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An Analysis on the Teacher's Reciprocal Strategy in Teaching Reading Comprehension at SMPN 3 Rogojampi

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Abstract: This research reports the English teacher's reciprocal strategies in teaching reading comprehension. The research design was qualitative. The participants were the English teacher of the eighth-grade students at SMPN 3 Rogojampi. The finding shows that the teacher implemented Palinscar & Brown (1984)'s strategy by skipping two steps (modeling & guiding, asking students to rotate role) of the six steps stated on the observation checklist. In other words, the teacher only missed two steps. Therefore, the teacher should optimize implementing the reciprocal teaching strategy in teaching reading in order to get students become more motivated and more actively involved in reading activities.

Keywords: Teacher's Reciprocal Strategy, Reading Comprehension

I. Introduction

Reading plays a significant role in students' academic life, because every activity in the classroom always has relationship with reading. Maxom (2009),states that reading has considerable role in the languae teaching to strengthen the skills which are acquired by the students in listening, speaking, and writing. It means that reading affects the other skills of learning process. National of Educational Progress indicates that most of adolescent students in the U.S. do not understand what they read (McNamara, O'Reilly, Best, & Ozuru, cited in Johnson &Zabrucky, 2011).

The students need to be able to understand and comprehend the text. The role of a teacher is also needed to help students in learning reading. The teachers have to be aware of comprehension strategies and select the strategies that make most sense on them. Then, they have to explain the strategies to their students, show them how to use them, and help the students apply the strategies as part of in-

school practice (Pressley cited in Barry, 2002).Based on the preliminary study conducted by interviewing the English teacher of the eighth-grade students in SMP Negeri 3 Rogojampi, on January 15th, 2019 the writer found out that the teacher at this school has been using cooperative learning. The teacher explained that in his teaching learning process he divided the students into groups consisting of four students and each students has different role i.e. predictor, questioner, clarifier, and summarizer, in which that is a reciprocal teaching strategy. The teacher said that he often used reciprocal teaching strategy in class VIII D because he found out some problems such as difficulty to get the information from the text, and the students did not show their enthusiasm during reading activity.

By doing so, he can help his students to have a better understanding of reading. It also helps them not to be passive during the learning process. It is in line with the previous research conducted by Cakici (2016) entitled "EFL Teacher's Beliefs about the Use of Reading Strategies" who showed that the teachers generally believe the necessity of reading strategies. In addition, Sattar & Salehi (2014) in "The Role of Teaching Reading Strategies in Enhancing Reading Comprehension" reported that cooperative learning is one of strategies that can improve reading comprehension and those strategies were effective in helping the student to comprehend the text in reading.

Meanwhile, Law (2007)in "Effects of Cooperative Learning on Second Graders' Learning from text" reported that cooperative learning strategy affects students to be more motivated and performed better in reading comprehension as they have positive cooperative behavior and attitudes in which students' positive cooperative behavior and attitudes were related to their motivation and reading comprehension. Tarchi and Pinto (2016) in "Reciprocal teaching: Analyzing

Interactive Dynamics in the Co-Construction of a Text's Meaning" stated that reciprocal teaching is one of the most successfully implemented cooperative learning practices. Based on the explanation above, it is known that most of them did a research which was only focused on the general concept that was cooperative learning. Meanwhile, the researcher wanted to conduct a research on a more specific cooperative learning that was reciprocal strategy.

II. Literature Review

2.1. *Theoretical Framework: Teaching Strategy in Reading Comprehension*

Grellet (1996) defines that reading comprehension is a process of understanding the text. In other word, the readers are expected to get information from the text. Furthermore, Snow (2002) defines reading comprehension as simultaneous process of extracting and constructing meaning through interaction and involvement with written language. It can be said that reading comprehension belongs to the process of constructing meaning by interacting with the text. Based on those explanations, it can be concluded that comprehension is important to construct meaning in order to get the information from the text.

According to Fayombo (2015), teaching strategy refers to structure, procedure and process that a teacher uses during instruction to help students become independent and strategic learners. Brown & Atkins (2002) add that teaching strategy is regarded as providing opportunities for students to learn. It means that students do not passively accept the knowledge given by teacher, but they have an opportunity to use their knowledge in their learning process. Effective teaching is concerned not only by success but also byappropriate values. Thus, successful teaching strategy is important to have an effective teaching.

Strategy of Teaching Reading Comprehension Based on National Reading Panel (2000), it was found that 203 studies on instruction of text comprehension led to the identification of 16 different kinds of effective strategies, and 7 of them appear to have a firm scientific basis to improve comprehension in normal readers they are; Comprehension Monitoring, Graphic and Semantic Organizers, Question-Answer Relationship, Question Generation, Story Structure, Summarization, Cooperative Learning. National Reading

Panel (2000) affirms that from all the seven strategies above there is one strategy that is highly effective that is cooperative learning with the "Reciprocal Teaching" model. It becomes an effective strategy because it covers four strategies at once; predicting, questioning, clarifying, and summarizing that help students comprehend their text (Rosenshine and Meister, 1994 cited in National Reading Panel 2000).Reciprocal Teaching Reciprocal teaching (Palincsar& Brown, 1984) is an interactive teaching strategy that supports students in improving reading comprehension. Oczkus (2010) states that outcome of reciprocal teaching is giving positive effect not only on students' academic but also on social interaction between students.

According to Palincsar and Brown (1984),each of the four strategies plays an important role in process discussion. 1) Predicting.Gambrell and Morrow (2015) state that predicting consists of the readers' opinion about what will come next in the text. It can help students to be more motivated to read the material in addition to improve their understanding of the text.2) Questioning. Helps students to construct meaning of the text.

According to Gambrell and Morrow (2015) questioning occurs when readers ask questions about the text, the author's ideas, and their own thinking. 3)

Clarifying.Students recognize unclear sentences or words. It can help students to monitor their own comprehension (Oczkus, 2003).4) Summarizing. Oczkus (2003) believes that to summarize effectively, students must recall and arrange in an order the important events in a text. It can be said that summarizing can help students enhance understanding of what is read by requiring students rewrite or outline only important part of passages. Stages of Reciprocal Teaching.

According to Palinscar & Brown (1984), the implementation of reciprocal teaching consists of five stages. Whichare used when it is the first time for the teacher to introduce a reciprocal strategy to the students and they still do not know any idea about reciprocal strategy. Those stages are: 1.Teacher Demonstration 2. Direct Instruction and Guided Practice3. Teacher-Students Group 4.Students-led Group Students 5.Students' Independent Use of the Strategy. Steps of Reciprocal Teaching According to Palinscar & Brown (1984), there are some steps which are explicitly used in applying Reciprocal Teaching. The steps are used when the students have already known about reciprocal strategy so that the students can follow some steps given by the teacher.1.Teacher gives modeling, guiding 2.In groups of four, teacher allocates a role to each student i.e. summarizer, questioner, clarifier, and predictor

Teacher distributes the text to the students 4.The teacher asks students to do their role then suggests them to use note-taking strategies such as underlining, coding, etc. 5.The teacher asks students to rotate roles after everyone has done the presentation and continued to the next passage 6.Teacher monitors and provides support as needed.Strengths of Reciprocal Teaching1.Reciprocal teaching strategy is easily understood. It is because, the steps inimplementing this strategy is not confusing. 2. Making students enjoy learning. It is because the students can work in group, allows them to help each other in comprehending the

text.3.Make the text more comprehensible. It is because by asking question students can learn to concentrate on important ideas rather than translate meaning. 4. Build a positive social interaction. It is because during this strategy there is communication and interaction between students.

Weaknesses of Reciprocal Teaching 1. Students will have trouble in using the four strategies in longer texts. To overcome this problem the teacher can start using small chunks of text, and try to gradually increase the chunks used during reciprocal teaching lessons to pages, lessons, and eventually entire chapters.2.Can be time-consuming. To overcome this problem the teacher should manage time effectively by giving instruction clearly so that students will know what they are supposed to be doing then time is not wasted.3.The classroom is sometimes noisy. To handle this situation the teacher the teacher can instruct students on how to work together quietly. For example, teach them "six-inch voices" whereby students speak at a level heard by a partner six inches away—but no farther.

2.2. Conceptual Framework: Reciprocal Teaching Strategy in Reading

According to Alshammari (2015) there are three stages of reading for comprehension, they are pre-reading, while-reading and post-reading. Rodliand Prasetyo(2017) explained that a model of reciprocal teachingstrategy can be developed into those three stages.1)Pre-reading. In pre-reading,predicting and questioning occurred (Rodli, 2017). There are some teacher's activities in predicting such as distributing the text to the students, asking the students to predict what the text is about or what will happen in the text by observing the picture or the title, and asking the students to write their prediction on their worksheet.2)While-reading.

According to Rodli & Prastyo (2017) clarifying occurred in while reading. He also mentioned some teacher's activities in this stage, such as asking the students to read the text deeply to answer the questions they have made, asking the students to look for the meaning of the difficult words in dictionary. 3) Post-reading. According to Rodli and Prastyo (2017) summarizing is included in post-reading. There are some teacher's activities in this stage such as asking the students to analyze their answers, asking the students to summarize the main point or the conclusion of the text with their own words.

2.3. Previous Studies

The first study dealing with teaching strategy in reading comprehension is a study conducted by Cakici (2016) entitled "EFL Teacher's Beliefs about the Use of Reading Strategies" who showed that the teachers generally believe the necessity of reading strategies and they prefer using reading strategies in almost all stages. In addition, Sattar & Salehi (2014) in "The Role of Teaching Reading Strategies in Enhancing Reading Comprehension" reported that cooperative learning is one of strategies that can improve reading comprehension and those strategies were effective in helping the students to comprehend the text in reading.

Meanwhile, Law (2007) in "Effects of Cooperative Learning on Second Graders' Learning from text" reported that cooperative learning strategy affects students to be more motivated and performed better in reading comprehension as they have positive cooperative behavior and attitudes in which students' positive cooperative behavior and attitudes were related to their motivation and reading comprehension. Further, Tarchi and Pinto (2016) in "Reciprocal teaching: Analyzing Interactive Dynamics in the Co-Construction of a Text's Meaning"

stated that reciprocal teaching is one of the most successfully implemented cooperative learning practices.

3. The Study

3.1 *Research Design*

The design of this research is descriptive qualitative research which was intended to analyze teacher's reciprocal strategy in teaching reading comprehension at SMPN 3 Rogojampi. In this research there were interview, observation checklist and documentation for collecting the data (Ary, et.al, 2010).

3.2. *Research data and analysis*

The result of interview found out that the teacher only used modeling and guiding the first time he applied the strategy in the beginning of semester. The aim of dividing students into different roles was to lead them to be responsible in doing their work, and prevented them from being passive and lazy. Giving the instruction of switching the role with other member was aimed to train the students to apply all of the roles in reciprocal strategy and added that that the length of the text influenced him in giving this instruction. The teacher confirmed that he monitored the students by going around the class and asking them some questions to the students.

Cross Check the Data from the Observation1.The teacher used modeling only in the first time he introduced reciprocal strategy to the students. Yet, in that meeting he did not use it anymore because it was not his first time to apply this strategy. The students had already known about this strategy, and he often used it in the classroom. 2. The instruction of asking students to rotate instruction has to be suited with the material or the text given. Meanwhile, the text available on the

textbook was quite short so that the teacher did not instruct the students to rotate their role.

4. Research findings and discussion

Based on the results of observation and interview the teacher did not use modeling in applying reciprocal strategy. According to Palinscar & Brown (1984) the teacher needs to model over a number of sessions and that demonstrates how an expert reader uses comprehension strategies to understand a text. In addition, modeling and guiding is aimed to lead students to perform independently, motivate students in doing their task, help students to focus in achieving goal, and reduce students' frustration while doing the task. In truth it was found out that there were some students who didn't show their enthusiasm and motivation in doing the task. Another step the teacher skippedwas that the teacher did not ask the students to rotate their role because the text given was too short as stated on the interview result. According to Palinscar & Brown (1984), the teacher may ask students switch roles to another member on the next passage and this process is then repeated with students in new roles each time until they have read the entire text. It can be seen that switching activity can be done if the text is quite long or consist of several paragraphs.

From the explanation above it can be said that it was not a problem for the teacher not to use this step, because the text given did not fit to follow this step.Based on the result of the observation and interview it could be concluded that how the teacher implemented reciprocal teaching strategy was mostly in line with Palinscar & Brown (1984)'s theory. The teacher has followed almost all the steps and only skipped 2 steps from the 6 steps are stated in the observation checklist. However, 'ask the students to rotate role' was not a problem if the

teacher skipped it. So, it can be said that the teacher only missed one step from 6 steps on the observation checklist.

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5. Conclusion

The findings of this research revealed that how the teacher implemented the reciprocal teaching strategy was mostly in line with Palinscar & Brown (1984)'s theory. The teacher only skipped two steps of the six steps stated on the observation checklist. However, one of those steps skipped was not a problem. So, it can be said that the teacher only missed one step from the 6 steps on the observation checklist. Therefore, the teacher should optimize implementing the reciprocal teaching strategy in teaching reading in order to get students become more motivated and more actively involved in the reading activities.

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The Use of Nursery Rhymes to Improve the Eighth Grade Students' Vocabulary Achievement and Active Participation

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Abstract: The aim of this research was to improve the eighth grade students' vocabulary achievement and active participation by using nursery rhymes. The research design used was a classroom action research. The participants were the VIII-F students consisting of 30 students. The class was chosen because it has the lowest mean score of vocabulary test. The results showed that nursery rhymes could improve the students' vocabulary achievement and the students' active participation. It could be seen from the results of the vocabulary test and observation. Based on this findings, the English teacher is suggested to use nursery rhymes to teach vocabulary to improve the students' active participation in the teaching and learning process of English, especially on Vocabulary.

Keywords: Nursery Rhymes, Classroom Action Research, Vocabulary Achievement

I. Introduction

Vocabulary is one of the language components that becomes the most important aspect to master because vocabulary is the basic language aspect that human beings need to develop at the first time they learn a language. As Cameron,2001 (cited in Alqahtani, 2015) states vocabulary is one of the knowledge areas in a language that plays a great role for learners in acquiring a language.

Vocabulary becomes a bridge to learn language; that is why, the students should master vocabulary first before they learn a language. To produce a sentence, students should have words or vocabularies in their mind. If they do not have any vocabularies, then they cannot produce a sentence and they cannot share their ideas in their mind. It is supported by Tarigan (1993:2) who says that it is important for students to learn

vocabulary in order to make them able to communicate in spoken or written language effectively.

Before conducting the research, a preliminary study in the form of informal interview was conducted on December 17, 2018 with the eighth grade English teacher of SMP Negeri 8 Jember. Based on the results of preliminary study, it was known that the students had lack of vocabulary. The English teacher claimed when she gave the students a text and asked them to find the unfamiliar words from the text, the students found almost 90 % unfamiliar words from the text given by the teacher. Then, she asked the students to write the unfamiliar words on their books and found the meanings of those words in the dictionary. Then, she asked them to memorize the unfamiliar words that they had written in their book. After the researcher conducted a vocabulary test to know the students' vocabulary achievement, it showed that most of VIII-F students' could not reach the minimum standard requirement score for the English subject that is 75. There were only 4 students who got score ≥ 75 and 26 students who got score ≤ 75 in the vocabulary test with the main score 68.23.

In this case, it is important to use appropriate and interesting media to improve the students' vocabulary achievement and active participation. The researcher collaborate with the English teacher to apply interesting and appropriate teaching media, that was nursery rhymes because nursery rhymes is fun that can make the students enjoy the teaching and learning process. as Bodden (2011; as cited in Sayakhan and Bradley, 2014) states, nursery rhymes can be fun activity that can attract the students' interest and motivation in learning vocabulary, because the characteristics of nursery rhymes are interesting and delightful to remember.

Some previous findings showed that nursery rhymes could improve the students' vocabulary achievement and active participation. A classroom action research done by Hanum (2016) entitled "Improving VII-F Students' Vocabulary Achievement by Using Nursery Rhymes at SMPN 5 Jember in the 2016/1017 Academic Year" found out that

the use of nursery rhymes could improve the students' active participation and the students' vocabulary achievement at SMPN 5 Jember. Besides, another classroom action research done by Mayangsari (2014) entitled "Improving the Seventh Grade Students' Vocabulary Achievement by Using Nursery Rhymes at SMP Negeri 8 Jember" showed that the use of nursery rhymes could improve the seventh grade students' vocabulary achievement and students' active participation.

II. Literature Review

2.1. *Theoretical Framework: Vocabulary in Nursery rhymes*

Tarigan (1993:2) claims that the quality of someone's language skills depends on his quality and quantity of vocabulary items they have. That is why, having a lot of vocabulary is needed. It is supported by Tarigan (1993:3) who says that it is important for the students to learn vocabulary in order to make them able to communicate in spoken and written forms of language effectively. Based on the explanation, before learning a language, it is important for the students to master vocabulary first because when they make sentences or utterances the students need to combine some words.

According to William (1970:41) there are two classes of vocabulary, those are: large vocabulary and small vocabulary. The large vocabulary consists of nouns, verbs, adjectives, and adverbs. Meanwhile, small vocabulary consists of prepositions, pronouns, conjunctions, articles, auxiliary verbs, and interjections. This research only focused on the large vocabulary which includes nouns, verbs, adjectives, and adverbs.

Shweta (2013) states that nursery rhymes are often defined as a short, rhymed poem or tale for children, and she also states that nursery rhymes are compositions of fantastic and charming stories, vibrant language, and colorful characters. Besides, based on Wikipedia, nursery rhymes refer to traditional poems or songs for children. Thus, it can be concluded that nursery rhymes are traditional poems or songs that consist of fantastic and memorable rhythm suitable for young learners.

According to Geyer (2001) there are several kinds of nursery rhymes, i.e. finger play rhymes, counting rhymes, action rhymes, choosing rhymes, jump rope rhymes, rhymes for special occasions, clapping rhymes, and topic rhymes. In this research, the researcher used topic rhymes as teaching media and instructional materials because those rhymes are appropriate for the students' level as stated in the Curriculum 2013. The topic of the rhymes used in this research was about animals that was suitable with nursery rhyme entitled "Three Young Rats" and "Three Little Kittens".

Bodden (2011; as cited in Sayakhan and Bradley, 2014) mentions that there are some characteristics of nursery rhymes. They take no consistent form. Some are short with four lines or fewer lines while others are long and contain many verses. Most nursery rhymes are musical with strong rhyme and rhythm. Then, those characteristics make nursery rhymes easy and delightful to remember

According to Scott and Ytreberg, at al (1997:27), there are some advantages of nursery rhymes. First, nursery rhymes are fun that can make students enjoy the teaching and learning process. Second, nursery rhymes have short and easy lyrics to remember that can make the students easy in remembering and learning a language. Third, nursery rhymes can keep students' attention. Therefore, it can be concluded that nursery rhymes are useful tools to help the students learn a language.

According to Rubio and Conesa (2015), there are some disadvantages of using nursery rhymes and songs in education. First, the sound of nursery rhymes might disturb other classes. Then, in this research the researcher anticipated this by using a language laboratory. Second, the classroom needs additional media such as: mini speakers for playing the rhymes. To overcome this problem, the researcher prepared the tools needed, that is, mini speakers to play the rhymes.

Achievement test is a test that directly relates to language courses. Its purpose is to establish how successful individual students, groups of students, or courses themselves

have been achieving objectives (Hughes 2003:13). The students' vocabulary achievement in this research refers to the result of vocabulary tests in each cycle after the students have been taught by using nursery rhymes. The students' vocabulary achievement was indicated by their vocabulary test. The vocabulary scores from the test were considered as their vocabulary achievement.

2.2. Previous Studies

Some researchers have conducted some researches on the use of nursery rhymes on teaching and learning process. A research conducted by Hanum (2016) found that the percentages of the students' active participation improved from Cycle 1 to Cycle 2. It increased from 78.12 % in Cycle 1 to 81.08% in Cycle 2. Dealing with the vocabulary achievement, there was improvement of the percentages of the students' vocabulary achievement in Cycle 1 to Cycle 2. It increased from 78.38% in Cycle 1 to 83.78% in Cycle 2.

Another classroom action research was conducted by Mayangsari (2014). The results of this research showed that there was improvement on the percentages of the students' active participation from 50.00% in Cycle 1 to 75.00% in Cycle 2. Then it was found that the percentages of the vocabulary achievement improved from 62.00% in Cycle 1 and 75.00 % in Cycle 2. Thus, it can be concluded that the use of nursery rhymes could improve the students' active participation and the students' vocabulary achievement.

3. The Study

3.1 Research Design

The design of this research was Classroom Action Research (CAR). This research was intended to improve the eighth grade students' vocabulary achievement and active participation by using nursery rhymes at SMPN 8 Jember in the academic year 2019/2020. In this design, the teaching procedures from Curtain and Dahlberg (2004, as cited in Rubio and Conesa, 2015) were used and the treatment procedures consisted of; first, Preparing the students by a) Giving the students leading questions; b) Playing the

nursery rhymes. Second, Going through the words; a) asking the students to classify the words on the lyric of the nursery rhyme into nouns, verbs, adjectives or adverbs; b) asking them to find out the unfamiliar words; c) asking them to find the meanings of those unfamiliar words. Third, Singing the whole line; a) Singing the nursery rhymes; b). asking the students to sing; c) singing the rhymes the whole class together. The last, Checking the students' understanding; a) giving the students an assignment related to the vocabulary used in the nursery rhymes; b.) asking them to conclude the lesson.

3.2. *Research data and analysis*

In this research, the research data were collected by vocabulary test and observation. To analysis the data, descriptive statistics was used to find the percentage of the students getting $\geq$ 75 in the vocabulary test and their active participation (Ali, 1993:186).

4. Research findings and discussion

4.1. *Research findings*

The results of the observation in Cycle 1 showed that there were only 23 students who were actively participated in the teaching and learning process or 76.6% out of 30 students. There were 76.6% students who were categorized as active participants and 23.3% who were categorized as passive participants during the teaching and learning process on the first meeting. In the second meeting, there were 86.6% students who were categorized as active participants and 13.3% who were categorized as passive participants.

Table.1: The Percentages of the Students' Active Participation

No	Meetings	Number of the Students	Percentage	Category	Number of the Students	Percentage	Category
1.	1	23	76.6%	Active	7	23.3%	Passive
2.	2	26	86.6%	Active	4	13.3%	Passive
The Average			81.65%	Active	The Average	18.3%	Passive

Based on the results of the observation (see table 1) , the students' active participation in Cycle 1 had achieved the criteria of success. The results showed that 81.65% of the students were active in the vocabulary teaching and learning process by using nursery rhymes.

The result of this research showed there was 90% or 27 students who could achieve the target score, while the rest 10% or 3 students could not achieve the target score. The students' vocabulary test (the mean score) was 81.83 while the previous mean score was 68.23 (see table 2). Thus, the improvement from their previous research and after teaching vocabulary by using nursery rhyme was 13,6. This cycle 1 was stopped because it achieved the target score of the research.

Table 2:The Percentages of the Students' Vocabulary Achievement in Cycle 1

No	Numbers of Students	Percentage	Score Category ≥ 75
1.	27	90%	Achieved
2.	3	10%	Not achieved

In this research, Cycle 1 was considered successful if 80% of the total number of the students achieved the minimum standard score, which was 75.

4.2. Discussion

Based on the results of the implementation of the actions in Cycle 1, it could be said that the use of nursery rhymes was able to improve the students' vocabulary achievement and their active participation. In the teaching and learning process, both the researcher and the English teacher worked cooperatively to monitor and guide the students during the teaching and learning process.

Teaching vocabulary by using nursery rhymes was suggested by some experts. As stated by Pourkalhor&Tavakoli (2017), nursery rhymes could be applied as motivating factors

in teaching English since it brings a dynamic learning environment where the students can do peer interaction enthusiastically yet the teacher is still able to monitor the students' interaction and acts as a moderator in teaching and learning process. The results showed that the students' vocabulary achievement and active participation improved. It indicates that nursery rhymes stimulates students' enthusiasm.

Furthermore, the results of this research were also in line with the previous research conducted by Hanum (2016) proving that nursery rhymes could improve the students' active participation and their vocabulary achievement. The students' active participation was analyzed by using observation with the indicators, the students' activity in reading the nursery rhymes together, the students' activity in singing the nursery rhymes together, the students' activity in doing the vocabulary exercises, and the students' readiness to answer the teachers' oral questions. Furthermore, the vocabulary achievement test were analyzed based on the vocabulary test, which consisted of nouns, verbs, adjectives, and adverbs given by the researcher. Another research was conducted by Mayangsari (2014) which also proved that the use of nursery rhymes could help the students to improve their vocabulary achievement. In this research, the students' active participation was analyzed by using observation with the indicators, students' answering the teacher question, students making note on what they had heard, the students doing vocabulary exercises, and students singing nursery rhymes together. In addition, the vocabulary achievement test was analyzed based on the vocabulary test, which consisted of nouns, verbs, adjectives, and adverbs given by the researcher.

Based on the explanation above, it can be stated that the use of nursery rhymes could improve the students' active participation and students' vocabulary achievement. Therefore, it is expected for the English teachers and the other researchers to use nursery rhymes in teaching vocabulary. However, it is also suggestedfor future researchers to give more attention to the students while singing the nursery rhyme because there were some students who did not sing the nursery rhyme together as they just kept silent and talked with friend next of them.

5. Conclusion

The findings of this research revealed that studying through nursery rhymes could improve the students' vocabulary achievement and their active participation as well. Moreover, nursery rhymes made the students more active and these activities were more interesting for the students. Therefore, the English teacher is suggested to use nursery rhymes as an alternative technique to improve the students' participation during the teaching and learning process especially in vocabulary class.

Besides, future researchers are recommended to conduct a research with similar teaching material by using different research area, research design and language skills. It is also suggested to future researchers to give more attention to the students while singing the nursery rhymeas there were some students who did not join in singing the nursery rhyme together.

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The Effect of Applying Group Investigation Method on Vocational High School Students' Reading Comprehension

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Abstract: This experimental research aimed to discover the effect of applying Group Investigation Method on vocational high school students' reading comprehension. The participants were the eleventh grade students of SMK Negeri 1 Jember divided into two groups: experimental and control groups. The instrument to collect the data was reading comprehension test. Product Moment formula was applied to measure the reliability of the reading test. The data were analyzed by using t-test formula. The result revealed that the scores of reading test for the students in the experimental group were significantly different from the one in the control group at the significant level of 0.05. The t-test results indicate that applying Group Investigation Method significantly affected the students' reading comprehension. It is suggested that English teachers apply Group Investigation Method to teach and enhance students' reading comprehension.

Keywords: Group investigation, reading comprehension, vocational high school

I. Introduction

Cooperative learning (CL) method and its different models have become an interesting issue investigated by educational researchers in different countries. Group Investigation (GI) model with its collaborative nature and the integration of interaction and communication in the process of academic inquiry (Sharan and Sharan, 1992) enables students to take an active role in determining their own learning goals and processes (Jalilifar, 2009). This can be rephrased that GI is an inquiry model of teaching that assigns a group of students to investigate a topic, an issue, or a problem by giving them autonomy and responsibility to discuss and determine an effective strategy for achieving the goal of inquiry.

As a model of teaching, GI has been implemented and researched in English language teaching (ELT). The present study examines how GI facilitates students

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to comprehend reading text and affect students' reading comprehension. Reading that involves an active process of thinking (or meaning-making process) to understand messages in the textual and visual information (Westwood, 2008; Moreillon, 2007) appears to be a complex process for students. Therefore, the choice of instructional method becomes a determining factor in the success of reading comprehension. Through collaborative learning activities that encourage students to take their own learning responsibilities and promote critical thinking, it is expected that GI method could help students comprehend reading texts more easily.

2. Literature Review

2.1. *Group Investigation and Its Effect on Reading Comprehension*

Grabe and Stoller (2002:29) state that reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemingly effortless and enjoyable activity for fluent readers. GI is form of cooperative learning teaching models that emphasize student's participation and activity to seek their own information on the lesson that will be learned through the materials. Sharan and Sharan (1992) argue that group investigation gives students more opportunity to have ethnic attitude and will cooperate better than the students who study in traditional class. According to Sharan and Sharan (1992), the implementation of group investigation has 6 steps: 1) determining subtopics and organizing into groups, 2) planning investigation, 3) carrying out investigation, 4) planning a presentation, 5) giving a presentation, 6) and evaluating achievement. By applying the six steps, students have much freedom to choose their topics of interest for investigation, plan and carry it out, present and evaluate the results.

Group investigation method has many advantages, according to Trianto (2007:65) there are 4 kinds of excess group investigation method in the process of learning activities, namely: 1). Active learning and students-centered communicative; 2) Learning by making an atmosphere of mutual cooperation and interaction among students in the group regardless of their background; 3) Students are trained to have a good and conducive communication; 4) Students are motivated and active in the learning process from the planning phase until the final stage of learning that is presenting the results of investigation of each group.

Based on the advantages above, it can be concluded that GI makes the students active in the classroom teaching and learning process and they are also more confident to communicate with others. There are three kinds of weaknesses in the process of GI methods of group learning activities (Trianto, 2007:65) namely: 1) students who have weak power potential, will not be very active in doing group discussion; 2) students who become member of the group will trust the chairman of the group. They will neither discuss do the group work nor present the result of investigation; 3) students who are weak in intellectual and ability, tended to trail the friends' group. The disadvantages show that the teacher has to change the method of teaching and the teacher has to make the students active in the classroom, by choosing the students who are not active to answer the question and giving score if the students can answer well.

2.2. Previous Studies

From 2009 to 2015, several previous studies on the effect of GI method on English, reading comprehension, and motivation report by educational researchers (see Mothaei, 2014; Karafkan, 2015; Pan et.al, 2013; Farzaneh et.al, 2014; Tan and Sharan, 2010; Jalilifar, 2009). This research were mostly situated

in Asia (e.g., Turkey, Iran, Indonesia, Taiwan, Singapore) and Italy. All previous studies applied experimental research design although they differed in choosing the research participants.

Three research studies (Mothaei, 2014; Pan et.al, 2013; Jalilifar, 2009) selected freshmen students as the participants, two research studies (Karafkan, 2015; Farzaneh et.al, 2014) selected senior high school students as the research participants, while Tan and Sharan, 2010 selected junior high school as the participant. As studies on the issue of GI and its effect on reading comprehension of vocational high school students in Indonesia were underexplored, the present study filled the gap by researching the effect of GI method on reading comprehension of the vocational high school students.

3. The Study

3.1 *Research Design*

This research applied quasi-experimental with posttest only design because it is not possible to randomly assign subjects to treatment and control group (Ary, et. al., 2010). The quasi experimetal with posttest only design consisted of two groups, they were control group and experimental group. In this research one group as the experimental group was taught by using Group Investigation method and another one as the control group was taught by using Scientific Approach. The experimental group and the control group got the same material, and post-test in the similar time allocation.

3.2. *Research Context*

This research was conducted at a vocational high school (SMKN 1) Jember. There were a number of reasons for selecting this school as the place to conduct the study. First, the school principal has given the writer permission to conduct

the study in this school. Second, reading as one of the target language skills in the English Curriculum 2013 is also taught in this school. Lastly, the English teacher has allowed the writer to conduct the experimental research in two of her classes.

3.3. Research Participants

The participants of the present study were two of the three classes of the eleventh grade students of SMK Negeri 1 Jember. Therefore, the population of the present study was three classes of the eleventh grade students of SMK Negeri 1 Jember. Two classes were selected by applying cluster random sampling having known the result of homogeneity test (McMillan,1996).

3.4. Research data and analysis

The reading test has met the content validity. It was developed based on the basic competence of reading stated in the 2013 English Curriculum document. The reading test covers 3 items on word comprehension, 5 items on sentence comprehension, 4 items on paragraph comprehension, and 3 items on text comprehension. The test was in the form of objective test with multiple choice items. The reading test consists of 15 items that must be done by the students in 45 minutes.

The researcher tried out the test in order to measure its reliability (i.e., the consistency of scores produced by the instrument). The results of the tried out test was analyzed by using Spearman-Brown Formula (Split-half Odd Even). The researcher signed (X) for the odd numbers and (Y) for the even numbers. The correlation between X and Y was analyzed by using Product Moment formula (Sudjiono, 1996). The reliability coefficient of the whole test items was 0.70. Concerning with this research, Sudjiono (1996:219) confirms that the

reliability coefficient of the teacher made test is believed to be reliable if the reliability coefficient is ≥ 0.70. This means that the test items were reliable.

Heaton (1998) states that the difficulty index of an item simply shows how easy or difficult a particular item in the test. It is expressed as the fraction or percentage of the students who answer the item correctly. If the test items are too easy, it will not stimulate the students' effort in answering the test items. On the contrary, if the test items are too difficult, it makes the students discouraged and unenthusiastic to answer the test items because they do not understand the test items (Heaton, 1990:178) The try out test consisted of 15 multiple choice questions. The test was administered within 45 minutes. From the result of the difficulty index analysis of the test items, it was known that the range of the difficulty index was from 0.66 to 0.78. From the result of the test items were categorized fair items. Therefore the researcher could use all the test items which were categorized as fair items. Thus, the researcher used 15 fair items in the post test.

Students' reading scores in the post-test will be analysed statistically by using independent sample t-test formula. It is used to compare the mean score of the control and the experimental group. It will be done to find whether or not there is a significant effect of Group Investigation Method on the eleventh grade students' reading achievement. The result of data analysis will be consulted to the independent sample t-test formula in SPSS Computing system with 5% significant level (confidence interval 95%) to know whether the result is significant or not. If the result of t-computation is higher than t-table, it means that the null hypothesis is rejected and the result of this research is accepted.

4. Research findings and discussion

4.1. Research findings

The post-test was administered to both experimental and control groups. It was given to collect the data about the achievement of both groups. The main data were obtained from the result of post-test. The post-test was administered to both of the experimental group and control group on Tuesday and Wednesday, January 22nd and 23rd 2019 after they had been taught two times. For the students in the experimental group, the test was given from 12.30 a.m. until 13.15 p.m. For the control group, it was given from 07.00 a.m. until 07.45 a.m. In the post-test, the students were asked to choose the correct answer of four options provided in each question item. The post-test scores from experimental and control group were analyzed by using statistical computation Independent Sample t-Test of SPSS. The mean score of the experimental group was 80.00 with standard deviation 2.712. Meanwhile, the mean score of control group was 76.24 with standard deviation 9.549. The result of the analysis post-test score showed that the mean score of the experimental was higher than the mean of the control group.

4.2. Discussion

Based on the output of independent sample t-test above, the degree of freedom (df) of post-test was 66. The value of significance column of Levene's test was 0.000. Consequently, the row that must be read was the second row of t-test column. In the column, the value of sig (2 tailed) was 0.029 which lower than 0.05. Therefore, it can be concluded that there was a statistically difference between the experimental group and the control group.

The result of post-test analysis above was used to test the hypothesis, i.e. to prove whether or not the null hypothesis (H_0) was accepted or rejected. The null hypothesis (H_0) of this research was "there is no significant effect of using GI method on students' reading comprehension". The null hypothesis (H_0) is accepted if the value of significant column (2 tailed) is more than 0.05 and it is rejected if the value of significant column (2 tailed) is less than 0.05.

Based on the output of Independent sample of t-test analysis by using SPSS, the result showed that the value of significant column (2 tailed) was less than 0,05 (0.00< 0.05). Therefore, it can be concluded that null hypothesis (H_0): "there is no significant effect of using GI method on students' reading comprehension" was rejected. This means the alternative hypothesis (H_a): "there is a significant effect of using GI method on students' reading comprehension" was accepted. In addition, GI method significantly influenced students' reading comprehension.

The result of hypothesis verification revealed that there was a significant effect of using GI method on vocational high school students' reading comprehension. The following will explain the teaching of reading through GI affects students' understanding of reading text.

Dealing with the teaching and learning process, the first and the second meeting of the experimental group the students showed better enthusiasm in the reading activity, and they enjoyed working in groups as well. The findings were in line with what was argued by Sharan and Sharan (1992), Group Investigation is a cooperative learning method to integrate interaction and communication in the classroom with the process of academic inquiry. The result of this recent research showed that students in the experimental group got better score than those in control group. It indicates that the use of group investigation stimulates

students' enthusiasm. From the first and the second treatments, students in experimental group were more enthusiastic for learning their reading text since they enjoyed the environment in the class for learning. It is supported by Hollingsworth et al (2007) who claims that GI as a method of teaching turns out to be a valuable tool to help students learn comprehension strategies while encouraging positive interaction among peers. The students achieve academic success by increasing their reading levels and knowledge of comprehension skills, and there is also an increase in enthusiasm and motivation towards reading.

In addition, the research finding supported the findings of the previous studies conducted by other researchers. Karafkhan (2015) proving that there was a meaningful difference in the mean scores of reading comprehension of students in experimental group (GI and CRIC) compared to the mean scores of students in the control group. According to Mothaei (2014) showed that there was a difference of cooperative learning on students' general English achievement. The students in experimental group got better scores in nearly all components of general English in post-test. The differences were statistically significant. Based on those finding, it can be concluded that GI gives a significant effect on the vocational high school students' reading comprehension.

Moreover, this research also has some limitations. The first limitation was the students' unfamiliarity with GI. Therefore, the researcher needed to give explanation in the first meeting so that the students could understand what they should do. The second limitation was with the class management, dealing with the process of GI in teaching reading comprehension, the researcher found some students who had difficulties in applying summarizing step. The researcher had to remind the students to make conclusion based on the important information in

each paragraph by using their own words. These problems were also faced by the students when the teacher asked them to summarize the text by using their own words, they spent much time to do it. Besides in summarizing, students also faced some difficulties in making question, they tended to made general and easy question about the text given. While in presentation project, it affected students in high, average and low achivers work cooperatively. Every group shared information about their finding such as main ideas and conclusions of the investigation in the classroom. The third limitation is about the availability of the equipment to support the learning process. It was difficult to find the equipment which was needed by the researcher i.e. LCD projector. The school did not provide LCD projector in each classroom. Therefore, the researcher had to borrow it from the office. As a result, the learning time decreased due to postponement.

5. Conclusion

Based on the data analysis, hypothesis verification and discussion that had been discussed in Chapter IV, it can be concluded that there was a significant effect of using GI on the eleventh grade students' reading comprehension at SMK Negeri 1 Jember. This result indicates that the experimental group who was treated by using GI achieved a better reading comprehension than the control group who was treated by using scientific approach.

Due to the results of the research which showed that GI gave a significant effect on the students' reading comprehension achievement, this strategy can be used as a consideration in teaching reading comprehension. Therefore, the English teachers of SMK Negeri 1 Jember can use Group Investigation Method as an alternative method in their teaching learning process. The teacher can use this

method to improve their students' reading comprehension because this method is designed to relate the students' background knowledge with reading text. Also, the English teacher can use this research as a reference to find out the steps to apply Group Investigation in teaching reading comprehension.

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The Use of Video to Improve the Eleventh-Grade Students' Achievement in Writing a Procedure Text at Senior High Schools in Jember

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Abstract: This research describes the improvement of students' writing achievement taught by using video at SMA Negeri Mumbulsari, Jember. The participants were 37 students of the XI-IPA 1. The action was done in two cycles and conducted collaboratively with their English teacher. The result showed that there was improvement of the students' writing achievement. In Cycle 1, the number of students who got score ≥ 70 in the writing test was 72.9 % (27 students of 37 students); in cycle 2, the number of students having the scores ≥ 70 was 86.4% (32 students of 37 students). It means that the students' writing achievement improved from 72.9 % in cycle 1 to 86.4 % in cycle 2.

Keywords: *Teaching media, video, writing achievement*

I. Introduction

This study raises the issue of using video as media in teaching writing a procedure text for senior high school students in Indonesia. The use of video as media in teaching and learning proses is not a new phenomenon as its existence in the educational field has been reported since the early 1960s. As video has power to feature moving visual elements, along with sound became the contribution help students increase their comprehension, it happened because they do not only hear the language but also see and arrange the ideas through moving picture. (Harmer, 2001:282).

The researcher considers the use of video as media in teaching writing a procedure text and how video help students find ideas, write an outline and

rewrite a procedure text in the video using their own word in the process of writing a procedure text. Based on the preliminary study done by the researcher, it was found that the students had problems in writing, specifically in finding ideas, organizing ideas, finding appropriate vocabulary and writing grammatical correct sentence. This supported by the percentages of students' previous score of writing who achieved ≥70 as the standard score. It was found that there were only 24 students of 37 students (64.8%) who got 70 or higher. The result still had not fulfilled the requirement of the standard score yet.

This classroom action research was intended to know how video contributes to the teaching writing of procedure text at SMA Negeri Mumbulsari and how it affects the XI-IPA 1 students' achievement in writing a procedure text.

2. Literature Review

2.1. *Teaching writing using video*

Writing is a complex and challenging activity for many students. The students have to master the vocabulary and grammar to be a good writer. Boardman and Jia (2002:12) argue that writing process consists of more than just picking up a pencil and writing paragraph or an essay from beginning to the end. Writing is a process because it goes through many stages. It starts with understanding the topic. Then, it involves thinking what the writer is going to write and planning how the writer is going to organize it. The final steps involve writing, checking the work and rewriting.

Teaching writing is a complex process. Meyers and Allan (2005:2) posits that writing is a process of discovering and organizing ideas, putting them on paper, reshaping and revising them. Doing writing, the students will be able to measure how good their English is, because it deals with their grammar and vocabulary

mastery. Heaton (1991:135) confirms that writing skill is complex and difficult to teach because it requires mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

There are some genres of text that students should learn in senior high school, (Kemendikbud, 2014). They are descriptive text, procedure text, recount text, narrative text, analytical text, hortatory exposition text and report text. Procedure text was chosen in this research. (Mark,1998 cited in Suaeni, 2015:11) defined a procedure text as a piece of text that tells the readers or listeners how to do something. Its purpose is to provide instructions for making something, doing something or getting somewhere. In addition, procedures can instruct the readers to do particular activity, for example, a science, experiment, stage directions, road safety rules, following itinerary and recipes.

Generic structure of procedure text consists of goal which is an introductory statement and contains the purpose of the text. Materials, contains a list of materials that will be needed to complete the procedure. This part tells the readers the material used in the process. Steps, are the form of a series of steps oriented to achieve the goal. The steps usually start with a command or in the form of action verbs, such as add, cut, stir, push, etc. The language features of procedure text are the use of simple present tense. The sentence begins with action verbs like cut, bold, twist, and so on. Using temporal conjunction to connect the text and to indicate sequence, for example: first, when, then, after that.

Video is a selection and sequence of messages in an audio-visual context and states that in comparison to listening activities, scene were utterances backed up by an action or body language are easier to understand (Canning, 2000:2). Video

is seen to have brought stories and meaning alive through sound, action, and visual (Kaur *et al.:*2014:33).

2.2.Previous Studies

Falupi *et al.* (2012:2) argued that video is one of technology's products which presents constant movement of sophisticated images, moving pictures, animated pictures, moving texts accompanied by audio or sound effects. Moreover, providing students with sound, image, and text, video becomes one of media providing "lively situation". (Maggi, 1988, cited in Cahyono, 1997:127). Based on those definitions, it can be concluded that video is an Audio-visual media which presents moving pictures accompanied by audio or sound effect that can be used as media in teaching and learning process.

Brintton, (2001, 475) reports that video can enhance language teaching, as they can help teacher to bring real world into the classroom, make learning more meaningful and exciting. Tan *et al.* (2009) added that the use of video provides visual stimulus to help students comprehend and internalize better so as to spearhead their writing progress. Katchen (2002:256) strengthens that students in many contexts like video activities especially when the activities challenge them and make them enjoy learning with video.

3. The Study

3.1 Research Design

This study was designed as classroom action research (CAR) intended to improve senior high school students' achievement in writing a procedure text through video. As proposed by Elliot (1991:70) this CAR was conducted in collaboration with senior high school English teacher beginning from the stages

of problem identification, planning, implementing, observing, and reflecting the action.

3.2. *Research Context*

This research was conducted at SMA Negeri Mumbulsari, because the students at this school had a problem in writing in English subject and teaching writing by using video had not been applied yet in this school. The facilities in this school also support the researcher to conduct the action research by providing viewer, sound system, etc. Based on the curriculum 2013, English subject is taught one time in a week about 90 minutes. The area of the research was determined by purposive method. It is a method employed in choosing a research area based on certain purpose or reasons (Arikunto, 2006:16). There are 2 majors at SMA Negeri Mumbulsari, the natural science and the social science. Both majors have the same time allocation in teaching and learning English.

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3.3. *Research Participants*

The participants of this study were the XI-IPA 1 students of SMA Negeri Mumbulsari in academic year of 2017/2018. There are 14 classes for the tenth up to the twelfth grade, each class consists of 25 – 40 students.

3.4. *Research data and analysis*

Writing test and observation were used to collect the data. The data were obtained from writing test that were analysed by using a formula to find a percentage of the students who achieve the criteria of the success. This research is categorized successful if at least 70% of the total number of students get score of the passing grade that was 70 in writing test.

The data of observation were obtained from fieldnote during teaching and learning process to collect the contribution of video in assisting students in finding ideas, write an outline and rewrite a procedure text by using their own word based on the video. In addition to fieldnotes, students' work artefacts (i.e. the learning tasks already done by students) were collected as other evidence intended to crosscheck/ triangulate the data collected from the fieldnotes. In qualitative study, triangulation (i.e. collecting data using different methods) is vital for the purpose of increasing data validit**y.**

4. Research findings and discussion

4.1. Research findings

The result of observation and students' work artefact analysis showed that video could help students find ideas and list the important vocabularies related to material and the imperative word. In addition, video could also help students write an outline of procedure text consisting of goal, material and step. The students could write the ingredient and equipment in material part as well as the steps. Video helped the students rewrite a procedure text by using their own word based on the video viewed, students could rewrite a procedure text with the correct orders (i.e., goal, material, and steps).

Concerning the language, the students were able to rewrite a procedure text using their own words. For example, they could order the steps in the procedure text by placing temporal conjunctions, such as *first, second, third, fourth, fifth, sixth, then, next, after that, finally* in the beginning of sentence of a procedure text. In addition, an outline prepared by the students also helped them to group words related to ingredients, equipment and steps. The result of this research showed that there was improvement of the students writing achievement. In Cycle 1, the

percentages result of students who got score ≥70 in the writing test was 72.9 % or only 27 students of 37 students.

Moreover, in cycle 2, the percentages result of students' writing achievement test was 86.4% or 32 students of 37 students. It means that the percentages result of the students' writing achievement test improved from 72.9 % in cycle 1 to 86.4 % in cycle 2. Therefore, the criteria of the success of this research, that was ≥70% had been achieved and it proved that the use of video in teaching writing helpful to improve the students' writing achievement of procedure text. Based on the mentioned result, it can be concluded that video improved the eleventh-grade students' achievement in writing a procedure text.

4.2. Discussion

The findings of the study revealed that teaching writing by using video could facilitate students to write procedure text and improve their writing achievement. In the process of writing, students are facilitated through the availability of student worksheets because they guided them to find ideas from the video (list important vocabularies), write an outline, and draft and rewrite the procedure text by using their own words. This finding will be discussed in the following paragraph.

In pre-viewing, the researcher discussed new vocabularies related to the contents of video such as *slice, chop, pepper powder, seed, ham, melt, fold, seam, press, trace, mark, measure, corner, hole punch, tie*. Discussing vocabulary helped students understand the information from the video as well as help students find ideas for writing. The students were also introduced with the definition of procedure text, the generic structure and the language features of procedure text without showing the example of the text. The result of observation showed that

they could answer the question from the researcher related to the video. This is in line with what Burt (1999:5) says that "pre-viewing activities are used to engage students' interest. It may include discussing new vocabularies before the video is viewed, it might avoid students' misunderstanding and avoid students asking question in the middle of the playback".

The second phase, while-viewing, in this step, the researcher played the video. First, the researcher asked the students to watch the video, the students were not allowed to take note so that they could paid attention to the video. Second, the researcher played the video for the second time and allowed the students to take note. Then, the researcher asked the students some questions related to the video, distributed worksheet and asked them to fill in the task based on their note. The researcher replayed the video 4 times and the length of the video is about 2-5 minutes, which helped students to evaluate and revise their work.

Students' response during the implementation of video were very positive. It could be seen from the observation during teaching and learning process. All students were interested in the video and enjoy learning using video, as Katchen (2002) stated that students in many contexts like video activities and even the activities challenge them and enjoy learning with video.

The third phase, post-viewing, the researcher played the video again to check students' understanding of the content of the video. Then, the researcher asked the students to write an outline of procedure text based on the video. Next, the researcher asked the students to develop the outline into draft to be rewritten by using their own word. In this activity, the students were taught of how to draft a text of procedure using their own word. The researcher played the video in 3

times to helped the students more understand and easily to compose the sentences.

Based on the observation during teaching and learning process, the students were very enthusiastic and happy in watching the video. The class became calm and pleasured. They also got ideas and vocabularies from video. Most of the students succeed in making paragraph of procedure text. Tan, et al. (2002) state that the use of video provides visual stimulus to help students comprehend and internalize better so as to spearhead their writing progress.

Based on the score analyses the researcher found that most of the students could not write the word very well, some students misspelled the word because they had difficulties in catching the vocabulary from video, because the sound system provided by the school could not function well. The students were still less master on grammatical pattern in using imperative word (action verb). It was shown from the grammar mistake in students' writing.

Meanwhile, the success of using video in improving the students' achievement in writing a procedure text influenced some factors. The fact that giving feedback by discussing together with the class saved a lot of time. Besides, the students were allowed to take note in post-viewing activities helped them to answer the worksheet given by the researcher easily. Then, the researcher monitored and assisted the students while doing a procedure text. Since the time was saved no activities were missed and the teaching and learning process was effective.

The discussion above supported the result of previous research conducted by Kaur *et al* (2014). It showed that the use of video could help the students produce a good sentence and paragraph in writing. It proved that using audio-visual

media can be the solution to teach writing. It also proved that using video in teaching and learning process make students enthusiastic and motivated in learning English.

However, this research had some limitations. First is limitation of time, the English teacher only gave 6 meetings including the test to conduct the research since the students of twelfth-grade would have national examinations. It was a bit different from most previous research that spent almost a semester or six months to conduct their research. Second, the school had limited LCD- projector, the researcher had to use it in turn with another teacher. In addition, the challenges here could be the reflection for the next research.

5. Conclusion

The result of the analysis data of writing test and observation can be concluded that the use of video can improve the eleventh-grade (IPA-1) students' achievement in writing a procedure text at SMA Negeri Mumbulsari. Therefore, the English teacher should use video as media in teaching and learning process to enhance students' interest and capability in learning writing.

In addition, the result can be used as an alternative reference in teaching writing and it can enrich their knowledge and experience about teaching writing. Further, future researchers should use this research result as a consideration to conduct a further research.

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Analyzing Language Learning needs of Heavy Duty Equipment Engineering Students

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Abstract: This research was intended to know the students'need of Heavy Duty Equipment Engineering students based on target needs and learning needs. The methods used in this research to investigate the needs of the students were both quantitative and qualitative. The instruments of the study were a questionnaire and semi-structured interview. The result of the students questionnaire and teachers semi-structured interview were analed using percentage formula and table description. The result of the questionaire and the semi-structured interview showed that every student has their own needs and interests that effect their motivation in learning English. Both, the students and the teachers were agree that the students need more materials that can improve their vocabulary to improve their reading and speaking ability. As reading and speaking become the most important skills to be mastered by the students.

Key Words: Need Analysis, Heavy Duty Equipment Engineering Students

I. Introduction

One common reason why people learn English is English as an international language plays a role as a tool for communication among people all over the world. In addition, it is also a tool for understanding knowledge because many books are written in English, such as technology, health and aviation. In line with Hutchinson & Waters (1987: 6), "people want to learn English, not only for the pleasure or prestige of knowing the language, but also for the key to the international currencies of technology and commerce.

Concerning the specific purposes of English, the current study focused on the importance of analyzing the needs of the learner to meet what exactly they need and want dealing with learning English.By the Act of The Republic of Indonesia

No. 20 of 2003 on National Education System Chapter V Section 12 Subsection 1 Point B about the learners' right, every learner in each educational unit has a right to obtain educational services in accordance with their talents, interests, and abilities.In other words, learners have to obtain appropriate materials relevant to their future goals because different learners will face different needs of materials in learning.Based on apreliminary study done by the researcher at SMKN 2 Jember, in Engineering Program, it was found that this program used General English (GE) as the materials in teaching and learning process, where actually English materials used in vocational high school must be relevant with their major. Engineering Program needs materials that are appropriate with their major as a bridge in the classroom and real life because they are prepared as workerssuch as: consultant, adviser, seller, etc, after they graduate. Then, the use of English Specific Purposes (ESP) materials for vocational students is something important to help the learners to achieve their goals based on their major.

2. Literature Review

2.1. *The Overview of English Specific Purposes (ESP)*

Technology and Commerce have become dominated group in International scale after the end of the Second World War. The economic power was dominated by the United States and that made people wanted to learn English. People at that time believed if they wanted to have a power in technology and commerce sectors, they must master English well. After oil crisis happened in 1970, English became international market language.

Moreover, there were some reasons why people such as an engineer, businessmen, and lawyer wanted to learn English. One of those reasons was English could help them to expand their career. When English became a big

business, the English for specific purposes were needed. It is also stated by Jupp & Hodlin (1975:10), "ESP is a key to teach EFL learners dealing with trade or foreign business"The new studies shifted attention away from defining the formal features of language usage to discovering the ways in which language is actually used in real communication (Widdowson, 1978). The use of language will be different in every context.According to Paltridge and Starfield (2013:2),"ESP refers to the teaching and learning of English as a second or foreign language where the goal of the learners is to use English in a particular domain". It is possible to make a different feature based on the specific context where English will be used.

Simply, identifying English for specific purpose can be used to know the need of English for certain groups. Based on the explanation above, ESP becomes something needed to be learnt by EFL students, especially Vocational High Schools. ESP has a function to help the students in learning English based on their major and their need.

2.2. *Need Analysis*

Any vocationally-oriented course must be based on the fundamental issue of what learners need to do with English (Evans, 1997:5). Ideally, the syllabus used in vocational high school should know what students' needs for developing their critical thinking on his major. Thus, they can connect their prior knowledge about English with what they will learn in order to solve any problems that might face them in the real situation based on their major.

Needs analysis is the first important stage that should be done to determine appropriate materials for the students, so that the material used is appropriate with their major.Besides knowing the students' information about the material

they learnt, need analysis is also useful for the teacher and the material developer who want to develop the material for the students. From the teacher's point of view, needs analysis can be used as a reflection for the teacher to select the material used for the students, and can be used to develop the material and strategies for teaching and learning process by theteacher. From the material developer's point of view, needs analysis can be references to create and develop materials for specific major. Basturkmen (2010) states that ESP course design includes a stage in which the course developers identify what specific language and skill the group of language learners will need.

2.3. *Analyzing Needs Using Hutchinson and Water's Approach*

Selecting an appropriate technique is important to gain the appropriate data. The researcher should consider with the kinds of approach that can be used for collecting the data. In this research, the researcher used Hutchinson and Water's (1987) approach to gain the students' need data. The first thing should be known in students' need was knowing the target needs. Target needs is what the learner needs to do in the target situation. Target situation itself divided into three categories, they are: necessities, wants, and lacks.

Besides combining necessities, lacks, and wants, the researcher analyzed the needs of students by investigating thelearning needs where subject knowledge, skills, strategies, and language items.English for EngineeringThe use of materials in the teaching and learning process is an important role in the field of ESP. The materials should stimulate students to think critically where it still has to follow the syllabus. Further, the design of the course should be based on the needs of students related to their major. In line with Hutchinson & Waters (1987:8), "English needed by a particular group of learners could be identified by analysing the linguistic characteristics of their specialist are of work or study".

Since ESP materials are used to raise learners' awareness of how their communicative intentions are accomplished, it is important to make ESP materials relevant with the learners' target context.In this research, the researcher focusedon the Engineering Class.

The materials used in engineering program is important for the students to develop their mind. Skills of engineering such as following the manual correctly is needed when they work in real life. English for engineering students will be significantly different from English for general purposes. It will be focused on how to operate the tools, how to understand the manual, etc. They will need fewer materialsabout having a conversation with a foreigner or making procedures text. The materials used for vocational high school especially for engineering program should be specific such as technology used, materials technology, components and assemblies.

2.2. Previous Studies

There were some research studies which have been conducted by several researchers that are relevant to the importance of conducting need analysis research, the method used or the findings were discovered.

First, a study conducted by Gözüyeşil (2013) investigated the academic English requirements of engineering departments from the engineering students' and academicians' point of view. The result of this study found that engineering students primarily need to improve their English reading skills in order to do research. Moreover, Engineering students regards Speaking skill is very important than reading skill. A multi-method approach was adopted in this research. Gözüyeşil (2013) also reported that the language teachers should consider the activities in the language classes relating to requirement of

departments and by reorganizing the curriculum according to the specific needs of departments.

Second, a study conducted by Tinh (2015) investigated the use of English in real-world as required by mechanical engineers to be used effectively in their job at various workplace contexts in Vietnam. The result of this study showed that the most important skill needed by mechanical Engineering students was reading skill because most of them worked with machinery system which required them to know in details the products' specifications. The result of this study also claimed that mechanical engineering students had problems with their communication skills in English,it means that listening and speaking are the most frequently skills that are needed and still need improvement

Third, a study conducted by Alsamadani (2017) investigated the needs of Saudi Engineering students majoring civil engineering and industrial engineering in ESP context. This study found that writing and reading along with speaking skills were needed more than others. The main concern of this investigation was to find out the most important language tasks in the context of engineering studies.In conclusion, the relevant researches above show that analyzing the target needs and learning needs are something important to be conducted.

The above research findings did not show any findings dealing with the students' needs of Heavy Duty Equipment students. Therefore, the researcher conducted a research in analyzing the students' needs of heavy duty students' equipment related to English materials.

3. The Study

3.1 *Research Design*

The research design of this study was descriptive research. According to Dulock (2013), Descriptive research is used to describe characteristics of a population of phenomenon being studied. Moreover, according to Manuel and Medel (1998), descriptive research involves the description, recording, analysis,and interpretation of the present nature, composition or processes of phenomena.

The purpose of this descriptive research was to analyze the Heavy Duty Equipment needs for English.This research used Hutchinson and Water's principle to know the students' needs. There aretwo things which should be known in order to know the students' needs, those were: 1) Target Situation, in this part the researcher divided target situation into three parts, those were necessities, wants, and lacks, 2) Learning Needs, it dealt with subject knowledge, skills, strategies, and language items The researcher used semi-structured interview and questionnaire in this research to collect the data.

3.2. *Research Context*

This research was conducted in SMKN 2 Jember. The curriculum used was 2013 Curriculum as the educational guidelines. The school had 11 departments; one of them was Heavy Duty Equipment department. This research focused on eleventh-grade students of Heavy Duty Equipment department.

3.3. *Research Participants*

The participants of this research consisted of an English teacher, a vocational teacher and 30 heavy-duty equipment engineering students in the eleventh grade. Based on preliminary study done by the researcher in heavy-duty equipment department,the researcher believes that they were suitable and could help the

researcher supporting in gaining the data dealing with analyzing heavy-duty equipment students' needs in Vocational High School 2 Jember.

3.4. *Research data and analysis*

The methods in this research for collecting the data were questionnaires and interview. The researcher chooses questionnaire because it was an effective way to gather information in large numbers of students. The purpose of the questionnaire was to gain information about the target situation based on the perspective of students. Target situation itself included: necessities, wants and lacks. The need analysis questionnaire was adopted and modified from Febriatun (2011:44 -45) based on Hutchinson and Waters (1987).

Semi-structured interview was used to gain information from the teacher's perspective. This semi-structured interviews were in the form of questions. A semi-structured interview also enabled the researcher "to have some freedom to probe for more information from research participants" (Mackey and Gass 2005:173).

The researcher used two kinds of methods in processing the data. First, need analysis questionnaire data were examined by quantitative data analysis method adopted from Sugiyono (2012:95). Second, interviews data were analyzed through the following steps. The analysis began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996).

The data was processed with the formula below to know how many the percentage of students in a group that answers the questionnaire in some perceptions. The percentage of answers on each questions were presented the students condition in answering the questionnaires.(Adopted from Sugiyono,

2012:95). Analyzing the qualitative data were done by describing the result of the interview. The analysis began by writing down the recording, examining the transcript next to the recording, correcting the transcript, and continuing by sorting the information in the transcript (Morse and Field, 1996). The data were in a form of narrative descriptive.

4. Research findings and discussion

4.1. Research findings

The findings of the study were in the form of table description based on the questionnaires that had been given to the students. For the table information, (F): showing the frequency of students who choose the option. Heavy Duty Equipment Students believed that they really needed more materials about machine. The result of the questionnaires showed 53% students stated that they really needed materials about machine. The students also said the specific materials that they needed were: knowing parts of machine (40%) and How to communicate with the customer (40%).

There were 80% of the students said they would use their skill in English to communicate with the customer, it implied that they should get the appropriate materials related to with their career in the future. Unfortunately, the students needed more motivation in learning English. It can be seen through 66,7% of the students who stated they only got the English materials from their teacher. It implied that they have low motivation in learning English since they did not try to find the additional materials independently.

Heavy Duty Equipment students believed that the important English skills for their future job were: Reading (53,7%) and Speaking (46,3%). It is potrayed from 50% of the students who wanted materials about knowing the machine and

40% of students who want materials about having conversation with the customer. Moreover, the length of the English text that was wanted by the students to improve their capabilities in mastering English skills were: 150-200 words/ 2-3 minutes (40%) and 200-300 words/ 3-4 minutes (40%).

The English teacher has good experiences in teaching English, it is showed from the result of the interview where she said that she has been teaching for 29 years. Moreover, she believed that the English teacher should master the specific term of machine related to the students major to help increase the students ability in learning English.

The English materials used by the teacher was: EGP and ESP, but the teacher mostly used EGP because most of the books provided by the government was EGP. Meanwhile, for ESP materials, the teacher added from some other resources. Both of EGP and ESP are important the availability of ESP and EGP materials provided are not enough. Therefore, ESP materials should be developed wisely based on the students' major because EGP materials were aimed to understand daily conversation,while ESP materials were important to increase their ability in English based on their major

The Vocational teacher said that it was very important for Heavy Duty Equipment students to master English because it could be useful for them when they worked in the international companies that required them to speakEnglish. Moreover, the skills that should master by Heavy Duty Equipment Students related to their career were: The ability to use the machine, know the parts of the machine, explain the function of the machine.

4.2. Discussion

Analyzing the students' needs is very important as stated byHutchinson and Waters (1987). They stated that every learner has different interests and needs that have an important effect on their motivation to learn and therefore on the effectiveness of their learning.That statement wastruly proved based on the result of the questionaire that were distributed to the students and the semi-structured interview that were conducted with the English teacher and Vocational teacher. The result of the questionaire and the semi-structured interview showed that every student has their own needs and interests that effect their motivation in learning English. Both, the students and the teachers were agree that the students need more materials that can improve their vocabulary to improve their reading and speaking ability.

As reading and speaking become the most important skills to be mastered by the students.The result of this research was also relevant with the previous research findings about the important of analyzing the students' target needs and learning needs. Gözüyeşil (2013)found out that engineerig students primarily need to improve their English speaking and reading skills. Ting (2015) investigated the use of English in real-world as required by mechanical engineers to be used effectively in their job at various workplace contexts in Vietnam. The result reported that the most important skill neded by mechanical engineering students was reading skill.

Moreover, the students had problems with their communication skills in English: listening and speaking. Alsamadani (2017) also investigated the needs of Saudi Engineering students majoring civil engineering and industrial engineering in ESP context. The result of this study found that writing and reading along with

speaking skills were needed more than others. From the findings above, they proved that every students need learning materials that relate with their major. Moreover, the materials used should be able to support them on their future career. The limitation of this study was done by distributing the questionnaire for one class only and conducting semi-sctructured interview with an english teacherand a vocational teacher. thus, it is expected for the future reseacher to expand the scope of population by adding more population of the students or by interviewing more than one English teacher and more than one vocational teacher.

5. Conclusion

Based on the results of the needs analysis questionnaires and semi-structure interview showed that most of the eleventh grade heavy duty equipment students really need materials that relate with their major to support their carrier in the future. The result of students' target needs based on necessities aspect, wants aspect and lack aspect showed that the students need more materials appropriate with their major dealing with knowing parts of machine and how to communicate with customer.

For wants aspect, it showed that the students wanted to master more about reading and speaking skill. Then the lack aspect showed that the students were not good in some English skills. They got difficulties in understanding a text because they got lacks of vocabulary and they could understand what people said but they could not respond it. Here, it could be implied that the students' lacks were on reading and speaking. The result of learning needs showed that there were a gap between the materials that should be learnt and thematerials that have been learnt by the students. It also showed that the goverment only provide GE textbook for teaching and learning process. It made the students did not get any

specific materials relating with their major. As what the teacher said the materials that needed by the students were do the manual in right order, knowing parts of machine.

Considering the results of the students need, some suggestions are proposed for the following stakeholders. The result of this study is addressed for English teacher to be a guide to find the appropriate materials based on the result of the students' need analysis, especially for Heavy Duty Equipment engineering students of vocational high school. It is also addressed for the government needsto develop the specific materials for vocational high school based on their major. Moreover, it is also suggested for the future researchers to use this research as a reference to conduct a further research dealing with design and development materials.

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Developing a Model of ESP Listening Materials for Students of Tourism Program at Indonesian Vocational High Schools through Skill-centered Approach

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Abstract: The increasing of the English-speaking visitors in Indonesia makes English have an important role in communicating with the visitors so that it is essential to learn. Therefore, vocational schools particularly tourism program become one of the institutions in preparing to face the situation. This research was intended to develop the suitable model of ESP listening materials for tourism program students at Indonesian vocational schools through skill-centered approach to prepare them with tourism knowledge and listening skill. This research was a developmental research. The data were collected through analysis. The results of the data showed that tourism students needed to learn English relevant to their vocational program. The materials developed have been validated and got the total score 19.7 of 24 with the interval of the mean 3.3 which got the score B and was categorized as appropriate for tourism program.

Key Words: ESP listening materials, materials development, tourism program.

I. Introduction

Hutchinson and Waters (1987: 6) state that "people want to learn English, not for the pleasure or prestige of knowing the language, but because English is the key to the international currencies of technology and commerce" which is one of the common reasons of the emergence of ESP. So far, the study related to ESP materials development focus on technology, health, agribusiness and agro-technology, and business and management. However, considering the current and topical issue on the importance of tourism in the global economy and international affairs, tourism needs to put in priority.

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Based on the Indonesian Board of Statistics (*Badan Pusat Statistik / BPS*), the number of foreign tourist arrivals in Indonesia has grown steadily between 2007 (5.51 million) and 2015 (9.73 million).Bali, as the biggest contributor in tourism object of Indonesia, contributes more than four million foreign tourists each year. Based on data of Ministry of Culture and Tourism of Bali in 2015, 4,002 million foreign tourists visited Bali with the details as follows: Australia (965.330 people), China (687.633 people), Japan (228.035 people), Malaysia (190.317 people) and England (167.527 people), (Kartikaningrum, 2016). The data shows a fact that the tourists who visited Indonesia especially Bali is mostly English speaking countries. With this fact, we cannot avoid that the language is going to give effect on Bali in many aspects. In Bali, English is the third language that is mostly used after Balinese Language and Indonesian (Bali.com, 2016), and it is also the most popular foreign language used in Bali. Tourism is one of the reasons why this phenomenon happens. The phenomenon will also increase steadily all over Indonesia that most of the foreign tourists who visit Indonesia came from English spoken country.

This situation puts English as an important language to learn. Tourism program students at vocational schools who are prepared to work in tourism area need to learn English based on their needs. The tourism students need to study English to support their vocation, thus the English should be specified. The English should be relevant to their specific purposes, so there will be no gap between the English materials and what the students need about English related to their vocational purposes.

Tourism students need to master oral communication skills namely: speaking and listening skills. Vanhoutte (2016), a Personal Presentation, Communication & Leadership Expert, states that a good communicator is not the one who is able

to speak the most but the one who is able to listen. Mastering listening skill is essential, especially on the topics related to tourism. This skill prevents miscommunication, make a message more understandable and help to reduce the amount of frustration for the speaker. Listening is a skill that is required for all types of communication. That is why, it is essential for tourism students program to master listening as well as mastering speaking. It will help tourism students to prevent them from miscommunication and it will make them send the message clearly and understandable while on duty. Knowing the fact that listening is important is not enough to make it as the most developed skill. In Indonesia, and other EFL countries with few native English speakers, listening is the most difficult, yet least developed, skill in a language classroom (Chung, 2010). However, based on the facts found in the field, English materials taught in vocational schools are similar to the English materials taught in general schools. The materials provided for tourism program students do not focus on the topics or situations which are relevant to their specific major. Therefore, developing ESP listening material for tourism program is needed.

2. Literature Review

2.1. *ESP Listening Materials*

Learning material plays an important role and position in English language teaching. Even that it is not a main source of teaching and learning process, yet, it still gives such a great impact in teaching and learning process. It provides many things which are used by teachers and learners to facilitate and support the language learning in teaching learning process. Both the teachers and the learners may create them to supply the information about and experiences of the language in ways designed to promote language learning and facilitate the learning of the language. The materials can be used to inform the learner about the target language, guide the learner in practicing the language, provide the

learner with experience of the language in use, encourage the learner to use the language and help the learner to make discoveries about the language.

To develop ESP listening skill materials for tourism program students at one of the vocational schools, skill-centered approach is used in this research since it is the suitable and the appropriate course design to develop ESP listening materials. This approach has been widely applied in a number of countries which are mostly non-English-speaking countries. The skills-centered model, therefore, is a reaction both to the idea of· specific registers of English as a basis for ESP and to the practical constraints on learning imposed by limited time and resources (Hutchinson & Waters, 1987). In other word, this approach is aimed to help learners for developing skills and strategies which continue after ESP course by making learners better way of thinking about information they have got.

3.
2.2. Previous Studies

Learning material plays an important role and position in English language teaching. Even that it is not a main source of teaching and learning process, yet, it still gives such a great impact in teaching and learning process. It provides many things which are used by teachers and learners to facilitate and support the language learning in teaching learning process. Both the teachers and the learners may create them to supply the information about and experiences of the language in ways designed to promote language learning and facilitate the learning of the language. The materials can be used to inform the learner about the target language, guide the learner in practicing the language, provide the learner with experience of the language in use, encourage the learner to use the language and help the learner to make discoveries about the language.

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Therefore, it is essential for the researcher to conduct a study on "Developing ESP Listening Materials for Students of Tourism Program at Indonesian Vocational High Schools through Skill-Centered Approach."

3. The Study

3.1 *Research Design*

The design implemented in this research was developmental research since this research dealt with research and development. Research and development in this research was related to educational purpose since it was done in an educational institution which also required the use of curriculum, syllabus, and learning materials. The aim of this research was to develop product, in this case, a model of ESP listening materials developed through skill-centered approach proposed by Hutchinson and Waters that would be suitable for tourism program students. The procedures used in developmental studies were divided into three main phases (Richey & Klein, 2005) as follows: (1) needs analysis, (2) material development, and (3) validation.

3.2. Research Context

This research was conducted at one of the vocational schools in Jember providing tourism program. The curriculum implemented in the school is *K13* (Curriculum 2013). Based on the facts found in the field, the materials used in this school did not specify on the materials needed by tourism students. The teachers found difficulties to provide students with suitable textbooks, due to lack of appropriate sources. Therefore, it was needed to develop ESP listening materials using a certain ESP approach, in this case skill-centered approach.

3.3. Research Participants

In this research, all the first year tourism program students became the focus of this research since they needed more adaptation in the tourism materials. Besides, the English teacher of the tourism program also took a role in this research to get involved in developing the materials and giving information.

3.4. *Research data and analysis*

In collecting the data, semi-structured interview and open/close-ended questionnaire was implemented. The interview was done to the English teacher to investigate the tourism program students and the process of teaching learning activity in the classroom, especially in listening. Meanwhile, the questionnaire was implemented to the students in order to investigate the learning target situation and needs in the ESP listening materials. The questionnaire was constructed based on the guidelines of a framework for analysing learning needs and target situation of the skill-centered approach proposed by Hutchinson and Waters (1987). Besides, the topics of tourism provided in the questionnaire were based on Coskun (2009) and Fauzie (2017).

In analysing the data gained, the descriptive qualitative and quantitative methods were applied in the data analysis. To analyze the quantitative data from needs analysis, the researcher used percentages. To analyze the qualitative data from the validation sheets, the researcher used descriptive statistics analysis. Descriptive statistics (Brown D. H., 2001) was a set of procedures used to describe or characterize the answers of a group of respondents to numerically coded questions. The central tendency measure used in the validation sheets analysis was mean proposed by Suharto (2006). The data which came from the questionnaire were presented in the form of narrative description. Qualitative data analysis involved such processes as describing phenomena, classifying it, and seeing how the concepts interconnect (Dey, 1993).

4. Research findings and discussion

4.1. Research findings

This research was done to develop suitable listening materials for students of tourism program at Indonesian vocational high school through skill-centered approach. It has revealed some findings dealing with the target situation and learning needs analysis of tourism program students.

In terms of target situation, the research found out that the 29 participants from the tourism class, 86% of the participants had learned English for nine years and more, and the rest had learned it less than nine years. The next point is the participants reasons for learning English, 50% participants learned English since they need to master English for their future job, 36% participants learned English in order to master English itself, and the rest learned English since it is the subject at school. In the point of the activities students usually do in learning English, 50% participants usually listened to English songs, and the rest usually watched English movies, read books/novels/comics written in English.

Next point is what students usually do to improve their listening ability other than in school, 56% participants listened to English song, and the rest watched English movies without subtitles, joined English club, took English course, etc. The next point in target situation analysis is about the job they wish in the future. 90% participants wish to work in tourism field and the rest wish to work outside the working field.

In the point of where they want to have a job in the future, 55,2% participants chose to work overseas. And the rest, 44.8% participants chose to work in Indonesia. In the last point of target situation analysis is about with who they expect to interact with at their job. 83% participants want to interact with native speakers and the rest, 17% participants with non-native. Dealing with the results of learning needs analysis on the ESP listening materials, it was found that 55% participants (are fair on grammar and idioms while 76% are fair in vocabularies. The following points were dealing with the listening materials that might be developed: Dealing with the difficulties in listening skill, 29% of the participants had difficulties with the speed of listening audio, 24% had difficulties in unfamiliar vocabularies, 21% participants had difficulties in accents and the rest had difficulties in other things.

Related to the situations they would probably use English most. 35% participants thought they would mostly use English in a travel agency. 31% participants did at tourist information center and 18% participants did it in receptionist and the rest in other paces.

The topics that the students chose to discuss n the course were music and dance (15,4%), ways of addresssing people (15,3%) , and festivals (10,2%) in the top

three priorities. Next, thhe activities that the students prefered were pair-work (25,4%), watching related videos (23,7%) and having out-of-class projects (18,6%) in the top three priorities. The last point was about the listening sources that the students wish to have. 57,7% of the participants chose film, 17,7% of them chose tv programs and the rest chose other sources.

4.2. Discussion

The result of the need analysis drives the research in developing a listening materials which covers twelve tasks for basic competence.Those twelve tasks fulfill the skill centered approach theory.

The tasks were designed from the easiest to the more difficult ones. It is started with a task that guides the students to the topic and stimulates them to recall their prior knowledge related to the topic. The second task is about matching pictures of music instruments that will lead the students to the main discussion in the following video. The third task is a video about the main topic which is music around the world. In the next task, the students are provided with some questions dealing with the video to examine their listening comprehension. Task five is still about the same video. The students are provided with the incomplete script and asked to complete it based on what they heard from the video.

Task six discusses about a new topic which is festival. The students are provided with a video of a certain festival in a certain country. The next task are a pairing-work. The students are pleased to write the unfamiliar words from the video and find the meanings. Task eight invites the students to construct WH questions based on the video they have watched.

In task nine, the students are pleased to watch a video about another festival from another country. They are asked to write the unfamiliar words of the video and find the meaning with their pairs in task ten. Task eleven is a listening

comprehension test about the video in the form of questions. In task twelve, the students are provided with the incomplete script and asked to complete it based on what they heard from the video.

The tasks provided fulfill what Hutchinson and Waters claim in skill-centered approach and the results of the students' needs analysis. In developing the model of the ESP listening materials through skill-centered approach, the materials aim to provide opportunities for learners to employ and evaluate the skills and strategies considered necessary in the target situation. The development procedures followed the stages of the skill-centered approach.

After the materials had been written, the next step was validation. Here, the materials which had been developed were assessed by the lecturer of English Education Department Jember University experiencing in teaching ESP, the English teacher of tourism program, and a tourism expert. The validation was done by the validators giving some comments, suggestions, and filling the validation sheet for the best result of the materials development.

From the results of the validation sheets, it showed that the appropriateness of the materials developed with the learning objectives was good. The appropriateness of the materials developed with the standard competence and the basic competence of tenth grade of vocational students was good. The appropriateness of the materials developed with the needs of tourism program students was very good. The relevance of the materials developed to the situation encountered in tourism workplace was good. The language used in the instructions was very clear and understandable. The level of tasks provided could stimulate the students to increase their listening skill was good.

However, the findings have a weakness, particularly in the development process of the proposed ESP listening materials. The weakness is that those proposed materials were not tried out because of the non-technical matter. It was that the students were midterm examination exam. Therefore, it needs further research to implement and evaluate those materials.

5. Conclusion

Based on the findings, analysis, and discussion, some core points can be drawn as in regard to the target situation, the first year students' purpose of learning English was to get a job related to their vocational program. Therefore, they need a learning topic which was relevant to their vocational program that is tourism. After they have graduated from the school, they wanted to work abroad and expected to speak with native speakers, so they need to improve their listening skill in order to communicate in English well. In terms of learning needs analysis, the topics the tourism students need to have in the ESP listening materials were music and dance, ways of addressing people, history, festivals and lifestyle in the top five priorities. The situations were in travel agency, tourism information center and receptionist in top three ranks. Therefore, the ESP listening materials using skill-centered approach are needed to design materials in which students have a specialist interest and purpose in learning English, especially for tourism program students. Moreover, it is believed that the research results reported here have implications for English teachers, vocational students of the tenth grade tourism program students, institutions of vocational school, and future researches.

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Exploring High Achieving Students' Motivation in Learning English: A Case-Study at an Islamic Senior High School

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Abstract: This research explored the students' motivation in learning English of eleventh grade of Islamic senior high school. Four high achieving female students from religion program at MA Nurul Jadid participated in this study. The data were collected through questionnaire, and interview. The questionnaire adapted from Gardner's (1985) Attitude Motivation Test Battery (AMTB). The interview was adapted from AMTB's questionnaire from Ratanawalee's previous research. The main data was taken from the interview and was analyzed by using thematic analysis. The findings revealed that the high achieving students of eleventh grade of female students of MA Nurul Jadid were equal in both integrative and instrumental motivation toward English language learning.

Keywords: Students' motivation, English language learning

I. Introduction

Learning English as a foreign language requires learners to do many different things, such as memorizing and understanding the meanings of new words and expressions, pronouncing those words and expressions correctly, and using those new words and expressions in speaking and writing to name a few. To do those things, learners should have struggle and be motivated enough in learning English. To explore the students' motivation in learning English, the present study investigated students of an Islamic boarding school because they are required to speak English regularly in the boarding house guided by boarding house supervisor having a good command of English. In this study, the students of religion program have limited time in learning English because the focus of

this dormitory is in learning classical book, and the material used is Arabic language.

2. Literature Review

2.1. *Motivation in language learning*

To become successful EFL learners, motivation plays a crucial role (Zhao, 2012). Motivation will drive someone to do things enthusiastically to achieve success. In the case of learning a foreign language, it will be difficult for students to make successful learning if they are not strongly motivated (Kruk, 2016)

Dealing with motivation, there are some explanations of motivation in terms of second or foreign language learners. It was found by Spolsky (cited in Gholami et al., 2012) that the learners would expand more opportunity in learning a second or foreign language. It is necessary for foreign learners to have such motivation, in the order, they have reason to know about learning English and some things about English in depth. It also might increase their knowledge about English and makes them comfort in learning English.

There are two types of motivation in learning a foreign language based on Gardner and Lambert (1959). They are integrative and instrumental in which these two motivations become a determining factor in the success of learning a foreign language (Nicholson, 2013). Both of them have different purposes. The instrumental motivation means the learners have motivation in language learning practically, such as getting job promotion or getting into certain institution or school. In contrast, the integrative motivation means the learners have motivation in learning consciously, they want to know more and understand when the native speakers say something with the language (Hong, et al., 2017). The researcher

wanted to explore the types of motivation of high achieving students in learning English at an Islamic senior high school at religion program.

As stated by Brown (Gholami, et al, 2012: 1417), each individual has different motivation and it will affect to their achievement. Wang (2008) declared that learners with integrative motivation tend to have more perseverance in their learning, moreover when they face challenges or difficult tasks. It occurred because they have their personal motivation in learning into their self-value system, which explain why integratively motivated learners put more effort into their learning (Gholami, 2017). This motivation would make the learners show their effort in learning a second or foreign language.

Therefore the learners have a chance for being success in getting their eventual ability. Gardner and Lambert (1972) pronounced that educators, teachers, and parents in both Asian and non-Asian countries have pondered that integrative motivation is necessary for ESL learners. Gardner supported by Clement and some experts about the theory of integrative motivation. They said if the learners have integrative motivation then they might learn harder and better rather than the learners with low integrative motivation (Nicholson, 2013: 278).

Learners with integrative motivation will consciously learn English to fulfill their needs and to increase sense of belonging in English. Conversely, Dornyei (1998) discover that the instrumental might effectively being the learners' motivation, especially when they consider the benefit of what they have learned for the future (Zhao, 2012). Lightbrown and Spada (1999) declared the instrumental motivation appears from the learners who learn the language to attain practical intention, for instance developing economic status (Yu, 2012).

  3.
2.2. Previous Studies

Some previous studies on motivation include Dornyei (1998) who discover that the instrumental might effectively being the learners' motivation, especially when they consider the benefit of what they have learned for the future (Zhao, 2012). Further, Lightbrown and Spada (1999) declared the instrumental motivation appears from the learners who learn the language to attain practical intention, for instance developing economic status (Yu, 2012). Gardner and Lambert (1972) report that educators, teachers, and parents in both Asian and non-Asian countries have pondered that integrative motivation is necessary for ESL learners. Gardner supported by Clement and some experts about the theory of integrative motivation.

3. The Study

3.1 *Research Design*

This research used case study. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. Case study is exploring the observable fact within real life context, and the limitation of both are not clear enough (Yin, 2009;23). This research was intended to explore the students' motivation in learning English at an Islamic senior high school of religion program. The purposive method used in determining the research area. Madrasah Aliyah Nurul Jadid Paiton was the school chosen with the respondent of religion program. Case study might guide the eleventh grade students at Madrasah Aliyah Nurul Jadid to know which motivation that they have in learning English.

This study was conducted with four high achieving students who had the top score toward their final examination's score of English subject. The top score was 80. From the results showed that the students had equal in both integrative

and instrumental motivation. two of the high achieving students of eleventh grade had integrative motivation in learning English because they want to know about English, they also wanted to have better skill when they communicate with native speaker with their language. Two other students with instrumental motivation had reasons in learning English. They wanted to achieve something better in the future, for instance to find a better job

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3.2. *Research Context*

This research was conducted to the three English teachers at Islamic senior high school or Madrasah Aliyah Nurul Jadid Paiton, who used English only as a subject. The English teacher said that many students in that school mentioned English as a difficult subject especially in writing English.

3.3. *Research Participants*

.The participant of this study was the eleventh grade students. It has been known that there are two different classes of male and female students. Each class has 30 students. The researcher took four female students of high achieving students based on their score in their previous examination. The data were analyzed by using the Thematic Analysis to convert the qualitative data into some form of identifying, analysing, and reporting patterns (theme) (Braun and Clarke, 2006).

3.4. *Research data and analysis*

In this research, the researcher collected the data by using questionnaire, and interview. The interview was adapted from AMTB's questionnaire according to Ratanawalee's previous research in Hong (2017). The questionnaire was adopted from Gardner's AMTB and it was used for support the interview.

Based on the data collected, the research revealed that the high achieving students of religion program of the eleventh grade at MA Nurul Jadid had both integrative and instrumental motivation toward learning English. The researcher adjusted the time to conduct the interview, because the participants were also had classical book test. In collecting the data for the interview, the aim was to ensure types of students' motivation in Islamic senior high school in learning English, especially in Religion Program.

Based on the questionnaire given previously, it was found that the students had integrative and instrumental motivation. The interview was conducted to measure which motivation being the students' primary in learning English. In the next investigation, thematic analysis was use to convert the qualitative data into some form of identifying, analysing, and reporting patterns (theme) in interview session.

4. Research findings and discussion

In detail of the interview, the questions were divided into two aspects of integrative and instrumental motivation. From the results of the interview, it had been known that two of four high achieving students of eleventh grade had integrative motivation. There were 12 affirmation responses and 8 negations for the integrative items including number 3, 5, 7, 9, 11 questions. They said that they learned English because they wanted to understand when the native speakers are saying something with the language. They also felt easy when they face challenges related with English, for instance watching film, listening to the music, and joining English competition.

As for questions 2, 4, 6, 8, 10 consist of instrumental items, there were 12 affirmation responses and 8 negations. These two students with instrumental

motivation had their reasons in learning English. They wanted to have better job in the future for some reasons, like they motivated by their parents and people around them. They wish when they know English more, than other people would respect them well, because in fact English still one of the strange things for some people on their environment. From these findings, it could be claimed that the high achieving students had both integrative and instrumental motivation. Two high achieving students with integrative motivation, and two other students had instrumental motivation. Both of them influenced the students in learning English.

Based on the results of the data analysis and the discussion, the high achieving students of female students of eleventh grade of religion program at MA Nurul Jadid were equal in both integrative and instrumental motivated. The focus of this program is in learning classical book, which was the term of the materials are Arabic. The focus of this program is in learning classic book, which was the term of the materials were Arabic. This program had provided the students to practice their skill in both Arabic and English language because the language used was changed every week. They could practice their English skill in daily communication and the activities provided by language department.

5. Conclusion

Considering the result of this case study, the high achieving students' motivation was equal in both integrative and instrumental motivation. English become the important thing for students to know more about English itself and to achieve something better in the future.

Therefore, It is suggested to the English teacher to have some interest ways in delivering the materials, like playing game. The result of this research could

inspire the future researcher that would be possible to conduct the similar topic but in different research context. For example, it could be use for the research in vocational school by applying different research (e.g., experimental research).

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Improving The VII-F Grade Students' Vocabulary Achievement and Their Participation By Using Guessing Game With Pictures

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Abstract: This classroom action research was intended to improve class VII-F students' vocabulary achievement and their active participation by using guessing game with pictures at MTs Roudlatut Tholibin. It was done in two cycles. The subjects were the students of class VII-F chosen purposively. The primary data were collected by using observation and vocabulary achievement test. The supporting data were collected by interview and documentation. The collected data were analyzed statistically by using percentage formula. The students' participation improved from 68.5% in Cycle 1 to 83.83% in Cycle 2. Meanwhile, the students' vocabulary achievement improved from 77.78% in Cycle 1 to 88.88%.in cycle 2. In conclusion, The use of guessing game with pictures could improve VII-F grade students' active participation in the teaching and learning process of vocabulary and students' vocabulary achievement at MTs. Raudlatut Tholibin, Probolinggo in the 2015/2016 academic year

Keywords: Guessing Game with Pictures, Vocabulary achievement

I. Introduction

English is the dominant language in the world that is used in many fields such as tourism, education, research, science, technology, and so forth. This language is also used in international communication. Many people use it to communicate with other people around the world. Because of its role as global lingua franca, English is one of the subjects studied as a foreign language in Indonesia.

In learning English, vocabulary is very important. The quality of English depends on how someone's mastery in vocabulary. In daily communication we need a lot of vocabulary to communicate with other people. Thornbury (2002: 13) states that if you spend most of your time studying grammar, your English

will not improve very much. You will see more improvement if you learn more words and expressions. This is because the students feel that many of their difficulties in both receptive and productive language use resulting from inadequate vocabulary (Nation: 1992). The role of vocabulary in language is one of the essential pillars towards understanding. In other words, we are able to understand the language used in communication by mastering the vocabulary. Thornbury (2002:23) defines that to achieve the outcomes the learners need not only learn a lot of words but also to remember them. It indicates that the students' vocabulary will improve if they remember the words in learning a certain language.

The preliminary study was conducted on 11th August 2015 by interviewing the English teacher to get the information about the students' problems in learning English in MTs Roudlatut Tholibin, Probolinggo in the 2015/2016 academic year. From the interview with the English teacher, it was known that most of the VII grade students in that school had problems in learning vocabulary and memorizing the meanings of the words, especially in class VII-F. It was proved by the data in the vocabulary test done by the teacher. The average score of class VII-F was 56 while the standard passing grade of English in the school is 72. Besides, it was known that the students were still passive in the class. The teacher said that the students tended to be passive to respond the teacher's questions.

From the interview with the English teacher, it also known that the teacher never used a kind of game in teaching English. It was because the teacher had a lack of information about some kinds of game that appropriate for the students and how to apply the game in the classroom. Besides, this school never facilitates the teacher to use media to support the teaching and learning process. The informal

talk with some students was also done by the researcher. They said that English is a difficult subject for the students since they could not understand the meaning of the words. They had a lack of vocabulary that can make the students hard to improve their English. They also said that they often felt bored in the classroom because some of the students dominated the English class and the rest became passive in the teaching and learning process.

The teacher should teach vocabulary in an interesting way to introduce the student new vocabulary. The teacher should conduct an interesting and fun condition in the learning activities. Tarigan and Tarigan (1986: 39) state that the teacher should master various teaching techniques and should be able to present them in order to arouse the student's interest and motivation in learning. It means that the variations of the technique can make the students interested in the vocabulary teaching learning process.

The students' problems in understanding the meanings of the words can be solved by using pictures. These pictures can give students visual aid about the words or sentences. They will make the students learn vocabulary more easily. They are also interesting because by giving the students pictures, they can predict and speculate what the words or sentences that they will hear in the games. Wright (1987: 7) states that pictures can motivate students to take a part in the lesson.

2. Literature Review

2.1. *Guessing game to teach vocabulary*

According to Hadfield (1984:4), a game is an activity with rules, a goal, and an element of fun. Games make the students feel enjoyable when they learn

vocabulary because they will create a comfortable condition for them to learn a new language without being frightened, embarrassed, or insecure. It means that students can learn new vocabulary freely.

A guessing game is a game involving at least two players, one as a knower and the other as a guesser. It can be used not only to teach the new vocabulary but also to review the vocabulary that the students have already known. According to Ur (1984:87), the students have to listen carefully to identify which picture is meant in the Guessing Game. Further, Slattery and Wilis (2001:104) report that the benefits of using guessing game in the teaching and learning activity are 1) to help students become familiar with new vocabulary in an enjoyable way; 2) to enable students create a new condition which helps the students learn vocabulary by developing the target language they got. By using Guessing Game, the students are expected to be involved in the class actively.

Guessing game with pictures is a game in which the students guess and observe some information from the pictures given by the teacher. The information includes words, phrases, and the location of an object. In this research, single pictures were used as media to improve the students' vocabulary achievement by using guessing game with pictures. With the single pictures, the game was attractive and interactive in the vocabulary teaching learning process.

In this case, guessing game with pictures are considered as an appropriate technique to be applied in teaching vocabulary. The game could make the students interested, cooperated, and competed without being aggressive. This game increased the students' active participation in the teaching and learning process. It means that this game increased the students' interest and increased the students' vocabulary achievement.

By using guessing game with pictures, the students were helped to learn the English vocabulary, to attract the students' attention, to motivate the students and to help the students improve their English scores. The guessing game with pictures is believed have an effect on the students' vocabulary achievement. It was proved by the experimental research done by Imroh (2011) who reported that guessing and speculating game had a significant effect on the eighth grade students' vocabulary achievement at SMPN 3 Rowokangkung, Lumajang.

Based on the explanations above, it was necessary to conduct a classroom action research entitled, "Improving the VII-F Grade Students' Vocabulary Achievement and Their Active Participation by Using The Guessing Game with Pictures at MTs Roudlatut Tholibin, Probolinggo"

2.2. Previous Studies

The previous research findings include the result of the previous researches conducted by previous researchers. Examples include Imroh (2011) and Septidya (2015). Imroh (2011) conducted an experimental research about guessing game with pictures to the eighth grade students at SMPN 3 Rowokangkung, Lumajang. She reported that there was a significant effect on the seventh grade students' vocabulary achievement. Septidya (2015) also reported that the use of guessing game could improve the students' active participation and their vocabulary achievement of the seventh grade students at SMPN 2 Kencong, Jember. It proved that the use od guessing game with pictures was useful to improve the students' active participation and their vocabulry achievement.

3. The Study

3.1 *Research Design*

The design of this research was a Classroom Action Research. It was aimed at improving the seventh grade students' vocabulary achievement and their active participation by using guessing game with pictures at MTs Roudlatut Tholibin, Probolinggo. This Classroom Action Research was conducted collaboratively with the seventh grade English teacher at MTs Roudlatut Tholibin, Probolinggo.

This Classroom Action Research with the cycle model was applied in this research. Each cycle consisted of four stages, namely: (1) the planning of the action, (2) the implementation of the action, (3) classroom observation and evaluation and (4) data analysis and reflection of the actions (Elliot, 1991). The second cycle was conducted since the results of the first cycle had not achieved the target of the research that was 75% of the students of VII-F grade could achieve the standard score of the school that was (72) in the vocabulary test .

In this research, the area is determined by using a purposive method. The purposive method is used to determine where and whom this research will be implemented. Arikunto (2006: 16) states that a purposive method is used based on certain purpose and reasons. Based on the purposive area determination method, this research was conducted at MTs Roudlatut Tholibin, Probolinggo. This school was chosen as the research area by considering the fact that the students still faced difficulties in learning vocabulary and the English teacher agreed with the researcher to conduct this classrom action research collaboratively. Then, guessing game with pictures has never been applied by the English in teaching vocabulary. Besides, the headmaster and the English teacher gave permission to the researcher to conduct the Classroom Action Research at the school.

The research subjects were the VII-F grade students which consisted of 27 of 27 female students and no male students. This class was chosen as the research subjects for some reasons. This class was chosen purposively because there were 48% of the students who had difficulties in learning vocabulary. The minimum standard requirement score of this school is 72 in the English subject. It means that only 14 students of 27 students could reach the minimum standard score of this school. Besides, based on the information from the English teacher, the participation of this class was passive in the English teching and learning process.

In this research, the data collected were analyzed by using percentage formula. There were four kinds of data collection method applied in this research. They were a vocabulary test, observation, interview and documentation. The primary data were collected by a vocabulary test and observation, while the supporting data were collected by interview, and documentation.

In this research, the vocabulary test was conducted to gain the primary data. The achievement test in the form of multiple choices was administered to measure the students' vocabulary achievement. The total number of the test item was 25 items. The time allocation of this test was 40 minutes. In line with this, the teacher-made test was applied in this research. The researcher collaborated with the English teacher to construct the test items based on the 2006 Institutional – Based Curriculum of Junior High School for the seventh grade students.

The students' active participation in this research is the students' active involvement in the teaching and learning process by using guessing game with pictures. Their active participation was indicated by five indicators, they are (1)

paying attention to the teacher's explanation. (2) Asking some questions related to the topic. (3) Answering the questions given by the teacher. (4) Playing guessing game with pictures fairly. (5) Doing the vocabulary tasks given by the teacher after playing the game. The students were considered to be active students if they did four or five indicators stated in the checklist. Then, the students were considered passive if they did one or two or three indicators of the participation.

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3.2. *Research data and analysis*

The students' vocabulary achievement in this research was represented by the students' scores of a vocabulary test covering nouns, verbs, adjectives, and adverbs. The vocabulary achievement test conducted after the students had been taught vocabulary by using Crossword Puzzles in each cycle. The research target of vocabulary achievement was 75% of the students are successfully achieved the minimum requirement score that was 70.

Student's participation deals with students' willingness to get involved during the teaching and learning vocabulary by using crossword puzzles. It can be seen from the students' activities during the teaching and learning process. There were 4 indicators that the students should fulfil. It covered students' activity in answering the teacher's oral questions, discussing with their group in finding nouns, verbs, adjectives, and adverb in the text, discussing with their group about the clues in the Crossword Puzzle, doing the vocabulary exercises by using Crossword Puzzles. The students were considered to be active if they could fulfil three of four indicators used. This research was considered to be successful if there were 70% of the students active during the teaching and learning vocabulary by using crossword puzzles

The criteria of the success of the actions in this classroom actions research were the use of guessing game with pictures could improve the students' vocabulary achievement if at least 75% students of seventh grades could achieve the requirement score $\geq$ 72 in the vocabulary test. The use of guessing game with pictures could improve the students' participation if at least 75% of the students were actively participated in the teaching learning of vocabulary by using guessing game with pictures.

4. Research findings and discussion

4.1. Research findings

The action in cycle 1 was conducted in two meetings. The first meeting was conducted on 29th December 2015 and the second meeting was conducted on 31st December 2015. Then, the vocabulary test for cycle 1 was conducted at 5th January 2016. The stages of activities done in cycle 1 included the planning of the action, the implementation of the action, the class observation and evaluation of the action, data analyzing and reflection of the action.

Based on the vocabulary test done in the first cycle, it was found that 21 students or 77.78% of 27 students got score $\geq$72 in the vocabulary test in cycle 1. Then, there were 6 students or 22.22% of 27 students got score less than 72. The results of the vocabulary test indicated that it achieved the required target of this research, that was 77.78% of the students got score $\geq$72 in the vocabulary test.

Based on the result of the students' participation observation in in cycle 1, it could be seen that 62.96% or 17 students of 27 students actively participated in the teaching learning process of vocabulary by using guessing game with pictures in the first meeting of cycle 1. Then, there were 20 stuents of 27 students

or 74.07% students who were categorized as active participants in the second meeting of cycle 1. The average result of students' participation in both meeting 68.5%. It means that the results had not achieved the target of the research yet that was 75% of the students actively participated in the teaching learning process of vocabulary by using guessing game with pictures. From the data showed that the result of cycle 1 did not reach the successful criteria of the research. Thus, the researcher continued to conduct cycle 2.

The action of cycle 2 were conducted in two meetings. The first meeting was conducted on 7th January 2016 and the second meeting was conducted on 12th January 2016. Then, the vocabulary test for cycle 2 was conducted on 14th January 2016. The stages of activities done in cycle 2 were the same as those of cycle 1 that included the planning of the action, the implementing of the action, observation and evaluation of the action, data analysis and reflection of the action.

 Based on the result of the vocabulary test in cycle 2, it was found that 24 students or 88.88% of 27 students got score $\geq$72. Meanwhile, there were 3 students or 11.12% of 27 students got score less than 72. The results of the test indicated that it achieved the required target of this research. Therefore the action was stopped

 Based on he result of the students' participation observation in in cycle 2, it can be seen that 81.48% or 22 students of 27 students actively participated in the teaching learning process of vocabulary by using guessing game with pictures in the first meeting of cycle 2. Then, there were 23 students of 27 students or 85.18% students were categorized as active participants in the second meeting of cycle 2. The students' participation improved from the first meeting to the

second meeting. Thus, the average percentage of the students' participation was 83.33%. It means that the results of observation achieved the target of the research that was 75% of the students actively participated in the teaching learning process of vocabulary by using guessing game with pictures. Therefore the action was stopped. It means that guessing with pictures could improve class VII F students' vocabulary achievement.

4.2. Discussion

From the result of the actions, it can be said that the use of guessing game with pictures could improve the students' vocabulary achevement and their active participation. After the researcher implemented the actions in cycle 1 and cycle 2, that was teaching vocabulary by using guessing game with pictures.

The average score of the students' vocabulary achievement was low before the actions were implemented. It was proven by the data from the English teacher that the average score of the students was 56, while the standart passing grade of the school was 72. The students who got score <72 or more only 52% or 14 students of 27 students who got score 72> in the vocabulary test. Then, after the actions given in cycle 1, the results of the vocabulary test showed 77.78% or 21 students of 27 students got score at least 72 in the vocabulary test. This research were considered successful if 75% of the students got score 72 or more in the vocabulary test. Therefore, the result indicated that the action in cycle 1 was already succesfull, but the researcher need to continue to cycle 2 to know about the consistency of the students' vocabulary test.

The actions of cycle 2 was implemented. After the action was implemented, the result of the vocabulary test showed 88.88% or 24 students of 27 students got

score 72 or more. The result indicated that the action in cycle 2 was succesful and the results showed the consistency from cycle 1 to cycle 2.

The result of the students participation in this research showed that there was improvement. Before the actions was given, the data of the students participation showed that the students who actively participated was 53.50%. after cycle 1 was implemented, it was known that the percentage of the students who actively participated in the taching learning vocabulary by using guessing game with pictures was 68.5%. This actions in this research were considered successful if 75% of the students actively participated in the teaching learning of vocabulary by using guessing game with pictures. The result showed that the action did not fulfill the criteria of success. Therefore, the actons was continue to cycle 2.

The cycle 2 was implemented with some revisions to get better result in students' active participation by giving the students some reirforcement to make the students active in the teaching and learning of vocabulary. In the cycle 2, the average result of the students' participation improved to be 83.83%. It can be concluded that the students became more active in the teaching learning process of vocabulary by using guessing game pictures in cycle 2 than in cycle 1. Therefore, the result of the actions in cycle 2 had achieved the successful criteria.

Based on the results of the actions in two cycles, it can be concluded that the use of guessing game with pictures can increase the students' active participation and their vocabulary achievemenet in the teaching and learning of vocabulary. By applying guessing game with pictures, the students learn well about the new vocabulary. They could share their ideas and opinions about the new vocabulary. They could increase theirself confidence in the vocabulary teaching and learning process and increase the interaction with other students.

This research finding was also relevant with the theory about guessing game in teaching vocabulary suggested by Slattery and Wilis (2001:104).

Considering the result and the discussion above, it can be concluded that teaching vocabulary by using guessing game with pictures could improve the students' active participation and their vocabulary achievement. Therefore, this result of the research proved the action hypotheses as follows :Teaching vocabulary by using guessing game with pictures could improve the VII-F grade students' participation in the teaching learning process of vocabulary at MTs Raudlatut Tholibin, Probolinggo.Teaching vocabulary by using guessing game with pictures could improve the VII-F grade students' vocabulary achievement in the teaching learning process of vocabulary at MTs Raudlatut Tholibin, Probolinggo.

5. Conclusion

Based on the research results that have been discussed, it can be concluded that the use of guessing games with pictures could improve class VII F students' participation and vocabulary achievement at MTs Raudlatut Tholibin, Probolinggo.

Therefore, the English teacher at MTs Raudlatut Tholibin, Probolinggo is suggested to use guessing game with pictures as an alternative teaching teachnique to improve the students' active participation during the teaching learning process of vocabulary. The future researchers who have the same or similar problem are suggested to conduct a future research by using guessing game with pictures in teaching vocabulary by using different research design with different subjects and schools.

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