

EFL Education Journal

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I Putu Sukmaantara,
Bambang Arya WP

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Address:

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KampusBumiTegalbotoGedung III FKIP

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Telpon/Fax: 0331-330738 / Contact phone: 08155930172

Email Address: mrsugengariyanto@yahoo.com

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Improving Vocational High School Students' Descriptive Text Listening Comprehension Achievement by Video

Yanuar Rizal PU, I Putu Sukmaantara, Bambang Arya WP
FKIP, Universitas Jember

E-mail: yanuararemania@gmail.com

Abstract: This classroom action research was to improve students' listening achievement by Video. The research participants were 29 students of X beauty class at SMK 3 Jember. The result of observation showed that the percentage of the students' active participation improved from 75.8% in the first meeting to 86.2% in the second meeting. The implementation of Video improved the tenth grade students' listening achievement. The listening test result showed that the percentage of students who got score ≥ 75 was 82% from 29 students. Both results of observation and listening achievement test achieved the target minimum criteria of the success of classroom action research that was 75%.

Keywords: Classroom Action Research, Video, listening achievement

1. Introduction

Listening is one of the four English language skills and plays an important role in mastering all English skills. It is important for everyone to have the ability to listen well because listening plays a significant role in acquiring language and in the process of communication (Ross, 2006). It means that language can help people communicate with one another to get information. Learners who learn English as a foreign language should learn listening skill at the initial stage of language learning in the same manner as a child learns a mother language (Buck, 2001). Also, according to Underwood (1989), a child receives a large amount of verbal input through listening prior to developing speaking, writing, and reading. It means that listening is important and the first skill needed to help learners master the other language skills.

Listening has an important role in mastering language skills, and in fact, English is just a foreign language in Indonesia. Students often have difficulty to

understand English because they just learn English at school in limited time. Due to that condition, teachers in Indonesia need to think about the ways in teaching, especially in teaching listening.

A teacher commonly use audio as a medium in teaching listening but the teacher also needs to provide an alternative way or treatment in teaching listening in order not to make the teaching-learning process monotonous and boring. Thus, the teacher can take alternative media in teaching such as picture or video. In teaching listening, a video is more appropriate to be alternative media because it provides audio and picture at the same time.

According to Wang (2015), video is one of those technologies is an effective teaching tool when used properly. That material in the classroom can enhance students' motivation to learn since it can expose them to a wide variety of situations that can help them to comprehend similar situations in real life (Mirvan, 2013). Those reasons make some researchers conducted the research to investigate the use of video in language teaching and learning process and some of them chose listening as the skill. A research was done by Woottipong (2014) entitled "The Effect of Using Video Materials in the Teaching of Listening Skills for University Students" showed that the use of video materials to develop listening comprehension of the first-year students seemed to be effective. It could happen because of the students' interest in learning English when the teacher used video as teaching material. It revealed it was easier for them to remember and understand the material which they had been previously taught by the researcher in the pre-listening stage. Besides, another research done by Wang (2015) also reported that video materials could improve the students' comprehensive linguistic competence, students' cultural awareness, and aesthetic appreciation skills.

From the result of the previous research above, video could be used as one of the media in teaching and learning listening comprehension and could improve both the students' listening comprehension achievement and their participation in the teaching learning process. The gap between this research and the previous research are on students' level, research area and research subject. To fill in the gap, this study focused on implementing Video to improve students' listening achievement and participation. The study was conducted on Vocational high school students and using Classroom Action Research (CAR) design. Therefore, the researcher was interested in conducting a research entitled "Improving vocational high school students' listening comprehension achievement through video of descriptive text".

2. Related literature review

Listening is a process to get information. Therefore, when there is an assumption that listening is a passive skill that is not really true since listening calls for active participation in communication and understanding the message. According to Luo (2008:25), listening is the basic way of receiving language input. That means that when people do not have good listening skill, they will face problem to develop other language skills. The other problem with is that the people with bad listening skill will be difficult to understand when other people speak. According to Nadig (2013), listening comprehension is the various processes of understanding and making sense of spoken language. Zhang (2001), cited in Al-Alwan et al. (2013:31), states that there are two steps which are involved in listening comprehension. The first step is the process of receiving, memorizing, and repeating the sounds. The second step is the listeners' ability to explain the message content that is being said by the speaker. From the explanation, it can be concluded when people can understand and able to explain

the content or information what is being spoken. It means that people can really comprehend what they listen.

2.1 The Process of Listening

There are two types of listening process. They are bottom-up and top-down process. Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive (Field, 2003:326). Besides, Wilson (2008:15) states that in a bottom-up process, the decoding or interpretation of the smallest-units – phonemes and syllables is being emphasized before directing the listeners towards the meaning. Thus, it can be inferred that in a bottom-up process, listeners are understanding the message part by part before understanding the meaning of the whole message. The listeners start by listening to the individual sounds and then joining these sounds together to make syllables and words which are then combined into phrases, clauses, and sentences. Then, these sentences are combined into one text of conversation.

Nation & Newton (2009:40) state in the top-down process, the inference is the key. Another opinion, Wilson (2008:15) states that in a top-down process, the use of background knowledge is used to predict the content. With a similar opinion, Vandergrift (2002:2) states that listeners use top-down process when they use prior knowledge to understand the meaning of a message. In this process, listeners need to recall their prior knowledge of the topic. The prior knowledge of the listeners has a function to predict the content of the message. Therefore, it can be concluded in the top-down process the listeners understand the content of the message through their prior knowledge.

Based on the explanation above, the process of listening that will be activated in this research is an interactive process (a combination of the bottom-up and top-down process). Those processes have their own function; students will use the bottom-up process to answer questions related to specific information from the spoken text and top-down process to answer questions about the general idea of the information from the spoken text.

2.2 The Purpose of Teaching Listening

Students listen for the purpose of getting information from the listening activity. In this research, the purpose of listening that will be done by the students is to find the general and specific information of the descriptive text.

1. Listening for Finding General Information

Hennings (1997:155) states that listening for finding general information is listening to find the substance or the gist of the message. She divided listening determining general information into two, listening for finding the topic and listening for finding the main idea. Listening for finding the topic is listening to collect the main information or main point only of the whole text spoken. Then, listening for finding the main idea is listening to get the main point of certain part of the text spoken.

2. Listening for Finding Specific Information

In listening for finding specific information, the listeners need to remember the important detail of information. The listeners do not need to pay attention to the whole the text but they just need to focus on specific aspects or information they need. Hennings (1997:155) states that listening for finding specific information or supporting details work naturally to support the main idea. Specific information is a part of a text that supports the main idea. To find specific information in listening comprehension, students need to comprehend the text given and find the specific information stated in the spoken text.

2.3 Teaching Listening Using Video

This research adapts some steps of using song in this research teacher uses Curriculum 2013 for Vocational School (SMK) which implements scientific approach in teaching at SMKN 3 Jember. Thus, the procedure of teaching listening adapted from what have been mentioned by Gallacher above. The procedures are as follows.

a. Pre-viewing

- Teacher introduces the topic of the video by showing some pictures related to the content of the video to the students.
- The teacher gives leading questions to the students to build their prior knowledge about the topic on the video that will be discussed.

b. While-viewing

- Teacher plays the video and ask the students to watch.
- Students watch the video carefully in the first time and students are not allowed to take any notes.
- Students watch the video for the second time. Students are allowed to take notes during they watch a video.
- Students can ask some questions to the teacher regarding the video they watch.
- Teacher distributes the worksheet which contains some comprehension questions about the video played.
- Teacher plays the video for the third time. During this time, students are expected to fully understand the content of the video and check their answers.

c. Post-viewing

- Students discuss about the content of the video with their deskmates.
- Students answer some questions asked by the teacher.
- Teacher and students discuss about the students' answer and guides the students to make conclusion about the video content.

According to Wang (2014), there are four advantages of using video in teaching English. Those are as follows. a. Video can stimulate students' autonomy and proficiency b. Video can motivate students' passion for learning English and help to hold their attention in the classroom c. Video can provides realistic situations in the real life d. Video can provide direct access to the culture of native speakers. According to Çakir (2006:68), the disadvantages of using video in language learning are as follows. a. Costs b. Inconvenience. c. Fear of technology

2.5 Previous Research Review

There are five previous studies related to the implementation of video in ELT. First, KretsaiWoottipong (2014) the findings of this research revealed that the use of video as a medium to develop listening comprehension of the first-year English major students were effective. the post test score was significantly higher than the scores of the pretest. The results of the questionnaire revealed that the students were more interested in learning English when the researcher brought the video in teaching listening.

Second, JelisavetaSafranjanj (2014) This research was Classroom Action Research (CAR) and was conducted in English Private School in Novi Sad, Serbia. The research related to the influence of The finding of this research, brought movie into the class made the leaning process very affective to improve the students' listening comprehension and the students also believed if they gained more vocabulary, understood more foreign culture, and felt relaxed and had fun while learning in class.

The third research MohammadrezaKhodareza and ShahinAbassyDelvand (2016). This research used 60 Iranian intermediate students as participants. Those

students divided into two groups, experimental group and control group. Each group contained 30 students. The researcher conducted listening pre-test first to the both classes to check the students' listening ability before the researcher started the treatment. The finding of this research showed if the result of post-test of experimental group achieved more significantly than that of the control group

Fourth, John Saidu (2017) conducted a research about The Effect of Using Video Materials in the Development of Speaking Listening Skills in the English Language in Senior Secondary School in Yobe State. The findings of this research revealed that video materials could contribute positively to language learning and processing. The scores of post-test of the experimental group were higher than the scores of the pretest.

Fifth, Ike Yunita Sari (2017) entitled “ The Effect of Using Cartoon Video on the Recount Text Listening Comprehension Achievement of the Eighth Grade Students at SMPN 5 Jember in the 2017/2018 Academic Year”. This research was Experimental research. This research used two classes as the control and the experimental classes. Each class contained 36 students. The result of this research revealed the experimental class had better achievement than the control class.

Based on those previous researches, it is identified that the use of Video gives significant effect in English Language Teaching (ELT) and students' comprehension. It also brings positive atmosphere among the students in the class that makes them learn listening effectively and efficiently.

3. Research Method

3.1 Research Context

This research was conducted at SMKN 3 Jember. Based on Fraenkel and Wallen (2008:100), purposive method is how the researcher applies personal consideration to prefer a sample that reflect the research subject. In this research, the researcher decides to choose SMKN 3 Jember because of the following reasons, those are:1. The problem that is found at SMKN 3 Jember in listening achievement.2. The description video as teaching media has never been applied in this school.

3.2 Research Design

The research design of this research was classroom action research because this research conducted to enhance the tenth students' listening achievement and their participation through video. Furthermore, according to Mills (2011) in Creswell (2012:577), action research design is systematic actions done by teachers to collect information about, afterwards enhance the method, their specific educational setting, their teaching, and their student learning.

3.3 Research Participants

As mostly vocational high school, the students are more focus on the productive subject than the formative subject includes English. Based on the preliminary study, the researcher choose X Beauty Class as the participants.

3.4 Research dataand analysis

In this research, interview, listening test and observation are used to collect the research data. The interview is applied in order to know the information about English language teaching, students' problem in listening learning, and curriculum used at SMKN 3 Jember. The vlistening test was WH Questions and T/F Statements test which consisted 20 test items. To get more information about

students' activity in listening learning, the researcher observed the students' participation using observation instrument. The data from the listening test and observation checklist were analyzed by descriptive statistics. The cycle of action research will be successful if the percentage of the students who get score ≥ 75 in listening test and the students who actively participate in listening learning process are 75% or more.

4. Research result and discussion

4.1 Research result

The observation was done during teaching and learning process of listening using Video of descriptive text. The observation checklist was used in order to know the students' active participation during the action. It consisted four indicators, they were: indicator 1) The students watched the video attentively (making eye-contact with the video and by looking their facial expression), indicator 2) The students take a note while watching the video, indicator 3) The students could answer the question given by the teacher, indicator 4) The students doing the exercises. The students were categorized as the active students if they could fulfill at least three indicators. Meanwhile, the students categorized as passive students if they only fulfilled one or two indicators. The results of observation were described as follows. There were 29 students who were observed during the action. In the first meeting, all the students attended the class.

The test was administered in order to measure the students' listening achievement after being taught listening by using Video. It was consisted 20 questions of WH Questions and T/F Statements. The result of the students' listening achievement test showed that there were 24 students who achieved score ≥ 75 (standard minimum score) and students who could not achieved

standard minimum score. The result of analysis showed that there were 24 students (82.7%) achieved the target score (≥ 75) and 5 students (17%) could not achieve the target score. Therefore, this action was categorized as successful because it had achieved the minimum criteria that were required (75%).

4.2. Discussion

The result of observation and listening achievement test were reported as follows. From the result of observation, it was known that the percentage of the students' active participation had increased from 75.2% in the first meeting to 86.2% in the second meeting. The average result of students' active participation was 80.7% and it had achieved the minimum criteria of process evaluation (75%). From the result of students' listening achievement test, it showed that 24 (82%) of 29 students had achieved the target requirement score (75). It meant that the achievement criteria of product evaluation had been achieved by the students. Both students' active participation and listening achievement had fulfilled the target criteria.

The strengths of the action that could be observed during teaching and learning process by using video of descriptive text were explained as follows. The students enjoyed the learning process of listening through video. It could be seen when the researcher was playing the video through audio device, most of the students looked familiar to the video. They are also enthusiastic in doing the exercises. It was known from the result of observation that all of the students did the exercises. Thus, it could be concluded that video attracted the students to learn and assisted them to understand the listening.

After knowing the result of the observation, students' listening achievement test, strengths and weaknesses of using video in listening class, the researcher found

that the result of listening test was increased drastically. Actually, the researcher would continue the research to the next cycle to see the students' consistency, but the English teacher did not allow it because she thought that the result of research was enough to prove the success of the action. The English teacher also needed to teach the students the other lesson. Thus, the researcher and the English teacher decided to stop the classroom action research. It meant that the classroom action research had successfully achieved the research objectives.

The result of this study showed that teaching listening through video could motivate the students to actively participate during the teaching learning process since they could find it as an enjoyable and interesting activity. The feeling of happiness during the lesson will make them enthusiastic in the process of learning. It goes along with Javranj (2014) who argues that, using films is an effective way for students to improve their listening ability and get better insight in English culture. A majority of them enhanced listening skill and responded with favorable attitudes through watching films. They believe that they gained more than vocabulary, understood more foreign culture, and felt relaxed and had fun while learning in class. It could be seen on the result of observation that 75.2% of the students in meeting 1 and 86.2% of the students in meeting 2 were actively participated in the teaching and learning activity. The implementation of video also gives positive impacts on the students' listening achievement. The result of this study is in parallel with some studies related to the use of video in language teaching (Woottipong 2014; Khodareza and Delvand (2016; Saidu 2017; Sari 2017). The findings of this research revealed that the use of video as a medium to develop listening comprehension of the first-year English major students were effective. the post test score was significantly higher than the scores of the pretest. The results of the questionnaire revealed that the students were more interested in learning English when the researcher brought the video

in teaching listening. (Wottipong, 2014). Besides, video is one of a good media to enhance students' achievement. Furthermore, video as the audiovisual media give more motivation than the conventional method of teaching.

5. Conclusion

Based on the result of data analysis and discussion of this research, it can be summarized as follows. The implementation of video of descriptive text could improve the vocational high school students' active participation in teaching learning process of listening. The use of video in language learning brings pleasurable experience to the students and stimulates them to get involved in the learning process. The result of observation showed that the percentage of the students' active participation improved from 75.2% in the first meeting to 86.2% in the second meeting.

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Improving The Eighth Grade Students' Reading Comprehension Achievement by Using Semantic Mapping Technique

Maulinda Yuliani¹, Zakiyah Tasnim², WiwiekEko Bindarti³
FKIP, Universitas Jember
E-mail: maulindavandy@gmail.com

Abstract: English is a foreign language (EFL) for Indonesian students. Therefore, many students still get difficulties to comprehend an English reading text that they read. To overcome the problem, this classroom action research investigated how to improve the students' active participation and their reading comprehension achievement by using Semantic Mapping technique. The research participants were the eighth-grade students at SMPN 8 Jember. Based on the results of the observation and a reading comprehension test, it can be concluded that the implementation of Semantic Mapping technique could improve the eighth-grade students' achievement in reading comprehension of descriptive text. The research result also showed that the students became more fun and more actively participated both individually and in a group during the teaching and learning process of reading comprehension.

Keywords: Semantic Mapping Technique, Reading Comprehension Achievement.

1. Introduction

Reading is one of the language skills that must be taught to English language learners. According to Biddulph (2002:3), reading is an interactive process in which readers are actively engaged with the reading texts and build their own understanding of the author's message. Through reading, readers can gain many kinds of information. It can be said that reading is the process of understanding or comprehending information from the text.

However, many students still get difficulties to comprehend the an English reading text that they read. One of the problems is because they still find many unfamiliar words in the text. Due to those conditions, the use of appropriate technique is expected to help them learning reading comprehension. Semantic Mapping techniqu could help the students to explain how to categorize the word meanings. Zaid (1995) mentions semantic mapping is a visual representation of

1997Maulinda Yuliani¹, Zakiyah Tasnim², WiwiekEko Bindarti³are an EFL student and lecturers

knowledge, a picture of conceptual relationship. Semantic mapping also helps the students develop their prior knowledge by seeing the relationship in a given topic. It means that Semantic Mapping is a technique to increase students' reading comprehension achievement by connecting words or phrases and also concepts to make it related to one another to comprehend a reading text.

This research was a classroom action research that focused on the implementation of Semantic Mapping technique to solve the students' problem dealing with reading comprehension achievement and active participation of the eighth-grade students at SMPN 8 Jember. This school was purposively chosen because the eighth-grade students had a common problem in reading comprehension. The students were found to have difficulty in understanding the material of reading comprehension.

2. Related Literature Review

2.1. Semantic Mapping Technique

Semantic Mapping was originally developed by Johnson and Pearson in 1976, which was first applied to teach vocabulary to children in their L1. Vaughn & Edmonds (2006) explain that semantic mapping offers an overview of key vocabulary and concepts providing a link between what students know and what they will learn when they read. To Brown (2001) the term was defined as "grouping ideas into meaningful clusters" which was represented as a kind of strategy in improving reading comprehension that can be worked through by the learners either individually or in a group.

Based on those definitions from the experts, it can be concluded that Semantic Mapping (graphic organizer) is a map of words that help struggling readers or students to identify, understand, and recall the meanings of words they read in

the text. Students' ideas and thoughts will be drawn by using circles or squares and connecting links to show how main ideas and subordinate ideas are related to one another. According to Vacca & Vacca (2006:270), there are three components of Semantic Mapping Technique; (1) Core question or concept: this is the keyword or phrase which becomes the main focus of the map; (2) Strands: subordinate ideas that help explain or clarify the main concept and these can be generated by the students; (3) Supports: details, inferences, and generalization that are related to each strand, then supports to clarify the strands and distinguish one strand from another.

According to Carrel, *et.al* (1988:250), Semantic Mapping technique has four organizational patterns covering (1) Time Order; this pattern is used to organize the information in a chronology or time sequence, (2) Comparison/Contrast; this type is organized to show the similarities, differences, advantages, and disadvantages, (3) Collection of Description; the information in this type is organized by a simple list of facts or ideas related to the topic, and (4) Cause and Effect; this type is organized by showing the causes of an event or situation, the effects of some events or situations, or both causes and effects. Based on the patterns above, the researcher used the Collection of Description pattern. The type is related to the topic of Descriptive text stated in the 2013 Curriculum that it is one of the genres needed to be taught to the eighth-grade students. Also, Larson & Longacre (1984) state that a descriptive text is a text that describes a particular person, place, or thing.

Reading is inseparable from comprehension. Bos & Vaughn (1991:144) state that comprehension is the main purpose of reading. By doing comprehension, the readers can acquire the information, understand the meaning, and communicate the text effectively. Furthermore, readers need to use the knowledge they have

already had to comprehend the text. Gillet& Temple (1990:260) point out that comprehension is the way how readers receive and process new information and relate what is new to what is already known, or we call it previous knowledge.

According to Olson and Diller (1982:42), what is meant by reading comprehension is a term used to identify those skills needed to understand and apply information contained in written material. This statement is supported by Harris and Sipay (1980:179), who say that reading comprehension is taught to be a set of generalized knowledge acquisition skill that permits people to acquire and exhibit information gained as a consequence of reading printed language. Briefly, reading comprehension is a process in which information from the text and the reader's knowledge possession act together to construct the meaning from the text.

According to Gillet& Temple (1990), there are four advantages of using Semantic Mapping as follows. 1) To access and activate background knowledge;. 2). As a visual representation for the students' current understanding of the concepts; 3) As a blueprint for teaching; 4) To guide the teacher and the students in organizing information.

According to Heimlich and Pittelman (1986), other advantages of semantic mapping are motivating students of all grades, integrating thinking with reading, integrating assessment with teaching, and making judgments concerning the appropriate instruction needed. Based on those advantages above, it can be said that Semantic Mapping is very helpful for the students to visualize how the word meanings can be categorized. Semantic Mapping is also necessary to gain the students' creativity to create semantic mapping by themselves.

Besides having some advantages, Semantic Mapping technique also has a disadvantage in which Semantic mapping is time-consuming. Sometimes, creating Semantic Mapping can take a lot of time. To overcome the problem, the researcher provided the outline of Semantic Mapping to make students' Semantic Mapping look neat

Reading comprehension means understanding what we have read. Comprehension involves understanding the vocabulary seeing the relationship between words and concepts, organizing ideas, recognizing authors' purpose, making a judgment, and evaluating. Snow and Sweet (2003, p.1) describe reading comprehension as the process of simultaneously extracting and constructing meaning. Reading comprehension achievement deals with the students' test scores achieved on their reading comprehension test.

Reading comprehension achievement covers several aspects that have to be mastered by students. Those are word comprehension, sentence comprehension, paragraph comprehension, and text comprehension, (Madsen, 1983:79).

According to Farbairn& Winch (1996:9) when the readers do not understand the meaning of all the words provided in a sentence, it means that they do not always thoroughly understand what they read. Understanding the words in a sentence is the best way to begin practicing for a reading comprehension test. The students are expected to find synonyms (the same meaning of words) or antonyms (the opposite meaning of words) in word comprehension questions

Comprehending sentence means an understanding of what the sentence tells about and how the students can get the information of the text by connecting one word to another. As Grellet (1996:15) says that it is very important to conceive a

sentence at least from a simple sentence that consists of a subject and a verb. It can be said that involving the students' logical thinking in analyzing the sentence is necessary to be done to comprehend the sentence.

According to McWhorter (2012) and Wong (1998), a paragraph is a group of related sentences that develop the main idea with a single or specific topic. It means that paragraph consists of some sentences that have one main topic in a text. Lunsford & O'Brien (2013:75) define a paragraph as a series of sentences that must have one focus as the controlling idea. Therefore, the information of each sentence must be connected to the idea. Grellet (1996:15) states that a text is not made up of independent sentences or clauses, but it is related ideas throughout the passage.

2.2. The Steps of Teaching Reading by Using Semantic Mapping

Zaid (1995) states that there are five steps of Semantic Mapping technique that could be implemented in the classroom as follows.

Introducing the topic: The teacher studies a unit in the syllabus and determines whether semantic mapping can be useful. The teacher tells about the topic of the unit by drawing a large oval on the board.

Brainstorming: The teacher asks students to think of ideas that might be related to the topic introduced. This brainstorming phase allows students to make use of their prior knowledge or experiences, attempting to explain how people integrate new information with their existing knowledge or framework (Alverman & Swafford, 1998; Kalgern, 1992).

Categorization: The teacher does his best to encourage students to see relationships among their suggestions in order to form what Antonacci (1991, p. 174) calls “category clusters”. Zaid (1995) points out that the teacher can use different colored markers and records the words in a circle or connects them to the central circle. WH- questions, (who, what, when, where, why) can be used to encourage them to be involved in this process.

Personalizing the map: It is the major activity which the students start to read the text. Through reading, they will decide to add or eliminate from the information that they have written in pre-reading activity. The students try to include all information from the text.

Post-assignment: The last part of the class period is used to record students’ suggestions from their personal maps on the pre-assignment, a chalkboard version of the map. The discussion will probably be the center on the total information acquired from the reading and how the original map has been modified.

2.3. Previous Studies

There were several previous researches about the use of Semantic Mapping that had been conducted. The first research dealing with the implementation of Semantic Mapping to improve students’ reading comprehension achievement was a classroom action research conducted by Krisnawati (2014) in SMP Negeri 1 Jetis entitled "Using Semantic Mapping to Improve 7th Grade Students’ Reading Comprehension". It was conducted at VII-E. The research findings showed that the use of semantic mapping in teaching reading comprehension was appropriate to improve the students’ reading comprehension ability. The students’ mean score increased from 63.00 in the pre-test to 74.73 in the post-test

of Cycle I and reached 81.93 in the post-test of Cycle II. It showed that Semantic Mapping technique was able to improve students' reading ability and they became more enthusiastic in reading texts.

Another research was conducted by Avrianti (2015) entitled "Improving Student's Reading Comprehension by Using Semantic Mapping in Pre-reading to the Tenth Grade Students". She conducted a Classroom Action Research in two cycles. The findings showed that students' reading comprehension of the tenth grade had improved. the students' mean score in Cycle I was 64.52. From the mean score of 64.52 in Cycle 1 to the mean score of 74.84 in Cycle 2.

The next was a research entitled "Improving Reading Comprehension Achievement through Semantic Mapping Strategy for Indonesian Senior High School Students" conducted by Puspa (2016). The research findings clearly demonstrated that semantic mapping served as a useful graphic strategy to improve students' reading comprehension. The improvement of the students' reading comprehension was shown by the number of the students who passed the test improved from 43.75% at the baseline to 87.5% at the end of cycle II.

The last previous research was conducted by Akhadiyah (2015) entitled "The Use of Semantic Mapping and Thinking Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text". The result of the research showed that the use of Semantic Mapping and Thinking Aloud Strategy could improve students' reading comprehension achievement in narrative text. The mean score improved from 63 in cycle I to 83 in cycle II. In addition, the students were enthusiastic in joining the teaching learning process of reading comprehension. It can be seen from the observation results. There was improvement from 50% of

the students participated actively in the pre-cycle to 52% in the first cycle and 80% in the second cycle.

Based on the previous studies above, it could be reported that applying Semantic Mapping technique in teaching reading comprehension gave a positive effect on the students' reading comprehension achievement. In addition, Semantic Mapping was able to improve students' reading comprehension achievement. By conducting this research, it is expected that the result of this research fills the gap of the previous studies.

3. The Study

3.1 *Research Design*

The design of this research was a Classroom Action Research. The objective of this research was to improve the eighth-grade students' reading comprehension achievement by using Semantic Mapping technique at SMPN 8 Jember. According to Kemmis & McTaggart (1988), classroom action research uses the cycle model which consists of planning, acting, observing, and reflecting.

Planning; was the first stage of the action. In this stage, the lesson plans and the materials had been prepared by the researcher collaboratively with the English teacher. Acting; In this action, the researcher taught reading comprehension with a descriptive text by using Semantic Mapping technique to improve the students' reading comprehension achievement. This research was done in 1 Cycle consisted of 3 meetings. Observing; In the classroom observation stage, it was intended to gather the data about the whole process during the teaching and learning process of reading comprehension by using Semantic Mapping in the classroom. The researcher conducted an observation to collect data related to the students' participation in the teaching-learning process based on the indicators

stated in the observation checklist. Reflecting; The aim of this stage was done to know whether the result of the teaching and learning process achieved the criteria or not. After analyzing the data from classroom observation and the reading comprehension test, the reflection was done by the researcher and the English teacher.

3.2 Research Context

The research was intentionally conducted at SMPN 8 Jember due to some reasons based on the preliminary study. Firstly, the VIII-C students still got some difficulties in comprehending a reading text. Secondly, the Headmaster of SMPN 8 Jember permitted the researcher to conduct this classroom action research at the school. Moreover, the English teacher agreed to conduct the research collaboratively to solve the problems of the students' reading comprehension achievement because the teacher has never applied Semantic Mapping technique during the teaching and learning process of reading comprehension. The last, the researcher had an experience of teaching at SMPN 8 Jember when she conducted teaching practicum at the school.

3.3 Research Participants

The participants of this research were VIII-C grade students of SMPN 8 Jember chosen purposively. According to Fraenkel and Wallen (2012:100), a purposive method is how the researcher uses personal judgement to choose samples that represent the research participants. In this research, VIII-C grade students of SMPN 8 Jember were chosen because they had a common problem in reading comprehension. Besides, they also had the lowest reading comprehension mean score among all the eighth-grade classes.

3.4 Research data and analysis

In this research, there were two kinds of data collection methods used. Reading Comprehension Achievement Test; an achievement test is to establish how successful individual students, groups of students, or the courses themselves in achieving the objectives (Hughes, 2003:13). The objective test was given in the form of a multiple-choice by the researcher so that no judgment was required on the part of the scorer. As the multiple-choice items are undoubtedly one of the most used types of items in objective tests, it is very useful to consider the multiple-choice items to be used (Heaton, J.B, 1990: 27). Hughes (2003:76) also explains that the scoring of multiple-choice can be perfectly reliable. It also allows the test taker without requiring to produce written or spoken language.

Observation; Creswell (2012:213) states that observation is the process of gathering information by observing people and places at a research site. The observation checklist was used to record the students' whether they were active or passive in joining the teaching and learning process by using Semantic Mapping technique. The researcher analyzed and reflected the result of the action by using two types of evaluation; process evaluation and product evaluation. The process evaluation was intended to know the percentage of the students' participation, while the product evaluation was intended to measure the students' reading comprehension achievement after the action was given.

4. Research results and discussion

4.1 The research results

The observation was done by the researcher during the teaching and learning process of reading a descriptive text by using Semantic Mapping. The result of the first meeting showed that 22 students or 68.75% of 32 students were

categorized as active students. While for meeting 2, it showed that 26 students or 81.25% of students were categorized as active. It showed that there was an improvement of students' active participation in the teaching and learning process from Meeting 1 to Meeting 2. From the statement above, it can be seen that most of the students were active during the The Result of the Reading Comprehension Test in Cycle 1

Based on the result of the students' reading comprehension test, it can be concluded that Semantic Mapping technique could improve the students' reading comprehension achievement. It was proved by the significant improvement of the students who got score ≥ 75 in their reading test scores. There were only 15.62% who could achieve the standard score of reading before the students were taught by using Semantic Mapping technique. However, after they had been taught by using Semantic Mapping technique, the total number of the students who got score ≥ 75 on their reading comprehension test became 75%. Therefore, it can be said that the students' reading comprehension score already got the target that was expected in this research.

4.2 The Discussion

The purpose of this research was to improve the eighth-grade students' achievement in reading descriptive text by using Semantic Mapping technique. The use of Semantic Mapping technique for teaching descriptive text gave significant improvement to the students' ability in their reading score because by designing Semantic Mapping, the students are motivated themselves in the process of reading comprehension.

Based on the results of the implementation of the action, the students' active participation can be described as follows: the students' active participation in the

first meeting was 68.75%. The next, in the second meeting, the percentage of the students' active participation was 81.25% and the average percentage for the first and the second meeting was 75%. This result proved that the action in Cycle 1 was successful due to an achievement research target criteria.

The result of students' reading comprehension achievement improved after applying Semantic Mapping technique. In the preliminary study, the data showed that only 15.62% (5 students out of 32 students) got score 75 or higher. After the implementation of the action in Cycle 1, there were 24 students of 32 students or 75% who got score ≥ 75 . It means that the result of Cycle 1 had reached the research target because the researcher had revised one of the aspects in the process of teaching reading which is the students are less motivated to contribute in the teaching and learning process that causes difficulty for the students to comprehend the text.

The result of Cycle 1 was relevant to the result of the previous research finding conducted by Krisnawati (2014) proved that semantic mapping technique could improve the class situation. As well as the result of this research showed that the class became more enjoyable and fun. Students also became more actively participated both individually and in a group during the learning process. Semantic Mapping helped the students to comprehend the reading text well and they were easy to answer the questions. It is one of the techniques that can be a supportive technique to be applied by the teacher.

5. 5.Conclusion

Based on the results of the data analysis and the discussion from the previous chapter, it can be concluded that: Semantic Mapping technique could improve the students' active participation during the teaching and learning activities at

SMPN 8 Jember. Therefore, the English teachers at the school are suggested to keep using Semantic Mapping technique as a guide that enables them to organize the ideas or information stated in the reading text. Further, future researchers are suggested to conduct relevant research dealing with the implementation of Semantic Mapping technique to improve the students' active participation and the students' reading comprehension achievement in descriptive text. Future researchers can apply a similar technique to solve problems dealing with improving the students' ability in reading comprehension by using not only Descriptive text, but also other text types, such as narrative text.

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The Use of Mind Mapping Technique to Improve The Tenth Grade Students' Reading Comprehension Achievement at SMA Muhammadiyah 03 Jember

Devita Diah Savitri¹, Siti Sundari², Made Adi Andayani T³.

FKIP, Universitas Jember

Email: devitadiahsavitri@yahoo.com

Abstract: The aim of this research was to improve the tenth grade students' reading comprehension achievement and active participation by using a mind mapping technique. The research design used was a classroom action research. The participants were the X IPS-1 students consisting of 29 students. The class was chosen because it has the lowest mean score of reading comprehension test. The results showed that a mind mapping technique could improve the students' reading comprehension achievement and the students' active participation. It could be seen from the results of the reading comprehension achievement test and observation. Based on these findings, the English teacher is suggested to use mind mapping technique to teach reading to improve the students' active participation in the teaching and learning process of English, especially on reading.

Keywords: Mind Mapping technique, CAR, Reading Comprehension

1. Introduction

Reading is the most important skill to master because students can grab new information with reading. Suryani (2015), states that in the classroom some teachers often use texts or books as media to deliver the material of a subject, then the teacher asks the students to read the text to grab information so that they could understand the material. Besides, reading cannot be separated from word comprehension. According to Mohaidat,(2018:11), reading comprehension is a complex process associated with the brain. It requires linkage between the learning activities, the learner's experience, and the learner's prior knowledge to form the meaning of a text. Reading comprehension in this study deals with the students' ability to understand the reading text. In other words, students should comprehend the word, sentence,

paragraph, and text. In reality, however, many students do not know how to comprehend the reading text.

Before conducting the research, a preliminary study in the form of informal interview was conducted on July 17, 2019 with the tenth grade English teacher of SMA Muhammadiyah 03 Jember. Based on the results of preliminary study, it was known that the students had difficulty to comprehend a reading text. The English teacher claimed that the students were lazy to take note when they got the reading exercise. They felt bored, it could be seen when the students did not pay attention to the teacher's explanation. The teacher taught by asking some questions about the text. Therefore, the students got difficulty to remember the points of the reading text. They also have a limited vocabulary that make it difficult to comprehend the text. Based on the result of a preliminary study, the students need a new technique to make them enjoy and they are motivated during the teaching-learning process of reading in the classroom. After the researcher conducted a reading comprehension test to know the students' reading comprehension achievement, it showed that most of X IPS-1 students' could not reach the minimum standard requirement score for the English subject that is 75.

There were 11 students who got score ≥ 75 and 18 students who got score ≤ 75 in the reading comprehension test. In this case, it is important to use appropriate and interesting technique to improve the students' reading comprehension achievement and active participation. The researcher collaborate with the English teacher to apply interesting and appropriate teaching technique, that was mind mapping technique because Mind mapping is a diagram, a graphic organizer that can help students visualize what they are reading as Buzan (2005:04) says that mind mapping is an interest note-taking technique and it is a valuable technique for students in the learning process. Besides, the mind map can help students assimilate new information, to think and to develop their conceptual schema. It is assumed as a technique to represent the students' understanding and a way that can help students improve their reading skills.

Some previous findings showed that mind mapping technique could improve the students' reading comprehension achievement and active participation. A classroom action research done by Cahyani et al (2016) entitled "*Improving Students' Reading Comprehension Through Mind Mapping*" found out that the use of mind mapping technique could improve the students' active participation. Besides, another classroom action research done by Yunanda (2018) entitled "*The Use of Mind Mapping Technique to Improve Students' Reading Comprehension Achievement at SMPN 11 Jember*" it was found that the use of mind mapping techniques could improve the junior high school students' reading comprehension at SMPN 11 Jember. Based on the explanation above, the researcher was interested in conducting a classroom action research entitled "The Use of Mind Mapping Technique to Improve The Tenth Grade Students' Reading Comprehension Achievement at SMA Muhammadiyah 03 Jember".

2. Review of related literature

2.1. Reading comprehension and mind mapping: the defining concept

According to Udaini (2011), comprehension in reading is the ability to understand with the written text. Suryani (2017:4) states that reading comprehension relates to the students' understanding of the text given by the teacher that they read and they try to analyze the text and the meanings implicitly. According to Hennings (1997:269), there are four kinds of reading comprehension, namely word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Therefore, the test in this research is used to measure those types of comprehensions.

Mind mapping is a reading method that is an appropriate technique in teaching reading comprehension. Mind mapping is a creative note-taking method, which eases us to remember much information (DePorter, et al. 1999:17; as cited in Khudair:2016). Buzan (2005:16) states that mind map is a brilliant route map for memory, allow to organized facts and thoughts in such a way that your brain's natural way of working is engaged

right from the start. It means that by using a mind map is to help the students to remember and recalling information of the text easier.

Mind mapping technique can be good ways for a teacher to teach reading comprehension because mind mapping has some advantages that can help students to improve their reading comprehension achievement. According to (Deporter and Hernacky, 2008:172; as cited in Khudair,2016) there are some advantages of mind mapping technique. Firstly, mind mapping is flexible. Secondly, mind mapping concentrates on the topic. Thirdly, mind mapping can help increase comprehension. Fourthly, mind mapping is enjoyable. Fifthly, mind mapping help students memorize better.

According to Adodo (2013), the disadvantage of using mind mapping is the students who are unfamiliar to concept mind mapping may have difficulty in creating a mind maps. Based on the explanation before, the teacher should prepare how to prevent the disadvantage happen in the class. The way to prevent that disadvantage is the teacher should monitoring the students along the teaching-learning process and giving guidance on how to create mind maps if students seen having difficulty how to create mind mapping.

he students' reading comprehension achievement deals with the results of the students reading comprehension test that was given after the students have got actions that is cover the indicators of reading comprehension to be measured, namely: word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. Then, the students' reading comprehension achievement was indicated by the scores of their reading comprehension test. The target score is ≥ 75 in the reading comprehension test.

According to Buzan (2005:15), there are seven steps to create a mind mapping. They are as follows: (1) Starting from the center of a blank page turned sideways; (2) Writing an idea given and give a picture related to an idea; (3) Using colors throughout of a mind mapping; (4) Connecting the main branches to the central picture. Then connect the second and third branches to the central picture. The brain works by association; (5) Making the branches curved not straight-lined; (6) Giving the keyword for every branch of mind mapping; (7) Adding the pictures throughout in a mind mapping.

2.2. Previous Studies

There were some previous researches related to the use of mind mapping techniques to improve reading comprehension achievement. The first previous research was conducted by Cahyani et al (2015) entitled "*Improving Students' Reading Comprehension Through Mind Mapping*" in the action research, it was found that the use of mind mapping technique could improve students' active participation and taking part in the lesson. They were actively involved in the teaching-learning process. It means that mind mapping an interesting technique that helped them to have higher motivation and activeness in joining a reading class. The second previous research was done by Yunanda (2018) entitled "*Improving the Junior High School Students' reading comprehension by using mind mapping technique*" in the classroom action research, it was found that the use of mind mapping technique could improve the junior high school students' reading comprehension achievement at SMPN 11 Jember. The improvement can be seen from the percentage of the students' reading comprehension achievement in Cycle 1 was 45. 71% or 16 of 35 students got ≥ 75 . Meanwhile, The result of Cycle 2 showed that the percentage of the students' reading comprehension achievement was 80% or 28 of 35 students got to score ≥ 75 . It could be said that this classroom action reasearch was successful to improve the students' reading comprehension achievement at SMPN 1. The third previous research was conducted by Phongploenphis and Supangyut (2015) entitled "*The Effect of Mind Map Technique on Students' reading comprehension*", this research found that there was a significant effect of mind mapping technique toward the students' reading comprehension. The students' score of reading

post-test was better than their scores of reading pre-test. Thus, it could be concluded that mind mapping technique has a significant effect on the students' reading comprehension. The fourth previous research was conducted by Malekzadehand Bayat (2015) entitled "*The Effect of Mind Mapping Strategy on Comprehending Implicit Information in EFL Reading Test*", this research found that the use of mind mapping could improve the students' reading comprehension achievement at SMP 1 Beji. The fifth previous research was conducted by Mohaidat (2018), entitled "*The Impact of Electronic Mind Maps on Students' Reading Comprehension*", this research found that the use of mind mapping could improve the ninth grade students' reading comprehension achievement in Jordan.

3. The Study

3.1. Research Design

The design of this research was Classroom Action Research (CAR). This research was intended to improve the tenth grade students' reading comprehension achievement and active participation by using mind mapping technique at SMA Muhammadiyah 03 Jemberin the academic year 2019/2020.

3.2. Research data and analysis

In this research there were 2 kinds of data collection methods used, as the following: reading comprehension test and observation. To find the percentage of the students getting ≥ 75 in the reading comprehension test, their reading comprehension scores were analyzed by using descriptive statistics.

4. Research results and discussion

Based on the results of the observation of the teaching and learning process of reading comprehension by using mind mapping technique in the first meeting, it was found that there were only 21 students who were actively participated in the teaching and learning process or 72,41% out of 29 students. There were 72,41% students who were categorized as active participants and 27,6% who were categorized as passive participants during the teaching and learning process on the first meeting. In the second

meeting, there were 86.20% students who were categorized as active participants and 13.80% who were categorized as passive participants. Based on the results of the observation above, it could be said that the students' active participation in Cycle 1 had achieved the criteria of success. The results showed that 79,30% of the students were active in the reading teaching and learning process by using mind mapping technique.

In this research, Cycle 1 was considered successful if 75% of the total number of the students achieved the minimum standard score, which was 75. The result of this research showed there was 79,30% or 23 students who could achieve the target score, while the rest 20,70% or 6 students could not achieve the target score. The students' reading comprehension test (the mean score) was 78,10 while the previous mean score was 66,21. Thus, the improvement from their previous research and after teaching reading comprehension by using mind mapping technique was 11,89. Thus, this cycle 1 was stopped because it had achieved the target score of the research.

Based on the results of the implementation of the actions in Cycle 1, it could be said that the use of mind mapping technique was able to improve the students' reading comprehension 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 reading comprehension by using mind mapping technique was suggested by some experts. As stated by Buzan (2005:04), mind mapping is an interesting way to make a note and it is a valuable technique for students in the learning process. Besides, DePorter et al. (1999:17) state that mind mapping is a creative note-taking method, which is easy for the students to remember much information.

Furthermore, the results of this research were also in line with the previous research conducted by Cahyani (2015) in her research found that the use of mind mapping technique could improve students' active participation and taking part in the lesson. Then, Yunanda (2018) found that the use of mind mapping techniques could

improve the students' reading comprehension achievement. Based on the explanation above, it can be stated that the use of mind mapping technique could improve the students' active participation and students' reading comprehension achievement. Therefore, it is expected for the English teachers and the other researchers to use mind mapping technique in teaching reading comprehension.

5. CONCLUSION

The findings of this research revealed that studying through mind mapping technique could improve the students' reading comprehension achievement and their active participation as well. Moreover, mind mapping made the students more active and these activities were more interesting for the students. Therefore, some suggestions are proposed to the English teacher and future researchers.

The English teacher is suggested to use the mind mapping technique in teaching reading comprehension. In order to encourage the English teacher to create in the teaching-learning process of reading to be more effectiveness. Besides, when the teacher teaches reading to the students by using mind mapping technique, she/he should guide the students to discuss the text with the whole class, because it is important to help the students comprehend the reading text.

The future researchers are recommended to conduct a similar research topic that is the mind mapping technique. They can use the same research design by using different language skills, such as developing the students' listening skills through mind mapping techniques. The researcher also suggests the future researchers implement this mind mapping technique in the different research context, different level of students, and different kind of text genre which has a long passage, such as narrative text, recount text, or report text.

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Improving the Eighth Grade Students' Achievement in Writing Recount Text by Using Fotonovela at MTs Negeri 1 Lumajang

Dea Regi Palupi, Zakiyah Tasnim, Sugeng Ariyanto
FKIP Universitas Jember
E-mail: Dea.regi555@gmail.com

Abstract: The purpose of this research was to improve the eighth grade students' writing achievement and students' active participation at MTs Negeri 1 Lumajang in the 2018/2019 academic year by using fotonovela. This research design was a classroom action research that was conducted collaboratively with the English teacher. The research participants of the study were VIII F students of MTs Negeri 1 Lumajang in the 2018/2019 academic year. The results of the data analysis and discussion revealed that teaching writing by using fotonovela could improve the eighth grade students' writing achievement and students' active participation. The improvement of the students' writing achievement could be seen from the students who got score ≥ 77 or more increased from 79.41% in the first cycle to 82.35% in the second cycle. The improvement of the students' active participation was also shown from 79.41% in the first cycle to 89.70% in the second cycle.

Keywords: Writing Achievement, Fotonovela, Classroom Action Research.

I. Introduction

Writing according to Richards and Schmidt (2002:640-641) is the result of complex processes of planning, drafting, reviewing and revising. This can be assumed that writing involves expressing ideas, opinions, thoughts and feeling for planning in the written form based on the result of complex processes. Examples include planning to write a recount text which is one of the texts that should be learned by Junior High School students is Recount Text in the 2013 Curriculum.

Recount text is a common text that students usually encounter and create. The primary purpose of this text is to retell the past events. It can inform or even just to entertain the readers. A recount text involves a sequence of events to construct

a past experience by retelling events and incidents orderly in which they occurred (Goatly, 2000:30).

A preliminary study that was conducted by interviewing the eighth grade English teacher of MTs Negeri 1 Lumajang found that most of the students' difficulties in writing is in expressing and arranging their ideas on what to write. When they didn't have ideas about what they were going to write, usually they got stuck at this step. It made them waste their time and writing process was not effective. Moreover, it became the main reason for *VIII F* students to get the lowest score dealing with writing skill achievement. The mean score of their writing test was 72.47. It showed that the students did not achieve the minimum standart score for English at the school. That was 77.

To solve the problem and help the students understand the elements of a recount text, generate and organize their ideas well into a good recount text, the researcher proposed to use fotonovela as instructional media in teaching writing. Djohani *et al* (2007:70) state that fotonovela is media that resemble a comic or picture story, using photographs as a replacement for the illustration. In addition Kirova and Emme (2006:2) state that fotonovela is still photo which can be used to recall and make meaning of students' experience.

From the explanation above, the researcher chose fotonovela in writing process to improve students' writing achievement. Therefore, improving writing recount text by using fotonovela became the focus of this research. The improvement of student's active participant and writing achievement became the focus of the study.

II. Review of Related Literature

2.1. Teaching Writing By Using Fotonovela

Hashemi (2011:1816) states that teacher must give simple activity to avoid early frustration in learning English. One of the ways to make class enthusiastic in writing is by implementing media in English language teaching. To help the students understand the elements of a recount text, generate and organize their ideas well into a good recount text, the researcher used fotonovela as instructional media in teaching writing.

According to Djohani *et al* (2007: 70) fotonovela is media that resembles a comic or picture story, using photographs as a replacement for the illustration. Fotonovela is still photo which can be used to recall and to make meaning of the students' experience (Kirova and Emme, 2006:2). The fotonovela are manipulated and arranged in a narrative format. It can also be combined with sequencing and text balloons with posed or candid photographs of the participants. The themes in fotonovela also based on the real condition of the students which help them to carry messages for teaching writing and to develop the students' skills in producing a good recount text.

Fotonovela is potential to be equipped in writing classes, because fotonovela has some strength if it is used in the teaching learning process. The strengths are: 1) Sudjana and Rivai (2013:71) state that fotonovela is easy to use in learning process due to practical. He added that photograph is able to translate concepts or ideas which are abstract into more realistic; 2) Fotonovela is broadly more expressive and more actual in bringing out a wide range of associations. Text balloons on fotonovela can communicate a fact, argument or logical sequence, fotonovela invokes lateral thinking, objectivity and global context. Fotonovela can sometimes be used as substitutes for words or to produce nonverbal information. Students who have poor verbal skills in particular will get this

benefit; 3) Wright (1989:2) also says that fotonovela are very important in helping students to retell experiences or understand something since they can represent place, object, people, etc; 4) According to Kirova and Emme (2005:4) fotonovela guides the students to have the same perception about the images. So they can understand very well about the images provided which expect to guide the students composing the text.

2.2. The Procedure of Teaching Writing By Using Fotonovela

There are procedures in teaching writing, the researcher adapted the procedures of teaching writing by using fotonovela from Raimes (1983:21). He purposes the procedure into the some steps by considering the application of scientific approach as suggested by 2013 curriculum.

The steps are: 1) showing fotonovela and a recount text, then asking the students to observe it; 2) guiding the students to ask questions about how to write recount text based on fotonovela following the generic structures; 3) modeling the students how to write sentences and story based on fotonovela given; 4) asking the students to rewrite jumble sentences into a good recount text based on fotonovela; 5) asking the students to plan their writing based on the fotonovela given; 6) asking the students to write a recount text individually based on the fotonovela given; 7) asking the students to recheck their writing; and 8) displaying the students' work in front of the class and discuss it together.

2.3. Review of Previous Study

For the past seven years, based on the previous studies, a number of researchers implemented teaching technique in EFL writing classes that took place in several Asian countries, such as Thailand, Iran, China, Pakistan, and Indonesia.

Two studies which specifically applied TPS technique were done in 2013. First, Siburian (2013) who conducted a CAR in North Sumatera, Indonesia to solve the eighth grade students' problem in writing a descriptive text by using TPS. The results showed that the students gave their good attitudes and responses and they agreed that the application of TPS method helped them in writing a descriptive text. Second, Indonesian and Malaysian researchers, Sumarsih and Sanjaya (2013), conducted a similar study in one of junior high schools. The result indicated that the eighth grade students' writing achievement improved after they were taught writing by TPS and they showed positive attitudes and responses in the teaching learning process of writing.

The results of both studies found that TPS technique could help the students in writing a text and influenced their participation in the writing class. The similarity between these two researches lied at the research design and the research participants in which they both used the classroom action research on junior high school students.

The above previous researches mentioned only demonstrated the benefits of the application of TPS technique in promoting university students' writing ability in EFL context. The findings of all those researches clearly undermine fotonovela technique. Besides, those previous studies were mostly carried out at the university level which applied the experimental research design. This can be said that the junior high school students' context by using the classroom action research as the research design was still underexplored. Thus, this research was an attempt to fill in the study gap due to the unavailability of previous researches focusing on junior high school context with classroom action research as the research design in the writing classroom by implementing fotonovela technique.

3. The Study

3.1. Research Design

This research applied classroom action research because the purpose of the researcher was to solve the students' difficulties in writing and to improve the students' writing by using fotonovela at MTs Negeri 1 Lumajang. This action research focused on improving the real condition of the English teaching and learning process to reach the improvement of the students' writing achievement. The researcher applied Kemmis and McTaggart's (1992) model. They stated that action research involves a self-reflective spirals of planning a change, acting and observing the process, reflecting, acting and observing, reflecting, and so on.

3.2. Research Context

The research was conducted at MTs Negeri 1 Lumajang. There were three reasons of choosing MTs Negeri 1 Lumajang as the research area. First, the school uses Curriculum 2013. Second, the school had students with low score that under the minimum standard score in writing test by looking at the result of interview with the English teacher in MTs Negeri 1 Lumajang. Then, the headmaster of MTs Negeri 1 Lumajang agreed and gave the permission to the researcher to conduct this research at the school. Besides, the English teacher never applied Fotonovela.

3.3. Research Data and Analysis

Interview was one of the data collection methods that researcher used to collect the supporting data. It was conducted by interviewing the English teacher who taught the eighth grade students at MTs Negeri 1 Lumajang. The researcher provided interview guide to interview the teacher. From this interview, the

researcher knew about the students' problem in learning English, how the teacher taught writing, and the media used during the teaching and learning process

Writing test was administered to measure the students' writing skill. The test that was given to the students was based on the materials that were taught to the students in teaching writing. The writing test was done in 80 minutes. The students were asked to write a recount text based on the fotonovela given completed with correct generic structure and appropriate language features at least 85 words. Dealing with writing test, the researcher used analytic scoring. Analytic scoring was a type of rating scale where a candidate's performance is analyzed in terms of various aspects and descriptions are given at different levels for each component (Wang, 2009). The aspects of writing that will be rated are content, organization, vocabulary, language use, and mechanic.

To maintain the reliability of the score, inter-rater reliability was applied. The assessment was done by two scorers. This was in line with Wang's statement (2009) that inter-rater reliability referred to the degree of similarity between different examiners: it could be two or more examiners without influencing one another. The researcher and the teacher scored the students' work together. So, the results of writing test were scored by the researcher as the first scorer and the English teacher as the second scorer on the five writing aspects.

In this research, the data were collected from students' writing test and observation. There were two kinds of data collecting methods in this research, namely process evaluation and product evaluation. Process evaluation was used to evaluate students' participation during the teaching and learning process of writing by using fotonovela. Product evaluation was used to evaluate students' writing achievement after the action in each cycle. Then the collected data were analyzed by using percentage.

4. Research result and discussion

After the actions were implemented, the average result of the classroom observation on the students' active participation in Cycle 1 showed that the percentage of the students who were active in the teaching learning process of writing by using fotonovela were 76.47% or 26 of 34 students who were categorized as active students and 23.53% or 8 of 34 students who were categorized as passive students. All of the students during the teaching learning process were enthusiastic. The activities also made the students fun by implementing fotonovela. In meeting 2 of Cycle 1 there were 82.35% or 28 of 34 students categorized as active students while 17.65% or 6 of 34 students were categorized as passive students. The students were also enthusiastic in this meeting.

Besides, the improvement result of the students' writing test showed that writing test, the students' average score showed that 79.41% or 27 of 34 students achieved the standard minimum scores that was ≥ 77 while 20.59% or 7 of 34 students could not achieve the standard minimum score. First, after the implementation of fotonovela in the first meeting and the second meeting in cycle 1, the students could expressed their ideas, knew how to write a recount text according to the generic structure and how to write good sentences. The result of the classroom observation toward students' active participation in Cycle 2

In the first meeting, the percentage of the students who were active in the teaching learning process of writing by using fotonovela were 88.23%. In the second meeting, the percentage of the students who were active in the teaching learning process of writing by using fotonovela were 91.17%. The students' active participation increased 2.94% from the first meeting to the second

meeting. However, the average results of the first meeting and the second meeting in cycle 2 was 89.70%. Therefore, the results of cycle 2 achieved the target percentage of the students' active participation, which was 75%. Besides, the Improvement of the students' writing achievement showed that there were 34 students who joined the writing test. The students' average score was 82.35. After the data were analyzed, it was found that 28 students achieved the scores ≥ 77 in the writing test and 6 students failed to achieve the scores ≥ 77 . The results showed that 82.35% students achieved the scores ≥ 77 in writing test. This can be known that the result of the writing achievement test in cycle 2 had achieved the target percentage of the writing test.

The result in Cycle 2 showed the consistent results with the ones in Cycle 1. Therefore, the researcher stopped the action. The chart below presented the improvement of the average percentage of the students' writing achievement and their participation in Cycle 2.

4.1. Discussion

This classroom action research was done to improve the students' writing achievement and their active participation at VIII F of MTs Negeri 1 Lumajang. Fotonovela was chosen to achieve the research objectives. Before doing this research, there were only 44.11% of VIII F students of MTs Negeri 1 Lumajang who got score ≥ 77 in the writing test. Based on the results of the writing test in cycle 1, the students' writing achievement improved from 44.11% in pre cycle to 79.41% in cycle 1. This means that improving students' writing achievement in cycle 1 was considered successful since the criterion of success was achieved, that was at least 75% of the students got scores ≥ 77 in writing test. While, the results of the observation in cycle 1 revealed that the students achieved the research objectives because the average percentage of the students' active

participation in cycle 1 was 79.41%. However the researcher still conducted cycle 2 to know the consistency result of teaching writing by using fotonovela.

Based on the results of the writing test in cycle 2, there was improvement of the students' writing achievement. The percentage of the students' writing achievement in cycle 2 was 82.35%. Moreover, it was shown by their active participation was also improved. It was shown by the results of the observation in cycle 2. There were 89.70% of the students as active participants. This meant that this research had fulfilled the success requirement of the students' active participation, That was at least 75% of the students actively participated in the learning process. So, it could be concluded that both the students' writing test results and their active participation had achieved the research objectives. Therefore, the action in cycle 2 was stopped.

Furthermore, fotonovela could improve the students' writing achievement which by the results of the writing tests in cycle 1 and cycle 2. It meant that fotonovela could solve the students' problems in writing, covering getting difficulty in finding ideas, constructing ideas, and expressed ideas. From the result above, it could be concluded that fotonovela was successful in improving the students' writing achievement and their active participation. In addition the present research result was consistent to the theory stated by Kirova and Emme (2006) that fotonovela can help students to practice telling the story of sequential events. It can also help students to reinforce the use of time sequence transition words to maintain the unity of paragraph.

This research result also confirms with some the previous researches which found out that fotonovela could be applied to help students' improve their

writing ability. A research conducted by Syam (2011:48) who proved that fotonovela could improve students' writing ability.

5. Conclusion

Based on the result of the data analysis and discussion, it can be concluded that the use of Fotonovela improved VIII F students' active participation during the teaching and learning process of writing at MTs Negeri 1 Lumajang. Therefore, the English Teacher is suggested that teaching writing using fotonovela is applied in the teaching learning English especially teaching writing dealing with this, the teacher could follow the procedure of fotonovela in teaching writing or modify it when necessary. The students are suggested to be involved actively during the teaching learning process of writing by using Fotonovela. This media can help the students express and arrange their ideas into a good writing. As a result, it can improve their writing achievement.

The Future Researcher: this research is expected to be valuable information for future researchers in conducting further research dealing with the use of Fotonovela in improving writing, for instance in improving the students' recount text writing achievement or the students' ability in organizing ideas for writing. This media also can be used in teaching writing with different genre of texts like a narrative text and different grade level of the students.

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The usage of Indonesian-English code switching by the eighth grade English teacher at junior high school

Dwi Kurniawan Khairul Esa, Erfan, Bambang Arya Wija Putra
FKIP, Universitas Jember
dwikurniawankhairulesa@gmail.com

Abstract: this research was purposed to analyze the usage of Indonesian English code switching in learning teaching process, so the teaching learning process will be efficient. The design of this research was descriptive study. The data were taken from teaching learning activity in eighth grade junior high school. The data were analyzed using a theory by Poplack called code switching classification. There were 24 utterances that was spoken by the teacher. The result of this research reveal that code switching inter sentential was mostly used in teaching learning activity. Code switching in teaching learning process will make the students understand more about the material.

Keywords: code switching, poplak, descriptive study.

1. Introduction

Language is an important aspect in the world since language becomes media for all people to communicate. Milanowski, in Doughty (1974:32) states that language is the link in concerted human activity. Language can be used by the people to express their feelings and desire.

There are so many languages in this world. Every country has a different language. People from different countries use international language to communicate each other. In Indonesia, students learn English as a foreign language. English has been recently taught in elementary level as a local content subject. Crystal (2003:108) states that English is spoken in approximately on third of world's population. It means English widely used by many people..

In Indonesia, English teachers tend to combine Indonesian and English in order to make the students understand the materials easier. This phenomenon shows

that the teacher uses code switching in teaching the lesson when the student cannot understand the meaning of the word. By knowing more about code-switching, the English teacher can use this method as a strategy in teaching English.

2. Related literature review

2.1 Bilingualism and Bilinguality

In the English as a foreign language classroom in Indonesia, the usage of language takes an important role since it is used as communication between teacher and students. The teacher uses more than one languages to communicate with their students to make the students understand in the classroom. The English teacher can use more than languages since they are bilingual who can alternate between two different languages during and learning process. There are opinion dealing with the definition of bilingualism and bilinguality that are propose by expert. Nababan (1993:27) differentiate bilingualism and bilinguality. According to him, bilingualism is a habit to use two language to interact with other people. Bilinguality is an ability to use two language.

2.2 Code Mixing and Code Switching

Most people in Indonesia tend to mix between two or more languages during conversation. In this case, code mixing occurs when people inability to find word to express what they want to say in certain languages. Wardhaugh (2006) reports that “code mixing occurs when conversant use both languages together to the extent that they change from one language to the other in the course of single utterance. Defining code-switching, code itself refers to a language or a variety of language (Wardhaugh 2006:88). Defines code-switching as a switch process from one code to another code or to mix codes even within sometimes very short utterance

There some definition of code-switching proposed by some experts, Mayers-scotton (2001) says “code switching as the alternation between two or more language of a language in the same utterance or dialogue” it is phenomenon that happens on a daily basis both in school and outside of the school.

2.3. Previous Research Studies on Speaking Anxiety and Its Gap

There are some classification of code switching Bloom and Gumperz, in Hudson (1996:52) explain the kind of code switching namely situational code switching and metaphorical code switching. Poplack (1980) in their research findings classifies code switching into three, they are: inter sentential code switching, tag switching and intra sentential code switching. According to Bloom and Gumperz, in Hudson (1996:52) they are two types of code switching. They are called situational code switching and metaphorical code switching. In their research findings, Yletyinen (2004:53) report four functions of code switching that are used by the teacher; code switching 1) for explaining; 2.) for moving from another activity 3.) for clearing misunderstanding and 4) comprehension check.

3. Research method

3.1. Research Design

Based on the objectives of this research, the research design is a descriptive study. McMillan (1992:144) states that a descriptive study simply describes a phenomenon and it particularly valuable when an areas is first investigated.

3.2 Research Context and participants

The present study was conducted in a junior high school in Jember after the headmaster and the English teacher give access to me to conduct classroom observation in this school. The observation may take one times 45-minute period.. In this research the researcher use purposive method to determine the

research area. Arikunto (2009:139) states a purposive method is choosing the research area based on a certain reason. This research conducted at SMPN 1 Jenggawah.

3.3. Research data and analysis

Observation is essential in conducting a research. It use to collect data about the phenomenon that are going to research. Macmillan (1992:128) states that observation allows the description of behavior as it occurs naturally. In this research, observation is use to get primary data about the usage of Indonesian-English code switching. While doing the observation, researcher record the subject by using audio recorder and took a note about the situation in the classroom Data analysis method is the method that use to process and analyze the data obtain from observation and interview. The collected data will be analyze by using descriptive, because the main objective in this research is to describe the usage of Indonesian-English.

The process of the analysis can be describe in the following. First, the data in the form field note from observation and interview written descriptively. Second, is coding the field note. In coding the field note, the situation of the usage of Indonesia- English code switching are used as a guide in determining the types and the function. The types of code switching were classified into inter-sentential switching, intra-sentential, and tag switching; and the function of code switching is classified into: explanation, moving from one activity to another, clearing misunderstanding, checking for understanding.

4. Research results and discussion

The result of the data were the results from the observation. The observation was conducted to get the data about the usage of Indonesian English code

switching. The observation was conducted by recoding the English teacher's voice by using audio recorder. From this research, the researcher found code switching based on the type there were 16 utterances identified as inter sentential, there were 4 utterance identified as tag switching, and there were 5 utterance identified as intra sentential and code switching based on the function, there were 6 belonged to the code switching for explaining, there were 6 belonged to the codes witching for moving from one activity to another, there were 6 belonged to the code-switching for clearing misunderstanding, and there were 6 belonged to the code-switching for checking for understanding. The data analysis reveals that there were three types of code switching and four function of code switching used by eighth grade English teacher The result of Code Switching Classification based on the types includes;

a. *Inter sentential code switching*

In this part the researcher present some sample of inter sentential code switching. The researcher found 16 inter sentential code switching by teacher utterance.

Teacher utterance: *Ok, your homework? Ada PR? Ada tidak?*

Based on the teacher utterance used two different languages in the same utterance. Therefore it can be classified as inter sentential code switching since it takes place between sentence. The teacher used inter sentential, because the students' level understanding are different each other. So, the teacher repeat the question using Indonesian language to make all students understand what the teacher said.

b. *Tag switching*

In this part the researcher present some sample of tag switching. The researcher found 4 tag switching by teacher utterance. The example of tag switching.

Teacher utterance: *Tolong dikerjakan, five minute for you, ya 5 menit*

The teacher utterance involve the insertion of tag in one language into an utterance. It could be classified as tag switching. The teacher tried to ask the student to do the task for five minute and continue with Indonesian language to emphasize the time to do the task in five minutes. So, the students can understand what the teacher asking for.

c. Intra sentential code switching

In this part the researcher present some sample of intra sentential code switching. The researcher found 5 intra sentential code by teacher utterance. The example of intra sentential code. Teacher utterance: Kerjakan di rumah, page ninety six, task six. According to the utterance above there are two different grammar in one utterance, it can be classified as intra sentential code switching. The teacher firstly speak in Indonesian and then switch to English because “*page ninety six, task six*” utterance is easy to understand for students. Further, the Code Switching classification based on its function includes;

- a. The function for explaining, such as the teacher says: *who is absent today? Siapa yang tidak masuk?*. This belongs to code switching for explaining. The teacher asked “*who is absent today?*” and then the teacher asked again using Indonesian language to have student understand what the teacher asked. So the student can answer the teacher question.
- b. The function for moving from another activity, such as the teacher says: *Oke, times is up. Waktunya habis*. This belong to the function of code switching moving from another activity. The teacher tell the student about the time is up and then the teacher using Indonesian language to make understand, so the student will stop their activity and move to another activity.
- c. The function for clearing misunderstanding, such as the teacher says: *please listen carefully. tolong di dengarkan dengan baik*. This belongs to the function of clearing misunderstanding. The teacher said “please listen

carefully” but the students were confused and still noisy, and then the teacher repeat the instruction to Indonesian to make the students understand with the instruction of the teacher.

- d. the function for checking for understanding, such as the teacher says: Ok, your homework? ada PR? ada tidak?

Based on the function, that utterance is identified as checking for understanding. The utterance above, the teacher asked the student about the home work and repeat it with Indonesian and said “ada tidak?” to check student understanding about what the teacher asking.

5. Conclusion

The types of Indonesian English code switching that were used by the teacher while teaching are inter sentential, intra sentential, and tag switching. From utterance that contained Indonesia English code switching, there were 16 utterances identified as inter sentential, there were 4 utterance identified as tag switching, and there were 5 utterance identified as intra sentential.

The Indonesian-English code-switching functions that were used by the English teacher while teaching English are code-switching for explaining, code-switching for moving from one activity to another, code-switching for clearing misunderstanding and code-switching for checking understanding. From the English teacher’s utterances that contained Indonesian English code-switching, there were 6 belonged to the code switching for explaining, there were 6 belonged to the codes witching for moving from one activity to another, there were 6 belonged to the code-switching for clearing misunderstanding, and there were 6 belonged to the code-switching for checking for understanding

The university students of the English Department are necessary to get better understanding about code-switching theory. They can use this research result as an additional material in their understanding of sociolinguistic phenomena. The other researchers are suggested to use the research result as a consideration to conduct a further research dealing with a similar problem, such as the usage of Indonesian-English code-switching by the students in the classroom.

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Students' Utterances to Use Directive Speech Act of the linguistic expressions taken from the Dialogues in The ELT Textbook for Junior High School students: A Discourse Analysis

Mohammad Firdi A S, Sugeng Ariyanto, Made Adi Andayani T
FKIP, Universitas Jember

E-mail: firdiafriandi@gmail.com

Abstract: One of the purposes in communication is how to direct others to do something. This research was to explore directive speech acts in students' utterances. The research design was discourse analysis. The research data was linguistic expressions in the textbook: Bahasa Inggris "When English Rings a Bell" Kelas VIII.. This research was conducted by using descriptive qualitative method. The result of this research showed that there are 11 utterances found from the textbook; 6 utterances belong to requestives, 4 utterances of requirements and 1 utterance of prohibitives. There are 8 utterances found from the students; 6 utterances of requestives and 2 utterances of requirements. The result of the analysis can be used for the authors of the ELT textbook to provide more complete example of the dialogue use in real talk and also provide some dialogues in each chapter of the ELT textbook.

Keywords: Austin's Speech act Theory, Directive Speech Act, Students' Utterances

1. Introduction

One of the purposes in communication is how to direct others to do something. People interact to others by using the language. They share ideas, beliefs, opinions, thoughts, feelings and many other things through language. A success communication happens when there is line between the speaker's intention and the hearer's comprehension. Directing others to do something can be done if the speaker giving commands or requests to the hearer.

In Indonesia, directive is essential to be taught as it is mentioned in Kurikulum 2013 for the eighth-grade students. Besides, directive included in the theory of speech act which belong to illocutionary act. There are three types of speech act, locutionary act, illocutionary act, and perlocutionary act. Searle (1969) classified illocutionary act into five: declarative, representative, expressive, directive and

commissive. These speech act functions have become the basis of curriculum in Indonesia. According to Jucker and Taavitsainen (cited in Muhartoyo and Kristiani, 2013), directive speech acts are divided into 20 sub categories. Some of them are included in Kurikulum 2013 such as asking, begging, requesting, and commanding.

Few research studies have been conducted about directive speech act (DSA) used in English Language Teaching. Basra and Toyyibah (2017) found that directive speech acts are mostly used by the teacher because the teacher adopts the principle of Communicative Language Teaching. The study concludes that the choice of speech act classification determines the teaching approach and vice versa. Related to the implementation of directive speech acts, Wulansari and Suhartini (2015) examined the type and functions of directive speech act performed by an Indonesia EFL teacher in one senior high school in Indonesia. The findings show that there are three types of directives used by the teacher. They are commands, requests, and suggestions. The most frequent type of directives performed is command with 233 occurrences (94.8%). It was also found that there are five function seized by the directives, they are elicitation, instruction, advice, threat, and attention-gender. The most frequent function of directives used is elicitation with 108 occurrences (44%). They concluded that the using of commands shows teacher's dominance. Mafaza, Rustono and Awalya (2018) found the type of teacher's directive speech act were requests, questions, requirements, prohibitive, permissive and advisories.

Although some had done researches related to directive speech act, directive speech act learning material in the ELT textbook and its effect on student's speech act production, this issue is still limited and there is directive speech act material in the ELT textbook included in the Kurikulum 2013. Hence, this

research attempts to fill the gap by analyzing about student's ability to use directive speech act based on the dialogue the ELT textbook.

In English Language Teaching (ELT), textbook writers prescribe spoken language for directing others in the form of written dialogue, such as the dialogue in the textbook: *Bahasa Inggris "When English Rings a Bell" Kelas VIII* from Kementrian Pendidikan dan Kebudayaan Republik Indonesia. in other words, students in the classroom might use the dialogues from the textbook to practice speaking and use the words in the dialogues as their speech act to direct others to do something. However, the use of directing others practice in the textbook require students to practice in order to know whether they can direct others to do something.

On this point, the result of this research is expected to share the information about the students' utterances to use directive speech act based on the dialogues in the ELT textbook for Junior High School as well as the effectiveness of the dialogues in the ELT textbook to affect students' speech act production.

2. Literature Review

2.1 Directive Speech Act in ELT

Discourse is the use of spoken or written language in a social context. It concerns with the study of language in text and conversation. Discourse is used in transactional interaction to propel something into action. Discourse can be found in everyday life as a communicative event. In order to succeed in delivering the meaning of a conversation, it is needed to analyze the meaning from the speaker and the hearer. This analysis is called speech act analysis. Speech act is the speaker's utterances which convey meaning and make the hearer do specific things.

Generally, speech acts are the acts of communication. Yule (1996:47) mentions that “Actions performed via utterances are generally called speech acts and, in English, are commonly given more specific labels, such as apology, complaint, compliment, invitation, promise, or request”. Communication is to express a certain attitude and the type of speech act being performed according to the type of attitude being expressed. For instance, a statement expresses a request, a belief, a desire and an apology to express a regret. The success of speech act occurs if the hearer identifies the speaker’s intention and the attitude being expressed. Referring to Austin’s speech act theory (1962:102), the utterance that a speaker says has three kinds of meaning: Locutionary, Illocutionary, and Perlocutionary. Locutionary is the literal meaning of what is said, for example “*It’s hot here*”. Illocutionary is the social function of what is said, for example, “*It’s hot here*” could be an indirect request for someone to open the door or turn on the fan/air conditioner; an indirect rejection to turn off the fan/air conditioner because it is cold; a complain interpretation that someone should know better that to keep the fan/air conditioner off. Perlocutionary is the effect of what is said “*It’s hot here*” could result in someone turn on the fan/air conditioner.

According to Trask (cited in Santoso, Sujatna and Mahdi, 2014), speech acts are attempt in doing something purely by speaking. In fact, speech act has many purposes such as make plans, promises, ask a question, order or request someone to do something, give advice and suggestion and give command. In Indonesia, those purposes are included in standard and basic competition in Kurikulum 2013.

Yet, it is not easy to identify speech acts. There are some conditions that should be required to perform speech act correctly. Austin (1962) called the conditions

as the felicity conditions. Felicity conditions are the conditions that must be fulfilled for a speech act to achieve its purpose.

The focus of this research is in directive speech act. When using directives, the speaker is trying to fit the world to the words. It means that the speaker tries to make the hearers do as what the words he/she utters. There are some acts taken by this directive speech acts, including the act of asking, prohibiting, suggesting, requesting, praying, and so forth. Allan (1986: 199) classified four classes of directives: requestives, questions, requirements, and prohibitives.

Requestives happens when the speaker requests the hearer to do an act or something. Requestive performatives include: *ask*, and *beg*, for example, “*I need your help, please.*”. Questions is means that the speakers question the hearer as to proposition. Questioning performatives include: *ask*, *inquire*, and *query*. Requirements means that the speaker requires the hearer to do an act. Requiring performatives include: *order*, and *command*, for example “*Get out of my way!*” or “*Pass the salt*”. Prohibitives is the speaker prohibits the hearer from doing an act. Prohibitive performatives include: *enjoin*, *forbid*, and *prohibit*.

Furthermore, Allan (1986: 199) also stated that in directive acts there are two kinds of interpersonal authoritative, namely Permissive and Advisories. Permissive means that the speaker permits the hearer to do an act. Permissive performatives include: *agree to*, *allow*, and *forgive*, for example “*I allow you to give me a piece of advice*”. Advisories means that the speaker advises the hearer to do an act. The speaker intends the utterance to be taken as sufficient reason for the hearer to do an act. Advisory performatives include: *advice*, *recommend*, and *suggest*, for example “*I recommend we start there*”. Hence, directive speech act

is included in the English Language Teaching. The acts are included in the material for Junior High School students.

2.2 Directive Speech Act in ELT Textbook

In Kurikulum 2013, directive is included in the teaching material in English Language Teaching (ELT) for Junior High School. According to the Ministry of Education and Culture of Indonesia (*Kementrian Pendidikan dan Kebudayaan*) in their instruction syllabus for Junior High School and Islamic School (*Madrasah Tsanawiyah*), directive is included in the Basic Competence as one of the Interpersonal Interaction Transaction material for eighth grade students. It is stated “*Keharusan, larangan, dan himbauan, sesuai dengan konteks penggunaannya, dengan memperhatikan kata kerja bantu modal can, will (8)*”. It is related to directive speech act which the speaker tries to make the hearer to do an act or to do what the speaker utter.

2.3 The Overview of the Textbook

The book entitled “*Bahasa Inggris “When English Rings a bell” KELAS VIII*” is written by Siti Wachidah, Asep Gunawan, Diyantari and Yuli Rulani Khatimah. The book was published by *Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud*.

2.4 Previous Research Review

There are some researchers who have already conducted researches about directive speech act with different focuses. Mafaza, Rustono and Awalya (2018) aimed to identify and analyze the types, function and character values containing in the teachers’ directive speech act in learning and teaching activities at SD Negeri 05 Kebondalem Pematang. The data was a snippet of teacher’s conversation during learning and teaching activity in class IV A and IV B which

was assumed to contain directive speech act. The type of directive speech acts mostly found in the learning and teaching activities was a question. Furthermore, the least found was the act of prohibition. The character values found in the teacher's conversation in the teaching and learning activities are honest, discipline, responsible, polite, care, and confident. The character values contain in the teacher's directive speech acts. Wulansari and Suhartini (2015) did the research to examine the types and functions of directive speech act performed by an Indonesian EFL teacher in one senior high school. The findings show that there are three types of directives used by the teacher. There are commands, requests, and suggestions. The most frequent type of directives is command. The most frequent function is elicitation. From the findings, it is concluded that the use of commands shows teacher's dominance. The researcher suggested that the teacher should use other type of directives to encourage students' participation.

Basra and Thoyyibah (2017) did a speech act analysis research of teacher talk in an EFL classroom. The finding shows that directive speech acts are used mostly by the teacher. The use of directive speech act apparently make implication toward the improvement of the students' productive skills.

Although some has done researches related to directive speech act, this issue on directive speech act learning material in the ELT textbook and its effect on student's speech act production, is still limited even though there is directive speech act material in the ELT textbook included in the Kurikulum 2013. Hence, this research attempts the gap by analyzing student's ability to use directive speech act based on the dialogue found in the ELT textbook.

3. Research Method

3.1 *Research Design*

The researcher used descriptive qualitative research as the research design because it focuses on the document such as words and pictures. Descriptive qualitative research is written in form of words than numbers (Blaxter *et al.* (2006: 64)). The data of this research were considered as qualitative data. According to Fraenkel and Wallen (2009:423) qualitative data are collected in the form of words rather than numbers. The researcher analyzed the students' ability to use directive speech act based on the dialogues in the ELT textbook *Bahasa Inggris When English Rings a Bell Kelas VIII*.

3.2 Research Context

The data of this research are dialogues from the ELT book *Bahasa Inggris When English Rings a Bell Kelas VIII* and also the students' ability to use DSA based on the dialogue from the book. The book used English for daily conversation for junior high school students. This ELT textbook is also part of Kurikulum 2013 which emphasizes on the attitudes, knowledge, and skills.

3.3 Research Object

In this research, the researcher analyzed utterances in the dialogues of the textbook and the students' production based on the dialogue from the textbook. This means that the research object were the utterances produced by the students from the dialogues. The students are the eighth grader from Junior High School.

3.4. Research data and analysis

The data collection method used in this research was document analysis. According to Babbie (2010:530) documentary method process is the study of recorded human's communications, such as books, websites, paintings and laws.

It involves analysis of content in order to make certain deductions based on the study parameters.

The following steps are to collect the data, they are: Reading and selecting the suitable dialogues from the textbook based on Austin's theory, coding directive speech acts from the dialogues, classifying the data into the types of directive speech acts, giving the selected dialogue to the students and asking them to read the dialogue, asking the students to make a similar conversation based on the dialogue given by using their own words, and recording the students' performance.

As the goal of this research is to analyze the directive speech acts, the researcher used inductive analysis. In this research, Austin's speech act theory was used as the analysis tool. The procedures of the data analysis are as follows: Observing the directive speech act used in dialogues in the textbook, observing the directive speech act used by the students in the recorder, taking note to utterances which contain directive speech act, describing the selected utterances to explain the locutionary act, illocutionary act, and perlocutionary act, analyzing the selected utterances based on the directive speech act theory and determine the types of directive speech act used in the utterances, and making conclusion based on the data analyzed.

4. Research Result and Discussion

The data of this research were presented in the form of utterances which were taken from the dialogue in the ELT textbook entitled *Bahasa Inggris "When*

English Rings a Bell” kelas VIII and also transcript from the students’ ability in producing directive speech act based on the dialogues from the textbook.

After coding and obtaining the data, the data was analyzed through some steps. The data of this research were in the form of utterances spoken by the students and in the form of dialogues from the textbook. First, the researcher described the three layers of meaning of each utterance. According to Austin (1962) every utterance expressed by someone contain three layers of meaning, namely locutionary meaning, illocutionary meaning, and perlocutionary meaning. Locutionary is the literal meaning of the utterance. Meanwhile, the illocutionary is the intended meaning of the speaker. It shows the real meaning that the speaker wants to say by saying the utterance. Perlocutionary is the response obtained by the speaker after hearing the utterance.

The utterances were analyzed based on the use of directive act. Directive act is the act to get hearer to do something. After analyzing the utterance based on the directive act, it can be known that in communication the people might ask others to do something. For example, in Data 5 from the students, A asked B to help her to return the book to the library and A accepted B’s request. Then, B wanted A to accompany B to the library together but, A refused because A was busy. Through their utterances, the speaker B tried to influence the hearer A to do something B wanted. After analyzing the utterance based on the use of directive act, the researcher found three types of directive act used in the data from the textbook; they are requestives, requirements, and prohibitives. Meanwhile, the researcher also found two types of directive act from the students; they are requestives and requirement. Requestives happens when the speaker requests the hearer to do something. Requirements means that the speaker requires/commands the hearer to do something. Prohibitives is the speaker

prohibits the hearer from doing something. There are 11 utterances found from the textbook; 6 utterances belong to requestives, 4 utterances of requirements and 1 utterance of prohibitives. There are 8 utterances found from the students; 6 utterances of requestives and 2 utterances of requirements.

Next, the utterances were analyzed based on the interpersonal authoritative of the directive acts; permissive and advisories. Permissive means that the speaker permits the hearer to do something. Advisories means that the speaker advises the hearer to do something. In this research, the researcher found 1 permissive and 10 advisories from the textbook, while 1 permissive and 7 advisories were from the students.

This research is aimed to be beneficial to the author of the ELT textbook in developing material for students especially about how effective the dialogues to affect students' directive speech act production. Students need to master four language skill in learning English, they are reading, writing, listening and speaking. Speaking is one of the macro skills to be developed for the effectiveness in communication. Speaking depends on the context or situation. It requires not only to know how to perform the language but also to understand when, where, why the language is performed. Speaking is performed to send messages or intention to the hearer, in this case is directive act which means that the speaker tries to make the hearer to do an act or something. In doing those expressions, people are also performing speech act. Speech act can be found in dialogues which are based on the real-life situation in communication. In non-English speaking country, dialogues from textbooks can be a good source to learn English because it provides the example how language is used in certain context.

Based on the syllabus of Kurikulum 2013, the functional skill materials cover the expression of asking, forbidding and appealing. These expressions are included in the classes of directives: requestives, questions, requirements and prohibitives (Allan 1986:199). However, the example of these expressions in dialogues from the book are limited. Some chapters provide some dialogues which are too short and the context are different. There are also some chapters which do not provide a dialogue. Based on the analyzed data, the book only provides 3 classes of directives which are requestives, requirements, and prohibitives. The students produced 2 classes of directives which are requestives and requirements. From the data, students mostly used requestives in their dialogues.

5. Conclusion

After analyzing the utterances from the dialogues of the textbook and the utterances produced by the students, the researcher can draw some conclusion. The researcher found that there were 11 utterances from the textbook containing directive speech act. There were 6 utterances of requestives, 4 utterances of requirements, and 1 utterance of prohibitives. The researcher found that there were 8 utterances from the students sentences which contained directive speech act. There were 6 utterances of requestives, and 2 utterance of requirements. In the analyzed data, the researcher also found the interpersonal authoritative of directive speech acts. There were 1 permissive and 10 advisories from the textbook, and there were 1 permissive and 7 advisories from the students. Directive speech act can be found in the ELT textbook. The utterances from the dialogues provided in the ELT textbook to affect the students to produce directive speech act in the real talk or real conversation. Yet, the result showed that the utterances produced by the students are limited. The ELT textbook provides some very short dialogues and only in certain chapters. In non-English

country like Indonesia, providing some examples of real conversation in the ELT textbook can help the students to produce a real conversation in the real life.

There are several suggestions for the authors of the ELT textbook, and the future researchers who conduct the similar research. The authors of the ELT textbook are suggested to provide more complete example of the dialogue use in real talk and also provide some dialogues in each chapter of the ELT textbook. The future researchers are suggested that they use other type of illocutionary act to prove the effectiveness of the dialogues from the ELT textbook for the students' production.

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The Effect of Using KWL Chart on Junior High School Students' Reading Comprehension Achievement

Maya RowiyatunNisa, I PutuSukmaantara, WiwiekEkoBindarti
FKIP, Universitas Jember
E-mail: maya.rnisa95@gmail.com

Abstract: This research was intended to know the effect of KWL (Know-Want to Know-Learned) chart on the students' reading comprehension achievement. The research design was Quasi-Experimental with Post Test Only Design. The research area was chosen by using purposive method. The data collection was conducted through the preliminary study, interview, documentation and test. The participants were the English teacher and the seventh grade students of SMPN 1 Jember. The result of the analysis showed that, the value of significance was 0.038 which was lower than 0.05 with the significance interval of 95%. This means there was a significant effect of using KWL Strategy on the seventh grade students' reading comprehension achievement at SMPN 1 Jember

Key words; Experimental Research, Reading Comprehension, KWL chart

1. Introduction

Reading is the activity in which readers accept and understand the information from the texts (Hermida, 2009). It is an important language skill to be mastered because it has a great influence in teaching learning process at school. However, Osborne (2010), cited in Sam and Rajan (2013), reports that students' major problem in reading is to comprehend a passage and find the main idea. Students are worried about understanding every single word and they fail to connect the ideas. While comprehending a passage, they even try to translate the content into their first language, but they end up failed to verify the accuracy of the text meaning of the translation in their first language compared to the meaning in English.

Related to the students' difficulties in comprehending texts, it is crucial to apply a strategy in English language teaching in order to solve students' problems in reading. Lou and Xu (2016) report that KWL Chart (*What you already **know**, what do you **want** to know, and what you have **learned***) is one of the meta-cognitive strategies which is intended to provide students more chance to comprehend reading texts by activating their prior knowledge and setting as the purpose in reading. Therefore, based on the research background above, the experimental study about the use of KWL Chart on junior high school students' reading comprehension achievement was really crucial to be conducted.

2. Related literature review

2.1. Theory of Advance Organizer

Advance organizer was first introduced by David Ausubel in 1968. It is a cognitive strategy in his subsumption theory which allows learners to recall and transfer prior knowledge to the new material being presented. According to Downing (1994), Ausubel pointed out that the most important factor influencing learning is the clarity, quantity, and organization of learners' existing knowledge. The knowledge consists of the facts, concepts, and theories available in the students' mind that can be defined as their cognitive structures. Ausubel believes that before new material is presented to learners, their cognitive structure should be strengthened. Activation of background knowledge is necessary because insufficient prior knowledge hinders understanding and recalling process of unfamiliar information.

Advance organizers present themselves into four different organizers namely Narrative, Expository, Skimming, and Graphic organizer. Chien (2012) states that Graphic Organizer is a visual outline helps students organize and structure information and concept. According to Gracia and Villegas (2003), there are a

variety of graphic organizers, namely, word web, T-chart, Venn diagram, Ogle's KWL (*What you already know, what do you want to know, and what you have learned*), semantic web, mind-mapping, and flow Chart.

2.2. Reading Comprehension Achievement

Reading is a process shaped partly by the text, the readers' background, and partly by the situation the reading occurs (Hermida, 2009). In order to find the gist, readers are required to understand the context of the passages. According to Patel and Jain (2008), reading is not just the activity for pleasure but also enriching ability and knowledge.

Reading is the activity that cannot be separated from comprehension and recognition skills. As mentioned by Grellet (1999), comprehension skill requires readers to engage in a text in order to construct the meaning. To comprehend the whole text meaning, the students need to read all the content of the text and then infer the meaning by connecting ideas. As they gradually read and find the gist more quickly, they will find more detailed information required. Eventually, when students can comprehend a text very well, it means that they have enhanced their reading comprehension achievement.

Achievement is something done successfully by an individual. It is basically viewed as a competence that comes as a result of intellectual or non-intellectual processes in an area of content (Agarabel and Dasi, 2001). One thing that can be observed is a performance. To reach a specific level of performance, it is necessary to incorporate the process with some strategies during the teaching and learning process. Hence, if students want to achieve goals in comprehending reading passages as efficiently as possible, they should come in contact with

some processes including performing intellectual and recognition skills by using reading strategies.

2.3. KWL (*Know-Want-Learned*) Chart

KWL Chart is a strategy that is designed to activate students' prior knowledge and assist them in setting purpose for reading. It will also direct students to do many of the things that good readers do. KWL Chart was first introduced by Ogle in 1986 in order to help children accessing knowledge they already had in their mind and making it available appropriately so that comprehension could occur.

Each letter in the name, KWL, stands for the process of making meaning that begins with what students **KNOW**, then moves to the articulation of questions of what they **WANT** to know, and continues as students record information of what they have **LEARNED** (Ogle, 1986). KWL is one of the reading strategies that can help students achieve their reading comprehension achievement in many ways. According to Lou and Xu (2016), KWL strategy has several advantages which are presented as follows.; 1) It helps students activate their background knowledge, develops curiosity on the subject, and gets them interested in learning about it. In such a way, students will become active thinkers; 2) The Chart assists students decide what they would like to learn about the given topic. Therefore, it will build up their motivation to read and make up their own questions; 3) This strategy helps students with self-monitoring since it allows students identify what they understand and 4) This strategy allows students organize ideas before, during, and after reading activities.

Besides the advantages, KWL Chart also has disadvantages. Kumari and Jinto (2014) mentions some disadvantages of KWL Chart in the following; 1) It might not work best with students who lack background knowledge because they will

find difficulties in listing what they know about the given topic. To anticipate the first weakness, the researcher put students in small groups. In such a way, the students were able to share ideas of what they knew; 2) This strategy is sometimes time-consuming since students need to complete the KWL Chart and think about what to list into the columns. To anticipate the second weakness the researcher allocated the time when the students filled in the chart and 3) This strategy is not effective for reading fiction materials. Students usually lack knowledge about fiction stories because the stories are only imagination. To anticipate the third weakness, the researcher gave the students non-fiction materials, such as descriptive texts on animals and people.

2.4. The Steps of Teaching Reading by Using KWL Chart

KWL Chart is one of the effective reading strategies that develops active reading by functioning students' background knowledge in order to connect to the new information in reading texts. The procedures of using KWL Chart to teach reading comprehension (adapted from Ogle, 1986) are as follows.

P1: Dividing Students into Groups; The activity of using KWL Chart is usually done in a group even though each student is required to fulfill the Chart individually. In this stage, the students were divided into groups of five to six in order that they could discuss everything in pre-reading activity and energize their reading.

P2: Distributing Worksheets to the Students; The students' worksheet was presented in a piece of paper. Each student in a group had his/her own worksheet even though he/she worked in a group.

P3: Explaining the Use of KWL Chart to the Students; Before starting the class, it is a must to explain how students should apply KWL Chart in reading comprehension. The teacher had to explain the function of each column and what they were going to do with it (*Ogle, 1986: 565*)

a. Step K – What I know

This step belongs to pre-reading phase because it is done before students come in contact with the reading texts. The first step can also be called a *brainstorming*. This opening procedure required students to list and to brainstorm ideas of what they already know about the topic discussed in the first column (**K column**). (*see Table 2.1*)

b. Step W – What I want to learn

This step is also considered as pre-reading activity but the contents are written down in a different column. The students were asked to generate questions about what they want to know about the given topic in the second column (**W column**). (*see Table 2.1*)

c. Step L – What I have learned

This is the last step of KWL Chart. It is called post-reading phase because students fulfill this procedure after they finish reading the texts. After reading the text, the teacher directed the students to list what they had learned from reading and to write them down into the third column (**L column**). (*see Table 2.1*)

2.5. Previous Research Review

Several studies have discussed about the same topic, that is, the use of KWL strategy for the last six years (Fengjuan, 2010; Roozkhoonet. al, 2013; Hamdan, 2014; Kumari and Jinto, 2014; Dieu, 2015; Hana et. al, 2015; Lou and Xou, 2016; and Hamid et. al, 2016).

The previous research done by Fengjuan (2010) was conducted at the university level revealed that there was a significant difference between the experimental and the control groups. Furthermore, KWL Chart had brought improvement on students' reading comprehension achievement. The other study was done by Roozkhonet. al (2013) on 42 Iranian EFL Learner from Bahar Language School. The result showed that there was no significant improvement of the students by using KWL Chart. Next research conducted by Hamdan (2014) on 50 Jordanian male students reported a significant effect of using KWL Chart. The strategy was useful and effective for students in improving their reading experiences. The students were more capable of summarizing reading texts, mapping the main ideas and better comprehending texts.

Kumari and Jinto (2014) reported that the use of KWL Chart showed a significant effect on 40 ninth grade students in India. KWL Chart was significantly effective in enhancing metacognitive ability among the students of standard nine. The next is research done in Vietnam by Dieu (2015). The result reported that KWL Chart was proved to be effective in improving students' reading comprehension achievement. It helped learners activated their prior knowledge and became active thinkers. Based on the research problem and the theories of related literature above, the alternative hypothesis (H1) is formulated as follows: "there is a significant effect of using KWL Chart on the seventh grade students' reading comprehension achievement at SMPN 1 Jember".

3. Research method

3.1 *Research Design*

This research applied quasi-experimental design with non-equivalent group posttest only design. This design was chosen since this research was intended to know whether or not there was any significant effect of using KWL Chart on

junior high school students' reading comprehension achievement. Furthermore, this design was chosen because the research selected two intact groups as the participants. In line with this, Creswell (2012) argues that quasi experimental includes assignments, but not random assignment of participants to form groups because randomly assigning students to the intact groups will disrupt classroom learning. That is why, this design was used since the researcher needed to use intact groups.

3.2 Research Participants

Participants were the samples of the whole population. Creswell (2012) states that participants in an experimental study are those individuals tested by the researcher in order to determine whether the intervention will make difference in one or more outcomes or not. The population of the research was the seventh grade students of SMP Negeri 1 Jember in the 2017/2018 academic year. Two classes were chosen out of ten classes (A to J) by using cluster random sampling based on the result of homogeneity test.

The result of the ANOVA analysis above showed that F value was 16.326 with the value of variance 0.001. Judging from the result of the value of variance which is less than 0.05, it means that the population of the research was heterogeneous. Therefore, the experimental and the control groups were chosen from the two classes with the closest mean difference.

From the result of ANOVA, it was known that class 7A and 7B had the closest mean difference among the other classes shown above. The score for class 7A and 7B was 65.62 and 65.50. Then, the result of the lottery determined class 7A as the experimental group and class 7B as the control group.

3.3 Research data and analysis

In this research, the researcher used three kinds of data collection methods, namely reading comprehension test, interview and documentation. The following parts discuss about the methods used to collect the data.

Reading comprehension test was used to collect the data dealing with the students' reading comprehension achievement. Hughes (1989) states that a test refers to any structured attempt in the form of a list of questions and other instruments to measure language ability. Tests also provide meaningful result of groups' or learners' achievement. There were 3 kinds of reading comprehension test in this research. They were homogeneity test, try out test, and post-test.

The homogeneity test of reading comprehension was given to the seventh grade students of SMPN 1 Jember to know the equality of the population. It was given before the researcher gave the treatment to both the experimental and the control groups. There were 25 test items of reading comprehension in the form of multiple choice. The researcher provided 40 minutes for the students to finish the test. Try out test in this research was aimed at knowing the validity, reliability, difficulty level and time allocation of the reading comprehension test. The researcher constructed the reading comprehension try out test by herself along with the guidance from the English teacher and the advisors. The total number of the try out test items was 30 questions. The researcher gave 40 minutes to the students to do the test.

In this research, the reading comprehension achievement test was analyzed by using content validity. According to Hughes (1989), a test is valid if it measures what is intended to be measured. It means that the content of the test should constitute a representative sample of language skills, structures, etc.

The try out test had 30 items with four possible options for each item. In order to know whether the test items were too difficult or too easy for the students, the difficulty index of the test was analyzed. Good test items must be neither too easy nor too difficult. Therefore, the researcher selected 25 test items out of 30 items to reduce some easy and difficult items. After sorting five test items, it was found that the proportion of the test items was 3 easy items (12%), 20 fair items (80%), and 2 difficult items (8%).

The try out test was also intended to know whether the time allocation was enough or not. It was found that the time given by the researcher was appropriately enough seeing that most of the students could finish the test on time. The other point being concern was the instruction. The instruction was quite understandable for the students when they did the test. In conclusion, it was not necessary for the researcher to change the instruction and the time allocation since everything was clear for the students.

The reading comprehension post-test was administered to both the experimental and control groups after the treatments were given by the researcher. The researcher used a teacher-made test in conducting the post-test. It means that the test was constructed by the researcher along with the guidance of the English teacher and the advisers. The total number of the reading comprehension post-test in this research was 25 test items in the form of multiple choices dealing with word, sentence, paragraph, and text comprehensions. The time allocation of the test was 40 minutes.

The interview was conducted informally with the English teacher of the seventh grade students of SMPN 1 Jember. The researcher asked some questions to the English teacher orally. From the interview, some information about the English curriculum, the class schedule, the way the English teacher teaches the students, the book used by the English teacher, and the information about whether the English teacher has experienced applying KWL Chart or not were gained. Furthermore, the researcher also asked the English teacher's opinion about KWL Chart procedures.

In this research, documentation was used to get the data about the total number and the names of the participants of the seventh grade students of SMP Negeri 1 Jember in the 2017/2018 academic year (the experimental and the control groups). According to Arikunto (2006), classrooms are full of documents that can be in the form of books, magazines, documents, rules, etc. The data were collected on December 22nd, 2017. The total number of seventh grade populations in the 2017/2018 academic year was 348 students. The participants of the experimental group were from class VII A consisting of 36 students, while the participants for the control group were class VII B consisting of 35 students. So, the total number of the samples was 71.

4. Research result and discussion

4.1 Research result

As has been mentioned before, the experimental group was treated by using KWL Chart while the control group was taught by using scientific approach. The meetings for both groups were based on the prepared lesson plans. In this experimental research, the meetings for both the experimental and the control groups were carried out in two meetings for each group. Each meeting consisted of 80 minutes.

In the first meeting, the students seemed excited to know what KWL strategy was because the teacher had never applied it in the classroom. That is why, the students were interested and curious about it. Most of the students also paid attention on the researcher's explanation of how to use the strategy. The second meeting was not as hard as that in the first meeting since the students had already been familiar with the strategy. However, the researcher still gave a short review about KWL Chart to make sure that the students understood about it. In the second meeting, the students seemed relax and happy in filling the Chart. The primary data were collected by using reading comprehension test which was considered as the post test. This test was administered to gain the data about the significant mean difference between the experimental group and the control group.

The total number of participants in the experimental group was 36 but three students did not attend the class for some reasons, so that there were only 33 students participated in the test. The same thing happened to the control group. There were 35 students in the control group but three of them could not attend the class for some reasons, so there were only 32 students who joined the test. Thus, the total number of the participants who joined the test was 65 students. The post test was a reading comprehension test consisting of 25 items in the form of multiple choice question with four options. The time allocation given by the researcher to finish the test was 40 minutes. Each correct answer was scored 4 and each wrong answer was scored 0. The total score for all correct items was 100. The post test result was analyzed statistically by using SPSS computing system with 5% significant level to know whether there was a significant difference between the experimental group and the control group.

From the table above, it was known that the students' mean score in the experimental group was 68.54 and the students' mean score in the control group was 60.50. It means that the students' mean score in the experimental group was higher than that in the control group. To determine whether there was a significant effect between the two groups, the data was analyzed by using independent samples t-test in SPSS computing system.

4.2. Discussion

The result of post test scores showed that the students' scores in the experimental group was higher compared to the students' scores in the control group (68.54 > 60.50). Based on the statistical analysis, it was found that the significant value $p = 0.038 (< 0.05)$ was lower than the significant level which means that there is a significant difference between the two groups. The finding showed that KWL Chart is an effective strategy for reading comprehension. Compared to the students in the control group, the students in the experimental group improved their active involvement, activated their background knowledge and developed curiosity. The significant result in this study was in line with Ogle's (1996) statement that good learners are active learners who monitor their comprehension by continuous self-questioning, relate new information to their own prior knowledge, and make inferences about possible meanings. In conclusion, the students in the experimental group successfully applied KWL Chart in new reading materials and performed better in reading comprehension.

This research finding supports the findings of the previous studies conducted by other researchers, as KWL Chart was effective and it improved the reading capabilities of the experimental group. These previous studies (Fengjuan, 2010; Hamdan, 2014; Kumari and Jinto, 2014; Dieu, 2015; Lou and Xou, 2016; and Hamid et. al, 2016) reported that KWL Chart was an effective strategy to

improve students' reading comprehension achievement. On the other hand, there were two related previous researches (*Roozkhoon et. al, 2013; and Hana et. al, 2015*) which indicated that there was no significant effect of using KWL Chart compared to the other research strategies. Thus, the finding from the present study confirms the effectiveness of KWL Chart and resists the result from the previous studies from *Roozkhoonet. al* and *Hana et. al*.

However, the present study has its limitation. A major limitation was the unfamiliarity of the students with KWL Chart process. It caused time-consuming and constituted as an obstacle in the classroom. The time factor for applying this strategy was crucial as there were deadlines for the students to accomplish the reading task. To overcome this situation, the researcher needed to give extra explanation in the first meeting so that the students could understand what they should do. Consequently, the researcher needed to re-manage the time allocation for the other activities.

The result of this study referred to the importance of KWL Chart and its impacts on the students' performance in reading class. It could be considered as an opportunity for the students to promote their ability by applying KWL Chart. It was an important implication for this study. Another implication was students learned to plan before starting to read. Therefore, the students became more active in the classroom. In conclusion, the evidence showed that using KWL Chart had a significant effect on students' reading comprehension achievement at SMPN 1 Jember.

5. Conclusion

Based on the result of the data analysis of t-test by using SPSS computing system and the discussion in the previous chapter, it can be concluded that there

was a significant effect of using KWL Chart on the seventh grade students' reading comprehension achievement at SMPN 1 Jember in the 2017/2018 academic year. Since there was a significant effect of using KWL Chart on the seventh grade students of SMPN 1 Jember, it is necessary to consider KWL Chart as the appropriate strategy in teaching English especially in teaching reading. Therefore, the English teachers of SMPN 1 Jember are suggested to use KWL Chart in teaching reading. It can be used to help students activate their background knowledge and become active learners. In addition, this strategy can help the English teachers to make the teaching learning process more motivating and not monotonous.

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The Use of Concept Mapping Strategy to Improve Senior High School Students' Reading Comprehension

Siti Ma'rifah, Bambang Arya Wija Putra, I Putu Sukmaantara.

FKIP Universitas Jember

E-mail: sitimarifah533@yahoo.co.id

Abstract: This research was to improve students' reading achievement and their active participation by using Concept Mapping strategy. The research design was CAR (classroom action research). The participants were the tenth grade students of IPS- 1 consisting of 35 students. The class was chosen because it had the lowest score of Reading. The data were collected by observation and test. The result showed that Concept Mapping Strategy can be used to improve the students' active participation and their reading comprehension achievement. It could be seen from the result of the observation and the result of reading comprehension test. Based on these findings, the English teacher is expected to use Concept Mapping strategy to teach reading comprehension and to improve the students' participation.

Keywords: Concept Mapping, CAR, Reading Comprehension.

1. Introduction

As one of the four language skills that students should master, reading is an important activity in any language class, not only as a source of information activity, but also as a means of consolidating and extending ones knowledge of the language (Rivers, 1986). Reading is recognized as one of the English language skills important in teaching and learning of English as a second or foreign language (ESL/EF) (Alkialbi, 2015). Besides, the reason why reading is important to be taught is that students can not avoid reading activity in their activities. Therefore, reading is very important to be mastered by students.

Based on the preliminary study that was done by interviewing the English teacher of the tenth grade students at MAN 1 Jember, it was identified that most of the students

still got difficulties in comprehending the text. From the nine classes (X-IPS 1, X-IPS 2, X-IPS 3, X-MIPA 1, X-MIPA 2, X-MIPA 3, X-MIPA 4, X-MIPA 5, X-MIPA 6), it was known that X-IPS 1 had the lowest score of Reading. The average reading test score of X-IPS 1 class was 59.65%, below the standard score of this school, that is 75. The result from the reading test showed that 42.9% (15 students) from 35 students achieved the standard score and 55% (20 students) from 35 students obtained below 75. They had some problems dealing with reading achievement, such as: a) lack of motivation in learning English because they thought that English is a difficult subject to be learnt since it is not their own mother tongue; b) they felt lazy in taking note while they got reading exercise. Those two problems made the students have low reading achievement. Besides, the teacher informed that the students of X-IPS 1 had another problems dealing with active participation.

Due to the above problems, there should be an alternative technique applied to improve both students' reading comprehension and their active participation. A new technique called "Concept Mapping" seems to attract attention. Concept Mapping is one of reading strategy initially introduced by Novak in 1972. Concept mapping is a graphic organizational strategy which can help individual and groups explain and explore their knowledge of a topic (Kinchin, 2000). Applying concept mapping in the classroom will give some benefits. Mendonca, Gallego, Crisol & Gamiz (2013) adds that concept maps can also have a positive effect on such important aspects for learning as self-esteem and motivation.

A concept mapping is made by words, circles, and boxes. Those variation of circles and boxes can increase students' motivation because the students is not only facing so many words in a text. Studies of Concept Mapping with Classroom Action Research design had been done by many researchers (Phantharakponga and Pothithab 2013; Teo *et al* 2016; Kalhor and Shakibaei 2012; etc). The results showed

that Concept Mapping is an effective technique in teaching reading and in improving students' active participation. Considering the effectiveness of using concept mapping on the students' reading comprehension achievement and students' active participation, the researcher is interested to conduct a classroom action research entitled "The Use of Concept Mapping Strategy to Improve Senior High School Students' Reading Comprehension and Their Active Participation".

2. Review of Related Literature

2.1. Reading Comprehension and Concept Mapping strategy

Reading is an activity of absorbing information from all sources. It is an active process consisting of recognition and comprehension skill (Patel and Jain, p. 113). Moreover, Grellet (1996:08) says that reading is an active skill that involves guessing, predicting, checking, and asking some questions. It can be said that to understand the meaning of the text or the message that the writer want to share, the students need to guess, predict, check and ask by themselves about the text.

Meanwhile, Canas (2003) states Concept Maps are also graphical representations of knowledge. They allow us to understand the relationship between ideas by creating a visual map of the connections. They are composed of concepts, enclosed in circles or boxes, and connecting lines indicating the relationships between the concept.

There are some advantages of using concept mapping in teaching reading comprehension. According to Novak (1998), concept maps adequately fulfill the fundamental requirements of meaningful learning. A learning process can be said as meaningful if it has three requirements: (1) relevant prior knowledge (2) meaningful material (3) learners' needs. By using this strategy, the learning process will be meaningful. The procedures for building a Concept Mapping

includes identifying the main idea or the principle that covers some concepts from the text; identifying some ideas or some secondary concepts that support the main idea; setting the main idea in the center or in the top of the map; collecting all the secondary ideas around the main idea. It means that those ideas have relation with the main idea; and connecting all the ideas using line from one idea to others.

2.2. Previous studies

Previously, some researchers conducted researches on using Concept Mapping strategy. Jaya and Latief (2013) did a classroom action research study on the use of Concept Mapping strategy to improve students' reading comprehension. The participants of this study was the second semester students at College of Islamic Studies Ma'arif (STAI) Metro–Lampung. A classroom action research was conducted in two cycles. The researchers used observation sheet, field notes, interview, and test to collect the data. The interview was used to get preliminary data, while the observation sheet, field notes and interview were used to assess the classroom atmosphere. The main data of reading achievement was gotten from the test given by the researcher. The result of the study showed that Concept Mapping is effective in improving the students' reading comprehension seen from the result of the post test given.

Phantharakphonga and Pothithab (2013) also conducted a classroom action research on the use of Concept Mapping to improve students' participation and reading comprehension achievement on narrative text. The result showed that Concept Mapping could improve their English reading comprehension. Besides, the result of the interview also showed that most students agreed that after learning English reading by using concept maps, their English comprehension achievement improved.

3. The Study

3.1. *Research Design*

This research was intended to improve the tenth grade students' reading achievement and their active participation by using Concept Mapping strategy at SMAN Kalisat in the academic year 2019/2020. According to the research purpose, the appropriate research design was Classroom Action Research (CAR).

3.2. *Research Context*

This classroom action research was conducted at SMAN Kalisat Jember. It was chosen because of some reasons. Those reasons were as follows; (1) the X IPS 1 grade students had been recommended by the English teacher because this class had the lowest score in reading comprehension; (2) the English teacher of X IPS 1 grade students never applied concept mapping as the strategy to teach reading comprehension; and (3) the English teacher also gave supported and gave permission to conduct this classroom action research.

3.3. *Research Participants*

The research participants of this classroom action research were the X IPS 1 grade students of SMAN Kalisat Jember. This class consisted of 35 students. Based on the result of the previous reading assignment, the X IPS 1 grade students were the lowest average score in reading. So, this class needed a classroom action research to improve their achievement, especially in improving reading comprehension.

3.4. *Research data and analysis*

In this research, the researcher used reading comprehension test to collect the data about students' reading comprehension achievement in comprehending word meaning, sentence meaning, paragraph meaning, and the whole text. The observation was used to collect the data about students' active participation during the implementation of the technique. The students did the test after the implementation of Concept Mapping strategy. After the data had been collected from the reading comprehension test and the observation, they were analysed by using Ali's formula ($E = n/N \times 100\%$):

4. Research result and Discussion

4.1. Research result

The research result showed that there were 25 students or 71.4% of 35 students who were categorized as active students based on the criteria of success (if 75% of the students get score ≥ 75 for reading comprehension and 75% of them are becoming active). While, there were 10 students or 28.6% of 35 students who were categorized passive based on the criteria (if less than 75% of the students get score ≤ 75 for reading comprehension and less than 75% of them are becoming passive) during teaching learning process of reading comprehension by using concept mapping strategy.

The Result of the Observation of Students' Active Participation in Meeting 2 showed that in the second meeting of Cycle 1, all the 35 students who joined the teaching learning process were present. There were 28 students or 80% of 35 students who were categorized as active students and there were only 7 students or 20% of 35 students who were categorized as passive during the teaching learning process of reading comprehension by using concept mapping strategy. From the results, the percentage of the students' active participation increased from 71.4% in Meeting 1 to 80% in Meeting 2. There were 35 students who

joined the reading comprehension achievement test in Cycle 1. The result showed that there were 27 students or 77% of 35 students who gained the scores ≥ 75 in the reading comprehension achievement test and there were 8 students or 23% of 35 students who got score ≤ 75 . It means that there were 27 students or 77% of 35 students who achieved the criteria of success in reading comprehension test. Thus, the cycle was stopped.

4.2. Discussion

After conducting the cycle 1, the results of this study indicated that Concept Mapping is an effective strategy to improve students' active participation and students' reading comprehension achievement. The finding was based on the observation data and reading comprehension scores gained during teaching and learning reading by using Concept Mapping strategy in Cycle 1. It was found that there was an improvement of students' reading comprehension achievement from the first meeting to the last meeting.

The finding of the study strengthened the theory underlying this study. Gamiz (2013) claimed that the use of concept mapping as the strategy in teaching learning process of reading comprehension could activate the students' motivation in learning reading. The students' reading comprehension score in Meeting 1 did not achieve the target score of the research. Some students still got under 75 in doing the first reading comprehension test given by the researcher. It was because the students had never experienced the Concept Mapping strategy before and it made some of them not seriously participate in teaching learning process.

However, in Meeting 2, the students' average score of reading comprehension increased. It was because they had been familiar with the implementation of

Concept Mapping strategy and they became more seriously participated in the teaching learning process. How they participated and behaved during the implementation of Concept Mapping strategy affected their comprehension of reading text. Moreover, the result of the reading test given in Cycle 1 achieved the target of the research.

In addition, this study also found that the implementation of Concept Mapping strategy could help the students improve their active participation. The result of the observation showed that the students' active participation increased from Meeting 1 to Meeting 2. This finding was in line with the finding of Kusen (2010) and Cahyono & Widiati (2006).

However, the researcher realized that there was still a weakness in conducting this research, because of time limitations given by the school, this research can only be done in 1 cycle. Although the result has already achieved the target of the research, the future researcher is expected to add more cycle to ensure the results of the present study.

5. Conclusion

Based on the explanation above, it can be concluded that the findings of the current study revealed that studying through Concept Mapping strategy could improve the students' reading comprehension achievement and their active participation. Moreover, Concept Mapping strategy made the students became more active and the activities in teaching and learning process using the technique were more interesting for the students.

Therefore, the English teachers should use Concept Mapping strategy in teaching reading comprehension. Concept Mapping strategy can be used as consideration and information by the English teachers to create relaxed and enjoyable

atmosphere in the classroom. It is also suggested for the students to use Concept Mapping strategy to help them comprehend more about the reading text that they are learning.

Empirically, this finding will be useful for future researchers as a reference and information in conducting further research with a similar topic by using a different research area and different research design such as an experimental design to know whether Concept Mapping strategy have significant effect on the students' reading comprehension achievement and students' active participation by using Concept Mapping strategy at other schools.

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