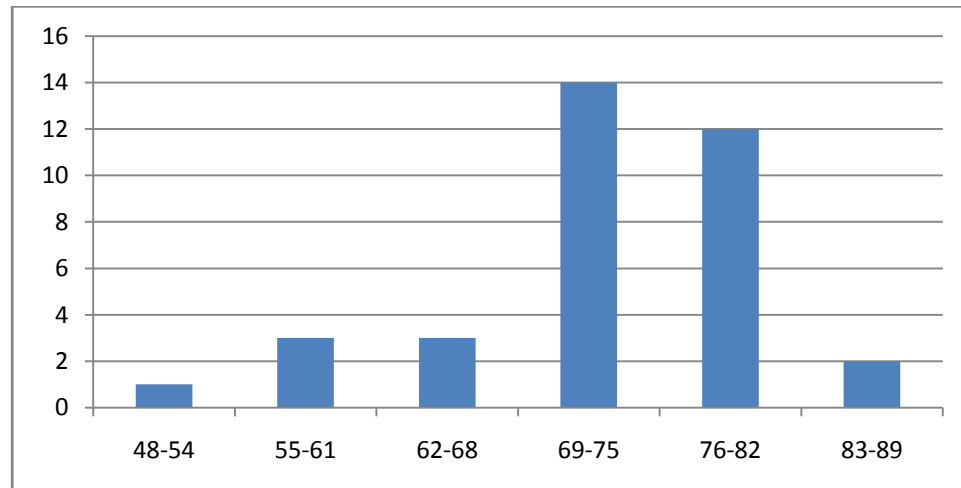
III. RESULT

The scores of the variable X (Chinese Whisper Game) and variable Y (Five Basic Tenses Mastery) calculated by applied statistical analysis which can be illustrated into description of the data in order to described the students result.

Based on the data analyzed of the observation sheet about the application of Chinese Whisper Game on students five basic tenses mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan through 15 aspects of observation, obtained an average score 3.1. It was Categorized "Very Good". The pretest, the writer calculated the scores, it was found that the highest score was 76 and the lowest was 36. The mean score of five basic tenses mastery before taught by using Chinese Whisper Game at the eleventh grade students of SMA Negeri 1 Angkola Selatan was 60.11, it was categorized "Enough". The mean score of five basic tenses mastery after taught by using Chinese Whisper Game was 72.31, it was categorized "Good". The description of the different data of before and after taught by using Chinese Whisper Game can be seen in the following histogram:



Before taught by using Chinese Whisper Game



After taught by using Chinese Whisper Game

Based on the histogram above, if we compared with pre test the score still categorized enough and after given post test the score was increased. Histogram shown the used of Chinese Whisper Game is very good for increased students five basic tenses mastery.

From the research, it can be known that t_{test} is higher than t_{table} . ($t_{\text{test}} 9.24 > t_{\text{table}} 2.03$). It means that there is a significant effect of Chinese Whisper Game on students five basic tenses mastery et the eleventh grade students of SMA Negeri 1 Angkola Selatan or H_a was accepted.

IV. DISCUSSION

In this research the researcher gave the students pre-test and post-test. Pre-test was given to knowhow far the students' five basic tenses mastery before taught by using Chinese Whisper Game. While post-test was given to measure the improvement of students' five basic tenses mastery after taught by using Chinese Whisper Game.

After giving pre-test and post-test to the students at the eleventh grade of SMA Negeri 1 Angkola Selatan. The writer found out that the students' score after using Chinese Whisper Game is better than before using Chinese Whisper Game. The mean score of students before taught by using Chinese Whisper Game is 60.11 while the mean score of students after taught by using Chinese Whisper Game is 72.31 or $t_{\text{test}} > t_{\text{table}}$ ($9.24 > 2.03$). So, it can be seen that there is a significant effect of using Chinese Whisper Game on students five basic tenses mastery or in other word H_a is accepted.

By looking up to the relevant study which have been discussed in chapter II about the “Improving Students’ Mastery of the Simple Past Tense by Using Chinese Whisper Game and Group Grid Technique”. The final result of the study revealed that there is a significant improvement in students’ achievement. Their average score in pre-test is 58.65, in formative test 1 is 76.97, in formative test 2 is 79.06, and in post-test is 83.56. It can be concluded that the students’ score increased after using Chinese Whisper Game.

Based on the theory which had been discussed in chapter II, the writer thought that Chinese Whisper Game is a suitable strategy in teaching five basic tenses. The implementation of Chinese Whisper Game in teaching and learning process is interesting and motivate the students. Because this game made the students enjoy during the learning process and made them more easily in learning five basic tenses. It looked when they play this game they felt fun and enthusiasm to whisper what they heard to another members.

By playing Chinese Whisper Game the students will be assested in mastering five basic tenses because they will be indirectly challenged to memorize the form of five basic tenses from the given sentences in this game. Beside that, this game also train the students 4 English skills; listening, speaking, reading and writing. So, it can be concluded that Chinese Whisper Game has many benefits in teaching and learning process.

CONCLUSION

Based on the result of the research in chapter IV the writer can conclude that the application of Chinese Whisper Game on students' five basic tenses mastery at the eleventh grade students of SMA Negeri 1 Angkola Selatan is 3.1 it is categorized "very good".

The students' five basic tenses mastery before taught by using Chinese Whisper Game at the eleventh grade students of SMA Negeri 1 Angkola is 60.11 categorized as "Enough". The result of students' five basic tenses mastery after taught by using Chinese Whisper Game is 72.31 categorized as "Good".

There is a significant effect of using Chinese Whisper Game on Students five basic tenses mastery. The researcher analysis the data by using t_{test} formula. It is found that the score of t_{test} is 9.24 while the score of t_{table} is 2.03 at 5% significant level with degrees of freedom (df) 34. It means that t_{test} is higher than t_{table} in other word H_a is accepted.

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**AN ERROR ANALYSIS OF STUDENTS' SPEAKING
ENGLISH PERFORMANCE (A STUDY AT THE SECOND
SEMESTER OF ENGLISH DEPARTMENT IN INSTITUT
PENDIDIKAN TAPANULI SELATAN 2018/2019
ACADEMIC YEAR)**

APRIDA IRMAYANA¹, GABBY MAUREEN PRICILIA²,

LESMI AZIZA SIREGAR³

Institut Pendidikan Tapanuli Selatan (IPTS)

E-mail: apridairmayana20@gmail.com

Maureenaisyah20@gmail.com

lesmiazizasiregaraziza@gmail.com

Abstract: This research aims to know the students' speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, the students' errors in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan, and factors do the make students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The method of this research is qualitative method. The data were gathered through triangulation, that is observation, interview and documentation at the second semester of English department in Institut Pendidikan Tapanuli Selatan. the writer conducted the observation in one class. The data were analyzed by data display, data reduction, and conclusion using some theories. The results are 1) The students' speaking English performance is bad 2) The students' speaking errors are in pronunciation are 57.35%, grammar are 23.52%, vocabulary are 4.415, and fluency are 14.70% but the most dominant errors with found in pronunciation. 3) the dominant factors which caused linguistic

Keywords: *Speaking English Performance, at the Second Semester of English Department in Institut Pendidikan Tapanuli Selatan.*

Abstrak: Penelitian ini bertujuan untuk mengetahui lebih luas bagaimana speaking English performance yang digunakan oleh mahasiswa semester dua program studi bahasa inggris di institut Pendidikan Tapanuli Selatan, Apa saja kesalahan yang dibuat mahasiswa di dalam speaking English performance di semester dua program studi bahasa inggris di Intstitut Pendididkan Tapanuli Selatan, dan apa penyebab kesalahan mahasiswa membuat kesalahan dalam speaking English performance di semester dua program studi bahasa inggris program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Penelitian ini di lakukan dengan menggunakan metode kualitatif. Data didapatkan melalui triangulasi, yaitu observasi, wawancara, dan dokumentasi kepada mahasiswa semester dua program studi bahasa inggris di Institut Pendidikan Tapanuli Selatan. Data yang didapatkan menggunakan data display, data reduksi, dan penarikan kesimpulan. Hasil dari praktik mahasiswa dalam berbicara bahasa inggris

adalah kesalahan dalam pengucapan kata 57.35, tata bahasa 23.52, kosakata 4.41, kefasihan 14.70, akan tetapi kesalahan yang dominan adalah pengucapan kata.

Kata kunci: *Bercicara Bahasa Inggris Secara Praktek, Mahasiswa Semester Dua.*

III. INTRODUCTION

Speaking is one of four skills that students should master, this skill is an important tool for many people when they make communication, convey message, and also to express the ideas, opinion, suggestion, advises, feeling with any other. Speaking also has a dominant rule as the way to exchange information and transaction in trade and service especially for students in Indonesia it will help them to learn other culture. It is required by people to interact among them.

Speaking is the most complex and difficult skill to be master. In this regard, the difficulties of speaking English performance are also faced at the students second semester of English department in Institut Pendidikan Tapanuli Selatan. The frequent difficulties in speaking English performance from observation. The students are not used to talking in class since their pronunciation and vocabulary are poor and confined, they are also shy and uncomfortable as well as not confident if they make mistake, the student are afraid of making error in class as they will be laughed by their friend, student often have no ideas about what to say, so they tend to keep silent.

In speaking activity many people think that should be concerned, not only relate to what is being spoken, what the language is used, but also who is our interlocur. In addition a good speaker should pay attention what the topic discused by speaker. Speaking skills do not stand alone but they are supported by the mastery of pronunciation, fluency, vocabulary, grammar. In the fact, at the second semester of English department in Institut Pendidikan Tapanuli Selatan in speaking English performancethey have still make errors for example: in pronouncing 1)because, they often said{bekaus}, it must be {bl'koz} 2)in pronouncing study, they often said {studi} it must be {stadi}3) in pronouncingrequire, they often said{ requir}, it must be {ri;kwaier} 4)in pronouncing talk, they ofte said{ talk}, it must be { tək}, 5)in pronouncing signature, they often said {signatur} it must be {sɪɡnəʔ(r)} 6)in pronouncing morning they often say { morning } it must be {'m ə: n ɪ}.

Then, they alsomake errors in fluency such as: 1)good morning guys, we are (**pause**) from group Dalihannatolu, 2) oh my god (**pause**) that is NisaSabyan, 3)do you want to follow us (**pause**) to Pandan 4)we show (**pause**) our drama about permision 5)Iwant to say (**pause**) something for you. Then, they also make errors in grammar such as: 1) they said, "we from second group", it must be "we are from second group", 2)they said, "thank youyouattention", it must be "thank you for yourattention" 3) they said, "she is say not follow", it must be "she says she doesnotfollow."

Actually, they have many efforts to develop their speaking especially in pronunciation, fluency, vocabulary, grammar such as : they practicing English with friends, try to be braver in speaking, making English club, sitting with friends who give support to speak, looking up for dictionary for words, memorizing vocabulary, reading English grammar book, practice English by themself, listening to the radio, listening English conversation cassettes, Asking friend if any difficult words, taking English course, practicing English at home but they still need have effort to solve this problem because that speaking is a tool important to be mastered by people so that can communitationwith the other people, if this skill not addressed then students will find difficulties to communitation idea, opoinion, though, especially at the second semester of English Department in InstitutPendidikanTapanuli Selatan they are still difficult to speak English well.Based on previous explanation, the writer needs to be analyzed the factor make error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is stiil difficult to speak English. The writer conduct this research under the title “ An Error Analysis of Students’ Speaking English performance” (A Study At The Second Semester of English departement in Institut Pendidikan Tapanuli Selatan 2018/2019 Academic Year).

B. Theoretical Description

3. Error Analysis

a.The Definition of Error Analysis

According to Sharman in Irawati (2015: 10), "Error Analysis is a process based on analysis of learner's error with clear objective involving a suitable effective teaching learning strategy and remedial measures necessary in learning clearly marked in areas of the foreign language."

According to Nababan in Rini (2014: 231), "Error is the speaker of the language target subconsciously produces the error so that she/he cannot repair it soon".

2.Cause of error

b. Defenition of Cause of Error

According to Heriansyah (2002: 40), errors can be classified into two causes, there are: linguistic and non linguistic errors.

2) Linguistic Errors

Linguistic errors are caused by the human speech including the units, nature, structure, modification of language. Linguistic error mean pertaining to language interference how it is put together and how is function. It is the scientific of language involves analysing language from, language meaning and development of language in general or of particular language

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such as : lack of vocabulary, lack of grammar knowledge, poor pronunciation, being confused about how to use appropriate words. It means linguistic error is caused by human speech.

2) Non Linguistic Error

Non linguistic errors obligate the students, it is an actual or possible derivation from sentence, which is not associated with signs that have any original or primary intent of communication. In general terms of art used to capture a number of different senses of word meaning independently from its linguistic uses.

Non linguistic cause that influence from outside students' such as: not being brave to speak, not being confident to speak, being afraid of being of making error, being nervous to speak, being mocked by friends, not used to talking in class, difficult to express words or sentence and , confused how to use appropriate word, often forgetting, not being used to talking in class better performance or ability in speaking by other students. It means non linguistic cause that influence from outside students', So the writer concludes that the influence factor on students' speaking English performance consist of two factors that has been explained before.

4. The Nature of Speaking

b. Definition of speaking.

According to Ur (2009: 120), "Speaking seems intuitively the most important: people who know a language are referred to as 'speakers' of that language, as if speaking included all other kinds of knowing: and many if not foreign language learners are primarily interested in hearing to speak".

According to Brown (2000) in Kosar and Bedir (2014: 13), "Successful oral communication in the target language with other speakers serves as a display of successful language acquisition. This statement brings forth the significance of developing speaking skill, indicating competent language learners. Thus, the need to improve students' speaking skills has been intriguing researchers' interest".

b. Indicator of Speaking English Performance

1. `Pronunciation

According to Carmen (2010: 25), "Pronunciation is easy to understand by advanced users of English, pleasant to hear for advanced users of English and easy to pronounce for oneself."

According to Nation and Newton (2009: 93), "Pronunciation is focused on occasionally, perhaps to set goals and activities for individual work".

2. Fluency

According to Carmen (2010: 24), "Fluency comes with time and practice and it should not to be expected in the beginning of learning".

According to Ur (2009: 103), "Fluency activities:

5. The text are usually whole pieces of discourse such as; conversations, stories, etc.
6. Performance is assessed on how well ideas are expressed or understood.
7. Texts are usually used as they would be in real life: dialogue are spoken, articles, and written stories are read.
8. Task often simulate real-life situation".

3. Vocabulary

According to Ur (2009: 60), "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of

vocabulary may be more than a single word: for example, post office and mother in law, which are made up of two or three words but express a single idea.

According to Brown and Abeywickrama (2010: 309), "The content of vocabulary use may vary across generation, formal and informal language, and varieties and dialects of language as well as between non specialized, everyday vocabulary specialized or technical vocabulary".

4. Grammar

According to Ur (2009: 75), "Grammar is sometimes defined as 'the way words are put together to make correct sentences. This is, as we will see presently, an over-simplification, but it is not good starting points and an easy way to explain the term to young learners'".

According to Puspitasari and Kusumastuti (2012:3) "*Grammar merupakan cabang linguistik yang mempelajari sintaksis dan morfologi*".

IV. METHODOLOGY

In this research, the writer choose at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The writer will conduct this research in Institut Pendidikan Tapanuli Selatan (IPTS). It is located in

Jl. Sutan Muhammad Arif Padangsidempuan. The writer interest to get data by using probability sampling in technique of purposive sampling. The informants of this research is 5 informants. This research used qualitative method.

The research used observation, interview, and documentation as instrument. Observation is a technique of collecting data which is used an observation to the object of research, the writer used observation to get a data through video, interview is a conversation between the interviewer and the resource person who aims to get information from the resource person, and the last documentation is used to collect the data that source from good document that there is in the field. In qualitative research, the trustworthiness of data should be check to get the accurate.

Techniques applied in this study using content analysis, and used because the form of this research is descriptive qualitative. In obtaining the data, the writer collect data by using triangulation, the writer does two ways to do the triangulation stage, there are: data processing and validity testing. The next step which done by the writer was analyzing the data, it can be concluded that there are three steps in analyzing the data. First data reduction, second data display, and the last conclusion.

III. RESULT

The students' error in speaking English performance, the writer has four indicators, there pronunciation, fluency, vocabulary, and grammar. For more details the students' error in speaking English performance.

c. Error in pronunciation

From 5 students who become the informants, there were 39 errors in pronunciation with the percentage 57.35%. Based on the informants' answer that errors caused by the students did not know how to pronounce some words, the students would say the words without know the exact meaning and were less practice especially in the classroom, and the pronounce some words very familiar.

b. Error in grammar

From 5 students who become the informants, there were 16 errors with the percentage 25.52%. Based on the informants' answer that errors caused by the students are confused to put some word correct sentence, lack of grammar, translate the Indonesia language to English, and speak English as the word.

c. Error in vocabulary

From 5 students who become the informants, there were 3 errors with the percentages 4.41%. Based on the informants' answer that errors caused

students got difficulties to combine the words, the word is familiar, and have lack of vocabulary.

d. Error in Fluency

From 5 students who become the informants there were 10 errors with percentages 14.70%. Based on the informants' answer that errors caused students were easy to get nervous and afraid to make mistake, often forget, mocked by friend, and less confident they could not focus when speaking. The writer would present the result of errors from 5 informant in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. It would be showed on the table below :

Table 1

The Result from 5 Informants

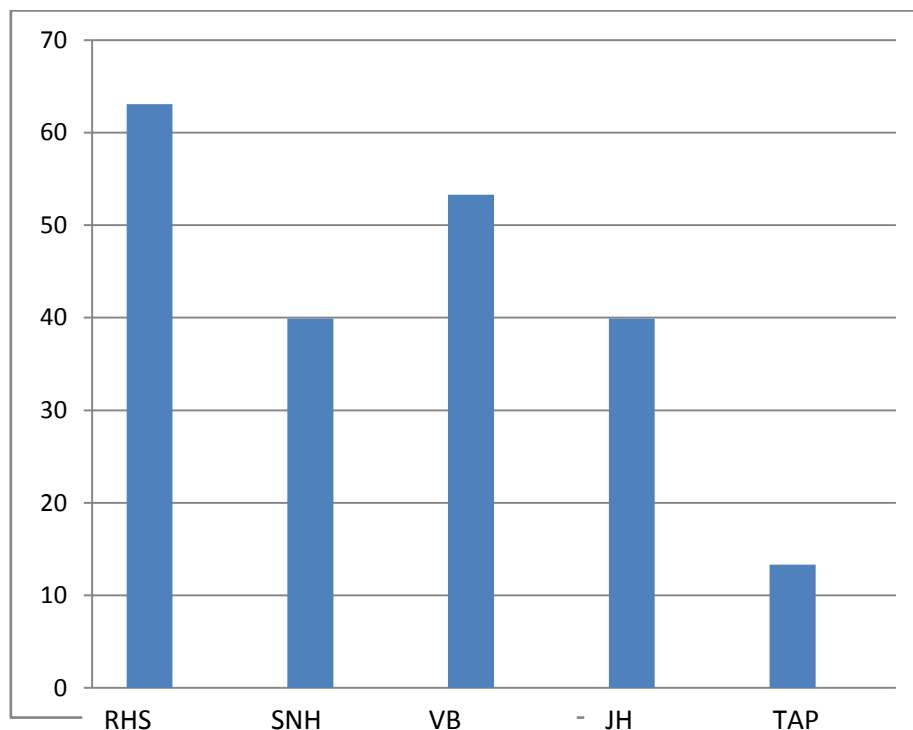
Indicator speaking	Error description	Correction
Pronunciation	Because, god, everyday, I ived, woman, husband, gr ew, cucumber, beatiful, funny, few, than, good, cro w, aple, up, tree, swoop, excited, could, anant, wat er, climb, fell, dove, towar ds, tree, dry, hunter, .was, beatiful, could, temple, du tytroop, finally, cows, hungry, repl y	bl'kpz, gɒd, evrɪdeɪ, I ɪvəd, wʊmən, hʌzbə nd, grəʊ, kju:kʌmbe (r), bju:tɪfl, fʌni, fju: , ðən, gud, krəʊ, i:gl, ʌ p, tri:, swɒp, lk'saɪt, k əd, eɪnænt, wɔ:tə(r), klaɪm, fel, dəʊv, tə'w ə:dz, tri:, dral, hʌntə r, wəz, bju:tɪfl, kəd, te mpl, dju:ti, tru:p, fəɪ nl, keʊs, hʌŋgri,

		ri:pler.
Grammar	She had no, had longpass,there live, the eagle had, from tree to get,her come,she could has sunk, had no seen, he fell on lovePrambanan Kingdomishim asked he fell on lovePrambanan kingdom ishim asked,there live, the eagle have, from tree to got, her come,she could has sunk, had no seen, he fell on lovePrambanan	She had not, had long passed,there lived, the eagle had,fromtreetoget,sh ecome,she could havesunk, had not seenthere lived, the eagle had, from tree to get,she come,she could have sunk, had not seen, he fell in lovePrambanan kingdomwashe askedthere lived, the

	kingdom is Him asked.	eagle had , from tree to get ,hefellin lovePrambanan Kingdomwas he asked.
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The writer concluded that students at the second semester of English department in Institut Pendidikan Tapanuli Selatan make errors in pronunciation (57.35%), grammar (25.52%), vocabulary(4.41%), and fluency (14.70), the high errors students make in pronunciation and grammar. So the students at the second semester of English department in Institut Pendidikan Tapanuli Selatan can classification“ low error” in grammar,vocabulary and fluency but in pronunciation is “ moderate error”.

To make the data display from previous table looked more sample, the writer used the chart as the following:



For the factors causes of speaking English performance was collected from interview at the second semester of English department in Institut Pendidikan Tapanuli Selatan. In interview process, the writer has given ten questions about the factors of students' error in speaking English performance, the writer deliberately asked the students' to answer caused of errors students' in speaking English performance. And on the interview above, the factor happen at the second semester is linguistic and non linguistic factor but the domain cause from non linguistic factors.

IV. DISCUSSION

In this research, the writer used observation to know how the is the students' speaking English performance, what are the students' errors in speaking English performance, what factors do they make students error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan.

Based on the result it can be seen that at the second semester of English department in Institut Pendidikan Tapanuli Selatan did all make errors. And can be concluded that the dominant errors in students' speaking English performance in pronunciation 39 errors with percentages (57.35%) and grammar 16 errors with percentages (23.52%). Then the writer also knows that factors caused happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic factors but the dominant factor from non linguistic.

If we compared this research with the review related findings of some researches which have been conducted and result show that the highest most is about grammar. The first, Irawati Heni (2015), the result of his study that grammar is highest errors showed were 37 or 19.2 % errors. And the second second by Rini Setia (2014). The finding showed the error analysis on the students of English department speaking scripts pronunciation was (60.85). So the writer concluded that pronunciation and grammar very important to each in speaking skill,

thus the students will be to develop their speaking skill especially in speaking English performance.

In contrast to the previous research, it is some similarities in methodology and object in the research of students' error in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. The result of research will be obtain with observation, interview, and documentation.

V. CONCLUSION

Based on the results in previous chapter, the writer would like to describe conclusions from this research as follows:

1. The students' speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan. Based on the 5 informants RHS 63.1%, VB 39.9%, SNH 53.3%, JH 39.9%, TAP 13.3%. So it can be categorized " bad ".

4. Speaking errors made by students which found by the writer are pronunciation, vocabulary, grammar, and fluency. The percentage of pronunciation errors are 57.35 %, grammar errors are 23.52%, vocabulary error are 4.41%, and fluency errors are 14.70%. But the

most dominant errors which found in pronunciation 57.35%, and grammar 23.52%. So it can be categorized “ low”.

5. The factors which caused errors speaking in English performance, based on the answer of interview to the 5 informants, the writer concludes the factors happen in speaking English performance at the second semester of English department in Institut Pendidikan Tapanuli Selatan is linguistic and non linguistic but, the dominant factor happen is linguistic factor.

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Behne (2010:1) “ The main idea of a passage is often stated in a stated in a sentence within the passage.

5. Social Function

Knapp and Watkins (2005:220) "Narrative has a powerful social role beyond of medium entertaint".

6. Generic Structure

P (2007:80-81) states that the elements of narrative text consist of Orientation, evaluation, complication, resolution.

7. Language Features

Knapp and Watkins (2005:221) explain the lexicogrammatical features on narrative text, they are 1) action verbs, for example: One day the man and his son went collecting fire-wood. 2) temporal connectives, for example: we then looked at some games and equipment.

Based on the explanation above, the researcher can concluded that, the indicators of reading comprehension consist of seven they are topic, topic sentence, main idea, supporting details, social function, generic structure, language features.

2. Teaching Visual Media

Teaching media is the kind of aids that has important function inteaching process. According to Sadiman et all (2009:28) " Visual Media is necessary for a given learning situation becomes the basis for media selection". It means that the visual media consists of some kind, they are

picture, diagram, chart, graphs, poster. Though this aspect, the media can be seen by students. It make this media called visual media. It means that every person, material, tool or event that can create conditions that allow students to receive knowledge, skill and attitudes.

a. General Principles of Visual Media

Visual Media is very important in the learning process and has general principles to used. According to Arsyad in Aritonang (2008:81) there are some general principles of visual media,such as:1)Integrations, referring to the relationship that exist between the visual elements that when functioning together, 2)Form, strange or unfamiliar form from students can generate interest and attention, 3) Colors, colors must be clear,in order to obtain a good impact for students, 4) Emphasis, Visual representation requires emphasis on one elements that will focus students' attention, 5) Simplicity refers to more a little numbers.Because it makes it easier for students to grasp and understand the message presented visually.Based on the explain above the researcher concluded that general principles of visual media is that effort the visual as simple as possible that to improve their memory, and so that can improve the learning process.

b. Advantages and Disadvantages of Visual Media

Visual media have that Advantages of learning process. Anita et al (2008:5.6) that advantages of visual media in learning process, they are: 1) Cause attraction for students, 2) easier students understanding, 3) Clarify the important parts, 4) abbreviate a description. Based on the explanation above, the researcher takes a conclusion that Advantages of visual media in the learning process is to facilitate the interaction of teachers, gets the attention of the participants, helps in oral communication and students with the intention of helping students learn optimally.

c. Characteristic and Kinds of Visual Media

1) Picture

Picture refers to a kind of media or learning that show picture of someone or something. Anita et al (2008:5.5) states that Picture is divert the learning from the level of learning with the symbol of words to a more concrete level.

2) Chart

Chart refers to a kind of media or learning that show chart of someone or something. According to Anita et al (2008:5.10) Chart is a picture of something that is described with lines, pictures and words. To demonstrate a subject that shows a relationship, development or comparison about something.

d. Steps of Using Visual Media

Based on the explanation above, the research concludes that steps of using visual media there are six, 1) Try visual as simple as possible by using line, drawing, cartons, chart and diagrams, 2) Visual is used to emphasize target information (which contains text) so that learning can be carried out properly, 3) Color must be used realistically, 4) Color and shadowing are used to direct attention and distinguish components, 5) Visual projected must be readable and easy to read, 6) Emphasize clarity and accuracy in all visuals. The steps of using visual media can create a nice condition and a good design of material. It can make the students feel enjoy to join the class and do not feel bored.

II. METHODOLOGY OF THE RESEARCH

The research takes place in SMA Negeri 1 Sibabangun that located on Jl.MSoripadaKab. Tapanuli Tengah. The headmaster of this school is KasnoM.Pd and the teacher of English are AlimatuSakdiyah, S.Pd, JulkifliS.Pd and NurhayatiS.Pd.

In this research, the researcher uses the experimental method. According to Sugiyono (2014:334) experimental research methods can be interpreted as research methods that are used to find the effect of certain treatment on other under controlled condition.

design it can be seen clearly from pre-test experimental method to O1 X O2 get the data dependent and independent variables. The writer uses experimental research because to find out the cause effect relationship between the variables.

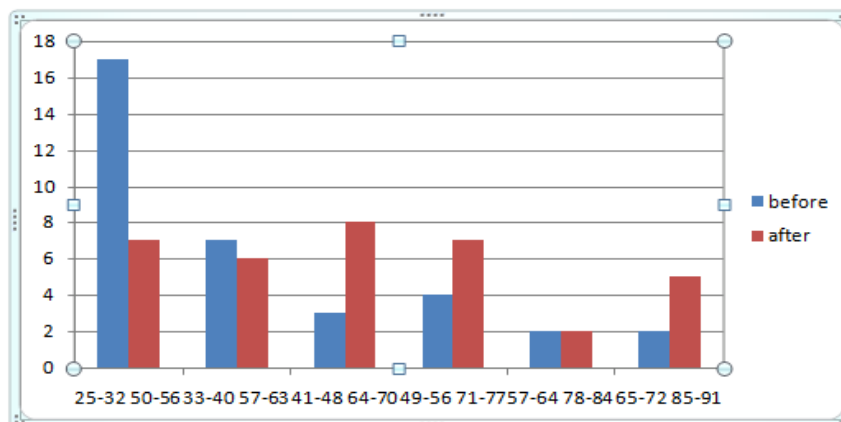
The population in this research is all of the eleventh grade students of SMA Negeri 1 Sibabangun which consist of 196 students. And sample are 35 students. To taking the sample, the researcher used purposive sampling technique. Sugiyono (2014: 178) said that instrument is a tool use measure and social phenomena observed. The researcher used observation sheet and test.

In this research, to collect the data the researcher gives test to the students. While, the kinds of test that used as instrument to collect the data about students' reading comprehension of narrative text are multiple choice tests.

III. RESULT

Based on the data analyzed of the observation sheet about the application Visual Media on students Reading Comprehension of Narrative Text at the eleventh grade students of SMA Negeri 1 Sibabangun through 12 aspects of observation, obtain an average score 3.7. it was categorized "Very Good". The pretest and posttest, the researcher calculated the scores highest

score was 70 and 90, the lowest was 25 and 50. The mean score of Reading Comprehension of Analytical Exposition Text before and after Visual Media at the eleventh grade students of SMA Negeri 1 Sibabangun was 38.3 and 68.2, it was categorized "Fail and Enough". The description of the different data of before and after using Visual Media can be seen in the following histogram.



Based on the histogram above, it can be concluded that the students' achievement in reading comprehension of narrative text had been increased. It can be proved that after taught by Visual Media the students got the mean score about 68.2 that was categorized "Enough" in the interval 64-70 and before they only got 38.3 categorized "Fail" in the interval 25-32. The total students that got this category were 8 students.

IV. DISCUSSION

Based on the observation sheet result of Visual Media on Reading Narrative Text Ability, the researcher found the score 3.7 the score is categorized "Very Good". Furthermore, the result of the students' Reading Comprehension of Narrative Text before using Visual Media was 38.3 categorize "Fail". And was 68.2 categorized "Enough". From the result t_{test} also proven that t_{test} is higher than t_{table} ($t_{test} 9.92 > t_{table} 2.03$). So the

hypothesis is received. The researcher concludes that the students' reading comprehension of narrative text after taught Visual Media higher than before using Visual Media at the eleventh grade of SMA Negeri 1 Sibabangun 2019/2020.

By looking the relevant studies which had been discussed in chapter II .Laraswati and Suhartono (2016) Studied "The Use of Visual Media in Teaching Writing at eleventh grade of SMA Muhammadiyah Kediri". From the research, the application of Visual media in Teaching Writing at Eleventh Grade of SMA Muhammadiyah Kediri, the researcher could know that the students enjoyed the teaching and learning process when the teacher applied visual media. It is deals with the researcher give a question and 67.76% students answer yes than 32.24% students answer no.

From the explanation above, the researcher concludes that Visual Media can increase the students in writing and also reading too. Comparing the several previous related research with this research. Laraswati and Suhartono got the average score after using visual media 67.76 categorized "Enough". In this research, the researcher got the mean score after using Visual Media was 68,2 categorized "Enough". It means that Visual Media was suitable to be used to increase the students' achievement in Reading comprehension narrative text.

CONCLUSION

Based on the result of the research, the researcher draws the conclusions that the score of the students achievement in reading comprehension narrative text at the eleventh Grade SMA Negeri 1 Sibabangun, the researcher concluded that :

- a. The application of Visual Media on students' Reading Comprehension of Narrative text at the eleventh grade of SMA Negeri 1 Sibabangun is categorize "Very Good" because it shows that the mean of the students score is 3.7.
- b. The students' Reading comprehension narrative text before and after using Visual Media at the eleventh grade of SMA Negeri 1 Sibabangun is 38.3 categorize "Fail" and 68.2 categorize "Enough".
- c. There is any significant effect of Visual Media on students' Reading comprehension of Narrative text at the eleventh grade of SMA Negeri 1 Sibabangun 2019/2020 Academic Year. It can be seen from the score of the t_{test} is higher than t_{table} ($t_{test} 9.92 > t_{table} 2.03$). So, the alternative hypothesis of this research can be accepted.

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INITIATION, RESPONSE, AND FEEDBACK (IRF) PATTERNS USED BY THE TEACHERS AND LEARNERS IN ESP SPEAKING CLASSES AT THE UNIVERSITY OF MUHAMMADIYAH MALANG

Oktaviana M.F.Q. Bobe

STKIP Sinar Pancasila Betun

Email: Viaqueiros@gmail.com

Abstract: *This research was intended to analyze the IRF patterns used by the teachers and learners and to investigate the gender differences of the teachers and learners in using the IRF patterns. This research employs descriptive qualitative method especially in the form of conversation analysis. The subjects of this research were four teachers and their learners of different gender from ESP speaking classes at the University of Muhammadiyah Malang. The data were collected by using the video recording, observation field note, and interview guide. The findings show that all the patterns are used by the teachers and learners, they are, elicitation, directive, and informative from initiation move, then reply, react, and acknowledge from response move, and followed by accept, evaluate, and comment from feedback move. Additionally, the interaction in the classroom was not following the rigid IRF patterns. Regarding the gender differences, the male teachers provided equal initiation and feedback towards the male and female learners, whereas the female teachers provided more initiation to the male learners and delivered limited feedback. Besides, the learners who were taught by the male teachers offered equal response, meanwhile the classes who were taught by the female teachers showed that the male learners provided more response than females.*

Keywords: *English for Specific Purpose, Initiation, Response, and Feedback (IRF) Patterns, Gender differences, the Teaching of Speaking.*

Abstrak: Penelitian ini bertujuan untuk menganalisis pola (IRF) yang digunakan oleh pengajar dan mahasiswa dan menyelidiki perbedaan gender dari pengajar dan mahasiswa dalam menggunakan pola (IRF). Penelitian ini menggunakan metode kualitatif deskriptif khususnya dalam bentuk analisis percakapan. Subyek penelitian ini adalah empat pengajar dan 40 mahasiswa dari gender yang berbeda dalam kelas berbicara bahasa Inggris untuk keperluan khusus di Universitas Muhammadiyah Malang. Data dikumpulkan dengan menggunakan rekaman video, catatan observasi lapangan, dan panduan wawancara. Temuan ini menunjukkan bahwa semua pola (IRF) digunakan oleh pengajar dan mahasiswa, yaitu *elicitation*, *directive*, dan *informative* dari langkah inisiasi, kemudian *reply*, *react*, dan *acknowledge* dari langkah respon, dan diikuti oleh *accept*, *evaluate*, dan *comment* dari langkah umpan balik. Sebagai tambahan, interaksi yang terjadi di dalam kelas tidak sepenuhnya mengikuti urutan pola (IRF). Mengenai perbedaan gender, pengajar laki-laki

memberikan inisiasi dan umpanbalik yang setara kepada mahasiswa laki-laki dan perempuan, sedangkan pengajar perempuan memberikan lebih banyak inisiasi dari pada umpan balik. Selain itu, mahasiswa yang diajar oleh pengajar laki-laki memberikan response yang sama, sedangkan mahasiswa yang diajar oleh pengajar perempuan menunjukkan bahwa mahasiswa laki-laki lebih banyak memberikan respon daripada perempuan.

Kata kunci: Bahasa Inggris untuk Keperluan Khusus, Pola Inisiasi, Respon, dan Umpan Balik, Perbedaan Gender, Pengajaran Berbicara.

I. INTRODUCTION

For EFL learners, speaking is one of the important skills which has to be obtained. The learning of English is not only aimed at how they can understand the foreign language uttered or written, but also expected to enable people to communicate accurately and fluently. As stated by Khomarudin (2012), in EFL classroom, most of the learners expect themselves to produce the English language orally to acquire the goal of learning English. It is not only the fluency, but also the accuracy to build good communication in the teaching and learning process.

Regarding the aims and the expectations of learning speaking, the learners need help through the teaching of speaking. The teaching of speaking has a fundamental role in aiding the learners to communicate in English. Hutchinson and Waters (2000) illuminate that the teaching of speaking is necessary to aid the learners to achieve their needs in order to enrich the quality of their interactive life or work. It means that teacher can support the learners to advance their speaking skill so they are able to cooperate with others.

Nonetheless, recent studies showed that there are some issues regarding the teaching and learning process of speaking. Alonso (2014) found that the teachers did not invite the learners to speak with both their friends and the teachers themselves using English. Furthermore, Brown (1994) found that in the classroom, the learners sometimes did not get questions from the teachers although it was needed in the classroom to enhance their oral

communication. He appended that the success of a classroom depends on the questions and feedbacks given by the teachers.

Concerning the issues about the teaching of speaking, the Initiation, Response and Feedback (IRF) patterns could be as an alternative solution for the teachers in encouraging the learners to speak in the classroom. This was because the teachers could use the interaction patterns regularly to engage the learners' participation by giving their opinion and idea orally and enhance their oral communication. These patterns are developed by Sinclair and Coulthard (1975) for classroom discourse with the rank scale to deal with three sequences of classroom interaction.

Initiation is the first turn to acquire the response in teaching exchange between the teacher and learners. Sinclair & Coulthard (1992) illuminate that to initiate means to make the first move by leading, asking, requesting, and introducing the idea or concept to declare one's own will and to gain the response. They categorized initiation move into three classes of act which possibly occur in the spoken discourse, they are *elicitation*, *directive*, and *information*. *Elicitation* is known as a question, and its function is to request linguistic response. *Directive* is known as a command which is used to request the non-linguistic response. *Informative* is used to give the idea, opinion, or new information to the learners.

Response is an action which is given after the initiation that has been delivered. Sinclair & Coulthard (1992) explain that to respond means to take action after an initiation, to counter, to amplify or to react to ideas which have

already been expressed, to conform or even to comply to the will expressed by others. It is divided into three classes of act, they are *reply*, *react*, and *acknowledge*. *Reply* is recognized as a statement which is established to respond the questions or the elicitation. *React* is given by the learners to the teacher's direction. *Acknowledge* is identified as a verbal or non-verbal response which indicates that the learners have listened or understood the teachers' information.

Feedback is a follow up move provided by the teachers for learners' answer to let them know whether their answer is correct or incorrect. Sinclair & Coulthard (1992) divide feedback into three classes of act, they are *accept*, *evaluate*, and *comment*. *Accept* is realized as a closed class of items such as "yes, no, good, fine" with neutral and low intonation or the repetition of the learners' reply. *Evaluate* is realized by the statements or tag questions to the learners' reply with high intonation to request the learners' correct answer. Comment is used to exemplify, expand, justify and provide the additional information to the learners' answer.

Besides, the IRF patterns in one classroom might be different from that in other classrooms. There were some factors affecting the use of IRF patterns in the classroom interaction. One of the factors was gender differences. Gender refers to the role of a male and female in society (Sunderland, 1999). Santrock (2001) defines gender as the broad categories that reflect the impressions and beliefs about the behaviour that is appropriate for male and female. It relates to the attitude, action, and expression typically

associated with either males or females. Thus, gender is not about being male or female but how the expression, behaviour, and characteristics come from male and female in interacting with others.

The way how they communicate can be different from each other. Males might have diverse manners of using the language and vice versa. The female teachers might be more attractive in engaging learners to participate in the classroom, and the male learners might be more eager in responding to the teachers' initiation. AsRashidi (2010) found that female teachers provided more positive feedback in which we know as the third move to the learners, and they gave more inspiration than male teachers. Meanwhile, male learners more enthusiastic in answering the teachers' questions.

Hence, the researcher is interested to conduct this research in order to analyze the IRF patterns used by the teachers and learners in contributing in ESP speaking classroom and the way the teachers and learners of different gender used the IRF patterns.

II. METHODOLOGY OF THE RESEARCH

This research belongs to descriptive qualitative method especially in the form of Conversation Analysis (CA). It was conducted at the University of Muhammadiyah Malang, especially in ESP speaking classes. The University was chosen because it provides many ESP programs, and has many teachers and learners of different genders. Besides, it is one of the favorite private colleges in Malang which means that it is able to offer the data about the interaction patterns. Regarding the subjects, two male and two female novice

teachers from ESP speaking classes and the learners who were taught by them participated in this research from two departments and four classes of ESP program; Psychology (Class A and C) and Law (A and D). In collecting the data, the researcher used observation and interview techniques with the instruments of video recording, observation field note, and interview guide. Besides, there were some steps in collecting the data, first is locating the site, purposefully sampling, gaining access from the participants, observing the teaching and learning process, recording the teaching and learning process, interviewing the teachers and learners. In analyzing the data, the researcher transcribed the video, identified the IRF patterns, coded the IRF patterns based on their types, counted the types of IRF patterns, tabulated the types IRF patterns, drew the conclusion.

III. RESULT

The findings of this research are presented based on the research problems. They are: (1) the types of IRF patterns used between teachers and learners, (2) the gender differences of teachers and learners in using IRF patterns.

1. The types of IRF patterns used in ESP speaking classes

The research findings indicated that the teachers and learners used various head acts of IRF patterns during the teaching and learning process. Based on the result of data analysis, there were three head acts, the first is Initiation with its classes of acts, *elicitation*, *directive*, and *informative*, then

Response with its classes of acts, *reply*, *react*, and *acknowledge*, and followed by Feedback with its classes of acts, *accept*, *evaluate*, and *comment* as proposed by Sinclair & Coulthard (1992). The detail explanation is provided below.

Based on the result of the data analysis, it was found that the teachers used Initiation move to open up the sequence in the classroom interaction. This move was sometimes used by the learners to ask the teachers' response. There were three classes of acts used in the classroom, namely, *elicitation*, *directive*, and *informative*.

Regarding the response, the finding of data analysis showed that Response was frequently expressed by the learners. It was used to react, answer to the ideas which had been already expressed. The Response was also delivered by the teachers when the learners asked some questions. There were three classes of acts, they are *reply*, *react*, and *acknowledge* which were found in the classroom interaction.

Furthermore, based on the result of the finding, it was found that the teacher used various types of Feedback during the classroom interaction. There were three types of feedback, namely, *accept*, *evaluate*, and *comment*.

To sum up, all types of IRF patterns were used during the classroom interaction between the teachers and learners and it was not following the rigid IRF patterns in which after the last turn, the learners still offered the *acknowledge* act.

2. The Gender Differences of Teachers and Learners in Using IRF Patterns

After doing the observation, the researcher found that there was a difference between the male and female teachers and their learners in using the IRF patterns. The data is presented below. The finding indicated that the use of IRF patterns was different based on gender differences. Below is the summary of the use of IRF patterns between the male teachers and their learners during the classroom interaction.

Table 1. The Frequency and Percentage of Male Teachers and Their Female-Male Learners in Using the IRF Patterns

Head acts	Classes of acts	No. of occurrence (Male teachers)	Percentage	No. of occurrence (Female learners)	Percentage	No. of occurrence (Male learners)	Percentage
Initiation	Elicitation	126	33.2 %	8	4.2%	6	3.5%
	Directive	10	2.6%	0	.0%	0	.0%
	Informative	44	11.6 %	0	.0%	0	.0%
Response	Reply	10	2.6%	149	78.5 %	134	78.4 %
	React	0	.0%	10	5.2%	10	5.9%
	Acknowledge	0	.0%	23	12.1 %	21	12.2 %
	Accept	111	29.3 %	0	.0%	0	.0%
Feedback	Evaluate	48	12.7	0	.0%	0	.0%

	Comment	30	8%	0	.0%	0	.0%
	Total	379	100%	190	100%	171	100%

For the **Initiation** move, the finding showed that the male teachers preferred to use the *elicitation* with a percentage of 33.2%. In addition, the female and male learners also used the *elicitation* with the function of asking the information that they did not know. It took a percentage of 4.2% of the females and 3.5% of the males which means that there was a little difference between female and male learners regarding the *elicitation* used.

Concerning the **Response** move, the learners mostly used *Reply* act to respond the teachers' first move. It was seen by a portion of 78.5% of the female learners and 78.4% of the male learners.

The last part is the **Feedback** used by the male teachers were also as much as the *elicitation* or questions posed by the teachers. It took the percentage of 29.3% of *Accept*, 12.7% of *evaluate*, and 8% of *comment*.

In short, the male teachers provided the equivalent questions and feedback to the learners' answer during the classroom interaction. In addition, the response which was given by the female and male learners was almost the same.

Furthermore, below is the summary of the use of IRF patterns between the female teachers and their learners based on the data analysis.

Table 2.The Frequency and Percentage of Female Teachers and Female-Male Learners in Using IRF Patterns

Head acts	Classes of acts	No. of occurrence (Female teachers)	Percentage	No. of occurrence (Female learners)	Percentage	No. of occurrence (Male learners)	Percentage
Initiation	Elicitation	164	54.1%	5	4.3%	8	4.9%
	Directive	9	3 %	0	.0%	0	.0%
	Informative	25	8.2%	0	.0%	0	.0%
	Reply	19	6.2%	85	72.6%	125	77.2%
Response	React	0	.0%	9	7.7%	9	5.6%
	Acknowledge	0	.0%	18	15.4%	20	12.3%
	Accept	53	17.5%	0	.0%	0	.0%
Feedback	Evaluate	6	2%	0	.0%	0	.0%
	Comment	27	9%	0	.0%	0	.0%
	Total	303	100%	117	100%	162	100%

The finding showed that the female teachers also used more *elicitation* as the first turn or the **Initiation** during the classroom interaction with a portion of 54.1%. Thereunto, the learners also delivered several *elicitation* to the teachers but it was not much diverse with a percentage of 4.3% of the females, whereas 4.9% of the males.

Regarding the **Response**, the male learners gave a little more answers by using the *reply* act to the teachers' *elicitation* with a percentage of 77.2%,

while the females have a percentage of 72.6%. It is because the female teachers provided more questions to the male learners.

For the third move or **Feedback**, it was delivered not as much as the questions provided with a portion of 17.5% of *accept*, 2% of *evaluate*, and 9% of *comment*.

In summary, the finding revealed that the female teachers provided more questions and delivered limited feedback. Whereas, the male learners delivered a little more response towards the teachers' question but there is not significance difference.

IV. DISCUSSION

In connection with the first research question, the finding showed that all types of IRF patterns were used by the teachers and learners, they are, *elicitation*, *directive*, and *informative* as the **Initiation** move, then *reply*, *react*, and *acknowledge* as the **Response**, after that *accept*, *evaluate*, and *comment* as the **Feedback**. However, the interaction in the classroom was not following the rigid IRF patterns in which after the last turn, the learners still offered the *acknowledge* act. Later, the *accept* act was given to the learners' reaction. Sinclair & Coulthard (1992) elucidate that feedback is the last turn given by the teachers toward the learners' answer, and *acknowledge* is used to respond the teachers' information. They also explain that the *accept act* is realized as the closed class which is used to the learners' *reply*. Their explanation is not the same as the researcher's finding, therefore, the researcher concluded that

the interaction that happened in the classroom was not always following the rigid patterns.

Based on the finding, the **Initiation** that consists of *elicitation*, *directive*, and *informative* were delivered by the teachers as the first turn to open up the sequences in the classroom interaction to invite the learners to speak, request the learners to do something, and deliver information. The similar finding was also found by Marzban (2012) who discovered that the initiation was the first contribution of the teachers. Besides, the researcher also found that sometimes the learners also initiated the teachers several questions to ask a certain information.

Afterwards, regarding the second turn or **Response** which consists of *reply*, *react*, and *acknowledge* was produced by the learners to answer the teachers' question or to indicate that they have listened and understood the teachers' command and instruction. Lei (2009) found that the second turn was always given by the learners to respond the teachers' question. Yet, the researcher discovered that the response was sometimes given by the teachers if the learners initiated a question. Hence, the response was not always given by the learners.

After the second turn, there was **Feedback** which consists of *accept*, *evaluate*, and *comment* which were provided by the teachers toward the learners' response. This finding is similar with Nassaji & Wells (2000) who indicated that feedback refers to the third turn given by the teachers as a perception to the learners' answer. From the research finding, it could be

concluded that generally all they types of IRF patterns were used by teachers and learners. Moreover, IRF patterns were the common patterns used by the teachers and learners during the classroom interaction.

Regarding the second question related to the gender differences of teachers and learners showed that there was a difference. Based on the data, the male teachers provided equal interactive to the male and female learners. It was signified by the initiation given by the teachers to the learners were the same and the response given by the learners of different genders were almost the same. The similar finding was found by Sadker&Sadker (2000) that the interaction between male teachers and the learners of different genders was equally. Besides, regarding the IRF patterns, the male teachers mostly used *elicitation* act as the initiation with a percentage of 33.2% to ask questions and examine the learners' knowledge. Afterwards, the *accept* which is known as feedback mostly delivered by the male teachers with the portion of 29,3%, and followed by 12,7% of *evaluate*, and 8,0% of *comment*. It was used as the feedback to provide the perception towards the learners' answer from the teachers' elicitation. From the finding, the researcher concluded that the male teacher provided equal elicitation and feedback to the learners. This was contrast with Mannysalo (2008) who indicated that the male teachers provided more questions and gave limited feedback to the learners. Furthermore, regarding the gender differences of learners, they gave more *reply* act as the response to the teachers' elicitation. Both males and females had not significance difference in replying the teachers' *elicitation*. It was seen by a

portion of 78.5% of the females and 78.4% of the males. They all were active in answering the teachers' question. It was contrary with Yepez (in Hassakhah and Zamir, 2013) who found that the male learners gave more response towards the male teachers' question.

Concerning the female teachers, the researcher found that they tended to interact more with the male learners. It was also obtained by Jones (2000) that the female teachers interact more with the male learners by initiating them more questions. Related to the IRF patterns, the female teachers provided more elicitation or questions and offered limited feedback to the learners of different genders. It was revealed with a percentage of 54.1% of *elicitation* as the initiation and 17.5% of *accept*, 2.0% of *evaluate*, 9.0% of *comment* as the feedback which was given to the learners. This finding was diverse from Rashidi (2010) who discovered that the female teachers provided more positive evaluation as the feedback to the learners' answer. With regard to the response, the male learners delivered a little more response by using the *reply* act to the female teachers' initiation. It was seen by the percentage of 77.2% of the males, and 72.6% of the females. Rashidi (2010) also found that the male learners more likely to interact with their teachers rather than females. From those findings, the researcher concluded that gender played an important part in the classroom interaction especially the gender differences of teachers.

CONCLUSION

Based on the research findings, some conclusions regarding the types of IRF patterns between the teachers and learners, and gender differences in using the patterns can be taken as follows.

Firstly, all of the types of IRF patterns were used by the teachers and learners, and they were the common patterns found in the classroom interaction. Nevertheless, the interaction in the classroom was not following the rigid IRF patterns because there was an acknowledge act given by the learners towards the teachers' feedback in which it had to be delivered to the teachers' initiation. Additionally, accept was delivered to the learners' reaction in which it had to be offered to the learners' reply.

Secondly, regarding the gender differences in using the IRF patterns, the male teachers interacted with both male and female learners and provided equal initiation and feedback to the learners, whereas the female teachers tended to interact more with the male learners and initiated more questions than providing feedback to the learners. Related to the learners, both male and female gave their equal response to the male teachers, while the classroom who were taught by female teachers showed that the male learners offered a little more response than females.

In accordance with the findings, some suggestions are proposed to the teachers, learners, and further researchers. The suggestions are presented below.

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IMPROVING THE RESULT OF LEARNING ENGLISH BY USING PROBLEM SOLVING APPROACH

Fatimah Sari Siregar

SMP Negeri 2 Padangsidempuan

e-mail : fatimah@gmail.com

Abstract: *This research begins with the problem of learning English in class VII of SMP Negeri 2 Padangsidempuan where most students are less interested in learning and have difficulty understanding English learning materials, so the learning outcomes obtained by students are low. Therefore, to improve student learning outcomes in English language learning a Problem Solving Approach is applied to VII grade students of SMP Negeri 2 Padangsidempuan. This research is a classroom action research using a qualitative approach. This research was carried out at SMP Negeri 2 Padangsidempuan with research subjects of Grade VII students totaling 20 students. The instruments used to collect data were in the form of observation sheets, documentation and test results of learning. Data obtained in the study were analyzed using qualitative and quantitative data analysis. this is done in two cycles and each cycle consists of one meeting. Based on the results of research in learning English using the Problem Solving Approach seen an increase in student learning outcomes. From the analysis of student learning outcomes showed a significant improvement, where from the results of the end of the first cycle test, the average value obtained by students reached 6.4 with completeness of 60%. While in the second cycle has increased, where the average class reached 8.2 with a classical completeness of 85%. Thus it can be concluded that the use of the Problem Solving Approach can improve English learning outcomes of Grade VII students of SMP Negeri 2 Padangsidempuan.*

Keywords: *Learning English; Approach Problem Solving, method; Classroom Action Research*

Abstrak: Penelitian ini berawal dari permasalahan dalam pembelajaran Bahasa Inggris di kelas VII SMP Negeri 2 Padangsidempuan dimanasebagian besar siswa kurang berminat belajar dan mengalami kesulitan dalam memahami materi pembelajaran Bahasa Inggris, sehingga hasil belajar yang diperoleh siswa pun rendah. Oleh karena itu, untuk meningkatkan hasil belajar siswa dalam pembelajaran Bahasa Inggris diterapkan Pendekatan Problem Solvingpada siswa kelas VII SMP Negeri 2 Padangsidempuan. Penelitian ini merupakan penelitian tindakan kelas dengan menggunakan pendekatan kualitatif. Penelitian ini dilaksanakan diSMP Negeri 2 Padangsidempuan dengan subjek penelitian siswa kelas VII yang berjumlah 20 orang siswa.Instrumen yang digunakan untuk mengumpulkan data berupa lembar observasi, dokumentasi dan tes hasil belajar.Data yang diperoleh dalam penelitian dianalisis dengan menggunakan analisis data kualitatif dan kuantitatif.Penelitian ini dilaksanakan dalam dua kali siklus dan setiap siklus terdiri dari satu kali pertemuan. Berdasarkan hasil penelitian dalam pembelajaran Bahasa Inggris menggunakan Pendekatan Problem Solving terlihat peningkatan hasil belajar siswa. Dari analisis hasil belajar siswa menunjukkan peningkatan yang signifikan, dimana dari hasil tes akhir siklus I, nilai rata-rata yang diperoleh siswa baru mencapai 6,4 dengan ketuntasan 60%. Sedangkan pada siklus II mengalami peningkatan, dimana rata-rata kelas mencapai 8,2dengan ketuntasan klasikal sebesar 85%.Dengan demikian dapat disimpulkan bahwa penggunaan Pendekatan Problem

Solving dapat meningkatkan hasil belajar Bahasa Inggris siswa kelas VII SMP Negeri 2 Padangsidempuan.

Kata Kunci : Pembelajaran Bahasa Inggris; Metode Pendekatan Pemecahan Masalah; Penelitian Tindakan Kelas

I. INTRODUCTION

Education is one of the determining factors in efforts to improve the quality of human resources. Education always strives for better human life that is needed for life in the future. Education plays an important role in the context of developing the intellectual life of the nation. Therefore the government implements a national education system that is oriented towards improving the quality of education.

Quality education will produce quality human beings and having good character. This is in accordance with the objectives of education according to the National Education System Law (UUSPN) No. 20 of 2003 article 3 (in Vienna, 2008: 2), which states that the National Education aims to develop capabilities and shape the character and per dignity of the nation in order to educate the life of the nation, and aims to develop the potential of students to become human beings who believe and devoted to God Almighty, noble, physically and mentally healthy, competent, creative,

independent, and become citizens of a democratic and responsible.

As part of a global society, the need for foreign languages is very much needed. Current global developments make English as an intermediary language that is used in almost all parts of the world. Thus, learning competitive languages must be done early. Starting from the level of elementary school education (SD), which continues on an ongoing basis at the secondary level (junior and senior high) to the college.

The approach is a way or effort in approaching or conveying something that is desired. Likewise in the learning process, the approach is a starting point or reference for a teacher towards learning to be done. According to the Ministry of National Education (in Alben, 2006: 69) states that the approach is a series of patterned or organized actions, based on certain principles such as: philosophical basis, psychological principles, didactic principles that are systematically directed at the goals to be achieved. The use of the right approach in the learning process of English is expected that students can experience all stages of learning and

can form students who are active and creative in the learning process.

Based on the writer's observation in class VII of SMP Negeri 2 Padangsidempuan, student learning outcomes for learning English are still not satisfactory, where the average value of students is still below the minimum standards set by the school. In the learning process, student activities seem passive and are just accustomed to listening to the teacher's explanation and noting things that are considered important. When learning takes place, students do not dare to ask the teacher even though there are subject matter that is not understood. Students listen more and wait for the teacher's presentation rather than find and discover for themselves the knowledge and skills they need. As a result, students do have a lot of knowledge, but students are not trained to find that knowledge themselves, and are not trained to develop that knowledge independently.

In addition, the learning process that has taken place so far has not been optimal, where students are less active in the learning process, students are less able to develop their interest in learning, students are less able to realize knowledge in real life, and

students' critical thinking skills cannot be developed, so is reasoning power students in solving problems less can be developed. This will have an impact on student learning outcomes, namely learning outcomes become low with an average value of 65.

Based on the phenomena found in learning, it can be concluded that so far the process of learning English in general only emphasizes curriculum achievement and textual delivery only, and lacks the ability to develop learning abilities. For this reason, there needs to be a change of mindset for education managers, especially teachers, as the spearhead of implementing the curriculum that directly confronts students. The change in mindset consists of changes in learning patterns and assessment techniques. The teacher-centered mindset becomes the student-centered mindset. In addition, in learning English students are also required to be able to apply the knowledge gained in solving problems they face in their daily lives.

In order to realize the optimal learning objectives of English and improve the learning outcomes of Grade VII students of SMP Negeri 2 Padangsidimpuan, the author tries to use the Problem

Solving Approach in the process of learning English. Because English is one of the subjects that is designed to be systematically integrated, comprehensive, to achieve the objectives contained in these English subjects. In addition, English also educates and provides basic abilities for students to develop themselves according to their talents, interests, abilities and the surrounding environment and discuss the relationship between humans and the environment where students grow and develop with various problems that occur in the surrounding environment.

The use of the Problem Solving Approach in English subjects can be done by activating students during the learning process, because during the learning process students are aware of, formulate, analyze, formulate hypotheses or temporary answers to problems, look for data to draw conclusions about a problem. In the Problem Solving Approach students are faced with various kinds of problems or problems, thus students are expected to try to mobilize all the capabilities possessed both thoughts, feelings and enthusiasm to find solutions to the problems they face until the students find a conclusion of the problem that occurs.

1.1 Learning Result

Learning outcomes are benchmarks to see student success in mastering subject matter delivered during the learning process. According to Oemar (2007: 10) learning outcomes are behaviors that arise, for example from not knowing to knowing, new questions arise, changes in every habit, skills, ability to appreciate, the development of social attitudes, emotional, and physical growth. Meanwhile, according to Sudjana (2009) learning outcomes of knowledge, cognitive and attitudes, skills shown by students. Student learning outcomes can be seen, one of them through the results of tests and examinations student.

Learning outcomes are the are abilities possessed by students after he receives his learning experience. From some of the opinions above, it can be concluded that learning outcomes are changes in behavior that occur from students themselves in terms of both aspects basis for determining the level of success of students in understanding subject matter. Learning outcomes are something that are obtained, mastered, or owned by students after the learning process takes place.

Student learning outcomes can also be seen from the ability of students to remember the lessons that have been delivered by the teacher during the learning process and how students can apply them in life, as well as being able to solve problems that arise in accordance with what they have learned.

1.2. Learning Approach

In general, the approach is a way or effort in approaching or achieving something that is desired. The approach is a starting point for the learning process that will be done. As Sabri (2005: 12) states that the approach can be interpreted as a starting point or our perspective on the learning process. The term approach refers to the view about the occurrence of a process that is still very general in nature. Therefore the learning strategies and methods used can be sourced or dependent on certain approaches.

The approach is also the actions carried out systematically against the objectives to be achieved. Lufri (2004: 69) argues that the approach is a series of actions that are patterned or organized based on certain principles that are systematically directed at the objectives to be achieved.

In addition, the approach can also be said as a way for teachers to assess, determine the attitude of students faced so that comfortable and enjoyable classes can be achieved. Nasar (2006: 62) states that the approach is a teacher's view of students in assessing, determining the attitudes and actions faced in the hope of solving problems in managing a comfortable and enjoyable classroom in the learning process.

From some of the opinions above it can be concluded that the approach is a method or technique that is done by the teacher in order to manage the class, so as to create a comfortable and pleasant classroom atmosphere in order to achieve the learning objectives.

1.3. Problem Solving Approach

Problem Solving is one approach that can be used in the learning process. Learning using the Problem Solving Approach requires activeness in students, whereas teachers only provide verbal instructions that help or guide students to solve the problem being discussed. According to Muhibbin Syah (2007: 170) Problem Solving can be seen as a process where students find a

combination of rules that they have learned before and are used to solve new problems.

Meanwhile, according to Lufri (2004.:79) in Problem Solving students learn to formulate and solve problems or provide responses to stimuli that describe, raise the problem situation by using various rules that they have mastered. Based on the above opinion Problem Solving is a complex process in solving a problem starting from being aware of a problem, formulating a problem, responding to a problem, and drawing conclusions based on rules that have been mastered before.

Learning using the Problem Solving Approach can be done by training students to deal with various problems both personal problems, group problems to be solved alone or together. According to Oemar (2005: 151) the problem solving process provides opportunities for students to play an active role in the learning process, searching and finding information / data for themselves to be processed into concepts, principles, theories, or conclusions. While Wina (2008: 214) explains the Problem Solving Approach does not expect students to simply listen, take notes,

then memorize subject matter but through the Problem Solving Approach students actively think, communicate, search and process data and finally conclude it.

From the various descriptions above it can be concluded that the Problem Solving Approach is an approach that encourages students to think systematically, dare to face problems, so students are able to solve or solve problems using rules that have been mastered by students before, both in personal and group life . This problem solving process requires mental and intellectual in finding and solving the problem based on accurate information so that a careful conclusion can be drawn.

II. METHODOLOGY OF THE RESEARCH

3.1 Research Design

This research is a classroom action research using qualitative and quantitative approaches. According Suharsimi (2007: 58) Classroom Action Research (CAR) is an action research carried out with the aim of improving the quality of practical learning in the classroom.

A qualitative approach is data that is descriptive in nature that cannot be converted into numbers. According Suharsimi (2002: 15) qualitative approach is data that appears in the form of words and not a series of numbers, this data is collected through observation, interviews, documentation, and tape. While the quantitative approach is data that embodies numbers rather than words. According to Ritawati (2008: 58) quantitative approach is if the data collected in large quantities and easily classified in categories or changed in the form of numbers.

This study uses a cycle model developed by Kemmis and Mc Taggart (in Ritawati 2008: 69) that this cycle model has four main components, namely planning, action, observation and reflection. This research is carried out in two cycles. Every end of the cycle a final test of action is carried out . At each meeting observations of the activities of students and teachers during the learning process.

3.2 Research Subject

The subjects in this study were eighth grade students of SMP Negeri 2 Padangsidempuan, totaling 20 people. The author's consideration of taking the subject of the study was based on the author's observations of the learning outcomes of grade VII

students who were low in learning English. work in groups and discuss while learning.

This research was conducted at Padangsidempuan Middle School 2. The choice of location is based on the consideration that this school is a place where writers serve and professional responsibilities as a teacher, especially in efforts to improve the quality of English learning.

III. RESULT

Based on the problems in learning English, the first cycle of action planning was arranged using the Problem Solving Approach which was realized in the form of a Learning Implementation Plan (RPP). This design was arranged collaboratively between researchers and colleagues because observations were made by these peers. Planning is arranged for one meeting (2x40 minutes). Learning materials carried out in the first cycle are Communication Practice, Recalling Vocabulary, and Grammar Practice.

Figure 3.2
Aspect of Assessment in RPP Cycle I

No.	Characteristic of assesment	Score	Maximal score	Qualification
1.	Clarityoftheformulationoflearningobjective	4	4	SB
2	Selectionofteachingmaterials	3	4	B
3	Organizingteachingmaterials	2	4	C
4	Selectionofsourceorlearningmedia	3	4	B
5	Teachingmaterialclarity	3	4	B
6	Stepsoflearning	3	4	B
7	Completesofinstrument	3	4	B
	Total	21	28	
	Percentage	75%		B

**The Cycle II. The Students' Activities Result in Learning English by Using
Problem Solving Approach**

Learning phase	Characteristics	Score	Maximal score	CategoryY
Initial activities	1. The students ready to learn	4	4	SB
	2. Pray dan absent	4	4	SB
	3. Listen to the learning objectives	4	4	SB
	4. Dig up the schematic owned by questions and answer	4	4	SB
Core	1. There is a problem			
	a. Pay attention to the picture about the problem	4	4	SB
	b. Question and answer about the picture display by the teacher	3	4	B
	c. Question and answer with the teacher reggarding the problem	4	4	SB
	d. Students mention example of problems	4	4	SB
	2. Formulate a problem			
	a. Students determine the problems to the discussed	4	4	SB
	b. Students sit in groups	4	4	SB

activity	3. Formulate a hypothesis			
	a. Students discuss various problem solving possibilities	4	4	SB
	b. Students report the result of their group work	3	4	B
	4. Search for data or information			
	Students collect data and data sources	4	4	SB
	5. Test the hypothesis			
	Students discuss the solution found with the data obtained	4	4	SB
	6. Determine settlement options			
	a. Students choose the right about problem solving	3	4	B
	b. Explain the importance of implementing the chosen solution	4	4	SB
	c. Do the exercise	3	4	B
Last	1. Students ask questions about lesson that are not understood to the teacher	4	4	SB

activity	2. Students under the guidance of the teacher conclude the lesson	4	4	SB
	Total	71	76	
	Percentage	93,4%		SB

IV. DISCUSSION

From the explanation of the results of the research and discussion, the conclusions that can be drawn from this study are as follows:

1. The plan for implementing English learning in class VII of SMP Negeri 2 Padangsidempuan is arranged according to the learning steps using the Problem Solving Approach.
2. The implementation of learning English in class VII State Junior High School 2 Padangsidempuan using the Problem Solving Approach is carried out with six learning steps carried out in the core activities of being aware of problems, formulating problems, formulating hypotheses, looking for data or information, testing the truth of hypotheses and drawing conclusions. In the final activity, students are directed to conclude the lesson and give a final test.

3. The results of English learning of Grade VII students of SMP Negeri 2 Padangsidempuan using the Problem Solving Approach show a significant improvement. Judging from the results of the end of the first cycle test, the average value obtained by new students reached 6.4 with 60% completeness. While in the second cycle has increased, where the average class reached 8.2 with a classical completeness of 85%.

CONCLUSION

The form of learning English using the Problem Solving Approach is considered by the teacher to be an alternative learning that can be used as a reference in choosing a learning approach. English learning planning using the Problem Solving Approach must be arranged systematically, so that each phase of activities does not overlap and learning takes place properly. The implementation of learning English using the Problem Solving Approach should be adjusted to the plans that have been set, so that learning runs better, and the expected goals can be achieved as desired.

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THE EFFECT OF TWO STAY TWO STRAY STRATEGY ON STUDENTS' LISTENING COMPREHENSION

(A Study at the Tenth Grade Students of SMA Negeri 8 Padangsidempuan in 2018/2019 Academic Year)

WILDAN ISKANDAR LUBIS², MELWAN ADY REZKI HRP³,
RAMADANI¹

Institut Pendidikan Tapanuli Selatan

E-mail: ramadani@gmail.com

Abstract: *The aims of the research are to know: 1) The extent of the application of two stay two stray strategy in teaching listening comprehension, 2) The extent of the students' Listening Comprehension before and after using by two stay two stray strategy, 3) Whether any significant effect of two stay two stray on students listening comprehension. The population in this research is all of the tenth grade students of SMA Negeri 8 Padangsidempuan which consist of 122 students. Sample were 24 students which taken by purposive sampling. The research method that used was experimental method. To collecting the data by observation sheet and multiple choice as an instrument. The mean score of the application Two Stay Two Stray was 3.5 categorized "Very Good". To know the result of the data, the researcher analysis data by use the formula of t_{test} . The result of data analysis show that of t_{test} is 29.12 while t_{table} is 2.07. It means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. In conclusion there is significant effect of Two Stay Two Stray Strategy on students' listening comprehension at the tenth grade students of SMA Negeri 8 Padangsidempuan.*

Keywords: *Two Stay Two Stray, Strategy, Listening, Comprehension*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui 1) Sejauh mana penerapan Two Stay Two Stray Strategy dalam mengajar pemahaman menyimak, 2) Sejauh mana pemahaman mendengarkan siswa sebelum dan sesudah diajarkan dengan menggunakan Two Stay Two Stray Strategy, 3) Apakah ada pengaruh yang signifikan dari Two Stay Two Stray terhadap pemahaman menyimak siswa. Populasi pada penelitian ini adalah seluruh siswa kelas X SMA Negeri 8 Padangsidempuan yang terdiri dari 122 siswa. Sampel berjumlah 24 siswa yang diambil dengan menggunakan purposive sampling. Metode penelitian digunakan adalah eksperimen method. Untuk mengumpulkan data, penulis menggunakan observation sheet dan tes pilihan ganda sebagai instrument. Nilai rata-rata dari penerapan Two Stay Two Stray adalah 3,5 dikategorikan "Sangat Bagus". Hasil analisis data menunjukkan bahwa $t_{test} = 29,12$ sedangkan $t_{table} = 2,07$. Dengan kata lain t_{test} lebih besar dari t_{table} . Jadi, hipotesis diterima. Ini berarti bahwa ada pengaruh yang signifikan dari Two Stay Two Stray Strategy terhadap kemampuan menyimak siswa di kelas sepuluh SMA Negeri 8 Padangsidempuan.

Keywords: *Dua Tinggal Dua Tamu, Strategi, Mendengarkan, Pemahaman*

I. INTRODUCTION

Listening is one of skills that must be achieved by students besides writing, speaking and reading. For several students listening is a difficult to master it needs more attention and concentration to catch the meaning of sounds by speaker talks. Listening is very important to learn of the students can understand what are they hear, because how the students can understand without reading.

Thus, there are many factors which make the learning process success, they are internal and external factors. Internal factor comes from the inside on the students themselves such as; the lack of students' motivation, students' interest, physical factors and so forth. Further, the external factor comes from outside on the students such as; vocabulary, mood, environment, health, mindset and etc. not all the students successful in listening comprehension.

In SMA Negeri 8 Padangsidempuan, the writer found a problem about listening comprehension in tenth grade. The students ability are still low in listening comprehension. It can be seen from preliminary data which researcher got. To get the data researcher gave a pre-test to students. The test aimed to find out how far their mastery listening comprehension. The kind of the researcher is multiple choice test which consist from 20 questions.

After the researcher checks the students answer, the researcher found that the highest score was 65 while the lowest score was 30. This result is still far from the expectation. It can be said that the

students listening comprehension nearly classified relatively low. If the problem is not solved as soon as possible, so the writer can be said that the result of their learning will bad or weak, in this case the teacher must be able to choose effective teaching method to improve students' listening comprehension..

Actually, there are many strategies that can be used in teaching listening comprehension, such as; Two Stay Two Stray, Problem Based Learning, Problem Based Instruction, etc. in this case the writer choose two stay two stray strategy, to improve the students ability in teaching learning process that can make the students and the teacher active. Two stay two stray strategy can arise the motivation of the students especially in listening comprehension.

Two stay two stray strategy is the cooperative learning system which has aims to make the students can work together, have responsibility, can solve the problem, give motivation to other to get achievement in classroom. This method can be used in all subject and also to other grade. By using two stay two stray strategy, teacher has effort to motivate the students' interest in English especially in listening comprehension. Make sure the students enjoyed the lesson and they are able to be active in the classroom activity. Therefore, the writer thinks that two stay two stray strategy is the effective strategy to teach listening comprehension, and it is an interesting way which has good steps or technique to help the students in listening comprehension. The

writer choose this strategy because the writer wants to know how the two stay two stray strategy can give the better result of students ability in listening comprehension.

1. The Nature of Listening Comprehension

a) Definition of Listening Comprehension

Listening comprehension is the process of understanding speech and it concentrates on role of linguistics units such as phonemes, words, and grammatical structure and the role of listeners' anticipations, the situation and the context, previous knowledge, and the subject. Rost (1994:7) says, "Listening is very important in language learning because it provides input for learners and it has also an important role in the development of learners' language knowledge".

b) Vocabulary

Vocabulary is very important in teaching and learning language. Students can express their ideas through the use of vocabulary orally or in written text. Thus they should have a good idea to learn vocabulary so that they can improve their vocabulary mastery. Al-Dersi (2003:75) says, "Vocabulary is one of the most important part of language acquisition". Therefore, conscious and unconscious learning of the new words is a basic foundation for further development of the language level learners.

Based on the explanation above, the writer concludes that vocabulary is one of necessity that must be developed or increased by speakers especially students to get the vocabulary in conversation.

c) Main Idea

Main idea is the main point which is discussed in a paragraph. Mardiani (2003:3) says, "Main idea is the gist of paragraph that is represent from the beginning to the end". Beech (2005:4) says, "Main idea is the key point in the paragraph". Vencon (2010:4) says, "Main idea in a paragraph is the most important idea".

d) Supporting Idea

Supporting idea is the sentence that contains the idea of supporting or being the main sentence explanation. Mardiani (2003:3) says, "Supporting ideas is to support, add or develop the main ideas". Vencon (2010:4) says, "supporting idea is describe the main idea". They make the main idea stronger and clearer. Beech (2005:4) says, "Supporting idea is tell more about the main idea in paragraph".

2. The Nature of Two Stay Two Stray Strategy

a) Definition of Two Stay Two Stray Strategy

One of the cooperative learning models is two stay two stray strategy. Cooperative learning strategy TSTS is developed by Ngalimun (2014:105) "Two Stay Two Stray Strategy is the students' way to share knowledge and experiences with other group". It means that this

strategy is an effective learning because students develop their thinks to others.

Suprijono (2013:93) said that Two Stay Two Stray Strategy or two stay two guest by dividing group to discussing or sharing with other group. It means that this strategy is an active model to get knowledge from others.

b) The Steps of Two Stay Two Stray Strategy

According to Ridwan (2013:202) there are some steps that should be done to apply the Two Stay Two Stray Strategy namely: 1) the students work together in groups of 4 (four) people, 2) teacher gives task to discussed, 3) after finish, two person every group become a guest in the other groups, 4)two person live in a group work is chance the result and information to their guest, 5) the guest back to their group and report their result to the other group, 6) the group discuss the result of working.

c) The Advantages of Two Stay Two Stray Strategy

To make it clearer, it is better to see and also to know the advantages of two stay two stray strategy. Advantages means the gain or benefit of something or strategy that is used by the teacher in learning and teaching process. Ridwan (2013:134) says, "this strategy is better use to increase; 1) cooperation in groups and outside groups in the teaching and learning process, 2) the ability of the students to provide information to other friends outside the groups and vice the

versa when students return to their respective groups, 3) the ability of the students to unite their ideas on the material discussed in groups and when conveying to students outside groups, 4) students' courage in delivering teaching material to their friends, 5) train students to share especially the knowledge that they get in groups, 6) learning will not be boring.

d) The Disadvantages of Two Stay Two Stray Strategy

To make it clearer, it is better to see and also to know the disadvantages of two stay two stray strategy. Disadvantages mean something which makes a difficulty or which is an unfavorable circumstance. Ridwan (2013:135) says, the disadvantages are; 1) can invite communication when students visit other groups, 2) inactive students will have difficulty following the learning process, 3) less learning, because it is fully left to students without any explanation of the previous material, 4) models like this sometimes use less effective time.

II. METHODOLOGY OF THE RESEARCH

The location of the research takes place at SMA Negeri 8 Padangsidempuan, it is located on Jl. Perkebunan Pijorkoling. The headmaster is Drs. Khairunnas, and the name of the teachers English are Khaerani S.Pd and Riska Julianti S.Pd.

Priyono (2008:3) states that, methodology of the research is discussed of the path that is passed to reach understanding. The road

must be defined and scientifically responsible and the data sought to be constructed/obtained is understood to be through precision requirements. Trianto (2010:194) defines that, methodology of the research describe the plan of the research that consist of procedure of the steps that be done, time of the research, data resources, and by what way the data is acquired and analyzed.

From all the kinds of the research methods have been mentioned previously, the writer chooses experimental method as method of the research. Because it is very suitable to be applied since the aim of this research is to find out the cause-effect relationship between two factors.

According to Creswell (2009:12), "experimental method is seeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and with holding it from another and then determining how both groups scored on an outcome".

In this research, the researcher will use purposive sampling as the technique sampling in this research. According to Sugiyono (2012:124), "*sampling purposive adalah teknik penentuan sampel dengan pertimbangan tertentu*" (purposive sampling is a technique to determining sample with certain consideration).

The population in this research is all the students at the tenth grade of SMA Negeri 8 Padangsidempuan are 122 and the sample are 24. To taking the sample, the researcher used purposive sampling.

Arikunto (2013:101) says that *"Instrumen pengumpulan data adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan agar kegiatan tersebut menjadi sistematis dan dipermudah olehnya"* (The data collection instrument is a tool that is chosen and used by the researchers in their activities to ensure the activity becomes systematized and facilitated).

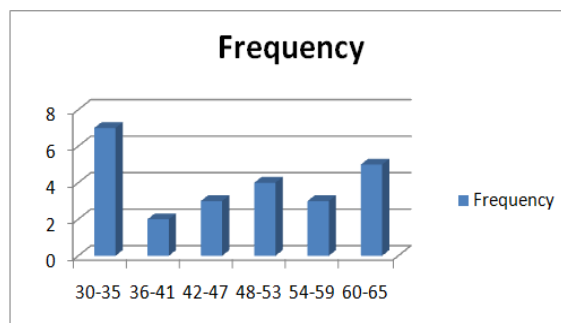
In this research has two variables, they are two stay two stray strategy as dependent, dependent variable is a type of variable that is describe or influence by an independent variable (X) and listening comprehension as independent, independent variable is a type of variable that explains or affects (Y). In research data, the writer uses observation sheet and test to collecting the data.

III. RESULT

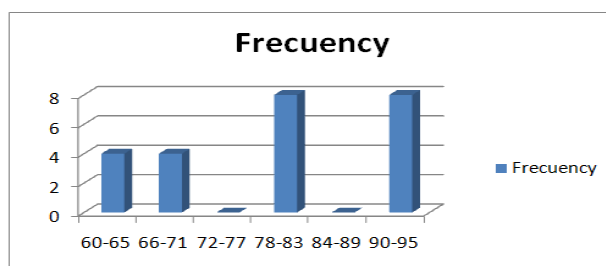
The scores of the variables X (Two Stay Two Stray Strategy) and variable Y (Listening Comprehension) calculated by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of two stay two stray strategy on students' listening

comprehension of SMA Negeri 8 Padangsidempuan through 6 aspects of observation, obtained average score 3.5 with categorized "Very Good". And then pre-test, the researcher calculated the scores it was found the highest score was 65 and the lowest was 30. The mean score of listening comprehension before using two stay two stray strategy on the tenth grade students of SMA Negeri 8 Padangsidempuan was 46.75 categorized "Fail". After given two stay two stray strategy, the highest score was 95 and the lowest score was 60, the mean score was 79.54 categorized "Good". The description of the different data before and after using two stay two stray strategy can be seen in following histogram:



Before using Two Stay Two Stray Strategy on students' listening comprehension



After using Two Stay Two Stray Strategy on students' listening comprehension

Based on the histogram, if we compared with pre-test the score still categorized "Fail" and after given post-test the score was increased. Histogram shown the used of two stay two stray is good for increased students' listening comprehension.

From the research, it can be known that t_{test} is higher than t_{table} ($t_{\text{test}} 29.12 > t_{\text{table}} 2.07$). It means that there is a significant effect of two

stay two stray strategy on students' listening comprehension at the tenth grade students of SMA Negeri 8 Padangsidempuan.

IV. DISCUSSION

After given pre-test and pot-test to the students, the writer found that the result of listening comprehension after using two stay stray strategy was better than before using two stay two stray strategy , it can be seen t_{test} is higher than t_{table} (t_{test} 29.12 > t_{table} 2.07). So that, the hypothesis was received, it could be concluded that the effect of two stay two stray strategy on students' listening comprehension was higher than before given two stay two stray strategy at the tenth grade students of SMA Negeri 8 Padangsidempuan.

By looking the related finding which have been discussed about "The Effectiveness of Two Stay Two Stray Strategy Technique to Teach Narrative Text Writing". The final result of the study revealed that there is a significant improvement in students' achievement. Their average score in pre-test is 58.65, in formative test 1 is 76.98. In formative test 2 is 79.06, and in post-test is 83.56. It can be concluded that the students' score increased after using Two Stay Two Stray Strategy.

Based on the explanation above, in this research the writer can concluded that two stay two stray strategy was very important and suitable to increase the students' listening comprehension.

CONCLUSION

Based on the result of this research, in chapter IV the writer can conclude that:

1. The application of two stay two stray strategy on students ' listening comprehension at the tenth grade of SMA Negeri 8 Padangsidimpuan is 3.5 it is categorized "Very Good"
2. The students' listening comprehension before and after using two stay two stray strategy at the tenth grade of SMA Negeri 8 Padangsidimpuan before is 46.75 categorized as "Fail" and after is 79.54 categorized as "Good".
3. There is a significant effect of using two stay two stray on students' listening comprehension. The researcher analysis data by using t_{tes} formula. It is found that, the score of t_{test} 29.12 while, the score of t_{table} is 2.07 at 5% significant level with degrees of freedom (df) 23. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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PRONOUN IN “THE CASE OF THE WRECKED ROOM”

Zainuddin Saragih

Universitas Islam Negeri Padangsidempuan

e-mail : ciwaaizawa560@gmail.com

Abstract : *The researcher focuses the study on Pronoun in “The Case of the Wrecked Room”. Which is existed in English is Fun (book). The research is done through descriptive qualitative, in which the aims of the research are to describe Preposition in “The Case of the Wrecked Room”. Which is existed in English is Fun (book). The analysis is done through kinds of Pronoun; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun. Additionally, here the researcher tries to determine the dominant use of kinds of Pronoun. Consequently, the researcher takes “The Case of the Wrecked Room” for primary data, and then some related Journals and books about Pronoun. Furthermore, the researcher uses content analysis method for analyzing the data. There the technique of analyzing the data; Reading the short story “The Case of the Wrecked Room”. Signing kinds of Pronoun in “The Case of the Wrecked Room”, and then giving found kinds of Pronoun explanations. Finally, having conclusion of overall discussion. In conclusion, there are 25 Pronouns in “The Case of the Wrecked Room” in English is Fun (book), by: David L. Larcom. There are ten for Personal Pronoun, seven for Demonstrative Pronoun, two for Relative Pronoun, one for Interrogative Pronoun, zero for Reflexive Pronoun, four for Indefinite Pronoun, and one for Reciprocal Pronoun.*

Keywords: *Wreck, Pronoun, Dominant*

Abstract : Peneliti memfokuskan penelitiannya pada kelas kata Pronomina yang terdapat dalam “The Case of the Wrecked Room”. Pada buku English is Fun. Penelitian ini dilaksanakan dengan menggunakan metode descriptive qualitative, dan bertujuan untuk menemukan kelas kata Pronomina yang berjenis Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun. Kemudian memberi gambaran atau penjelasan atas temuan tersebut. Selanjutnya, Peneliti menentukan penggunaan jenis kelas kata Pronomina yang lebih dominan dan yang paling sedikit penggunaannya pada “The Case of the Wrecked Room”. Pada buku English is Fun. Penelitian ini menggunakan “The Case of the Wrecked Room”, pada buku English is Fun sebagai data primer, dan data dianalisa dengan menggunakan metode content analysis. Data penelitian dianalisa dengan cara; Membaca “The Case of the Wrecked Room”, yang terdapat pada buku English is Fun, yang di tulis oleh David L. Larcom. Menemukan dan menandai kelas kata Pronomina yang berjenis Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun, kemudian memberi gambaran atau penjelasan pada hasil temuan tersebut. Akhirnya, Peneliti menyimpulkan proses dan hasil temuan pada penelitian ini. Sebagai penutup, hasil temuan dari penelitian ini adalah Peneliti menemukan dalam cerita pendek “The Case of the Wrecked Room”, sepuluh Personal Pronoun, tujuh Demonstrative Pronoun, dua Relative Pronoun, satu Interrogative Pronoun, zero Reflexive Pronoun, empat Indefinite Pronoun, dan satu Reciprocal Pronoun

Keywords: Rongsokan, Pronomina, Dominan.

I. INTRODUCTION

Grammar is study or science of rules for the combination of words into sentences, and the forms of words. (A.V. Martinet, A.J. Thomson, 1986, p. 65). In other words, it is a study about sub system of language organization in which meaningful units of language are gathered for larger unit formulations. Precisely, it is divided into Morphology and Syntaxes, and more over it does not belong to Phonology, Semantics and lexicon. (Kridalaksana, 2001, p. 66).

Grammar is a part of compulsory study in English mastery. Whole English learners should study and master grammar as best as learners can. English learners might get grammar study from guided (school) or none guided (self-study through grammar books). Learners use grammar mastery for own-goodness in English practice orally or written expression.

English practice without well grammar mastery is a joke and seems like a useless English practice. Additionally, the goals of English practice orally or written expression is not reachable, and it might give misunderstanding and misinterpretation in English practice. However, the researcher realizes that grammar use is mostly practiced in written expression of English practice rather than oral expression of English practice.

There are many lessons in grammar study. Thus, English learners strongly suggested starting studying English through grammar since learners in kindergarten level of study up to university level. Learners might best start from mustering Parts of Speech and then 16 Tenses of English and so on.

In traditional grammar, a part of speech is a category of words or lexical items which have similar grammatical properties. Moreover, it is words that are assigned to the same part of speech generally display similar

behavior in terms of syntax-they play similar roles within the grammatical structure of sentences-and sometimes in terms of morphology, in that they undergo inflection for similar properties.

Then, there are commonly listed English parts of speech are: Noun, Verb, Adjective Adverb, Pronoun, Preposition, conjunction, interjection, and sometimes numeral, article or determiner.

Here, the researcher only focuses the study about one of English parts of speech, and it is Pronoun. Pronoun seems to be a word used in place of noun or noun phrase. (Homby, A.S, A P Cowie, et. al., 1987, p. 670)

In other words that Pronoun is one of many other important elements of language which is necessary to exist in the process of building a good and complete English sentence, paragraph, and even text.

Whereas English is fun (book) is an English book aims to encourage English learners to learn and practice English more in a fun way. Thus, the book discusses about Puzzles, short story and words study for mid to high level students featuring translation puzzles and idioms.

In regard, due to the importance of mastering and practicing English Pronoun in every English language studies, here, the researcher would try to know and find English Pronoun bases on its kinds; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun in "The Case of the Wrecked Room". Which is existed in English is Fun (book).

In conclusion, the researcher has a strong eagerness to do the research about Pronoun in "The Case of the Wrecked Room". Which is existed in English is Fun (book).

II. RESEARCH METHODOLOGY

The research is done through descriptive qualitative, in which the aims of the research are to describe Pronoun in “The Case of the Wrecked Room”. Which is existed in English is Fun (book). The analysis is done through kinds of Pronoun; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun

Moreover, here the researcher tries to determine the dominant use of kinds of Pronouns, in “The Case of the Wrecked Room”. Which is existed in English is Fun (book). Consequently, the researcher takes “The Case of the Wrecked Room” for primary data, and then some related Journals and books about Pronoun. Furthermore, the researcher uses content analysis method for analyzing the data.

There the technique of analyzing the data; Reading and comprehending “The Case of the Wrecked Room”. Which is existed in English is Fun (book), signing kinds of Pronouns, and then giving found kinds of Pronouns explanations. Finally, having conclusion of overall discussion.

III. RESULT

There are many lessons in grammar study, such as Parts of Speech and then 16 Tenses of English and so on. In this research, the researcher would try to know and find English Pronoun bases on its kinds; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun in “The Case of the Wrecked Room”. Which is existed in English is Fun (book).

There they are Kinds of Pronoun in “The Case of the Wrecked Room”. Which is existed in English is Fun (book), by: David L. Larcom:

Table I. Pronouns in “The Case of the Wrecked Room”:

No	Pronouns						
	Personal	Demonst.	Relative	Inter.	Ref.	Indef.	Recip.
1.	His	There	Which	Who		It	As well
2.	Him	There	Where			It	
3.	I	Here				It	
4.	I	This				It	
5.	His	So					
6.	I	There					
7.	I	There					
8.	I						
9.	I						
10.	They						

Note:

1. Demonst. (Demonstrative)
2. Inter. (Interrogative)
3. Ref. (Reflexive)
4. Indef. (Indefinite)
5. Recip. (Reciprocal)

Looking at the above table, that seems like there are seven kinds of English Pronoun; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun.

In “The Case of the Wrecked Room”, there are ten Personal Pronouns; his, him, I, I, his, I,I,I,I, and They. There are seven Demonstrative Pronoun; there, there, here, this, so, there, there. There are two Relative Pronouns; which and where. There is one Interrogative Pronoun; who. There is no Reflexive Pronoun. There are four Indefinite Pronouns; It, It, It, and It. The last, there is only one Reciprocal Pronoun; as well.

In conclusion, the most dominant use of Pronoun in “The Case of the Wrecked Room”. Which is existed in English is Fun (book) is Personal Pronoun and the least or zero use one is Reflexive Pronoun.

Table II. Pronouns in the sentences of "The Case of the Wrecked Room":

No	Kinds of Pronoun	Word	Phrase/ Sentence	Meaning
1	Personal	1. His 2. Him 3. I 4. I 5. His 6. I 7. I 8. I 9. I 10. They	1. In his chest. 2. ... until the thief murdered him . 3. I did. 4. I'm 5. had just entered his office 6. ... when I heard ... 7. ... I came in, ... 8. Just as I thought, ... 9. I'm afraid not! 10. They fought ...	1. Di dadanya. 2. ...hingga pencuri itu membunuh nya . 3. Saya yang melakukan. 4. Saya 5. ...baru saja memasuki kantorn nya ... 6. ...ketika saya mendengar... 7. ... Saya masuk ke dalam... 8. Tepat seperti yang Saya pikirkan... 9. Saya tidak takut!... 10. Mereka berkelahi...
2	Demonstrative	1. There 2. There 3. Here 4. This 5. So 6. There 7. There 8. There 9. This	1. There was a wall safe ... 2. ... there was a burglar in 3. ... in here when ... 4. ... when this unfortunate ... 5. So it would seem ... 6. ... There was a fight going... 7. ...going on in there . 8. Mr. Hard was lying there dead. 9. This lady is the killer.	1. Disana terdapat berangkas... 2. ... ada maling di... 3. Di dalam sini ketika... 4. ... ketika ketidak beruntungan ini ... 5. Ini juga terlihat... 6. ... ada

				perkelahian... 7. ...sedang terjadi di sana . 8. Tuan Hard terbaring mati disana . 9. Wanita ini adalah pembunuh.
3	Relative	1. Which 2. Where	1. ...a wall safe which was open... 2. ...where several people	1. Sebuah berangkas yang terbuka... 2. ...orang-orang yang ...
4	Interrogative	1. Who	Who found the body?...	1. Siapa yang menemukan mayat itu?
5	Reflexive			
6	Indefinite	1. It 2. It 3. It 4. It	1. It was a young handsome man... 2. It would seem,... 3. So it would seem,... 4. It was over and...	1. Ia adalah seorang pemuda yang... 2. Juga terlihat bahwa... 3. Juga kelihatannya bahwa... 4. Semuanya berakhir...
7	Reciprocal	As well	1. The office window was open as well.	1. Jendela kantor juga terbuka.

There they are Pronouns in the sentences of "The Case of the Wrecked Room": Personal; 1. in **his** chest... 2. ... until the thief murdered **him**. 3. **I** did. 4. **I**'m 5. ...had just entered **his** office 6. ... when **I** heard ... 7. ... **I** came in, ... 8. ...Just as **I** thought, ... 9. **I**'m afraid not! 10. **They** fought ...

Table III. Result of Pronouns in “The Case of the Wrecked Room”:

No	Pronouns	Result
1	Personal	10
2	Demonstrative	7
3	Relative	2
4	Interrogative	1
5	Reflexive	
6	Indefinite	4
7	Reciprocal	1
Total		25

Looking at above table III., that seems like there are 25 Pronouns in “The Case of the Wrecked Room”: There are ten for Personal Pronoun, seven for Demonstrative Pronoun, two for Relative Pronoun, one for Interrogative Pronoun, zero for Reflexive Pronoun, four for Indefinite Pronoun, and one for Reciprocal Pronoun.

IV. DISCUSSION

Pronoun seems to be a word used in place of noun or noun phrase. In other words that Pronoun is one of many other important elements of language which is necessary to exist in the process of building a good and complete English sentence, paragraph, and even text.

Whereas English is fun (book) is an English book aims to encourage English learners to learn and practice English more in a fun way. Thus, the book discusses about Puzzles, short story and words study for mid to high level students featuring translation puzzles and idioms.

Then, Short Story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a “single effect” or mood.

There it is

“The Case of the Wrecked Room”.

Inspector Wright and Lieutenant slow entered the scene of a recent homicide. The body of the victim was lying on the floor with a knife in his chest. It was a young handsome man with neatly combed hair and an expensive suit.

There was a wall safe which was open and empty. The office window was open as well. The room was a mess with broken lamps, toppled furniture and scattered papers and books. The victim's clothes were ruffled and torn.

"It would seem," said slow, "there was a burglar in here when this unfortunate fellow entered. They fought until the thief murdered him."

"So it would seem," responded Wright while looking to the door where several people were watching from the next room.

"Who found the body?" asked Wright.

"I did." replied a small old lady, "I'm Ah, ... was Mr. Hard's secretary. Mr. Hard had just entered his office when I heard a crash and bang, like there was a fight going on in there. By the time I came in, it was over and Mr. Hard was lying there dead."

"Just as I thought," said slow, "A burglar killed Mr. Hard."

"I'm afraid not!" said Wright, "This lady is the killer!"

Grammar is study or science of rules for the combination of words into sentences, and the forms of words. In other words, it is a study about sub system of language organization in which meaningful units of language are gathered for larger unit formulations. Precisely, it is divided into Morphology and Syntaxes, and more over it does not belong to Phonology, Semantics and lexicon.

CONCLUSION

Here, the researcher would like to conclude that:

1. Grammar is study or science of rules for the combination of words into sentences, and the forms of words.
2. Pronoun seems to be a word used in place of noun or noun phrase. In other words that Pronoun is one of many other important elements of language which is necessary to exist in the process of building a good and complete English sentence, paragraph, and even text.
3. English is fun (book), by: David L. Larcom is an English book aims to encourage English learners to learn and practice English more in a fun way. Thus, the book discusses about Puzzles, short story and words study for mid to high level students featuring translation puzzles and idioms, by:
4. Short Story is a piece of prose fiction that typically can be read in one sitting and focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood.
5. There are seven kinds of English Pronoun; Personal Pronoun, Demonstrative Pronoun, Relative Pronoun, Interrogative Pronoun, Reflexive Pronoun, Indefinite Pronoun, and Reciprocal Pronoun.
6. In "The Case of the Wrecked Room", there are ten Personal Pronouns; his, him, I, I, his, I,I,I,I, and They. There are seven Demonstrative Pronoun; there, there, here, this, so, there, there. There are two Relative Pronouns; which and where. There is one Interrogative Pronoun; who. There is no Reflexive Pronoun. There are four Indefinite Pronouns; It, It, It, and It. The last, there is only one Reciprocal Pronoun; as well.
7. The most dominant use of Pronoun in "The Case of the Wrecked Room". Which is existed in English is Fun (book) is Personal Pronoun and the least or zero use one is Reflexive Pronoun.
8. There they are Pronouns in the sentences of "The Case of the Wrecked Room": Personal; 1. in **his** chest... 2. ... until the thief murdered **him**. 3. **I** did. 4. I'm 5. ...had just entered **his** office 6.

... when I heard ... 7. ... I came in, ... 8. ...Just as I thought, ... 9. I'm afraid not! 10. **They** fought ...

9. There are 25 Pronouns in “The Case of the Wrecked Room”: There are ten for Personal Pronoun, seven for Demonstrative Pronoun, two for Relative Pronoun, one for Interrogative Pronoun, zero for Reflexive Pronoun, four for Indefinite Pronoun, and one for Reciprocal Pronoun.

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THE EFFECT OF RECIPROCAL TEACHING TECHNIQUE ON STUDENTS' READING COMPREHENSION OF RECOUNT TEXT AT THE TENTH GRADE OF MAS BAITUR RAHMANIN 2019/ 2020 ACADEMIC YEAR

Siti Sawiyah¹, Kamisah², Asriani Hasibuan³,

Institut Pendidikan Tapanuli Selatan

Sitisawiyahsrg@gmail.com

Abstract: *The objectives of the research are to find out: 1) the extent of the application of reciprocal teaching technique on students' reading comprehension of recount text, 2) the extent of students' reading comprehension of recount text before and after using reciprocal teaching technique, 3) whether there is any significant effect of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS Baitur Rahman. This research uses experimental method. The population is all the tenth grade students which are divided into two classes and total are 65 students. The sample consist of 29 students by using purposive sampling. The technique of collecting data is used observation and test. After collecting the data, the mean of application description reciprocal teaching technique is 3.6. It is categorized "Very Good". The students' reading comprehension of recount text before using reciprocal teaching technique is 67.31 it is categorized "Enough" and after is 82.46 it is categorized "Very Good". The calculation of t_{test} formula is 10.47, and the t_{table} is 2.05. It means that there is a significant effect of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS Baitur Rahman.*

Keywords: *Reciprocal Teaching, Technique, Reading, and Recount Text*

Abstrak: Tujuan penelitian ini yaitu untuk menemukan: 1) sejauhmanakahpenerapan teknik reciprocal teaching terhadap pemahaman siswa membaca teks recount, 2) sejauh manakah pemahaman siswa membaca teks recount sebelum dan sesudah menggunakan teknik reciprocal teaching, 3) apakah ada pengaruh yang signifikan dari teknik reciprocal teachingterhadap pemahaman siswamembaca recount teks dikelas X MAS Baitur Rahman. Penelitian ini menggunakan metode experimental. Populasi yaitu seluruh siswa kelas X yang terdiri dari 2 kelas dengan total 65 siswa. Sampel terdiri dari 29 siswa dengan menggunakan sampel purposif. Teknik pengumpulan data yaitu dengan menggunakan observasi dan tes. Setelah data dikumpul, nilai rata-rata penerapan teknik reciprocal teachingyaitu 3,6 dikategorikan "Sangat Baik". Nilai rata-rata pemahaman siswamembaca recount teks sebelum menggunakan teknik reciprocal teaching yaitu 67,31 dikategorikan "Cukup" dan sesudah yaitu 82,46 dikategorikan "Sangat Baik". Hasil t-test yaitu 10,47 dan t-table yaitu 2,05. Ini berarti ada pengaruh yang signifikan dari teknik reciprocal teaching terhadap pemahaman siswa membaca teks recount dikelas X MAS Baitur Rahman.

Kata Kunci: Teknik Reciprocal Teaching, Pemahaman Siswa Membaca, Teks Recount.

V. INTRODUCTION

Reading is one of the four basic language skills. Reading is a process of undertaken to reduce uncertainly about meanings a text conveys through reading, student will be able understand how to get information, can understand the idea or opinion of a text, can read a text quickly and conclude the content with his/her words and can write the main idea or opinion.

In fact, many students at the tenth grade students of MAS Baitur Rahman lackin reading comprehension. They have some difficulties in reading comprehension, such as identifying main idea of a text, identifying supporting idea, identifying tense, identifying generic structure and language features. It can be seen from their average score in reading comprehension when the researcher did an observation and gave a reading test as a pretest in MAS Baitur Rahman. The researcher found that from 25 questions, the highest score is 60 and the lowest score is 30 meanwhile the English criteria of minimum learning mastery is 75. Based on this average, the researcher see that their ability still far from the expectation. It shown their ability in reading comprehension of recount text is low. This can be happened because of many factors that always affect the quality of students learning.

Actually, many ways have done by the teachers to increase students' reading comprehension of recount text, such as providing the suitable textbook, varying technique, giving motivations, stimulate students' skill including their motor skill, intelligences, creativity, and make group discussion.

However, in fact does not get positive respons from student in learning process. Many students find some difficulties when they are reading. Most of the students are passive in the class and they feel that learning reading comprehension is boring. It can be concluded that one of the factors that influence the low of students knowledge of MAS BaiturRahman in learning English especially in readingcomprehension of recount text is teaching technique.

To solve the problem above, there are many techniques that can be used in teaching reading comprehension. One of them is Reciprocal Teaching Technique as external factor which can influence the students achievement. Reciprocal teaching is an instructional activity that takes the form of dialogue between the teachers and students regarding segments of text for the purpose of constructing the meaning of text. From the explanation before, the researcher interest in conduct the research about the students ability in reading comprehension of recount text. In this research the researcher focuses on teaching technique because with using the suitable technique on reading comprehension of recount text, the researcher optimist the students more understand and make the students active with using this technique that is Reciprocal Teaching Tecnique. The reason of the researcher choose this technique because the implementation of this technique make students not boring in the learning process because they have to play an active role in each group, and have to master the material that teacher give to the students.

B. Nature of Reading Comprehension of Recount Text

Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Comprehension is the ability to understand completely and be familiar with a situation. Reading comprehension is the ability to read text, process and understand the meaning.

Stone (2009: 85) says, "Reading is a complex, purposeful, social and cognitive process in which readers simultaneously use their knowledge of spoken and written language, their knowledge of the topic of the text, and their knowledge of their culture to construct meaning". According to Amarain et al., (2009: 12) "Recount is a text which retells events or experiences in the past." It means recount text is retells the past events. Based on the explanation above the researcher concludes that reading recount text is a process to read the text in English that retells about events or experiences in the past.

1. Main Idea

Main idea is a important information that tells more about the overall idea of a paragraph or section of a text. According to Wood in Ihtiari et al., (2013: 86), says that the general information or the main idea is what most of paragraph or longer section of material is about. Based on the explanation above, the researcher concludes that main idea the sentence in which is the main idea of the paragraph.

2. Supporting Idea/Details

Supporting idea is a sentence that contains the idea of supporting or being the main sentence explanation. According to Scarry in Lestari (2011:337), also states a supporting idea is a piece of evidence used by a researcher to make the controlling idea of the topic sentence convincing and interesting to the reader. Based on the explanation above, the researcher conclude that supporting idea is a piece of evidence might be a descriptive image, an example taken from history or personal experience, a reason, a fact (such as a statistic), a quotation from an expert, or an anecdote used to illustrate a point.

3. Tense

Tense are the aspects of grammar that should be mastering in learning English. It is necessary to know what tenses are before master them deeply. Literally, Dykes (2007: 44) defines "The word 'tense' is from latin *tempus* meaning time". Based on the explanation above, the researcher concludes that tenses is a very important and basic thing.

4. Generic Structure of Recount Text

Generic structure is the structure of the paragraph in genre. And resesarchers will use this structure to observe the students based on the purpose of the researcher. Amarainet al., (2009: 12) says, "General structure of recount. They are: orientation, events and re-orientation. Orientation, provide the setting and introduce participants. Events, to tell what happened, in what sequence. Re-orientation, closure of events (it is optional)". Based on

the explanation above, the researcher concludes that the generic structure of recount text is consist of orientation, events and re-orientation.

5. Language Features of Recount Text

Language features are elements that can arrange a text. By language features, students can be easy to identify the text, especially recount text. According to Amarain et al., (2009: 13) The language features of recount text, as follows: 1) Focus on personal participant, e.g. I, my friend, etc. 2) Using chronological connection, e.g. then, first, etc. 3) Using linking verb, e.g. was, saw, heard, etc. 4) Using action verb, e.g. look, go, change, etc. 5) The recount has a title, which usually summarizes the text. 6) Specific participant. 7) Details are selected to help the reader reconstruct the activity or incident (factual recount). 8) The ending may describe the outcome of the activity (factual recount). 9) Details of time, place and incident need to be clearly stated (factual recount). 10) Descriptive details may also be required to provide information (factual recount). 11) Includes personal thoughts/reactions (imaginative recount). 12) Using material processes. 13) Focusing on temporal sequences. 14) Describe events. 15) Using adverb and passive voice may be used. 16) Using simple past tense.

From the explanation above, the researcher concludes that the researcher chooses Brown's opinion in assessing reading. They are: main idea, supporting idea and tense because the researcher thinks that these indicators very important to measure the students reading comprehension.

Generic structure is used to measure main idea and supporting idea. Next, language features are used to measure tense. If the students understand about the generic structure and language features, the researcher believes that they can read recount text well.

Reciprocal teaching is a reading technique which is thought to promote students' reading comprehension. A reciprocal approach provides students with four specific reading strategies that are actively and consciously used to support comprehension; Questioning, Clarifying, Summarizing and Predicting. Shoimin (2014: 153) Reciprocal teaching is learning in the form of teaching material to friends. In this learning model students act as "teachers" to deliver material to their friends. In the meantime, the teacher acts more as a model who becomes a facilitator and mentor who does scaffolding.

Based on explanation above, the researcher concludes that reciprocal teaching technique is a teaching process that asks students to act as a teacher to lead the discussion about reading material given by teacher and teacher act as a model who becomes a facilitator to the students.

VI. METHODOLOGY OF THE RESEARCH

The location of the research in MAS Baitur Rahman which is location in Parau Sorat, Kecamatan Batang Onang, Kabupaten Padang Lawas Utara. The headmaster of this school is H. Abdul Rahman S.Pd.I., there are two teachers of English in this school, they are: Sitti Hartina S.Pd., and Rosita Hasibuan S.Pd.

Method of the research was the way to get the data that we need. According to Sugiyono (2016: 02), research method is a natural way to get data with the certain goal. It means that method of the research is the way that used by the research to collect the data in research. There are several kinds of the method that can used by researcher to collect the data, such as comparative, descriptive, and experimental methods. In this research the researcher chooses the experimental method by using Pre-test and Post-test design. It is because the researcher is doing experiment to the students to find out the result of reading comprehension of recount text before and after applying Reciprocal Teaching Technique at the tenth grade of MAS Baitur Rahman.

According to Creswell (2009: 12) says that "Experimental research seeks to determine if a specific treatment influences an outcome. This impact is assessed by providing a specific treatment to one group and withholding it from another and then determining how both groups scored on an outcome." The population of this research is all the tenth grade students which are divided into two classes and total are 65 students. Population contain of object or subject that had certain quality and characteristic that stated by the researcher to learn and got the conclusion. Arikunto (2013: 173) says that, population is the subject of research. The sample of this research consist of 29 students. Sample is a part of population that had a specific characteristic. Sugiyono (2016: 81) says that the sample is part of the number and characteristics of the population.

Instrument is a tool that is used to test or measure the both variable. In this research the researcher uses observation sheet and test as instrument of the research. Sutrisno Hadi in Sugiyono (2014: 235) says that observation is a complex process, a process composed of various biological and psychological processes. According to Arikunto (2013: 193), test are a series of questions or exercises and other tools used to measure skills, intelligence, abilities or talents possessed by individuals or groups.

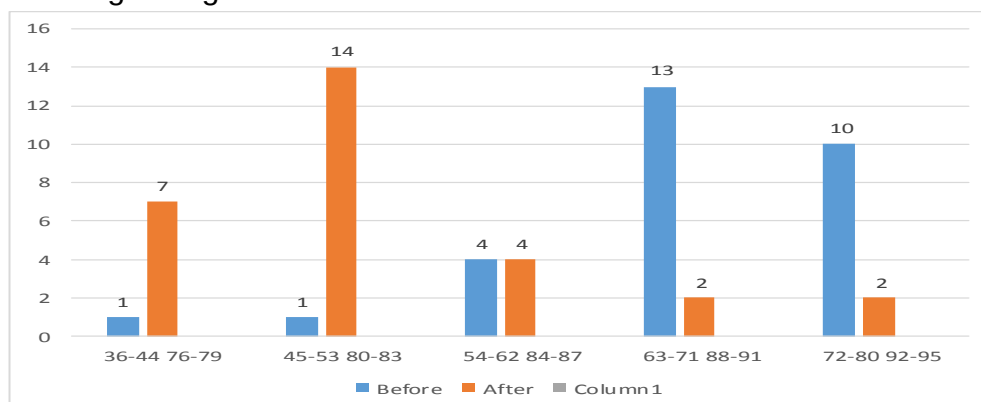
Arikunto (2010: 100) says that technique of collecting data is ways that can be used by researchers to collect data. According to Arikunto (2013:193-201) there are six techniques of collecting data, they are: Test is some of the test or training that is used to measuring the skill, knowledge, capability or talent of someone or group, questionnaires is some question in written form that is used to get information, it means that the report about the individualism or the points that he/she know, interview is a dialogue that is done by interviewer to get the information, observation is the the activity with paying attention to something to get the data or information, crating scale is a subjective measuring that is made in scale, and documentation is the technique that paying attention to get the information from paper, place or people.

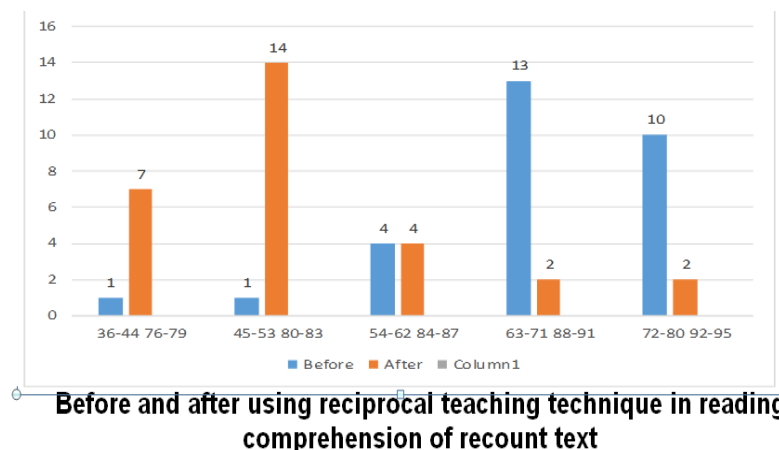
Data analysis was one of the important steps in obtaining research findings. According to Bogdan in Rangkuti (2016: 169), data analysis is the process of systematically searching for and compiling data obtained from

interviews, field notes and other materials, so that they can be understood, and their findings can be informed to others.

VII. RESULT

Based on the result obtained from the analysis of observation sheet about the application of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman which contains 10 steps the mean score was 3,6 categorized in the "Very Good". In pre-test and post-test the researcher found the score of students' reading comprehension of recount text before and after using reciprocal teaching technique the lowest score was 36 and 76 and the mean score was 67.31 categorized "Enough", the highest score was 80 and 92 and the mean score was 82.46 categorized "Very Good". The result of t_{test} is higher than t_{table} is ($t_{\text{test}} 10.47 > t_{\text{table}} 2.05$). It means that there was a significant effect of using reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman. The description of the different data before and after using reciprocal teaching technique can be seen in following histogram:





VIII. DISCUSSION

Based on the observation sheet result of reciprocal teaching technique on students' reading comprehension of recount text, the researcher found that the mean score was 3.6 and it was categorized as "Very Good". Furthermore, the result of students' reading comprehension of recount text before taught by using reciprocal teaching technique was 67.31 categorized "Enough", after was 82.46 "Very Good". Then to prove that this technique was suitable to be used on students' reading comprehension of recount text, the researcher tested it by using t_{test} formulation. From this testing, the researcher got the t_{test} score about 10.47 while the t_{table} was 2.05 at 5% significances level. It means that reciprocal teaching technique was suitable to be used and increased the students' achievement in reading comprehension of recount text.

This research was related to Navaie (2018), and AlSaraireh (2016). Based on the result above, the researcher concluded that the researchers who used reciprocal teaching technique not always had a significant effect. It can be seen from the data obtained by the previous researchers that they obtained the different results, one of them was that AlSaraireh had very significant result in his research, but the other researcher obtained result that was not too significant. Therefore, the researcher was interested to conducted research by used reciprocal teaching technique on students' reading comprehension of recount text. After got the result of this research, the researcher concluded that reciprocal teaching technique was suitable to be used to increase the students' achievement in reading comprehension of recount text.

CONCLUSION

Based on the research result in chapter IV, the researcher describes the conclusion as follows:

1. The application of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman is 3.6 and it is Categorized "Very Good". It means that the researcher is applying reciprocal teaching technique on students' reading comprehension of recount text well.

2. The students' reading comprehension of recount text before and after using reciprocal teaching technique at the tenth grade of MAS BaiturRahman is 67.31 categorized "Enough" and 82.46 "Very Good".
3. There is a significant effect of reciprocal teaching technique on students' reading comprehension of recount text at the tenth grade of MAS BaiturRahman because t_{test} is higher than t_{table} ($t_{test} 10.47 > t_{table} 2.05$). So, the hypothesis of this research can be accepted.

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THE EFFECT OF TAKE AND GIVE MODEL ON STUDENTS' WRITING ESSAY ABILITY

(A Study at the Twelfth Grade of SMAN 8 Padangsidempuan 2019/2020 Academic Year)

KAMISAH¹, SRIMAHARANI TANJUNG²,
AINUN FADILA PANE³

Institut Pendidikan Tapanuli Selatan

E-mail: ainunfadila0710@gmail.com

Abstract: *The aims of the research is to know: 1) The extent of the application of Take and Give Model in writing essay, 2) The extent of the students' writing essay before and after taught by using Take and Give Model, 3) Whether any significant effect of Take and Give Model on students' writing essay ability at the twelfth grade students of SMAN 8 Padangsidempuan. The population in this research is all of the twelfth grade students of SMAN 8 Padangsidempuan which consist of 94 students. Sample were 24 students which taken by purposive sampling. The research method that used was experimental method. To collect the data the writer used observation sheet and test as an instrument. The mean score of the application Take and Give Model is 3.3 categorized "Very Good". The result of data analysis show that of t_{test} 8.28 meanwhile t_{table} 2.07. It means that t_{test} is higher than t_{table} . So, the hypothesis is accepted. It means that there is any significant effect of Take and Give Model on students writing essay ability at the twelfth grade students of SMAN 8 Padangsidempuan.*

Keywords: Take and Give, Model, Writing, Essay

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui: 1) Sejauh manakah Penerapan Take and Give Model terhadap kemampuan siswa dalam menulis esai, 2) Sejauh manakah kemampuan siswa dalam menulis esai sebelum dan sesudah menggunakan Take and Give Model, 3) Apakah ada pengaruh yang signifikan dari Take and Give Model terhadap kemampuan siswa dalam menulis esai kelas XII SMAN 8 Padangsidempuan. Populasi pada penelitian ini adalah seluruh siswa kelas XII SMA 8 Padangsidempuan yang terdiri dari 94 siswa, Sampel yang diambil berjumlah 24 siswa dengan menggunakan purposive sampling. Metode penelitian digunakan adalah eksperimental method. Pengumpulan data menggunakan observation sheet dan tes sebagai instrument. Nilai rata-rata dari penggunaan Take and Give Model adalah 3.3 dalam kategori "Sangat Baik". Hasil data analisis menunjukkan bahwa nilai t_{test} 8.28 sedangkan nilai t_{table} 2.07. Ini berarti bahwa nilai t_{test} lebih besar daripada nilai t_{table} . Jadi, hipotesis diterima. Artinya ada pengaruh yang signifikan dari Take and Give Model terhadap kemampuan siswa dalam menulis esai pada kelas XII SMAN 8 Padangsidempuan.

Kata Kunci: Take and Give, Model, Menulis, Esai

V. INTRODUCTION

Writing as a tool of communication, express the idea and also spreading another ideas from different resources. Writing is essential, how the teacher can changes students' habit in writing and start in good way with consider of writing indicators (content, organization, vocabulary, grammar, and mechanic). Writing an essay is a basic for senior high school to develop their ability in writing, because in college they demand able to write many kinds of written.

The writer hopes the students able to write an essay. In fact, there are still many students are fail to write essay. Their ability are relatively low, it can be seen from the writer's observation by given pretest. The student's score average is 65, meanwhile they must get 75. Because 75 is good category in writing and maximum score that must be they achieved. It means that the students' writing essay ability of twelfth in SMAN 8 Padangsidempuan was low.

Therefore, there are many efforts done by the teacher in order to increase the ability of students in writing essay. For example repair teaching material, change the method/model or technique in teaching learning English in classroom, giving motivation, make exercise in writing essay. In fact, it doesn't give a positive response for the students in learning process.

The writer afraid if the problem can't solve, the result of their ability in writing essay are still dissatisfied. As the next generation, they will can't to compete in writing competition, the new writer will not rise,

the new book will disappear, etc. Actually, there are many method/model or techniques to make the students interested to learn about writing that can be used by the teacher such as using Take and Give, Two Stay Two Stray, Picture and Picture, Talking Stick, Bamboo Dancing, and many more. The writer choose using Take and Give Model.

Based on the explanation above, the writer is interesting in doing research entitles "The Effect of Take and Give Model on Students' Writing Essay Ability (A Study at the Twelfth Grade of SMAN 8 Padangsidempuan 2019/2020 Academic Year).

3. Nature of Writing Essay

a. Definition of Writing Essay

Writing is a process of express of ideas, feelings or emotions into written which has purposes to give information to others (the reader). Iskandarwassid and Sunendar (2008:292), "writing is a process to capture a language, represent an activity of expression language, and then put down the graphic symbol that represent a language one understands, so that the other can read these graphic representation". Then, Zemach and Rumisek (2005:56), "an essay is a group of paragraphs written about a single topic and main idea, it must have at least three paragraph (introduction, body and conclusion)".

Based on the explanation above, the writer concludes that writing essay is a process of discuss, describe or analysis about ideas,

opinion based on author's point of view of phenomenon into written which consist of at least three paragraph (introduction, body and conclusion).

b. Indicators of Writing Essay

According to TambunaninManik and Sinurat (2015), there are five indicators in writing test, namely; content, organization (the structure of essay), vocabulary, grammar and mechanics. The following are the aspect that must be know by the students to write essay:

Content

According to Tambunan in Manik and Sinurat (2015) said, the content refers to the substance of writing, the experience of the main idea (unity).

Organization

According to Tambunan in Manik and Sinurat (2015), organization refers to the logical organization of the content (coherence).

Vocabulary

According to Hanson and Padua (2010:5), "vocabulary refers to words we use to communicate in oral and print language".

Grammar

Richards and Platt in Griffiths (2008:174), “grammar is deal with the structure of language and a set of rules that define how words or part of words are combined or change to form acceptable units which can be used to convey meaning within a language”.

Mechanics

According to Tambunan in Manik and Sinurat (2015), “mechanics refers to the use of the graphic convention such as comma, question mark, full stop, parenthesis, capital, etc”.

Based on the explanation above, the writer can concluded that, the indicators of writing consist of five, they are content, organization (the structure of essay), vocabulary, grammar and mechanics.

c. Steps to Write Essay

According to Langan (2004:51), there are several steps to write an essay; 1) Begin with a point or thesis, 2) Support the thesis with specific evidence, 3) Organize and connect the specific evidence, 4) Begin and end essay with effective introductory and concluding paragraph.

4. Teaching Take and Give Model

a. Definition of Take and Give Model

According to Maufur (2009:97), “take and give model is model that teach the students to share their knowledge without expect reward from their partner”.Based on the definition above, the writer can concluded that take and give model is model of teaching that has

purposes for students able to share information, associate and develop team working with others.

b. Steps of Take and Give Model

According to Istarani (2011:187), the steps of take and give model are; 1) Writer prepared the card that will be used in teaching learning process, 2) Explain the teaching material as a competency that will be achieved, 3) To make students can master the material, the writer give a card for each students to learn (memorize) for 5 minutes, 4) Ask all of students to find their partner to share the material, 5) The process will be like that until all the students can take and give each the material, 6) The students begin to write essay based on the card they achieved.

c. Advantages and Disadvantages of Take and Give Model

According to Shoimin (2016:197) the advantages of take and give model are; 1) The students are faster to comprehend of learning material because they are get information from the teacher and the other students, 2) Improve the students ability to cooperate and associate.

While, disadvantages of take and give model are; 1) When the students look for their partner, irregularity will be happen because the students will rowdy to find their partner, 2) The ability of students to convey the material to their partner will not suitable as we hope.

VI. METHODOLOGY OF THE RESEARCH

The research takes place in SMAN 8 Padangsidempuan. It is located in Jl. Perkebunan Pijorkoling, Kec. Padangsidempuan Tenggara. The headmaster of this school is Drs. Khairunnas, and the teacher of English is Khaerani S.Pd, Riska J. SHB S.Pd and Elfa S.Pd.

According to Sugiyono (2012:6), method is the way to get the valid data in order to found, to develop, to prove it, a knowledge can be used to understand, solved and anticipated the problem that would be happened in education.

In this research, the writer uses the experimental method. According to Sugiyono (2012:107), the experimental method can be defined as a method of research that used to find out the effect of certain treatment in controlling of the condition. Based on the explanation above the research design, it can be seen clearly from one group pre-test (O_1) and post-test (O_2) to get the data dependent and the data independent variables.

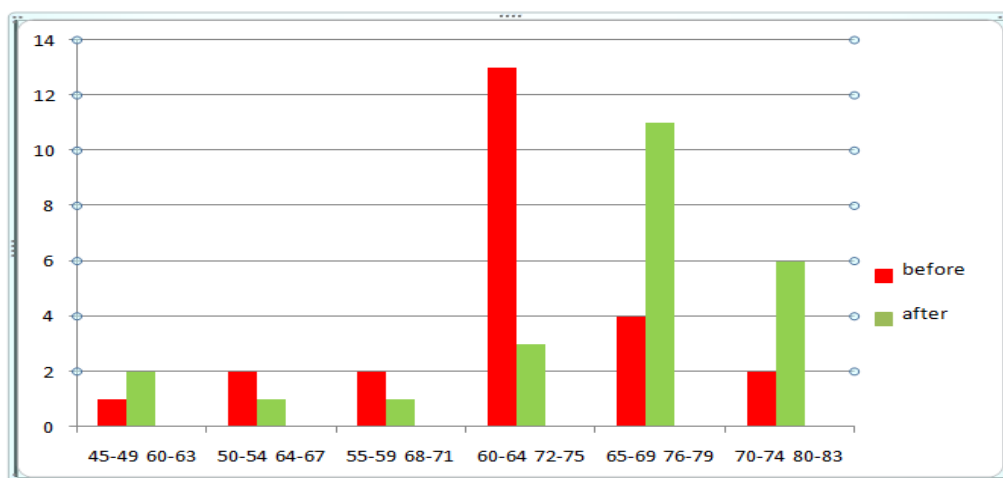
The population in the research is all of the students at the twelfth grade of SMAN 8 Padangsidempuan are 94, and sample are 24 students. To taking the sample, the writer used purposive sampling. Arikunto (2010:134), "purposive sampling is taking sample does not based on stratified, random or area but based on the specific purposes".

Arikunto (2010:101), "instrument of the research is a tool or facility used by researcher to collect the data in order to make the

activity will be systematic and easier". In this research has two variables, they are take and give model as dependent (X) and writing essay as independent (Y). In research data, the writer uses observation sheet and test to collecting the data.

VII. RESULT

Based on the data analyzed the observation sheet about the application of take and give model on students' writing essay of SMAN 8 Padangsidempuan through 15 aspects of observation, obtained average score 3.3 with categorized "Very Good". Then in pre-test, the highest and the lowest score was 74 and 45 and mean score of writing essay in pre-test was 63 categorized "Enough". After given take and give model, the highest and the lowest score was 80 and 60, the mean score was 77 categorized "Good". The description of the different data before and after using take and give model can be seen in following histogram:



Histogram of Students' Writing Essay before and after Using Take and Give Model

From the research, it can be known that t_{test} is higher than t_{table} ($t_{test} 8.28 > t_{table} 2.07$). It means that there is a significant effect of take and give model on students' writing essay at the twelfth grade students of SMAN 8 Padangsidempuan or H_a was accepted.

VIII. DISCUSSION

After given pre-test and pot-test to the students, the writer found that the result of writing essay after using take and give model was better than before using take and give model, it can be seen t_{test} is higher than t_{table} ($t_{test} 8.28 > t_{table} 2.07$). So that, the hypothesis was received.

By looking the related finding which have been discussed about "The Effect of Learning Model "Take and Give" Followed by Giving Reward on Students' Learning Result of Straight-Line Equation Material" by Prasetya (2017) and Meda (2017), "The Effect of Cooperative Learning Model Take and Give on Students' Learning Result X Class". Prasetya get mean score before and after using take and give model was 37.5 and 80.5, then Meda get the mean score before and after using take and give model was 7.00 and 8.10. Meanwhile, the writer get the score before and after using take and give model was 63 and 77.

Based on the research above, in this research the writer can concluded that take and give model was model of learning that suitable to increase the students' learning result.

CONCLUSION

Based on the result of this research in chapter IV the writer can conclude that:

4. The application of take and give model on students' writing essay at the twelfth grade of SMAN 8 Padangsidempuan is 3.3 categorize "Very Good"
5. The students' writing essay ability before and after using take and give model at the twelfth grade of SMAN 8 Padangsidempuan is 63 categorize "Enough" and 77 categorize "Good".
6. There is a significant effect of take and give model on students' writing essay ability at the twelfth grade of SMAN 8 Padangsidempuan. Because of the score t_{test} is 8.28 and the score of t_{table} is 2.07 at 5% significant level with degrees of freedom (df) 23. It means that t_{test} is higher than t_{table} . In other word, hypothesis is accepted.

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THE EFFECT OF THE USING EXPOSITORY METHOD ON STUDENTS' ACHIEVEMENT IN WRITING RECOUNT TEXT TO TENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA TIMUR

Alfred Siregar, Wildan Iskandar Lubis¹, Srimaharani Tanjung²,

Institut Pendidikan Tapanuli Selatan (IPTS)

Email: alfredsiregar@gmail.com

Abstract: *This study aims to know whether there is a significant effect of the expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur. The research was conducted by using experimental method (pretest posttest one group design) with 33 students as the sample and they were taken by using cluster sampling technique from 102 students. Test and observation were used in collecting the data. Based on descriptive analysis, it could be found (a) the average of the using expository method was 2.85 (good category) and b) the average of students' achievement in writing recount text before using expository method was 68.18 (enough category) and after using picture and picture model was 77.06 (good category). Furthermore, based on inferential statistic by using t_{test} one tail, it could be found t_{table} was less than t_{test} ($7.545 > 1.695$). It means, there is a significant effect of the using expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur.*

Keywords: *expository method and writing recount text*

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan metode ekspositori terhadap hasil belajar menulis siswa teks recount di kelas X SMA Negeri 1 Angkola Timur. Penelitian ini menggunakan metode eksperimen dengan desain penelitian pra-eksperimental; satu kelompok pre-test post-test design. Populasi dalam penelitian ini adalah semua siswa kelas sepuluh yang terdiri dari 102 siswa. Teknik sampling yang digunakan pada penelitian ini adalah cluster sampling dan jumlah sampel terdiri dari 33 siswa. Dalam mengumpulkan data, peneliti menggunakan lembar observasi untuk mendapatkan data dalam penggunaan metode pembelajaran ekspositori dan tes untuk mendapatkan data hasil belajar siswa dalam menulis recount text. Peneliti menggunakan proses statistik dalam menganalisis dengan menggunakan rumus uji t. Berdasarkan data yang telah dianalisis, hasil analisis data menunjukkan

bahwa t_{test} lebih tinggi dari $t_{\text{tabel}} > t_{\text{test}}$ ($7,545 > 1.695$). Jadi, hipotesis diterima. Ini berarti ada pengaruh signifikan penggunaan metode ekspositori terhadap hasil belajar menulis siswateks recount di kelas X SMA Negeri 1 Angkola Timur.

Kata kunci: metode *pembelajaran ekspositori*, menulis *recount teks*.

I. INTRODUCTION

English is one of the means to improve science, attitude skills and responsibility to the environment. English language has four skills. They are listening, speaking, reading and writing. Language skills consist of productive and receptive skills. The first is speaking and writing while the second is listening and reading. Writing and speaking as one productive skill are quite important in developing the students' competence and performance of language. Writing is one of difficult skill to teach, because writing has to express ideas, feelings and experiences to the reader. In other words, writing can be said as a mean of communication between writer and reader. Writing skill is specified into the skill in organizing ideas.

English subjects is one important element in education because English is so important role in daily life both nation and state. There some kinds of writing text in senior high school, they are descriptive text, narrative text, report text, procedure text and recount text. Writing is as productive skill that is quite important in developing student's competence and language performance of senior high school level based on the curriculum today. One of the subject in writing text is recount text. Recount text is the text that retells a past event which can be written in paragraph telling what we have experience.

In the subjects of English language is expected to build the ability of learners to act, act smart, wise and responsible in everyday, for that students are expected to master the material recount text as maximal as possible.

Based on observations that have been done in SMA Negeri 1 Angkola Timur, especially at the tenth grade that the students' ability in writing recount text is still low. Many problems that cause the lack of ability in writing recount text they are: the lack of interest of learners in terms of writing recount text, the difficulty of developing the topic due to lack of knowledge, less vocabulary to write recount text smoothly, lack of knowledge about systematics to write recount text well and correctly, lack of student concentration in listening explanation from teacher, student difficulty writing recount text according to generic structure of recount text that is orientation, event, and re-orientation and student difficulty writing recount text with pay attention to correct spelling.

It makes the student bored in the class. The fact showed that the students in the school are still low in writing recount text. It can be seen from the students DKN in SMA Negeri 1 Angkola Timur. This phenomenon is indicated by the score that they can get on the exam. The students 'score of English in writing recount text material is on average 70. While, it is hoped the students get on 75. Where the standard of KKM in SMA Negeri 1 Angkola Timur is 75.

Therefore, teachers are required able to choose the method of learning, learning methods that can help learners achieve successful learning

and involve students actively and creatively in the learning process. The selection of learning method that fit the curriculum goals and potential learners is an ability that must be owned by a teacher so that the quality of learning will have a positive impact for the development of learners in mastering science.

One of the methods that can make students enthusiastic in teaching and learning process is expository method. Expository method places the teacher as a teaching center, because the teacher is more active in providing information, explaining a concept, demonstrating skills in obtaining patterns, rules, propositions, giving examples of problems and solutions, giving students opportunities to ask questions, and other teacher activities in this lesson.

If the problem above continues it will certainly be a constraint in learning. The problem needs to be resolved, in various ways or efforts. Efforts that can be done such as holding teacher upgrading, procurement of learning facilities and infrastructure, forming study groups, providing training, and providing additional tutoring. But the efforts made have not brought the results of change to a better direction. If the problem is left then the results of student achievement is lower. In order for learning more interesting and dynamic then a teacher can use a good learning strategy in accordance with conditions during the learning process.

1. The Nature of Writing Procedure Text

Iwuk (2007:3), "By writing, we can convey what we hear. We write the results of learning to hear to know our ability to hear". Maharani (2007: 7) also states that, "Writing is pouring what you feel, think, and know through written

language. One goal is to share experiences with readers". In writing, there are many types genre of writing such as recount, narrative, procedure, descriptive, and news item in the context daily life. In this case the writer only discuss about recount text. In mastering recount text the students are expected to be able to understand about: a) definition of recount text, b) social function of report text, c) generic structure of recount text, and the last d) language feature of recount text.

According to Maharani (2007:69), "Recount text is to tell the story of past events. The accident is written as it happened in the past". Iwuk (2007:7) also states that, "The text with the recount genre is the text that contains the story of an event that has been going on. The incident was told back in sequence".Based on some description before, it can be conclude that recount text is the retelling or recounting of an event or experience or recount is a text that retells events or experience in the past.

Iwuk (2007: 64) states that social function of recount text is: "The social function of the text is a conceptual framework that plays a role in distinguishing different types of text based on its communicative purpose. Therefore the social function of a text is often also referred to as communicative purpose of the text.According to Garot and Wignell in Nurhayati (2017: 194) states that, "The social function of recount is to retell events for the purpose of informing or entertaining".

Maharani (2007:70) states that, "Generic structure of recount text are: 1)The orientation consists of the characters, the time, and the place in the

story, 2) The Events consist of sequentially arranged events, 3) Re-orientation is about personal comments or assessment phrases. According to Iwuk (2007: 65) generic structure recount text are: 1) Orientation contains the setting of an event. Setting tells about background events, 2) Sequence of events is a series of events events. The series of events is recounted sequentially and chronologically, 3) Re-orientation is a conclusion paragraph that contains the author's comment on the event described".

Language features are the language aspects of a text. Language. According to Gordon (2009:18), "In the factual story recount can be found nouns and pronouns, action verbs in the form of past tense, join words and connecting words. Adjectives, adverbs and phrases". Meanwhile, Iwuk (2007: 65) states that, "Language features of recount text, they are: 1) Using simple past tense, 2) Using time markers: later, then, before, after, 3) Focus on individual participants".

Based on the some descriptions above, it can be also concluded that the recount text consists of three generic structures, they are orientation, events, and reorientation. Then, it has certain languages features such as noun as personal pronoun, individual participant, past tense, conjunction, and so on. This text is intended to tell about someone past experience or factual incidents or accidents..

2. Nature of Expository Method

Hamruni (2012:73) says that, "Expository learning strategy is a learning strategy that emphasizes the process of verbal material delivery from a teacher to a group of students with the intention that students can master the subject matter optimally." According to Trianto (2009: 280) "Expository learning strategies will be effective if: a. Teachers will deliver new materials and their relation to what students will and should learn b. If the teacher wants the students to have a certain style of intellectual style, for example, so that students can remember the lesson material, so that he will be able to express it again when necessary."

In using expository method there are several steps that the teacher needs to pay attention they are: a. Preparation, b. Presentation, c. Correlation, d. Generalization, e. Application.

Based on some descriptions above, it can be concluded that expository method is the method emphasizes the subject matter presented directly by the teacher, the students are not required to find the material. The subject matter seems to be so because the expository learning strategy is more emphasis on the process of speaking, Expository learning strategy is a teacher-centered teaching activity that aims to move knowledge, skills, and values to students.

II. METHODOLOGY OF THE RESEARCH

The writer takes the place of this research in SMA Negeri 1 Angkola Timur which is located at Jalan Sipirok, Desa Marisipargarutan. This research

used experimental method with pre-experimental research design; one group pre-test post test design. In collecting data with one group pre-test post test design, the research used test and observation sheet as the instrument. The test is used to measure the students' achievement in writing recount text and the observation sheet is used to observe the researcher in using expository method.

The procedures of this research design were: 1) the students are given pre-test first and the researcher got the data, 2) the researcher applied the treatment to increase the students' achievement, 3) after the treatment is given, the students are given post-test and the researcher got the data, 4) the scores of pre-test and post-test are compared by the researcher.

The research used quantitative data which is gotten by the researcher from calculating mean, median, and mode score from the test of recount text and observation sheet of expository method. In analyzing the data, the researcher used t_{test} formula to look for the significant effect of expository method on the students' achievement in writing recount text.

III. RESULT

After conducting the research in SMA Negeri 1 Angkola Timur by contributed observation sheet and test to the tenth grade students to see the effect of expository method on the students' achievement in writing recount text. Then, the researcher described the data which are calculated by using

statistical analysis. First, the application score of expository method is described in the table below.

Table 1.Result of Observation Sheet of expository method on the students' achievement in writing recount text

No	Indicator	Mean
1	Preparation	2.75
2	Presentation	2.25
3	Correlation	2.75
4	Generalization	3.00
5	Application	3.50
Score Total		1425
Score Mean		2.85

Based on the result obtained from the analysis of observation sheet about the expository method on the students' achievement in writing recount text at the tenth grade students which contains 20 statement about the steps and the mean of the score for each indicators are 2.75 for preparation, 2.25 for Presentation, 2.75 for correlation, 3.00 for generalization and 3.50 for

application. After all of the score are totaled, the mean of the score was 2.85. So that, the mean was included in the “Good” criterion.

The mean of pretest was 68.418 and it was categorized as a “Enough” achievement. The mean of posttest was 76.06 and it was as a “Good” achievement. The table showed that pretest score was higher than posttest score. In analyzing data to look for the effect of expository method on the students’ achievement in writing recount text, the researcher does the hypothesis testing by using t_{test} and the result can be seen on the calculation below.

$$\bar{D} = \frac{D}{N} = \frac{260}{33} = 7,89$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - \frac{(260)^2}{33}}{33(33-1)}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - (67600 : 33)}{33 \times 32}}$$

$$t = \frac{7,89}{\sqrt{\frac{3200 - 2048,58}{1056}}$$

$$t = \frac{7,89}{\sqrt{1,090449954}}$$

$$t = \frac{7,89}{1,0442} = 7,545$$

Based on the calculation above, it is determined confidence degree is 95% and degrees of freedom (df) = (N - 2) = 33-2 = 31. Therefore, it can be seen t_{tabel} 1.695 ratio between t_{count} by t_{tabel} is seen that $t_{\text{count}} > t_{\text{table}}$ that is $7,545 > 1.695$. Based on the consultation result of the score, the alternative hypothesis formulated in this research is accepted, it means that, "There is a significant effect of the using expository method on students' achievement in writing of recount text to the tenth grades student of SMA Negeri 1 Angkola Timur."

IV. DISCUSSION

Based on the observation sheet result of expository method on students' achievement in writing of recount text, the researcher found that the score was 2.85. The score is categorized as "Good" criterion. Furthermore, the result of the students' in writing recount text before using of expository method the mean score of the students is 68.18, it can be categorized into an enough category. While the the students' achievement in writing recount text after using expository method the mean score of the students is 76.06, it can be categorized into a good category. It means that there is an improvement on the students' achievement in writing recount text after taught by using expository method.

The improvement was happened because the using of expository method in teaching recount text was good, so that the students were more

active to follow the teaching and learning process, and the teaching and learning process will be more fun and not boring because in learning the students also can play and develop their ability in deliver their opinion. It means that expository method had the significant effect to make the students able to write and easier to understand in writing recount text.

CONCLUSION

Based on the result of the data analysis in this script, it can be concluded as follows:

1. The using of expository method on the students' achievement in writing recount text to the tenth grades student of SMA Negeri 1 Angkola Timur is by good category. It can be seen from the mean score of the students, that is 2.85.
2. The students' achievement in writing recount text before using of expository method at the tenth grade students of SMA Negeri 1 Angkola Timur the mean score of the students, that is 68.18, it can be categorized into an enough category. While the description of the students' achievement in writing recount text after using expository method at the tenth grade students of SMA Negeri 1 Angkola Timur the mean score of the students, that is 76.06, it can be categorized into a good category.
3. The hypothesis in this research was accepted. It means that "There is a significant effect of the using expository method on students' achievement in writing recount text to the tenth grades student of SMA

Negeri 1 Angkola Timur”. It can be seen from the score of t_{test} is higher than the value of t_{table} ($7,545 > 1.695$).

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