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Forewords from the Editor

I Putu Indra Kusuma

I am pleased to present the papers in this issue to readers. In the first paper, **Ni Komang Amelia Kartadi** conducted a study about investigating of the effect of using word family game committed by the fifth grade student in SD Negeri 1 Astina in mastering the English vocabulary. This study was True-Experimental with post-test only control group design. The population was 59 students of the fifth grade and the sample was selected by using cluster random sampling. The sample of this research study was 22 students in 5A as an Experimental Group while 22 students in 5B as a Control Group. The experimental group was taught by using Word Family Game and control group was taught without using Word Family Game. The data was analyzed descriptively and inferentially through SPSS 16.0 Program. Descriptively, the students in experimental group were achieved better than the students in control group. It was proven by the result of the mean score of the experimental group was 90.45, while the mean score of control group was 83.18. The result of the t-test also showed that the score of the (tobs) was 3.393 which the score of (tcv) was 1.682 which based on the degree of freedom was 42. It showed that the (tobs) > (tcv), where: $3.393 > 1.682$. It could be concluded that the word family game had a significant effect on the students' vocabulary mastery rather than using conventional teaching.

Through an analysis study, **Ni Wayan Oktavia Usadi** presents some models of teaching reading comprehension. Her study aimed to analyze the models that applied by the English teacher on J-2 SCHOOL. The subject was the English teachers and the students of J-2 in academic year of 2016/2017. This research was designed as descriptive research design. The researcher instruments are observation and interview. The result of this study is the used of bottom-up and top models in teaching reading comprehension based on Grabe theory. The frequency of directive in first and second meeting the teacher taught with bottom-up model. The teacher used bottom-up model to teach the students with word meaning and the small particle part in reading comprehension. The third until five meeting was top-down model. The teacher would teach the students with a specific aspect, like teach the students about the specific of descriptive text. It could make students more critical about the text. The underlying reasons of English teacher apply models in teaching reading comprehension are to make the process of teaching English can run appropriately with the students level and the students can join the learning process efficiently. Bottom-up and top down model could make the students active and comfortable in the classroom.

The third article of a case study was conducted by **I Putu Suyoga Dharma & Nirmala Tari** who wanted to know the impact of direct feedback on EFL students' writing skill. This research was done on the fourth semester students of English Education Department in STKIP Suar Bangli. Totally, there were three students selected to be the subject. The students were assigned to write short essay consisting of 6-7 paragraphs, then it was returned after direct feedback was given. Next, the students were assigned to write the new one. It was then analyzed qualitatively. Based on the result of data analysis, it was discovered that there was no significant impact of direct feedback on students' writing quality. The students still made the same mistakes as before. It implies that the use of direct feedback should be reduced in writing.

The article by **Ni Made Dwi Putri Widiantari** was a development study which aims at (1) identifying e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara; (2) identifying the design of the e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara; (3) measuring the quality of the e-learning based

English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara. This study applied Research and Development designed by Lee and Owens (2004). The data of the study were collected through document analysis, questionnaire, and expert judge. The results of the data from the document analysis and questionnaire were analyzed descriptively; the data from expert judge was analyzed quantitatively by using a formula proposed by Candiasa (2010). The result of the study showed that the tenth grade students of Light vehicle Department at SMK N Bali Mandara were still taught using general English and the students needed English materials which were developed in accordance with their expertise program. Thus, this study developed four topics based on the students' expertise, namely: 1) Describing Hand Tools; 2) Signs at the Workplace; 3) Stating Capabilities in Repairing Car; and 4) Inviting Customer. Each topic was designed using Moodle version 3.3.x and focused on improving the students' four language skills. Based on the result of expert judgment, the mean score from both judges was 92 and was categorized as good materials.

A comparative study between the use of two different reading techniques was the next article by **Ni Wayan Ekayani**. This research aimed at testing which technique between KWL and TWA techniques is better to be used in order to help students in promoting their reading competency to achieve the performance indicator which is set to the tenth-grade students at SMAN 1 Singaraja. The design of the study was Post-test Only Two Non-Control Group Design. The population was 11 classes with 317 tenth-grade students at SMAN 1 Singaraja in which 2 classes were selected as the sample of the research which was determined by using cluster random sampling. One class with 28 students read texts using KWL and the other class with 30 students read texts using TWA technique. The instruments which were used such as lesson plans, try out test and final test. The data were collected through reading test (final test) that were analysed descriptively and inferentially which used one-way ANOVA in inferential statistics analysis. The result shows that, $F=1.863$ with the significance value was 0.140 which was higher than the significance value of alpha, 0.05. Thus, there is no significant difference on the students' reading competency when they read texts using KWL and TWA technique. Because there is no different on the students' reading competency between the two groups when they read texts using KWL and TWA techniques, Turkey analysis did not need to be administrated.

The sixth article which was a kind of an experimental study was conducted by **Putu Tressya Susanti**. This study aimed at investigating whether or not there was a significant effect of using Word Clap Game on the vocabulary mastery of the fifth grade students of SD Negeri 1 Banjar Jawa. The research was true experimental with Post-test Only Control Group Design. The population was the fifth grade students of SD Negeri 1 Banjar Jawa. Cluster Random Sampling was assigned to select the sample of the study. The samples were 30 students at grade 5A for experimental group and 30 students at grade 5B for control group. Those two groups were determined by lottery. The experimental group was taught by using Word Clap Game and the control group was taught by using conventional teaching technique. The data were analyzed by using T-test through SPSS program. The result of the data analysis showed that students in experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 89,33 while the mean score of the control group was 84,67. The result of the t-test also showed that the value of the tobs was greater than the tcv where the tobs was 2,586 while the tcv was 1,672. Based on the findings, it was concluded that there was a significant effect of using word clap game on the students' vocabulary mastery rather than using conventional teaching.

The last article of a correlation study between parental involvement and students' english achievement was conducted by **G. A. Arthasthana** and **A.A.I.N. Marhaeni**. The purpose of this study is to investigate the significant relationship between parental involvement and students' English achievement of 8th grade students in SMP Negeri 1 Singaraja. The design of this study is simple correlation involving 58 students and their parents as the sample. The material of the questionnaire was adopted from Shute et al. (2011) and was used to collect the data of the home – based parental involvement, while the data of the English achievement was collected from school principal. Pearson Product Moment Correlation was used to investigate the correlation between parental involvement and students' English achievement. The result shows that parental involvement and students' English achievement have a positive and significant correlation, with the Pearson Correlation value = $0.440 > 0.05$.

The Effect of Using Word Family Game on The Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Astina in Academic Years of 2017/2018

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Abstract

This study aimed at investigating of the effect of using word family game committed by the fifth grade student in SD Negeri 1 Astina in mastering the English vocabulary. This study was True-Experimental with post-test only control group design. The population was 59 students of the fifth grade and the sample was selected by using cluster random sampling. The sample of this research study was 22 students in 5A as an Experimental Group while 22 students in 5B as a Control Group. The experimental group was taught by using Word Family Game and control group was taught without using Word Family Game. The data was analyzed descriptively and inferentially through SPSS 16.0 Program. Descriptively, the students in experimental group were achieved better than the students in control group. It was proven by the result of the mean score of the experimental group was 90.45, while the mean score of control group was 83.18. The result of the t-test also showed that the score of the (tobs) was 3.393 which the score of (tcv) was 1.682 which based on the degree of freedom was 42. It showed that the (tobs) > (tcv), where: $3.393 > 1.682$. It could be concluded that the word family game had a significant effect on the students' vocabulary mastery rather than using conventional teaching.

Keyword: Word Family Game, Vocabulary Mastery

Introduction

Vocabulary mastery is very influential to English learners in their efforts to learn the language. It can be considered as the basic for being able to communicate through spoken and written interaction. Without sufficient vocabulary, the learner cannot understand a reading text or produce a writing text and also cannot either comprehend a speech or produce an utterance. According to Rojananak and Vitayapirak (2015:01) since vocabulary learning is part of language learning and teaching, it is also worth mentioning in the present study that strategies should be indispensable parts of vocabulary learning and teaching.

Teaching vocabulary is not an easy work. Teacher should find the best or the effective technique to teach English vocabulary. According to Dewi (2013:1) in real teaching and learning process, vocabulary is still being a problem for both of teacher and the students. It means before the teacher going to teach the students in mastering English vocabulary, the teacher should be knowledgeable or master in English vocabulary first. Many students fail in learning English because they have less English Vocabulary.

Teaching English in a fun and interesting way is one of an appropriate way to teach the students at primary level. In some of elementary school in Indonesia have not teach yet about the important of learning English language to the students. It shows that the students in preliminary level are still lack of the knowledge of an English language especially in mastering the vocabulary. Media as teaching aids are needed to help students' understanding and to increase the effectiveness in the communication between teacher and students in teaching and learning process. It is also used to stimulate the students' motivation and students' interest to the lesson.

One of the beneficial media in improving students' mastery of vocabulary is the words family. By applying words family game hopefully could help the students in remembering the vocabulary without feeling that they are very serious in studying. Through the habit such as

looking the words technique, indirectly they remember the vocabulary. Actually, word which is used by the students is always the same word around their conversation of their daily activities which consist of noun, verb, adjective and adverb. The teacher only has to improve student's vocabulary by suitable Game such as Words Family Game.

The writer chooses Word Family game because empirically, in some of Indonesian schools have not been applied yet a Word Family Game especially in Bali. Furthermore, the writer wants to investigate whether or not it has significant effect on students' vocabulary mastery. Besides, Word Family Game already applied in other areas by some of researcher and it shows that this game give an impact on students' vocabulary mastery. Therefore, the writer will apply this game in one of school in Bali named SD Negeri 1 Astina.

SD Negeri 1 Astina is located at Gajah Mada Street number 37, Buleleng Sub-District. Based on the preliminary observation conducted by the writer found that the number of the students at SDNegeri1 Asrina of fifth Grade student is 54 and consist of 2 classes they are 5A and 5B class. Based on the interview with one of English teacher in that school stated that, she found some difficulties in teaching English, due to English as a foreign language makes the students in this school difficult to learn a new language, where their mother tongue is Bahasa.

Based on the aforementioned statement, Word Family Game will be tried out whether or not it has significant effect of using words family Game on Students' Vocabulary Mastery. Considering with the previous research conducted by Fak iyah (2015) shows that Word Family Game can help the students to improve their vocabulary mastery. As the result, the writer will conduct a research about this study in SD Negeri 1 Astina, where the Word Family Game as an independent variable is to measure the students' Vocabulary Mastery and Vocabulary Mastery is the dependent variable that will be measured as the result in applying the independent variable. The population of this study is students in the fifth grade and the researcher will choose 2 classes which are chosen by Cluster randomly sampling from the total number of students in fifth grade is 59 and contained of 2 classes; those are 5A and 5B.

Method

The setting of this research is in SD Negeri 1 Astina Singaraja sub-district. The population is the fifth grade students in academic years of 2017/2018 and for the sample of this study is 22 students in 5A while 22 Students in 5B. The procedure in conducting this research is formulated as follows:

- 1) Determining the population of the study, and the chosen population was the fifth grade students of the first semester.
- 2) Selecting the two classes of the fifth grade in SD Negeri 1 Astina by using cluster random sampling.
- 3) Deciding both classes which one as control group and which one as experimental group through lottery.
- 4) Preparing the instrument for collecting the data further.
- 5) Both classes was given different treatment, Experimental group was treated by using Word Family Game, while the control group did not treated by using Word Family Game.
- 6) Administering the experiment and control group was tested with the same instrument after giving the treatment.
- 7) Analyzing the result of the post-test score by using descriptive statistic and inferential analysis through SPSS 16.0 Program.
- 8) Summarizing the result of the study to determine the effect of Word Family Game on the students' vocabulary mastery of the fifth grade students in SD Negeri 1 Astina Singaraja.

Findings and Discussions

Findings

Tabel 1. The quality of the obtained data frequencies

Mean Score	Interval Score	Category
(Experimental) : 90,45	95,0 – 100,0	Excellent
	91,7 – 94,9	Good
	88,3 – 91,6	Average
	85,0 – 88,2	Bellow Average
	80,0 – 84,9	Poor
	Interval Score	Category
(Contro) : 83,18	92,5 – 100,0	Excellent
	87,5 – 92,4	Good
	82,5 – 87,4	Average
	77,5 – 82,4	Below Average
	70,0 – 77,4	Poor
	Interval Score	Category

Tabel 2. The result of the t-test

		Independent Samples Test								
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Differe nce	Std. Error Differe nce	95% Confidence Interval of the Difference	
									Lower	Upper
SCO	Equal	,209	,650	-	42	,002	-7,273	2,144	-11,599	-2,947
RE	variances assumed			3,39	3					
	Equal			-	41,5	,002	-7,273	2,144	-11,600	-2,945
	variances not assumed			3,39	05					

Discussion

Based on the data obtained showed that the experimental group which was treated using word family game achieved higher scores than the data obtained which is showed in control group. It could be seen from the mean score between experimental was 90.45 and control group was 83.18. Meanwhile, concerning to the result of inferential statistical analysis, it was found that the obtained significance two-tailed score was 0.002 or lower than the alpha value (α) at the degree of freedom 42. Thus, the researcher determined that there is significant effect of using word family game on the students' vocabulary mastery of the fifth grade student. Moreover, the use of word family game as a strategy of teaching English vocabulary is effective to help the teacher improve the students' English vocabulary.

The result of the experimental group which showed the effectiveness of using word family game as a strategy of teaching English vocabulary could happen because of the fun and enjoyable learning process. In the line with statement of Kunnu, Uiphanit and Sukwises (2016: 419) games are the methods to practice English, which are significantly effective in

learning language as learners are fun in learning, making the learners feel enthusiasm and courage to use English.

The findings also answered the statements of the problem of this research which is to know the effect of using word family game on the students' English vocabulary mastery of the fifth grade students and it also supported by the result statistically of the pos-test for both experimental group and control group.

Empirically, the use of game as a strategy of teaching English vocabulary was already investigated by the other researchers. Firma in (2010) proved that there is a significant effect of using game on students' vocabulary mastery of the seventh grade students of SMP Islam Durenan. In line with that statement, there is Fauziah in (2011) showed the data result that there is significant effect of using picture in increasing students' vocabulary mastery. Where, picture is one of media of teaching that could help the students in learning English especially in increasing the new vocabulary by seeing the pictures given.

Furthermore, based on the research study conducted by Damayanti in 2014 showed that there is significant effect of using word search puzzle game on students; vocabulary mastery. It means that word search puzzle game is suitable game to increase students' vocabulary mastery of the fifth grade students of SD Negeri 01 Ngaglik, Blitar. Thus, the game is appropriate to use to teach English vocabulary in the elementary grade students.

Theoretically, Al Nasri and Al Najjar (2014:145) Games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Games also usually involve friendly competition and they keep learners interested. Thus, game can help the students to be more active in the class. Al Nasri and Al Najjar also stated that games are highly motivating and they give students more opportunity to express their opinions. According to Donmus in Chalak and Ahmadi (2017: 78) games provided students with the opportunity to reinforce the previous knowledge by repeating it in a more comfortable environment. Educational games are software that helps students to learn the lesson topics and develop their problem solving skills by using their desire and enthusiasm to play. Furthermore, the word family game as one of media teaching English vocabulary can help the students to learn a new language. It proved by Iyah (2015: 31) which conducted a research study about the use of word family in teaching English vocabulary, from the result showed that word family game could bring an active and fun learning activity. The students also learn to be better in teamwork and to be a good leader in the team.

Mulling to the relation between the result of the study and the empirical review, there is also the theory which is stated by Duke and Moses (2003:6) playing a game such a fun media of teaching during the learning process simply encouraging the students to be more enthusiasm in exploring their knowledge of words and its meaning. Meanwhile, from those all empirical review which is conducted the same strategies of teaching such as game, showed that have a significant effect on the students English vocabulary. Thus, comparing between teaching conventionally, teaching English vocabulary to the students of elementary grade and teaching by using game especially word family game, give a significant effect in helping the students in remembering a new word and learn to build a complete sentences.

In this research study, the researcher taught of the experimental and control class by teaching scenario. The teaching scenarios in both classes were almost same, but the different is only in the techniques of giving the treatment, where the control group were only taught conventionally or without using such of game, but in experimental group were taught by giving such of game which is namely word family game. It could be said that, the 5B of SD Negeri 1 Astina were taught without using word family game, meanwhile the 5A of SD Negeri 1 Astina were taught by using word family game.

In the teaching process of experimental group, the researcher was using communicative approach, the method was communicative language teaching, the techniques was word family game, group discussion, and question and answer. Meanwhile, in the control group, the researcher was using communicative approach, communicative language teaching method, and for the techniques of teaching, the researcher gave the students drill, group discussion and exercises. For every student in both experiment and control group achieved a similar feedback that was by answer or respond the students questions or answer, giving some comments to their worksheet, giving some advices while teaching and also appreciate them in a good way to motivated them in learning more and more.

After all the students' score of post-test was collected and completed, the researcher analyzed the data collection descriptively and for the result of the experimental group showed the mean score is 90.45 and for the control group is 83.18. The standard deviation of experimental group is 6.710 and for the control group is 7.487. From those findings, the data obtained showed that the experimental achieved score better than the control group. Inferentially, the data showed that the score of Sig. (2-tailed) was .002 or 0.002 in degree of freedom was 42 which means the significance 2-tailed test was lower than the alpha value (α) which is 0.05 or .05 (5%). It could be seen in the score of the (tobs) is 3.393 which the score of (tcv) is 1.682 which is based on the degree of freedom is 42. It shows that the (tobs) > (tcv), where: $3.393 > 1.682$. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted. It means, there is significant effect of using word family game on the students' English vocabulary mastery at the fifth grade students of SD Negeri 1 Astina Singaraja sub-district in academic year of 2017/2018. It also proven and strengthened by the result of the previous researcher which is conducted the same study, as well as the theories that support and stated in this research study.

Conclusion

Based on the data showed from the mean score achieved by the experimental group is better than the control group ($90.45 > 83.18$). the most importantly showed from the inferential statistical analysis showed that the score of Sig. (2-tailed) was .002 or 0.002 in degree of freedom was 42 which means the significance 2-tailed test was lower than the alpha value (α) which is 0.05 or .05 (5%). It could be seen in the score of the (tobs) is 3.393 which the score of (tcv) is 1.682 which is based on the degree of freedom is 42. It shows that the (tobs) > (tcv), where: $3.393 > 1.682$. Therefore, the null hypothesis was rejected and the alternative hypothesis was accepted.

Thus, it could be said that, there is significant effect of using word family game on the students' English vocabulary mastery at the fifth grade students of SD Negeri 1 Astina Singaraja sub-district in academic year of 2017/2018.

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Models of Teaching Reading Comprehension Applied by English Teacher of J-2 School In Academic Year 2016/2017

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Abstract

This research aimed to analyze the models that applied by the English teacher on J-2 SCHOOL. The subject was the English teachers and the students of J-2 in academic year of 2016/2017. This research was designed as descriptive research design. The researcher instruments are observation and interview. The result of this study is the used of bottom-up and top models in teaching reading comprehension based on Grabe theory. The frequency of directive in first and second meeting the teacher taught with bottom-up model. The teacher used bottom-up model to teach the students with word meaning and the small particle part in reading comprehension. The third until five meeting was top-down model. The teacher would teach the students with a specific aspect, like teach the students about the specific of descriptive text. It could make students more critical about the text. The underlying reasons of English teacher apply models in teaching reading comprehension are to make the process of teaching English can run appropriately with the students level and the students can join the learning process efficiently. Bottom-up and top down model could make the students active and comfortable in the classroom.

Keywords: English teacher, teaching models, reading comprehension

Introduction

English is one of the most widely spoken languages in the world. Learning English is advantageous as it provides us many chances in life. The primary benefit of English is that it bridges us to global business as it is often considered as the language of global business. On the other hand, English has an important role in the world; both developing and developed worlds are growing, for example, Indonesian people use English as their second language after their mother tongue. English is also used as one of the official languages of the United Nations. In fact, we can imagine how big the influence of English language in the current situation. Considering the importance of the language, the Indonesia government has drawn up English as a foreign language that should be mastered by students.

Nowadays, based on the curriculum which is developed by the Indonesia government, the students are expected to master four skills in order to be able to use English communicatively. Among these skills, reading is the fundamental. Anjomshoa & Zamanian (2014:90) stated that reading is a language-based skill that involves cognitive process. It is the most important skill to be mastered in order to ensure success in learning. According to Murcia (2000) in Nida (2009) said that "Reading is very essential for us in order to increase our knowledge. Even in this modern age and high-tech environments, it is still the most of us rely on our reading ability in order to gain information or expand our knowledge. Pardede (2010), reading is the most crucial skill to master due to several reasons. First, students can usually perform at a higher level in reading than in any other skills. They can quite accurately understand written materials that they could not discuss orally or in writing with equivalent accuracy or thoroughness. Nunan (1999:249) said that "Success in teaching depends on many factors, one of them is teaching models".

In teaching learning activities sometimes, there are factors to affect students' reading English in class. According to the researcher's experience when the researcher practiced become a teacher on Field Development Practice Program (PPL) on November 2016 in SMP Negeri 2 Singaraja, the students of second grade in that Junior High School have difficulty

when the teacher taught in reading comprehension. Most of the students still have difficulties in reading comprehension because of that the researcher want to know how the teacher taught the students in reading comprehension.

Reading is a process that requires effort on the readers' part if they want to understand what they are reading. Through reading, students' knowledge will automatically be enriched which eventually can influence their language skills, such as speaking, listening, and writing. Mastering the fundamental skill of learning not only can help language learners in learning vocabulary, acquiring basic structures, and improving the necessary linguistic and communication skills, but also help the learners to be in active control of their own learning process. The process of becoming successful at learning creates learners who are autonomous and employ individualized approaches to learning objectives (Soleimani&Hajghani : 594).

Grabe and Stoller (2002: 9) defined reading as the ability to draw meaning from the printed page and interpret this information appropriately. It means that reading is a process of identifying written or printed text to understand its meaning. Reading helps the reader to construct knowledge, share experiences, feeling, ideas, and develop new perspective. It can be said that reading is a tool for expanding reader's knowledge and helping the readers to communicate with other people. Considering the importance of reading in teaching English, Indonesian government provides sets of a standard competency and basic competency as the minimal requirements that should be achieved by the teacher.

There are several standards that become guidance in conducting teaching and learning process in the classroom in order to reach the goal of education in Indonesia. One of those standards is standard process. Standard process is regulated in Permendikbud no. 65 tahun 2013. According to Permendikbud no. 65 tahun 2013, standard process is the criteria for the implementation of teaching and learning process in basic level and intermediate level of education to reach graduate standard. It means that this standard process will be the guidance to conduct the teaching and learning process in the classroom in order to make the learners able to reach the graduate standard. The teaching and learning process at school should be interactive, inspiring, enjoyable, challenging, and able to motivate the learners to be active participants, and give them opportunity to develop their initiative, creativity, and independence based on their interest and talent.

Based on the statement above, we have to find out about the models applied by the English teachers, especially in the teaching of reading comprehension. According to Aswan et al. (2010) teaching model is a teacher's plan in teaching and learning process to achieve the purpose which he has planned. In other word, teaching models are approaches to teaching students. The teacher has to apply the teaching model to balance the method that the teacher used and the way the teacher applied the learning material. One of the reasons in choosing effective teaching models is to make reading become more interesting and make reading more enjoyable to learn. According to Grabe (2011), the models of teaching reading are bottom-up (traditional view), top-down (cognitive view), interactive model, and metacognitive model. Studying models of teaching reading comprehension is the worth doing because models of teaching plays an important role to the success of students in learning.

The study was conducted in the SPENDUA one of the public junior high school in Singaraja,Bali. The school is a suitable site to the study the model of like teaching reading used by English teachers because the other public schools, SPENDUA over English subject in its curriculum. Based on the researcher's preliminary observation in the school, reading interaction still dominants the teaching of English in the classroom, which confirms the results of previous studies by Nida (2009) and Pardede (2010). Therefore the researcher decided to concted the study in the school, especially in the eighth grade. The eighth grade was focused in the current study become the previous study carried out in the Indonesia EFL

consist has just investigated the models of teaching reading comprehension at year 2017 of junior high school. It is hoped that by studying the models of teaching reading comprehension in the other year, the current study could give some contribution to the existing literature.

Methods

The researcher uses descriptive design in this research because this research is focused on a certain phenomenon in the school environment. In this case the phenomenon is the activities of teaching and learning English. This research also does not need to give the treatment to the object of the research. Then, the researcher observes and describes the phenomena as in the fact as clear as possible without manipulation. Therefore, the appropriate design can be used in conducting this research is descriptive research. The design consists of two stages. The first is observation to the teacher and the student. The researcher observes the class the school condition and teaching learning process. The second stage is doing the interview with the English teacher. This interview happens after the researcher doing the observation. In this process the interview the researcher ask detail about the models that they used for teaching.

The study conducted in J-2 SCHOOL. The data obtained during teaching and learning process on English subject. This research method which were namely; observation, recording, note taking, and data transcription. Therefore, the proper instrument to collect and analyze the data was the reseacher (1) observation sheet, (2) interview guide. The data of this study were analyzed qualitatively by using interactive data analysis model by Miles and Huberman (1994). The several steps in analyzing qualitative data, namely: coding, data reduction, data display, and drawing conclusion.

Finding and Discussion

Finding

The observation was done in order to find out the process of teaching reading comprehension which were used by the English teacher at J-2 SCHOOL during the teaching and learning process when the teacher was explaining the material, giving instructions, asking questions and answering the questions. The observations were done in five meetings with different subject matters in each meeting namely, (1) Narrative text, (2) Descriptive text. The observation of those meeting took place at VIII-5, VIII-7, and VIII 9.

The instruments used for observation were observation sheet and mobile phone as audio recorder. In the observation sheet there were two models applied of the English teacher based on Grabe (2011-25) namely (1) bottom-up and (2) top down. Every type of teaching model which was used by the teacher was written down on the observation sheet. Then from this observation sheet, the occurrence of any process of model could be known.

Beside the observation sheet, audio recording was also used to record the voice or conversation produced by the teacher that occurred during the observation of the teaching and learning process when the teacher was explaining the material, giving examples, giving instructions, asking questions, and answering the questions. The recording was done by mobile phone. After that, the record was transcribed into a written form. The transcription can be seen in Appendix.

According to the result of the observation conducted with the English teachers about the models of teaching reading comprehension, there were two teaching models applied by the English teachers. They were bottom-up and top-down models.

Bottom-up is a model of teaching reading by word meaning. The teacher always asks the students about word meaning to transfer the information. Bottom up is a teaching learning process in general aspects. It means that, the students learn the general like descriptive text by

just mentioning that is descriptive text. This indicates the students learn with small particle aspects. The students comprehend the text by word meaning. The teacher used bottom up model to make students understand the word, sound, letter, sentence, paragraph, and the text as a whole.

Top down is a model of teaching reading comprehension with critical material, get the prior knowledge from the text. This indicates the students read 1 until 2 sentences and then compare them with their experience. Top down model focuses on the meaning of the text. On the other hand, top down also means learn with specific aspects like characteristics, information of the text, and also characteristics of something. In top-down model the students don't read all of the sentences but just read certain vocabularies and phrases to comprehend the meaning of the text.

Discussions

1) Models in Teaching Reading Comprehension Conducted by Teacher at Eight Grade Students of J-2 SCHOOL in Academic Year 2016/2017

Based on the data presented in the findings, there were two models applied the English teacher of J-2 SCHOOL, according to the Grabe (2011) classification namely bottom-up and top-down model. Top-down is more dominant than bottom-up model. Top down model is more dominant because some of the activity the teacher taught by the background of the information and used the students' prior knowledge. Some examples of each activity pattern are providing to give explanation and illustration about how the models were used in the teaching and learning process at J-2 SCHOOL.

Bottom-up is a model that used by teacher to teach reading by word meaning, sentence, paragraph and text whole. The students will have fun in their learning and it can help the students to have big motivation in reading skill. Top down model is a model used by teacher to teach the students with their background knowledge and their prior knowledge. On the other hand, the teacher teaches the students with specific aspects. This will make the students to learn the kind of text and gain information on the text. Models of teaching reading included how the teacher manage the classroom, make students active, make students critical, understand the material and summarize the material. Those models are representation of traditional and modern models. These two major reading models supported the first and second language learning cognitive processes. They influenced both L1 and L2 reading research and can be distinguished from one another by its focus regarding on how meaning is attained from print. For example, the bottom-up model shows that the reading process is supported by each word in the text and a learner decodes each word to understand the meaning. On the other hand, the top-down model indicates that the reading process is supported mostly by a learner's background knowledge and prior experience.

Discussion of Observation on Teacher 1

Based on the result of models that were used by the teacher, here the writer would like to discuss about models of teaching reading comprehension applied by ELT teacher at J-2 SCHOOL. The writer found that the English teacher applied two models suggested by Grabe (2011,26) such as when the teacher gave the information, told the students to form their group, asked about their understanding, corrected the story, reminding the net meeting and last meeting, word meaning, retell the story. The teacher asked about the word meaning and then the students would learn about the word meaning on the text. According to Ahmadi (2013), the whole reading process is based on the words and learners construct meaning from context by recognizing each word. It means that the teacher will know the context of the story. Based on the meaning the students would arrange work easily. It is good for poor

reader, because they will learn in the low ability to make them more understand the story. In other words, poor readers put more attempt into recognizing text which leave less processing ability in the brain for reading comprehension. It is bottom-up because the students just mentioned about the last meeting and they already understand about the material. It is bottom-up because the students just heard and prepared something they needed for study. It is necessary to do because the teacher needs to make students enjoy, ready, and prepare themselves for the process of teaching so the teacher need to make students ready in the classroom.

Discussion of Observation on Teacher 2

This part is the discussion on models of teaching reading comprehension applied by ELT teacher 2 at J-2 SCHOOL. From the observation, the writer found that teacher 2 also applied the models of teaching in teaching process even though not all of the models were done effectively but so far it could be said that the teacher succeed in applying the models in the classroom. The steps found on the teaching process were about the information on the story, and the true story. There were the process of top-down asked the students about the example of descriptive text, the purpose of descriptive text, and also the characteristics of things or animal. The teacher hopes the students to be critical about descriptive text. On the other hand, the students also learned about the specific of descriptive text like describing something and animal. By being critical about something it helped to activate the schema. The students automatically identify something about descriptive text like animal, thing on the classroom and home. When the teacher asked about the animal and the characteristics of animal, the students automatically mentioned about the characteristics of animal and also demonstrated what they know about the animal. It is encouraging because by using of characteristics of animal the students can more understand the content of descriptive text. And if someday the students try to make a descriptive text that they will know the mean because they have learnt before. The students would be work in group. When the students form their group, the students started to form their group. This indicates the teacher will set the students activity. The teacher told the students to form their group to make the students busy with the material and discuss the material. It is very good because the students can talk with their friend if they have less understanding about the material. It is apply by the teacher in group, the students divide into some group and the teacher give to the material to translate the text. That text is different topic with every group. After that, the teacher asks to them to presentation in front of the class. The activity in this research are different to the result of the research conducted by Annisa Ahsan (2015), which found that the techniques in teaching reading is KWLH technique. KWLH technique was one step `to make students more active in the classroom. The teacher start with the background of the topic and asks the students to do active thinking. Those activity were used to make the students more fun and active in the classroom..

2) The Result of the Interview about the Models Applied By Teacher in Reading Comprehension at Eight Grade Students of J-2 SCHOOL in Academic Year 2016/2017

There were four reasons of the teachers about why they used certain models to teach the students in teaching and learning process.

a) The first reason was to develop the students reading skill.

It was because the teacher could develop the students reading skill by using the models. In addition, the teacher used the model of teaching reading because the students will love their reading, so that the students could develop their reading skill. In the learning process the teacher always asks the students about the word meaning, the example, and the

material based on their prior knowledge. Based on the activities, the students automatically become active in their reading process. The students become more active and more critical about the material, so that the students could develop their reading skill based on new vocabularies.

b) The second reason was to help the students to comprehend the learning material.

It was because sometimes the teacher found difficulties in explaining English concept to the students, so the teacher use bottom-up and top-down models to help the students to comprehend the learning material to avoid the students' misinterpretation. This was because the teacher knows that their students lack of English vocabulary. There was no empirical review related for this research. Sometimes teacher has to choose an effective model to teach, so that the students can be more active in the classroom. So, the teacher used bottom-up and top-down in order to deliver the message and make it easier for the students to catch the point of the material taught by the teacher. Thus, they will understand the material easily and comprehend the concept of certain material which will be long term memory.

c) The third reason was to make a fun and comfortable learning process.

Sometimes the teacher feels it is not easy to make the students feel fun and comfortable in their learning process, it was because the teacher always gave the material without asking about the students' understanding about the material, so the students ignored the material without doing anything. In addition, the teacher used bottom-up and top-down models because by using these models the teacher can teach the students space-by-space mental translation and it could make the students more active in the classroom. On the other hand, the students also learned based on experience in top-down model, the students can be more critical based on their prior information, so the students find their reading process easier.

d) The last reason was to help the students understand the material

The used of bottom-up and top-down models by the teacher could make the students felt secure and become more communicative because they were in the comfortable learning situation. It was because the teacher used the model in teaching learning process that suits the level of student's needs. In addition, the used of the model must also tailored to the material to be taught. So, the teacher also would be more selective to choose model while teaching reading because when the students are happy in their learning process they also understand the material.

Further description above, the teacher would teach the students by bottom-up and top down models because with these models the students become more active and enjoy their learning. By using the models, the students have big motivation to learn. To choose a good model for teaching reading was very important, because model could set the students learning and could make a good situation. Besides that, interactions in the classroom are the reward between teacher and students in learning process. The used of bottom-up and top down model was very appropriate for the students' level. It can be seen from the students' response, the students became more active in the classroom, the students could comprehend the material, the students could understand the vocabularies, and the last the students could know the word meaning.

It indicates that the bottom-up and top-down models were applied by the English teachers of J-2 SCHOOL. It was based on the observation and interview with the teachers. Bottom-up and top-down models gave a good impact to the students and make the students became more active in the classroom. So, the situation was very conducive and the students loved their reading. Here are the real data about the bottom-up and top-down model that were applied by teachers of J-2 SCHOOL. It related to the Grabe theories.

3) The Students' Responses of Using the Models at Eight Grade Students of J-2 SCHOOL in Academic Year 2016/2017

Based on the findings of the study, it was shown that the responses from the students showed that they liked to be taught using models applied by the teachers. The situation in J-2 SCHOOL was very good. It could be seen when the students learn, the students have big motivation to read the text. Choosing the model need to consider the students level, so that the students could have fun and enjoy their learning process. The teacher gave good explanation, so that the students were very active in the classroom. The interaction between teacher and students was very good, so that the students had big motivation to read the text and shared their prior knowledge with their friends.

The used of bottom-up model could help the students learn from space by space mental translation. The bottom-up learners could learn from sounds, words, letters, and the last was sentence. It could make the students learn more with little interference from his/her own background knowledge." (Grabe&Stoller, 2002, p.32). Additionally, this process that decodes word-by-word causes slow and taking a lot time and effort in reading comprehension because short-term memory is overloaded, and readers forget easily what they have read when reading comes to an end. It can be concluded that readers may only remember words separately without integrating them into a cohesive recognizing.

The used of top-down model refers to a driven model where the students' prior information and expectations help them to construct meaning from a reading text. The top-down learner could learn from the text based on their prior information. On the other hand, top-down learners also learn by their experience. This model makes the students emphasize on reading skills like prediction, and summarizing as well as anticipating from texts. The top-down model process is also called "text sampling" (Cohen, 1990). It means that, it is not necessary a reader to read all of the vocabulary and sentences in the text or read the context, word by word, but rather selects certain vocabularies and phrases to comprehend the meaning of the text and some key words can help the reader to recognize the text quickly.

There were some responses said by the students why they liked their teacher used bottom-up and top-down models in the teaching learning process, they are as follows:

a) The students more understand the content of the English material itself.

The used of effective model made the students more understand the content of the material. So, the use of bottom-up and top-down model helped them to get better understanding with the content in English material. By understanding the material easily, the students were able to conclude the subject matter in each day of their learning process.

b) The students could know various vocabularies.

The use of bottom-up and top-down models facilitated the students in other aspect, which is an English vocabulary. As we know that English vocabularies are complex, so the use of bottom-up a top-down by the teacher would help them to enrich their vocabulary mastery and have long-term memory, so it could be useful for the students when they wanted to practice their English.

c) The students could retell the story in front of the class.

That is the students' response of using bottom-up and top-down models, the students could retell the story in front of the class. The students' could retell the story because the teacher gave the time for students to retell the story and always asks the students about the story. In pre-reading the teacher always asks the students about the story, the moral value, and the students should retell the story based on their own word. Because of using their own word the students automatically become easier to talk in front of the class.

d) The students could answer the meaning of the word.

The used of bottom-up and top-down models made the students could answer the meaning of the word. Before the teacher asked the students about the meaning of the word the students must be ready with their dictionary. This helped the students to learn and understand the material space by space mental translation. Besides that, the students also must be ready with their prior knowledge. So, the students can be more active in the classroom.

e) The students could identify things based on clue.

By using bottom-up and top down models the students could identify things based on clue. When the teachers identify things, the students already have their prior information. In indicates the students are more active to catch information for their friends, so the classroom can be more conducive and the students become more active.

f) The students could make a descriptive text about things in the classroom or their home with their own word.

The students could make a descriptive text about things in the classroom or their home with their own word. This indicates the students have prior information to make a good descriptive text. The use of bottom-up and top-down facilitated the students in mastering the descriptive rules. So, the use of bottom-up and top-down models by the teachers facilitated them to understand descriptive text easier and apply it into sentences.

Conclusion

As stated in the previous chapter, the study was conducted to classify the processes of the models that were used by the English teachers of J-2 SCHOOL in the teaching and learning process, the reasons for the English teachers using models of teaching reading comprehension, and the students' responses on the use of models of reading comprehension applied by the English teacher.

Based on the results of the observations and interviews, there were several things that can be concluded.

1. There were two models of teaching reading comprehension applied by the English teachers of J-2 SCHOOL Academic year 2016/2017.

a. Bottom-up model is a model used by teacher for beginner level. Bottom-up model refers to a kind processing in which meaning derived from accurate, sequential processing words. The emphasis is on the general text rather than the reader's background knowledge or language ability.

b. Top down model is a model that used by teacher to make students more critical in the classroom. Top-down model refer to deriving meaning by using one's background knowledge, language ability, and expectations. The emphasis is on the reader rather that the text.

2. Based on the interview results, here are some reasons why the English teacher used bottom-up and top-down models in the teaching learning process:

a. The first reason is to develop the students' skill.

b. The second reason is because bottom-up and top down models are appropriate teaching models that can help the students understood the material.

c. The third reason of using bottom-up and top-down models is to help the teacher to create a relaxing situation.

3. From the results of the observations which were distributed to the students who were taught using bottom-up and top-down models, here are the students' responses about the use of bottom-up and top-down models by their teacher.

a. Bottom-up and top-down models were able to facilitate the students in some aspects such us the content of English material, vocabulary, and descriptive text.

b. Bottom-up and top-down models were able to negotiate social rules in some aspects such as make the relationship between teacher and students. The students could response the teacher such us about meaning of word, retell the story in front of the class, make descriptive text, and identify the think in terms of teaching and learning process.

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The Impact of Direct Feedback on Students' EFL Writing Skill: A Case Study on Writing III Course in STKIP Suar Bangli

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Abstract

This case study research aims at knowing the impact of direct feedback on EFL students' writing skill. This research was done on the fourth semester students of English Education Department in STKIP Suar Bangli. Totally, there were three students selected to be the subject. The students were assigned to write short essay consisting of 6-7 paragraphs, then it was returned after direct feedback was given. Next, the students were assigned to write the new one. It was then analyzed qualitatively. Based on the result of data analysis, it was discovered that there was no significant impact of direct feedback on students' writing quality. The students still made the same mistakes as before. It implies that the use of direct feedback should be reduced in writing.

Keywords: Direct feedback, EFL, Writing skill

Introduction

Writing is productive language skills in which the students have to produce certain writing product such as short functional text and genres (Boric, 2007). Through this skill, the students have to be able to transform ideas into writing form. Here, ideas and linguistics quality determines the writing quality. For example, if the writer has good writing idea but it is not written in good language, the reader might be not understand, or vice versa. It makes writing is very complex so it needs a careful efforts to produce it.

One of the most essential issues in writing is feedback. According to Asiri (1996), feedback is helpful in encouraging students not to consider what they have written as a final product and in helping them to write multiple drafts and to revise their writing several times, in order to produce a much improved piece of writing. From the given feedback, the students are expected to learn or to make reflection so, the same errors will not occur anymore. Furthermore, Kroll (2003) notes, "second language writers often benefit most and make the most progress when teachers contribute to this goal through a variety of intervention strategies available in classroom settings". One of these intervention strategies provides feedback to students' writing, the common practice – the written feedback. Furthermore, throughout the different stages of writing, giving feedback is essential in order to help students improve their writing piece (Ismail, Maulan & Hasan, 2008).

The next problem arises in the method of giving feedback so, it is effective. According to Shirzad, Nejadansari, and Shirzad (2015), providing feedback to students' writing errors has always been one of the teachers' difficult tasks. Feedback given must be appropriate to the target. It means that the method suitable for students' need. Some of the students feel direct feedback good for them, but the rest might like indirect feedback. In addition, certain students might be uncomfortable on the feedback. They were down when the errors were shown to them. As the consequence, they became reluctant to write.

In relation to writing nature covering both cognitive and linguistics aspects, giving good proportion of feedback to them. According to Jamalinesari, Rahimi, Gowhary, and Azizifar (2015). Though L2 writing teachers were aware of students' perceptions of written

feedback and most tried to give helpful feedback to their students, teachers might not be fully aware of how much feedback they gave locally (i.e., spelling, grammar, and punctuation) and global (i.e., ideas, content, and organization) issues nor whether the type of feedback they feel they should give adheres to their beliefs about written feedback. It makes the giving of feedback should be done in deep consideration.

In reality, direct feedback is mostly applied by the teachers. In addition, local aspect is mostly corrected. Direct or explicit feedback occurs when the teacher recognizes an error and offers the correct form (Jamalinesari, Rahimi, Gowhary, and Azizifar, 2015). Furthermore, in the case of direct corrective feedback the teacher gives the correct form to the students, and it is desirable for low-level-of-proficiency students who are unable to self-correct and do not know what the correct form might be (Eslami, 2014). However, it requires minimal processing on the part of the learners and thus, it may not contribute to longterm learning (Ellis, 2009).

The phenomenon of using direct feedback was found in STKIP Suar Bangli. All lecturers teaching Writing I, II, and III courses used this type of feedback to correct students' writing. In addition, focus of the feedback is mostly on local aspect of writing, such as: grammatical structure, mechanics, and vocabulary. The lecturers used to give scratches on the errors made by the students. In addition, the correct form is also provided. In fact, the students' writing skill is still low. It arises to investigate how actually the impact of direct feedback on writing.

Methods

This research was done in the fourth semester of English education department in STKIP Suar Bangli. There were three students who took Writing III course. In this course, the students were expected to write short essay (consisting of 5-7 paragraphs). For one essay, the students were given one week to finish it. Here, two genres became the focused research, descriptive and report. After the students collected their writing, the lecturer gave correction or feedback on the writing. The assessment focused on five elements, namely: content and development, organization, grammar, vocabulary and mechanics. Then, it was returned so they knew their mistakes. After that, they had to write new writing. This new writing was analyzed to know the effectiveness of correction and feedback given by lecturer. The analysis was done by qualitative method analysis.

Finding and Discussion

Finding

The data analysis results were divided into two, error made before and after correction. They can be presented in the Table 1 and Table 2.

Table 1: List of Students' Error before Direct Correction

	Content	Organization	Grammar	Vocabulary	Mechanics
Subject 1	5	8	12	5	8
Subject 2	6	7	17	6	12
Subject 3	4	5	14	6	12
Total	15	20	43	17	32

Based on the Table 1, it was known that the most mistake made by the students was grammar. It was followed by mechanics, organization, vocabulary, and content. In terms of

grammar, the students did not fully understand about how to use correct tense, verb agreement, to infinitive, and gerund. Furthermore in mechanics, the students made many errors on the use of punctuation marks (colon and semicolon) and capital letter (quotation and place name). The students also could not organize their ideas chronologically. It seemed that their ideas jumped up, which should be first and next were not good yet. So, their ideas did not flow smoothly. In content, most of them had written their ideas well. However, the topic sentence or thesis statement was not more deeply and critically. Sometimes, it was found irrelevant ideas appeared.

Then, direct feedback or correction was done on the errors. Here, the errors were given scratch, then the correct revision was given. For example, the students made “ they did not grew...”, then the revision “they did not grow...”. There was no reason given why the answer was that. After feedback was given, the result of error can be presented in Table 2.

Table 2: List of Students' Error after Direct Correction

	Content	Organization	Grammar	Vocabulary	Mechanics
Subject 1	4	8	12	5	8
Subject 2	5	6	16	5	10
Subject 3	4	4	12	6	11
Total	13	18	40	16	29

After the direct correction was given, it was known that the number of errors reduced. However, the improvement was less significant. Here, grammar is still the most frequent error occurred. By comparing the Table 1 and Table 2, it can be known that error in content reduces 2; organization reduces 2; grammar reduces 3; vocabulary reduces 1; mechanic reduces 3. It indicates that the application of direct feedback is less effective in improving the EFL writing quality.

Discussion

By seeing the result, less improvement occurred in writing quality. The students still made same errors types as before direct feedback was given. For example, it was still found mistakes relating to simple past tense pattern and the addition of ‘s’ and ‘es’ for the third singular subject in simple present tense. It indicates that the feedback given was less concerned by the students. In other words, they did not learn more deeply on the errors. Their concern was on the error they made on their writing. There was no further learning about the made errors.

It seemed that there were four main things why the direct feedback were less effective on writing. This is drawn based on the observation and deep interview. *First*, there is no discovery learning process on it. *Second*, It does not direct to reflective learning. *Third*, the students' point of view regarding that feedback is an end of learning. *Fourth*, the students are less motivated to learn more deeply about their errors.

When direct feedback was applied, the teacher provided marks the errors and also the target form (Van Beuningen, De Jong & Kuiken, 2008). It means that the students had been provided the correct answers or revisions. The students just received the correct forms/answers without searching the reasons. It means that there was no discovery process. As the consequence, the students were not trained to find something or to think critically. As being known that critical thinking is really needed to develop, organize, and transform ideas into correct grammar.

Direct feedback also did not create reflective learning. The students would not make reflection why they should write or make it. Based on the small interview with all subjects,

after direct feedback was given, they have never reflected on their works. They did not think too much on the feedback. In writing the new works, they also did not reflect on the previous feedback. Since reflection was never done, there might not be learning process for their further writings. As the result, the students still make same errors as before.

From the students' perspective, feedback was considered as an end of their writing. All subjects did not think that feedback was given to make them better writing. However, they just regarded the feedback was the final result which do not have contribution in the future. Exploration on the errors is rarely done by the students. Here, they can explore information in the internet, books, or journal to investigate the correction given.

Lastly, less motivation is owned by the student to learn more deeply about the errors. All subjects said that they were not motivated to find out how and why the errors occurred. When feedback was given, the students feel it was a common without any efforts to improve it. They were reluctantly to explore deeply about their errors by searching sources.

Conclusion

The data analysis shows that direct feedback is less effective in improving the students' writing quality. The students still make the same mistakes as before. Four factors are identified as the factor causing it. Those factors are both from the learning condition created by direct feedback and the students themselves. It seems that the direct feedback given is a little bit useless for the students. Even though feedback signs the students error and revision, but it can not be maximized by the students. The students do not learn from the feedback.

By seeing the research results, three suggestions can be drawn. First, the use of direct feedback should be reduced in writing since it can not give significant effect. Several alternative options can be tried, such as: indirect feedback, self-assessment, and peer assessment. Second, If direct feedback is still used, the lecturer should motivate the students by explaining the importance of the feedback. Then, follow up activities must also be told so the feedback can be maximized by the students. Third, there should be a further researches which investigate deep factors causing direct feedback has insignificant effect on students' writing skill.

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Developing E-Learning-Based English Material for Teaching the Tenth Grade Students of Light Vehicle Department at SMK N Bali Mandara

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Abstract

This study aimed at: (1) identifying e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara; (2) identifying the design of the e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara; (3) measuring the quality of the e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara. This study applied Research and Development designed by Lee and Owens (2004). The data of the study were collected through document analysis, questionnaire, and expert judge. The results of the data from the document analysis and questionnaire were analyzed descriptively; the data from expert judge was analyzed quantitatively by using a formula proposed by Candiasa (2010). The result of the study showed that the tenth grade students of Light vehicle Department at SMK N Bali Mandara were still taught using general English and the students needed English materials which were developed in accordance with their expertise program. Thus, this study developed four topics based on the students' expertise, namely: 1) Describing Hand Tools; 2) Signs at the Workplace; 3) Stating Capabilities in Repairing Car; and 4) Inviting Customer. Each topic was designed using *Moodle* version 3.3.x and focused on improving the students' four language skills. Based on the result of expert judgment, the mean score from both judges was 92 and was categorized as good materials.

Keywords: e-learning, English material, R&D

Introduction

English is one of the subjects which should be learned by both senior high school students (SMA) and vocational school student (SMK). For SMK students who are expected to work after they graduate, mastering English becomes a demand since most of job vacancies nowadays require English proficiency, both written and spoken, as one of the requirements. Moreover, the development of globalization era brings a strict competition among the job seekers. Therefore, the SMK students need to master English which is in accordance with their expertise for the sake of their career development.

English takes an important role in students' development. As it is mentioned in *Standar Isi* KTSP (BNSP, 2006) language has a central role in the development of intellectual, social and emotional support and learner success in learning all areas of study. Language learning is expected to help learners to be able to present ideas and feelings, participate in the community, and even find and use analytical capabilities and imagination. English as one of the subjects provides the students the ability to communicate in daily life context in accordance with the global demands, as well as it equips the students to develop communications to a higher level. Thus, the SMK students need specific English materials which can improve their ability to communicate in a daily context, especially the context which is related with their expertise program. However, in fact the SMK students are taught using general English materials, that is, English materials which is closely similar with the materials given for the SMA students.

SMK N Bali Mandara is one of the vocational schools in Buleleng regency that established in 2013 by Balinese government under the leadership of I Made Mangku Pastika.

Here, the students were still taught using general English materials. It was supported by the result of preliminary observation conducted on Monday, February 6, 2017 at SMK N Bali Mandara. One of the English teachers at SMKN Bali Mandara, admitted that the students actually need specific English material to be learned, that is, the materials which are related to their expertise program. Due to the syllabus applied in this school which is used as the guidance for the teacher in the teaching and learning process, thus the teacher just provides the general English materials for the students. Although, the students truly need English material which can help them when they have training section or work in the real work field later on. Based on the content of the board of national education standard (2006), the aims of studying English in SMK are: (1) mastering the basic knowledge and skill of English needed which can support the students in achieving the competency of their expertise program; (2) to be able to communicate using the mastery of English both in spoken and written on intermediate level. Then, it can be concluded that the SMK students require specific needs for mastering English as their subject learning. Learning material is considered as a significant aspect in learning English, since the learning material is the source of the students to learn the subject. Thus, the SMK students were learning English for specific purposes (ESP). Hutchinson and Waters (1987) stated that ESP is an approach to language teaching in which all decisions that related with the content and method should be based on the students' reason for learning. ESP is different from General English, that is, there is an existence of awareness of need in ESP. It means that in ESP, the learners, sponsors and teachers are aware why the students need English, in which the existence of the awareness will influence the content used in the language course. English which was learned by the SMK students was categorized as vocational English. According to Dudley and Evans (1998), vocational English concerned with the language of training for specific trades or occupations. Therefore, the materials which were used to teach the students should be based on students' need. But, there was an absence of English material which was specifically designed based on the students' need at SMK N Bali Mandara, especially for the tenth grade students of Light Vehicle Department.

Next, considering the constantly evolving digital era, it cannot be denied that Information and Communication Technology (ICT) has been becoming other basic need of human life which closely attaches everyday life of human, especially students' life. Based on the result of preliminary observation, it showed that almost 95% of the students at SMKN Bali Mandara had already skilled enough in utilizing mobile devices, such as smartphone, laptop, and computer. Then, the existence of ICT is believed as an important mean which can give highly contributions to the students in learning the knowledge they need. Thus, e-learning could be introduced as a way in teaching and learning process.

E-learning refers to process of teaching and learning in which there is an integration of modern technology within. Srivatava (2013, p. 804) defines e-learning as the use of electronic media and information and communication technologies (ICT) in education/training. Srivatava (2013) proposes two types of e-learning, namely Synchronous and Asynchronous. Further, according to Condruz and Bacescu (2014), e-learning is defined as a learning process which is facilitated with a computer connected to internet. It means that in learning by using e-learning, any materials needed by the students are prepared by the teachers virtually. In addition, by using e-learning there are several benefits that could be got, if teachers apply e-learning in their teaching and learning process. According to Pollard and Hillage (2001) there are several lists of the benefits of using e-learning, such as: 1) authorize learning activity becomes continual process; 2) authorize learning activity to be done anytime and anywhere; 3) authorize the teacher to update the material easily; 4) enhance students' self-assisted learning; 5) enhance students' interaction; 6) decreases teachers' intimidation; 7) offers ways to develop educational assessment; 8) academic and economic benefits; and 9) risk free.

One of the e-learning platforms which is widely used by teachers in the teaching and learning process is *Moodle*. *Moodle* is an e-learning platform or Course Management System (CMS) or Learning Management System (LMS) that can be used and modified freely. This software is very easy to be used, especially for those who are familiar in operating internet such as browsing, chatting and sending e-mail. Marcais (2002) defined *Moodle* as a name of a program that can make the classroom to be extended onto the web. Then, according to Brandl (2005), Moodle is a CMS for online learning. Smith (2005) stated that *Moodle* is a free CMS which sometimes refers to VLA (Virtual Learning Environment) that requires webserver, PHP and a supported database to run. Further, Cole and Foster (2008) defined *Moodle* as an open source CMS that can be used by universities, colleges, schools, businesses, or educators who want to apply technology in their courses. Thus, *Moodle* as an e-learning platform could be used to develop the absence of English material which was in accordance with the needs of the tenth grade students of Light Vehicle Department at SMK N Bali Mandara.

This study aims at finding out the e-learning based English materials which are needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara, the design of the e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara, and the quality of the e-learning based English material for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara.

Methods

This study follows R&D design which is proposed by Lee and Owens (2004). There were five steps included in this design, namely: analysis, design, development, implementation and evaluation. However, as the researcher had limited time in conducting this study, thus the study was only conducted until the third step. The subjects of this study were the English teacher and students of the tenth grade of Light Vehicle Department at SMKN Bali Mandara. Then, the object of the study was developing e-learning based English materials for the tenth grade students of Light Vehicle Department at SMKN Bali Mandara. The methods which were used in collecting the data were document analysis, distributing questionnaire and expert judgment. While, the instruments used to support the data collection were documentation, questionnaire and expert judgment rubric. After the data were collected, further it was analyzed descriptively and quantitatively by using a formula and criteria proposed by Candiasa (2010).

Finding and Discussion

Findings

In order to find out the e-learning based English materials which are needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara, the need analysis was conducted. The need analysis for this study was simply done by doing document analysis and distributing questionnaire for the tenth grade students of Light Vehicle Department and the English teacher. The questionnaire which was given for the students was used to gather the information about the students' needs toward the development of e-learning based English materials. Then, the questionnaire given for the English teacher was used to collect data about the e-learning based English materials need to be developed in form of e-learning. Based on the result of document analysis, there were four basic competencies which should be taught for the tenth grade students of Light Vehicle Department in the second semester. The first basic competency was explaining a situation in the present continuous form. The second basic competency was understanding memo, the transportation schedule, a simple menu and traffic signs. The third basic competency was understanding terms and simple sentence based on patterns. And the last basic competency was writing the simple invitation. From each basic

competency, there were several indicators which should be achieved by the students in learning English. Further, in terms of the learning materials used by the teacher to teach the tenth grade students, the teacher used an English textbook entitled “English for SMK 1”. The book was arranged with the learning outcomes for each topic, explanatory notes which consisted of list of language expression and materials, and activities that should be carried out by the students in accordance with the learning outcomes, such as fill in the blank, arrange scrambled words, multiple choice and essays. For listening section, there was no audio CD provided, in which the students just had to listen to their teacher if there was an activity for practicing listening. Further, the materials on the textbook did not provide any activities or vocabularies which were in accordance with the students’ expertise program. In which, all the materials provided in the book were still general English material.

After conducting document analysis, questionnaires were distributed for the teacher and the tenth grade students of Light Vehicle Department. From the result questionnaire given for the students, it showed that the students had given positive responses toward the development of e-learning based English materials for helping them in learning English. Most of them agreed that the English materials which were in form of e-learning could bring benefits for them, and the accessibility for e-learning at the school was very possible, because the school had facilities which would support the application of e-learning. Further, the result of questionnaire given for the English teacher showed that the teacher suggested the researcher to develop four topics in form of e-learning based on the basic competencies which should be achieved by the students in the second semester. The topics involved materials about describing events, signs and symbols, capabilities and invitation.

After finding out the e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara, the next step is designing the e-learning based English materials. The English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara were developed in form e-learning, in which *Moodle* was the platform which was used to create the materials. The e-learning based English materials were developed based on the syllabus applied at the school, in which the design of the materials was adjusted with the competencies which should be mastered by the students. In relation with the basic competencies that should be achieved by the students in the second semester, thus there were also four topics which were developed in the e-learning based English materials. The four topics developed could be seen in the homepage of the site which had been designed using *Moodle*, those were: 1) Describing Hand Tools; 2) Signs at the Workplace; 3) Stating Capabilities in Repairing Car; and 4) Inviting Customer.

There were several learning outcomes of each topic which should be achieved by the students by carrying out the activities designed in the topic. The activities in the e-learning based English materials were designed to practice the four language skills, namely: reading, writing, listening and speaking. Further, vocabularies activities were also designed to improve the students’ knowledge toward unfamiliar word. Each topic consisted of eight activities which should be done by the students via online, in which for speaking practice, firstly the students were given example in form of audio and video talking about certain things, then they were required to do task in which they would have to make it in form of audio recording or video. Further, for listening section, the students were provided with audio and video to be listened to and then, they are required to answer the questions which were in form of essay, matching, or true false. Then, for reading section, passages and questions were provided to check students’ comprehension in reading. Then, for writing, the students were provided with activities which were required the students to create something based on the topic, in which the examples were also provided for the students. Further, for the vocabulary practice, the

students were asked to find out the meaning of listed vocabularies based on the topic developed.

After the design of the e-learning based English materials were developed, then the quality of the developed e-learning based English material was also examined. The quality of the developed e-learning based English materials was seen from the evaluation given by the experts, after conducting expert judgment step. In giving the evaluation to the product developed, a rubric had been prepared for the expert judges. The rubric was made based on theory of the criteria of good learning materials proposed by Tomlinson in 1998. The result of the calculation from both expert judges was $96 > 92 \geq 72$. It could be categorized to interval of $M + 1.8 SD > 92 \geq M + 0.6 SD$. It means that the mean score was higher than $M + 0.6 SD$. Therefore, based on the result of expert judgment, the e-learning based English materials for the tenth grade students of Light vehicle Department can be considered as good materials.

Discussion

This study was started by conducting need analysis for the students and the English teacher. According to Munby (1978) as cited in Hutchinson and Water (1987), needs analysis is a set of procedures in communication need processor (CNP), in which it consist of a set of questions about the key communication variables, such as topic, participants, medium, etc., that can be used to identify the target language needs of any group of learners. Need analysis was the step which was conducted to find out about the e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department. Purnamasari (2015) in her study about developing English learning materials for Grade X students of Beauty Study Program, she also conducted need analysis before developing the materials. The needs analysis was conducted by distributing questionnaires to the students. The questionnaires were developed based on the principle of needs analysis proposed by Hutchinson and Waters (1987) that cover *Target needs* and *Learning needs*. But in this case, the need analysis was simply conducted through two methods of data collection which were used by the researcher, namely: document analysis and distributing questionnaire, in which the questionnaire were simply developed based on the syllabus applied at SMK N Bali Mandara.

In conducting document analysis, the syllabus and the textbook utilized by the teacher were analyzed by the researcher. Syllabus refers to a plan of what is to be achieved through teaching and learning process (Breen, 1984 as cited in Dewi 2016). According to BNSP (2006), syllabus covers the standard of competence, basic competencies, indicators, learning materials, learning activities, assessment, time allocation, and learning resources of what should be taught by the teachers to achieve the goal of teaching and learning process. Based on the document analysis, it resulted that the school has applied School-Based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) 2006. The syllabus analysis was intended to find the basic competencies which should achieved by the students. According to *Standar Isi Untuk Satuan Pendidikan Dasar dan Menengah* (2006: 111-112), Basic Competence is the outline presented in Standard of Competence which the materials coverage is more constrict than Standard of Competence. Thus, there were four basic competencies that should be covered in the materials learned by the students in the second semester, namely: 1) Explaining a situation in the present continuous form; 2) Understanding memo, transportation schedules, a simple menu and traffic signs; 3) Understanding terms and simple sentence based on patterns; and 4) Writing the simple invitation.

In relation with the basic competencies which should be mastered by the tenth grade students of Light vehicle Department in the second semester, then those four basic competencies had been used as the basic competencies in developing the materials in form of

e-learning. But, since the developed materials would not become the main materials that would be used by the teacher later on, therefore, there was only one topic from each basic competency that was developed in form of e-learning. The topics were developed based on the English's teacher suggestion from the distributed questionnaire.

Besides analyzing the syllabus used for teaching the students of Light Vehicle Department, the researcher also analyzed the textbook used by the teacher. The teacher just used one textbook to teach all the tenth grade students at SMK N Bali Mandara. The textbook entitled English for SMK 1. This book was arranged with summaries of materials, examples of the topic taught, and exercises that practice the four language skills of the students. But, this book did not provide materials and exercises which were in accordance with the students' expertise program or students' need. The materials and exercises provided in the textbook were still general English materials, in which one textbook was used to teach all students at the school, even they were from different department or expertise program. While, vocational school students were students who learned English for specific purposes, that is, they learned English in order to have good communicative skills after they graduate from the vocational high school. Therefore, the materials which were used to teach the students were not appropriate. The book did not provide the topics or exercises which were in accordance with students' expertise program, that is, Light Vehicle Department.

After conducting document analysis, then the researcher constructed the two questionnaires. The questionnaires were given for the tenth grade students of Light Vehicle Department and the English teacher. From the result of need analysis of the tenth grade students of Light Vehicle Department, it could be concluded that the students truly needed the English materials which were in form of e-learning. The students agreed that they would get benefits if they could learn using e-learning, not just in terms of economic benefits, but also they could practice the materials taught continuously whenever and wherever they are. In addition, the school facilities would also support if the e-learning based English materials were developed. The school had provided the students with computer lab and good internet connection which could be utilized by the students to access the e-learning. It means that the accessibility of e-learning for the students of Light Vehicle Department at SMK N Bali Mandara was very possible.

Further, the questionnaire of need analysis given for the English teacher was intended to gather the information about what topics which should be developed in form of e-learning. The questions in the questionnaire about the content which should be developed in form of e-learning were constructed based on the syllabus which was applied at SMK N Bali Mandara. Based on the result of the questionnaire, the English teacher suggested the researcher to develop four topics from four basic competencies in the second semester. From each basic competency was developed one topic, in which the topics developed were adjusted with the students' expertise program. The four topics of e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department at SMK N Bali Mandara based on the result of need analysis were: 1) Describing Hand Tools; 2) Signs at the Workplace; 3) Stating Capabilities in Repairing Car; and 4) Inviting Customer.

After conducting need analysis, the next step was designing the e-learning based English materials. The design was started by developing the blue print or the material design of e-learning based English materials. Since the researcher did not create new syllabus for the product, then the material design was developed in accordance with the existing syllabus used to teach the tenth grade students in the second semester. The material design of e-learning based English material for the tenth grade students of Light Vehicle Department contained several aspects namely: topic, skill, media, language function, language expression,

vocabularies, structure, and exercises. Those aspects were distributed in each topic of the developed e-learning based English materials.

As the materials were developed in form of e-learning, *Moodle* was the platform which was used to developing the product. *Moodle* was a private website which allow teacher to conduct online courses to achieve the learning goal. It was supported by a research conducted by Ahmad et.al. (2011) about the effect of *Moodle* on students learning taking a course “Basic Computing Skills” offered for the foundation program at Sultan Qaboos University, Sultanate of Oman. The result revealed that however students had little experience of *Moodle* at the beginning of the course but headed for the end they had valued the significance and use *Moodle* as it is accessible from every internet enabled at any time. There were four topics which were developed by the researcher. The four topics were designed in the *Moodle* site. Since the developed materials were developed for the Light Vehicle Department students, then the topics were adjusted with the students’ expertise program. The vocabularies in the materials were mostly related with common terms used by the students. Then, for every topic, there were activities which practiced the four language skills of the students. In addition, the students would also practice their vocabulary mastery. The names of the topic were also adjusted with the students’ expertise program.

Each topic in the designed website was developed based on the basic competencies which were learned by the students in the second semester. There were three learning outcomes which the students were expected to be achieved in learning each developed topic. For every topic, there were eight activities which should be carried out by the students. The activities were intended to practice the four language skills of the students, namely: writing, reading, listening and speaking. In addition, there were also activities to practice vocabulary mastery of the students. The activities were designed in several types, such as matching quiz, true or false, essay, recorded role play, etc. For reading section, students were given text to be read, and then the questions were provided to be answered by the students. Then, for writing section, the students were given task, such as writing sentences and also short passages in which the examples had been provided. Further, for listening section, in each topic developed, the students were provided with audio or video to be observed. After listening the audio or watching the video, the students were required to write the important information from the video or audio, for example the language expression used by the models related with the topic. Besides that, the students were also provided with task, that is, True (T) or False (F), after they listened or watched the video. In practicing the students’ vocabulary mastery, the researcher had designed activity such as vocabulary project, in which the students had to find the meaning of the words which were listed in the activity, besides that matching quiz also designed to practice the students’ vocabulary mastery. That is, the students had to match pictures with the correct words, or match the words with correct meaning or function. Then, the activity which practiced the students’ speaking skill was designed in which for each topic the students had to create a dialogue conversation or doing role play. The students were required to make an audio or video related with the topic they learned. According to Tomlinson (1998), good learning materials should help the students to develop their confidence. Therefore, the activity for practice students’ speaking skill was designed where the students mostly required making dialogue conversation or doing role play, because when they did role play or dialogue conversation, they need to express themselves using the language they had learned confidently. For speaking activity in each topic, the students had to record it and when they had finished, they had to upload it to the submission link.

In conclusion, the developed e-learning based English materials were designed based on the guidance of syllabus applied at SMK N Bali Mandara for the tenth grade students in the second semester, the result of need analysis, and the criteria of good learning materials.

There were several differences between this study with the previous study done by Arsana in 2015. The previous study had developed integrated computer based reading materials for the tenth grade students of SMK Pariwisata Ubud. The first difference was the product which was developed in the previous study was reading materials, while this study was not only focused on the reading materials, but materials for the four language skills. The previous study designed the materials using Microsoft Power Point 2007, while in this study the researcher designed the materials using e-learning platform, that is, *Moodle*. Yet, despite of those differences, both of the researchers developed materials for the tenth grade students of vocational school in the second semester.

Then, the quality of the developed e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara were evaluated through expert judgment. There are two experts who contributed in the expert judgment. The first judge was Dra. Luh Putu Artini, MA, PhD. the lecturer of S1 Pendidikan Bahasa Inggris, at Ganesha University of Education, and the second judge was I Putu Ukik Sutamayasa, S.Pd., M.Pd the English teacher who taught the tenth grade students of Light Vehicle Department at SMK N Bali Mandara. Both expert judges were given expert judgment rubric which was developed based on the criteria of good learning material. The main aspect of the criteria of good learning materials was materials could achieve impact; materials could help learners to feel at ease; materials should help learners to develop confidence; and materials should be relevant and useful.

Based on the result of the calculation from both expert judges was $96 > 92 \geq 72$. It could be categorized to interval of $M + 1.8 SD > 92 \geq M + 0.6 SD$. It means that the mean score was higher than $M + 0.6 SD$. Therefore, based on the result of expert judgment, the e-learning based English materials for the tenth grade students of Light Vehicle Department can be considered as good materials. Although the developed e-learning based English materials was categorized as good materials based on the result of expert judgment step, there were still some parts of the materials which need to be revised. Then, the developed product was revised based on the suggestion which were given by the expert judges. Thus, the result of expert judgment step showed that the developed e-learning based English material had fulfilled the criteria of good learning materials proposed by Tomlinson (1998).

From the first aspect, that is, the materials should achieve impact. According to Tomlinson (1998), the impact could be achieved when materials had a noticeable effect on students that was when the students' curiosity, interest, and attention were attracted. Achieving it, the material should have the characteristic of being novelty, variety, has attractive presentation, and has appealing content. Therefore, the English materials were designed in form of e-learning, in which it was new for the students. The material was also designed with high quality of pictures, audio, video and various types of task to avoid the feeling of bored. The content of the e-learning based English material was also designed contextually which were based on the students' expertise program and their daily life. Both of the expert judges agreed that the developed e-learning based English material was interesting and able to engage students' curiosity.

The second aspect was the materials should help the learners to feel at ease. Learning will run effectively when learners feel comfortable and relax. So, materials also had role to help the students to feel relax and enjoyed the learning process (Tomlinson, 1998). It could be achieved when the material used text or illustration that related to their daily life. Therefore, the material which was developed by the researcher used the materials which were related to students' daily life, for example: the picture of hand tools which were commonly used and seen by the students at the workplace. Moreover, the materials were also designed in accordance with the students' level.

The third aspect was the materials should help learners to develop confidence. Students which being relaxed and has self-confident usually can learn faster. Tomlinson (1998) stated that it is better to attempt to build confidence through activities, in which the activities try to push the students slightly beyond their existing proficiency. It can be achieved by engaging the students in tasks which are problematic, but still achievable by them. It can also be done through encouraging the students to used and to develop their existing extra-linguistic skills which involve their imagination, creativity or analytic. Then, in this study, the researcher tried to develop students' confidence through developing learning materials which were in form of e-learning, which can be operated by the students, even they did not have sufficient experience in learning using e-learning. It was because the developed e-learning based English materials were designed in easy navigation and simple layout to make the students feel at ease. Further, the activities designed in the e-learning, especially for speaking section also intended to develop students' confidence, since for the speaking activity, the students mostly required to express themselves by doing role play and dialogue conversation, in which it could encourage their imagination and creativity.

The forth aspect, what was being taught should be perceived by the learners as relevant and useful. According to Tomlinson (1998), materials can be relevant and useful for students if it is related to students' interest and to contextual tasks, which the students need to perform in the target language. By combining the implementation of ICT, that is the materials which were developed in form of e-learning and interesting activities in the developed learning materials, it had been able to motivate the students to learn. The activities in the e-learning were also designed using pictures and vocabularies which were commonly used by the students in their daily life, in this case related with the students' expertise program. Moreover, both judges agreed that the content of the developed e-learning based English materials would be perceived as relevant and useful for the students.

In addition, the developed material was categorized as a very good material since it was developed in form of e-learning. Aktaruzzaman et al. (2011) had conducted a research related with Trends and Issues to integrate ICT in Teaching Learning for the Future World of Education. The findings revealed a significant result, in which it showed that educational technology has become essential to impart education. They combine the use of several ICTs- internet, video, audio, graphics, text, images, etc. to offer students a near live experience of what is learning. Mehdipur, et.al.(2013) who conducted a study about the benefits and challenges of mobile learning for education also revealed that mobile learning as a distance learning brought great benefits for the students include learning when it is needed, learning at any time, learning at any place and learner-centered content.

Thus, the quality of the developed e-learning based English materials for the tenth grade students of Light Vehicle Department at SMK N Bali Mandara was very high quality in which it can be seen from the total score given by the both expert judges from expert judgment step.

Conclusion

Based on the result of the study, it could be concluded that:

- a. Based on the document analysis and questionnaire of need analysis to find out the e-learning based English materials which were needed by the tenth grade students of Light Vehicle Department, it resulted that the students needed four topics to be developed as e-learning based English materials. Those topics were based on the basic competencies which should be achieved by the students in the second semester. The topics were 1) Describing Hand Tools; 2) Signs at the Workplace; 3) Stating Capabilities in Repairing Car; and 4) Inviting Customer.

- b. The four topics were designed in form of e-learning. Moodle was the e-learning platform which was used to develop the materials. Each of the developed topics had two to three learning outcomes which should be achieved by the students. Eight activities were designed for each topic to achieve the learning outcomes. There were activities to practice the four language skills, such as reading, writing, listening and speaking. Text or passage was provided to practice students' reading skill. Further, for listening section, the students were provided with audio and video.
- c. The quality of the developed e-learning based English materials was seen from the result of expert judgment step. The result of the calculation from both expert judges was $96 > 92 \geq 72$. It could be categorized to interval of $M + 1.8 SD > 92 \geq M + 0.6 SD$. It means that the mean score was higher than $M + 0.6 SD$. Therefore, based on the result of expert judgment, the e-learning based English materials for the tenth grade students of Light vehicle Department can be considered as good materials.

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A Comparative Study of KWL and TWA Techniques upon Students' Reading Competency at SMAN 1 Singaraja

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Abstract

This research aimed at testing which technique between KWL and TWA techniques is better to be used in order to help students in promoting their reading competency to achieve the performance indicator which is set to the tenth-grade students at SMAN 1 Singaraja. The design of the study was Post-test Only Two Non-Control Group Design. The population was 11 classes with 317 tenth-grade students at SMAN 1 Singaraja in which 2 classes were selected as the sample of the research which was determined by using cluster random sampling. One class with 28 students read texts using KWL and the other class with 30 students read texts using TWA technique. The instruments which were used such as lesson plans, try out test and final test. The data were collected through reading test (final test) that were analysed descriptively and inferentially which used one-way ANOVA in inferential statistics analysis. The result shows that, $F=1.863$ with the significance value was 0.140 which was higher than the significance value of alpha, 0.05. Thus, there is no significant difference on the students' reading competency when they read texts using KWL and TWA technique. Because there is no different on the students' reading competency between the two groups when they read texts using KWL and TWA techniques, Turkey analysis did not need to be administrated.

Keywords: KWL technique, reading competency, TWA technique

Introduction

Reading is a process of conscious and unconscious thinking. The reader applies many strategies to understand the meaning of a text by comparing information in the text to his or her background knowledge and prior experience (Mikulecky, 2008). It becomes a crucial activity since people need to update and improve their knowledge and information. It facilitates people to get new knowledge, entertain, facts, job and source of study materials from various kinds of text.

In relation with learning English, reading is one of the four important skills that language learners need to acquire in order to master English well. Mikulecky and Jeffries (Aprilia, 2015) state that reading is an effective way to improve students' English general language skills. It enlarges English vocabulary, improves writing and speaking skills and find out new information and experiences from a written language.

Comprehending a text is not easy for students although teacher has applied some strategies in teaching reading skill. Most of the Indonesian students are still difficult to comprehend and understand the content of a written text. The fact shows that surveys which was conducted by Program for International Student Assessment (PISA) in 2014 shows Indonesia was in the second position from bottom from 65 participated countries (Gurria, 2014) and the next year later in 2015 in the same survey, Indonesia's position becomes the ninth bottom position from 72 participated countries (Gurria, 2016). This result shows that reading in Indonesia is still problem ahead.

This is due to the fact that students are still hard to comprehend reading text due their difficulty in vocabulary, meaning, and text understanding. Jaya, 2014 states that reading difficulty occurs frequently even in students who are good in decoding and spelling. This difficulty in reading comprehension occurs for many reasons, the four most important ones

are vocabulary, work memorization, absence of extensive reading and text type (Shehu, 2015). In reading class activity, most of the students answer that they read the text just because they have to, not because they are interested in the text (Utami, 2017).

In order to achieve good achievement, the students should get score which is above the performance indicator. When the students could get score in the test above the performance indicator, they are success in their learning, but when they do not achieve it, they are still in problem. Furthermore, since the research was conducted at SMAN 1 Singaraja, the researcher observed and interviewed the tenth-grade students' English teacher. It is found that the students are still difficult in comprehending text and vocabulary. It is also supported by the result of their English test was still below from the performance indicator (KKM) which was set.

Considering this, applying effective learning strategy should be done by teacher to help the students to involve in learning activities. There are reading intervention techniques which can be applied by teacher to help the students to involve in learning activities. Among those techniques, KWL (Know, Want to know, Learn) and TWA (Think before reading, While reading, After reading) techniques can be applied in teaching reading. KWL is a useful technique in teaching reading developed by Ogle (1986). It provides a way for activating and building prior knowledge, establishing a purpose for reading and summarising what was learned. KWL technique consists of three-step procedure which includes assessing what I Know, determining what I Want to learn and recalling what I did Learned as result of reading activity.

Empirically, some researches have been conducted to investigate the effectiveness of KWL technique toward students' reading comprehension. Some of them are research that was conducted by Yuniarti (2013) proved that teaching reading to students by using KWL technique is effective to improve students' reading comprehension at eleventh grade students of SMA Negeri 1 Sanden. Additionally, the same result is shown in junior high school which was conducted by Karang on her research (2014). It shows students' reading comprehension at eighth grade students of SMP Negeri 1 Amlapura increases when they are taught by using KWL technique.

Furthermore, TWA (Think before reading, think While reading and think After reading) technique is an instructional technique developed by Mason (2004). It is used to improve reading comprehension through self-regulation before, during, and after reading. This technique encourages students to think about their reading task at three points: before reading (about the author's purpose, what the student wants to know and learn), during reading (about reading speed, linking knowledge, and rereading parts), and after reading (about the main idea, summarizing information, and what the student has learned).

Some studies showed that TWA is an effective teaching technique. One of them is research that was conducted by Merson (2016) who investigated ninth- and tenth-grade students to their reading comprehension. The result of the study proved that this technique helps in increasing students' reading comprehension level. The other research conducted by Mason (2013) showed experts have extended 1 such approach, self-regulated strategy development (SRSD) for the expository reading comprehension Think before reading, think While reading, think After reading (TWA) strategy, by integrating instruction for writing, language development, and prompted discourse into the instructional framework. Researchers have found positive performance effects following SRSD for TWA instruction across reading comprehension and language measures, oral and written summarization, oral and written retelling, and informative essay writing.

Based on the explanation above, it can be concluded that KWL and TWA techniques are effective techniques in increasing students' reading competency. However, the effect of both techniques on students' reading competency have not been known yet. Thus, the researcher is interested in conducting the research to find out which technique is better in promoting students' reading competency.

Regarding to the techniques are used in teaching reading, based on the syllabus and standard competency of reading of tenth grade students in SMAN 1 Singaraja which uses Curriculum 2013, there are two kinds of texts that they are going be leant, descriptive and narrative text. Thus, this study focuses on testing the significant difference on students' reading competency when they read texts by using KWL and TWA techniques and the significant difference on students' reading competency when they read two kinds of text (descriptive and narrative text) using KWL and TWA techniques.

Methods

This was a comparative experimental research which aimed in testing which technique between KWL and TWA techniques is better to be used in order to help students in promoting their reading competency to achieve the performance indicator which is set to the tenth-grade students at SMAN 1 Singaraja in academic year 2017/2018 which used Posttest Only Two Non-Control Group Design as the design of the study.

The target population was 317 the tenth-grade students in which they were separated in 11 classes. The sample of the study was selected by using cluster random sampling where the researcher selected two classes first. Furthermore, the researcher decided which class would be taught by using KWL and TWA technique. Before giving treatments, the normality and homogeneity of the samples were tested first.

There were two variables on this current study, independent and dependent variables. The dependent variable was students' reading competency and the independent variables were KWL and TWA techniques. Research instruments that were used such as the first one was final test as instrument for collecting data with 30 questions in form of multiple choice with descriptive and narrative text as the material. The second one was teacher scenarios or lesson plans were used as instrument for supportive data in which they were used by the researcher as guidance in giving the treatment when teaching the students. The selected materials were based on the syllabus which were used in SMAN 1 Singaraja. And the last instrument was try out test consisting 50 multiple choice questions with 2 materials that were descriptive and narrative text.

All of the instruments were tested first. Teaching scenarios were consulted to the supervisors first before they were implemented. Before administrating try out test to the class which was not belonging to sample, it was checked first for the content validity by two experts to examine the items appropriately with the indicators. The result analyzed using Gregory formula to obtain the content validity. The result of Gregory's formula was found that the content validity of test was 1.00 which means the content validity was in very high level. It can be inferred that the instrument was valid in term of content. After measuring the content validity, the instrument was tried out the test in class X MIA5. The result of try out test were analyzed by using *ANATES* program to find out analyzed to find out empirical validity, reliability, index of discrimination and the effectiveness of distracter. In the empirical validity, among 50 items, there were 30 valid items and would be used as the final test to collect the data. The result of reliability test was 0.722 which was categorized as having high level of reliability.

Then in teaching process of giving treatment for both groups, there were 5 meetings for each group, consists of 2 meetings for preparation then 2 meetings for giving treatment, 1 last meeting for conducting the final test. After conducting final test, the researcher analyzed the data. The data was collected in the form of score of students' reading competency test. The gained scores were calculated and analyzed by using two forms of statistical analysis, namely descriptive and inferential statistical analysis which used SPSS program in analyzing the data. Descriptive statistical analysis analyzed mean, standard deviation and variance of the data. Inferential statistical analysis was used to test the normality and homogeneity of the data. Furthermore, one-way ANOVA test was used in hypothesis testing. The qualifications in determining the result of the hypothesis testing are when the significance value of the test is below significance value of alpha, 0.05, the null hypothesis was rejected which means there is significant difference on students' reading competency when they read texts using KWL and TWA techniques. In the other hand, when the significance value of the test is above significance value of alpha, 0.05, the null hypothesis was accepted which means there is no significant difference on students' reading competency when they read texts using KWL and TWA techniques. Furthermore, Tukey analysis would be done when there is significant between the two groups to find out the significant different on the students' reading competency when they read two kinds of texts (descriptive and narrative texts) using KWL and TWA techniques.

Finding and Discussion

Findings

Descriptive statistics analysis measures the mean, standard deviation and variance of the students' final test score of the both groups. The result of descriptive statistical analysis could be seen in table 1.

Table 1 Result of descriptive statistical analysis

No	Statistic	Group	
		TWA	KWL
1	Valid	30	28
2	Missing	0	0
3	Mean	73	75
4	Standard Deviation	5.537	4.811
5	Variance	30.668	23.148
6	Minimum	65	65
7	Maximum	85	82.5
8	Sum	2197.5	2100

From the table 1, KWL group achieved 2 more point than TWA group based on the mean score. The mean score of TWA group is 73 and the mean score for KWL group is 75. Furthermore, is 30.668 variance for TWA group with 5.537 in standard deviation. KWL group gets 23.148 in variance and 4.811 in standard deviation. Moreover, the minimum and maximum score in TWA group is 65 and 85 with 2197.5 total score. KWL group gets the same minimum score with TWA group but different in maximum score that is 82.5 with 2100 total score.

Furthermore, hypothesis testing was done in order to test whether or not there is any significant difference in reading competency between the tenth-grade students when they read

texts and whether or not there is any significant difference in reading competency between the tenth-grade students when they read two different texts (descriptive and narrative text) at SMAN 1 Singaraja. Since the data was normal distributed and homogeneous, hypothesis testing could be done. It was analysed by using one-way ANOVA test with SPSS 16.0 program. The result of the testing was displayed in the following table.

Table 2 Result of one-way ANOVA

	Sum of Squares	df	Mean Square	ig.	
Between Groups	236.743	3	78.914	.863	140
Within Groups	4743.214	112	42.350		
Total	4979.957	115			

Based on the table 2, value of F is 1.863 with the significance value is 0.140. The significance value of the data based on the hypothesis testing is higher than significance value of alpha (0.05). Thus, it can be inferred that there is no different on students' reading competency when they read texts using KWL and TWA technique. Since there is no significant difference on the students' reading competency when they read texts using KWL and TWA technique, Tukey test do not need to be administrated. It can be inferred that there is no different on the tenth-grade students' reading competency when they read two kinds of text (descriptive and narrative text) using KWL and TWA technique. Both null hypotheses are accepted.

Discussion

This was a comparative experimental research which aimed in testing which technique between KWL and TWA techniques is better to be used in order to help students in promoting their reading competency to achieve the performance indicator which is set to the tenth-grade students at SMAN 1 Singaraja in academic year 2017/2018.

In teaching process of giving treatment for both groups, there were 5 meetings for each group, consists of 2 meetings for preparation then 2 meetings for elaboration, 1 last meeting for conducting the final test. The preparation meetings were conducted to train students first of how those two techniques could help them in reading before they implemented the techniques by themselves. Here, the researcher's role as teacher where the researcher taught the students of applying the techniques. The material for first and second meeting was descriptive text about historical place and tourism object around the world. Then the material of the following meetings was narrative text about legend in Indonesia. There was one text for each material for both techniques, 1 descriptive text and 1 narrative text.

The result of students' score in the final test showed that the students who read texts by using KWL technique got higher score with 2 points than students who read texts by using TWA technique. It proved by the mean score of KWL group was 75 and 73 for TWA group. Descriptively, the students who read texts using KWL technique get higher mean score than the students who read texts using TWA technique. Additionally, from 30 students who read texts using KWL technique, there are 4 students who already reach performance indicator (KKM=81) and the rest of them still get score which is below performance indicator for both descriptive and narrative texts tests. While, for students who read texts using TWA technique, among 28 number of students, 5 students already reach performance indicator.

Based on the analysing of one-way ANOVA test, $F=1.863$ with significance value of the data is 0.140 in which it was higher than significance value $\alpha=0.05$. The findings show that there is no significant difference in reading competency between the tenth-grade students when they read texts using KWL and TWA at SMAN 1 Singaraja in academic year 2017/2018.

Based on the observation while teaching KWL technique, the students were taught by using an innovative teaching technique in which the teacher can manage and control the students when studying. KWL technique also allowed students to study in an interesting way of teaching activities since it creates and exists good studying atmosphere which could promote students' reading competency. The interaction among students in the group when sharing idea and doing discussion related to the material build a good atmosphere. Furthermore, when they do learning activities in the group, the students seemed to be more active and interested in the lesson and the passive students can show their self-confidence step by step. This is supported by Dieu in her research in 2015 which proves KWL also suggested a way to control a reading class, to create an interesting and exciting atmosphere to improve students' reading comprehension skill.

In using KWL technique, students are guided by three stages which could promote their reading competency. As Ros & Vaughn (2002:179) stated it consists of three basic stages. In Know stage, What I Know the students activate their prior knowledge and what they understand about the material to make a list of information. Then in the W stage What I Want to know, students determine what they want to know by making questions related to the material. In Learned stage, What I Learned the students get new information that they have learned and also answer the students' questions; they confirm and recall what they have learned. KWL technique will be useful for both students to evaluate and reflect their learning and teachers which can be used for assessment tool. Empirical reviews stated by Stahl (2008) adds that KWL technique is an instructional technique which can be used to promote students reading comprehension. Yuniarti (2013) proved students' reading comprehension increases when they were taught by using KWL technique. Moreover, Utami, *et al.*, (2015) also proved there was a significant effect of using KWL Strategy on the eleventh-grade students' reading comprehension achievement as well as Riswanto, *et al.*, (2014) on their research showed KWL strategy was effective in improving the students' reading comprehension achievement in learning English as a Foreign Language.

When applying KWL technique, the students are guided by KWL chart. This chart will be useful for students in helping students become active thinkers while reading, help students look for specific things while reading and set as reflection on what they have learned. Other benefits that students can get is it can be used as a short introduction to a lesson to stimulate prior knowledge and assist the teacher's instruction during the teaching and learning process (Ros & Vaughn, 2002:179).

Furthermore, when the students were taught by using TWA technique, the students provided three main points, before reading, while reading and after reading. The teacher asked the students to think about the author's purpose of the text, what they know about the text then they share what they think to other students. Then while reading the text, the students should check their reading speed, try to link their prior knowledge with the new information in the text and give mark in the part that they want to reread. The students should find out the main idea of each paragraph and make summary then the students think about what they learned from the text as Mason, *et al.*, (2006) state that TWA technique encourages students to think about their reading task at three points: before reading (about the author's purpose, what the student wants to know and learn), during reading (about reading speed, linking

knowledge, and rereading parts), and after reading (about the main idea, summarizing information, and what the student has learned). It is also proved from the previous research conducted by Merson (2016) that this technique helps in increasing students' reading comprehension level.

In learning process, most of the students' activities were done in the group. By grouping students in doing task, they can share their idea in discussing issue. Furthermore, for the passive students, it is good for them to promote their confidence since they talk to with their friends in the group who they already know without feeling afraid if doing mistake.

The students' mean score in the final test could be similar it might be the first step in each technique is similar. In TWA technique, the students are asked to find out the purpose of the author, then think what they already understand about the material in the text then think what they want to learn and in KWL technique, they students only focuses on what they know about the material by looking the tittle of the text, looking the related picture, etc. but the main focus in KWL technique is in activating students prior knowledge which is done in the first stage while the focus in TWA is in linking students' prior knowledge with the new information that they get while reading the text. It is supported by the second step in TWA which contains reread point there in which when students do not understand yet the part of the text when they read once, the step provides students to read again in order to understand the text. The difference between KWL and TWA technique also at the last step which in KWL technique, the students only recall and answer the information that they get but in TWA technique, the students are asked to find out the main idea of the paragraph then make summary of it.

Based on the theories and previous researches about the techniques, those stated that KWL and TWA techniques are effective reading techniques which could help students in promoting their reading competency. It was proved by there is improvement on the students' score before and after treatment. But since more than a half student do not reach the performance indicator which is set, the techniques are not effective to be used in this case. Based on the analysis which was done by looking students' work when they applying the technique in reading texts, in KWL group, the students still have problem in list what information that they want to know which is done in the second stage especially when they read narrative text. They look confuse in listing the information that they want to know because the students do not the chronological events exactly. Furthermore, in TWA group, the students are still difficult in find out the main idea of each paragraph and make summarization when they read narrative text which are done in the last stage. Since narrative text is a past story which is told chronologically, few students forget in using Verb 2 in writing summary.

Furthermore, because there is no significant difference on the students' reading competency when they read texts using KWL and TWA technique, Tukey test which is aimed to test the different between the two group when they read two kinds of text (descriptive and narrative text) do not need to be administrated. It can be concluded that, there is no different in student's reading competency when they read two kinds of texts, descriptive and narrative text.

Conclusion

Descriptively, the students who read texts using KWL technique get higher mean score than the students who read texts using TWA technique. Additionally, from 30 students who read texts using KWL technique, there are 4 students who already reach performance indicator (KKM=81) and the rest of them still get score which is below performance indicator for both descriptive and narrative texts tests. While, for students who read texts using TWA

technique, among 28 number of students, 5 students already reach performance indicator. Inferentially, The findings and discussion showed that there is no significant difference in students' reading competency when they read texts using KWL and TWA technique and there is no significant difference in reading competency between the tenth-grade students when they read two different texts (descriptive and narrative text) at SMAN 1 Singaraja in academic year 2017/2018. This is supported by the result of descriptive statistics analysis and the inferential statistics analysis. The students enjoy learn in the classroom and look enthusiasm. It is also because they already know the texts; descriptive and narrative text are not new text for them since they have known these text in junior high school.

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The Effect of Using Word Clap Game on The Vocabulary Mastery of The Fifth Grade Students at SD Negeri 1 Banjar Jawa in Academic Years of 2017/2018

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Abstract

This study aimed at investigating whether or not there was a significant effect of using Word Clap Game on the vocabulary mastery of the fifth grade students of SD Negeri 1 Banjar Jawa. The research was true experimental with Post-test Only Control Group Design. The population was the fifth grade students of SD Negeri 1 Banjar Jawa. Cluster Random Sampling was assigned to select the sample of the study. The samples were 30 students at grade 5A for experimental group and 30 students at grade 5B for control group. Those two groups were determined by lottery. The experimental group was taught by using Word Clap Game and the control group was taught by using conventional teaching technique. The data were analyzed by using T-test through SPSS program. The result of the data analysis showed that students in experimental group performed better than the students in control group. It was proven by the result of the descriptive statistics that showed the mean score of the experimental group was 89,33 while the mean score of the control group was 84,67. The result of the t-test also showed that the value of the tobs was greater than the tcv where the tobs was 2,586 while the tcv was 1,672. Based on the findings, it was concluded that there was a significant effect of using word clap game on the students' vocabulary mastery rather than using conventional teaching.

Keywords: Word Clap Game, Vocabulary Mastery

Introduction

The most vital aspect of language that students need to master in order to communicate effectively is vocabulary. (Keshta & Al-Faleet, 2013). Thus, it means that vocabulary is a core component of English that plays an important role to language expertise of how the students learn English. It is the essential aspects that help the students to fluent in English and can communicate well by using a varieties number of words that should be known by the students to use those words accurately.

Aslanabadli and Rasouli (2013) also point out that vocabulary plays an important role in understanding any concept in the process of learning a foreign language, it is considered as one important element that links the four language skills of speaking, listening, reading and writing altogether. The contribution of vocabulary helps the students when they want to produce sentences even in spoken or written. But, it is impossible for the students who have a limited vocabulary can produce and perform their English well. Therefore, students need to master vocabulary before they can communicate fluently by using English language.

In the learning process, the students often cannot understand what their teacher has said. Sometimes, the students are hard to catch the English expression even though it's the simple expression. This happens because the students have poor vocabulary that limits them to understand or respond the teachers' expressions. Besides that, the way of the students learning vocabulary is less effective. The lack of vocabulary happens because the teacher does an ordinary learning process that does not emphasize on learning vocabulary.

In the real situations, students learn vocabulary through translating new words and memorizing those words as many as possible. Then, the teacher expected that the students

will remember those words and can use it later on. But, sometimes there is no following activity which makes students can test their memories. As the result, it becomes a problem that makes students difficult to learn and improve their skills level. Actually, by translating and memorizing words are not effective to make students mastering vocabulary. This may be influential, but it is not enough to help students to enrich their knowledge of vocabulary.

The phenomenon above can be seen from the teacher's activity in some school such as SD Negeri 1 Banjar Jawa which used textbook as guidance in delivering the material. The activity conducted by the teachers commonly followed by giving explanation about the material, by asking the students to answer the questions contained in the worksheet and asked the students to write new word complete with the meaning or asked directly to the students in order to make them searching for the meaning of those new words.

From the explanation above, it was concluded that the English teachers tend to use textbook as the source of learning. Teachers prefer to teach the lessons by using conventional teaching technique and sometimes use visual media, like pictures and video, or power point in the classroom. There is no following activity which is emphasized on the vocabulary mastery. As the result, the students will be hard to improve their language skills. The students often feel it difficult to memorize a number of vocabularies that must be mastered by them. If this situation happens again and again, it will be difficult to make the students fluent using English.

Certainly, the learners need something interesting that makes them easy to learn vocabulary. Students need an effective way to help them, not only to translate and memorize vocabulary but to understand it.

The use of games in teaching vocabulary is a way to make the lessons more interesting, enjoyable and effective (Klimova, 2014:1158). Playing games in the classroom can enormously increase students' ability in using language because students have a chance to use language with a purpose in the situations provided (Deesri, 2002). Besides that, games make the students remember things faster and better, because it makes an easy and relaxed atmosphere (Uberman, 1998:20). So, it means that game is good techniques which make the learning process more fun, easy, and also help the students to learn and memorizing faster and better. Game makes the students relax to learn and keep them focus to the classroom activity.

Based on the explanation above, the problems are the monotonous technique that used by the teachers to teach the students which make the students' feel bored and thinks that learned English is difficult. Thus, the writer suggests using a game as a medium to teaching vocabulary, because the writer believes that the game can be a good way to minimize the students' boredom in learning vocabulary.

Agustin (2016) who has conducted a research about game states that one of game that can be used to improve student's vocabulary mastery is by using Word Clap Game. Based on the result of her observation, Word Clap Game can be used as a strategy to improve the students' vocabulary mastery.

Theoretically, Word Clap game is one of the appropriate games that can be used as a medium to teach English. This game can help the students easy to remember the vocabulary and also build the students' confidence. Besides that, it can improve students' vocabulary also make the students enjoy the learning process without boredom. Thornburry (2002:102) states that Word Clap game is a game that played by group of students and uses clap which collaborate with the words.

Empirically, Word Clap game has not been tried in some areas in Indonesian school especially in Bali. This will be a good reason for the writer to try and apply this game in one

of school in Bali in order to know the effect of this game in students' vocabulary mastery. Moreover, this game already applied by some researcher in other areas and it can give a good result to improve the student's vocabulary mastery. Therefore, Word Clap game will be tried in one of school in Bali named SD Negeri 1 Banjar Jawa.

SD Negeri 1 Banjar Jawa is one of schools located in the Buleleng Sub-district, precisely at Ngurah Rai Street No.45. The writer have been conduct a pre-observation and interview with some students and teacher in this school in order to know the teaching and learning process which is conducted by the teacher when teaching English. As the result, it can conclude that SD Negeri 1 Banjar Jawa used limited media learning. This school is seldom to implement such interesting media especially when teaching vocabulary.

Concerning with the success of previous research conducted by Agustin (2016) who conducted Word Clap game to teaching vocabulary and got a good result of it. Thus, Word Clap game will be tried out in SD Negeri 1 Banjar Jawa in order to test whether or not it has a significant effect to improve students' vocabulary mastery. There are two kinds of research variables. Vocabulary mastery will be the dependent variable and Word Clap game as the independent variable which is this variable will use to measure the students' vocabulary mastery. The population of this study is the students of SD Negeri 1 Banjar Jawa in fifth grade students in academic year 2017/2018. For the sample, the researcher will use cluster random sampling to determine the control group and the experimental group. Then, the researcher will use lottery to determine which class will be taught using Word Clap game and which class did not using it. There are only 2 classes namely VA and VB.

Methods

The setting of this research was in SD Negeri 1 Banjar Jawa. The population was the fifth grade students in academic years of 2017/2018 and for the sample of this study was 30 students in 5A while 30 Students in 5B. There were several procedures which was conducted by the researcher to collect the data for this current study. The procedures were;

1. Determining the population of the study.
2. Selecting the two groups randomly as the sample of the study using cluster random sampling technique.
3. Deciding which group as the control group and which one as the experimental group through the lottery.
4. Preparing the research instrument for collecting data
5. Giving treatment to both groups differently.
6. Administering post-test to both groups at the end of the treatment.
7. Analyzing the result of the post-test using descriptive and inferential statistical analysis.
8. Summarizing the result of the study to determine the effect of word clap game to improve students' vocabulary mastery for Fifth grade students at SD Negeri 1 Banjar Jawa.

Finding and Discussion

Findings

Based on the data calculation and analysis, the researcher was found out that the experimental group which was treated by using word clap game achieves higher score than

the score obtained by the control group which was taught by using conventional teaching. This result could be seen from mean score which was obtained from both groups where the experimental group got mean score 89.33 while the control group obtained mean score 84.67. Furthermore, it was also proven by looking at the result of inferential statistical analysis which was showed that there was significance effect of using word clap game on the students' vocabulary mastery which was supported by the significance two-tailed score .012 which is lower or less than the alpha value (α) 0.05. Besides that, the tobs which showed the score 2.586 is also greater than tcv where the t critical value (tcv) for degree of freedom (df) 58 is 1.672. Thus, it also indicate that (tobs) > (tcv) where $2.586 > 1.672$. As the result, it also proven that there was significance effect using word clap game on the students' vocabulary mastery of the fifth grade student of SD Negeri 1 Banjar Jawa in academic year 2017/2018.

Tabel 1. The result of independent sample test

Mean Score (Experimental)	Interval Score	Category
89.33	93.8 – 100.0	Excellent
	89.6 – 93.7	Good
	85.4 – 89.5	Average
	81.3 – 85.3	Below Average
	75.0 – 81.2	Poor
Mean Score (Control)	Interval Score	Category
84.67	88.8 – 95.0	Excellent
	84.6 – 88.7	Good
	80.4 – 84.5	Average
	76.3 – 80.3	Below Average
	70.0 – 76.2	Poor
	Interval Score	Category

Tabel 2. The result of independent sample test

Independent Samples Test										
			Levene's Test for Equality of Variances		t-test for Equality of Means					
			Sig.	f	t	df	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	Upper
									Lower	pper
core	qual	132	.718	2.586	8	.012	4.667	.805	-8.279	1.054
	variances									
	assumes			2.586	7.859	.012	4.667	.805	-8.279	1.054
	not									
	assumes									

Discussion

Based on the findings described above, what happens proves that the strategy used have been effective in giving significant effect on the students' vocabulary mastery. There were some points which prove that this strategy could be said as effective strategy. The effectiveness of this strategy not only supported statistically by the result of post-test score but it was also supported empirically and theoretically.

Reviewing the findings that already explained before, the effect of this strategy proved could improve the students' vocabulary mastery. As the result of posttest which was calculated descriptively and inferentially, it showed that the students experimental group' ability increase since this strategy implemented. Compared with the control group' result, it could be said that the experimental group achieve better than control group. Thus, it means that this strategy effective to applied in order to improve the students' abilities, especially in vocabulary mastery. Empirically, Agustin (2016) proved that the use of word clap game is significantly beneficial to improve students' vocabulary mastery. Furthermore, Mariyana (2016) which conducted study about word clap game in fifth grade students of elementary school also claims that word clap game can be used as an alternative media to teach vocabulary. In fact, word clap game can effective for teaching English vocabulary.

In line with the statement above, it also proves that this strategy fits with the characteristics of students. As stated by Drachler and Kirschner (2011) learner characteristics can be personal, academic, social/emotional and/or cognitive in nature. In this case, the meaning of students' characteristic which referenced is focus on the personal, academic and cognitive characteristics.

Related with the theory above, the findings of this study showed that during treatment the strategy used meet with the students characteristics where in the term of personal characteristics such as age, gender, or culture background of the students this strategy not meet with any problems instead of this strategy could covered every gender and culture although in young age. As well as the academic characteristics such as the educational level, more specific is the fifth grade student which is categorized as young learner and the learning goal to mastery vocabulary. During treatments given to the experimental group, the students enjoyed the learning process especially when the strategy applied. There was no problem arise even until the post-test administered. Besides that, this statement also proven by the students' score which showed significant effect toward the strategy applied. Furthermore, the students emotion also showed that they are happy during learning process in addition the students also become more confidence and active. Reciprocally, the cognitive characteristic such as intellectual skill of the students also showed positive effect such as the students more focus and pay full attention to the learning process, they easier in memorizing varieties number of vocabularies, and they could develop their intellectual skills well.

Besides explanations above, it also proved that the strategy used fits in vocabulary teaching especially for young learners where it needs to be fun and enjoyable. As stated by Cameron (2001:74) learning vocabulary is a cyclical process of meeting new words and initial learning, followed by meeting those words again and again, each time extending knowledge of what the words mean and how they are used in the foreign language. Evidently, this strategy could use as media in the teaching and learning vocabularies. Based on the advantages of this strategy which clearly proven during the treatments. This strategy was very interesting for the students and can increase the students' vocabulary. It is because this game very challenging and motivated student to memorize then mentions vocabularies as many as possible. Then, this game was easy to be applied in the classroom. Furthermore, this strategy was simple and cheap, the teacher doesn't need to buy something to be applied in a class. The

students just need to clap their hands and say the words. Thus, this strategy could freely implement everywhere and every time. By knowing the advantages of this strategy, it is clearly showed that this strategy fits with the vocabulary teaching and learning where the implementation of this strategy fully focuses on vocabularies.

Teacher's Corner stated that a great way to give students meaningful opportunities to apply their learning and lower their affective filter is to make learning fun. Fun and enjoyable activity can make learning engaging and interesting, students are more willing to participate and take risks. Having fun while learning also helps students retain information better because the process is enjoyable and memorable.

Therefore, one way that could be used to make fun learning activity is by using game. Games are fun activities that promote interaction, thinking, learning, and problem solving strategies. Games have an aspect that permits the players to produce information in a short time period (Talak-Kiryk, 2010:4). Bakhsh (2016:123) explained that games are popular among children because they like to play. Through games, young learners could interact, discover, and experiment with their surroundings. He adds that games are an effective tool to teach vocabulary to young learners.

The effectiveness of game empirically proven by some researchers such as Suciati (2010), Puspitarini (2013) and Pasaribu (2015) which conducted study about game where they were already succeed to implemented game in teaching vocabulary and found a good result in students' vocabulary mastery. Besides that, game can also gave a good atmosphere in the classroom activity and made the learning process run well. Therefore, in this study, the strategy implemented has facilitated this activity. Thus, it becomes the reason this strategy is effective to implement.

The strategy implemented in this study is Word clap game. Thornburry (2002:102) states that Word Clap game is a game that played by group of students and uses clap which collaborate with the words. Thus, It can be said that this game played in group by remember then says the vocabularies as soon as possible along with clapping their hand. Word Clap game which was conducted in this study could be used as a medium to teach English. This game help the students easy to remember the vocabulary and also build the students' confidence. Besides that, it could improve students' vocabulary also made the students enjoy the learning process without boredom. The fact found in this research supports the statement above where the students which was taught by using word clap game showed that they were enjoy the learning process and motivated to learn English especially vocabulary. Besides the result of the post-test which showed a good result, the effectiveness of word clap game also could be seen from the students' activeness which was enthusiastic in participating the classroom activity such as answer questions or giving opinions during the learning process. In additions, the evident which showed this study effective was not only proved by theoretical and empirical data. It is also evidenced by the results of the post-test of students which calculated by using descriptive and inferential analysis.

Conclusion

Based on the descriptive and inferential analysis, it could be concluded that Word Clap Game gives significant effect on students' vocabulary mastery of the fifth grade students in SD Negeri 1 Banjar Jawa in academic year 2017/2018. The game

Based on the descriptive and inferential analysis, it could be concluded that Word Clap Game gives significant effect on students' vocabulary mastery of the fifth grade students

in SD Negeri 1 Banjar Jawa in academic year 2017/2018. The game was proven that is gave significant effect in experimental group.

Regard to the findings and discussions, the descriptive statistics analysis showed that the mean score of experimental group 89.33 is better rather than the control group which is obtained mean score 84.67. Furthermore, the result of the calculation of independent t-test showed the value of the tobs which showed the score 2.586 is also higher than tcv where the t critical value (tcv) for degree of freedom (df) 58 is 1.672. Thus, it could be inferred that (tobs) > (tcv) where $2.586 > 1.672$.). After all, the Sig. (2-tailed) in the independent t-test table also showed .012 is lower than the alpha value (α) which is 0.05. From those findings, the data implied that the experimental group which is treated by using word clap game was better than the control group. Therefore, it can be confirmed that the use word clap game is significantly effective on improving the vocabulary mastery of the fifth grade students of SD Negeri 1 Banjar Jawa in academic year 2017/2018. This confirmation was proven and strengthened by the result of descriptive and inferential statistical analysis as well as the empirical and theoretical theories that support the result of this study.

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The Relationship between Parental Involvement and Students' English Achievement at 8th Grade Students in SMP Negeri 1 Singaraja

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Abstract

The purpose of this study is to investigate the significant relationship between parental involvement and students' English achievement of 8th grade students in SMP Negeri 1 Singaraja. The design of this study is simple correlation involving 58 students and their parents as the sample. The material of the questionnaire was adopted from Shute et al. (2011) and was used to collect the data of the home – based parental involvement, while the data of the English achievement was collected from school principal. Pearson Product Moment Correlation was used to investigate the correlation between parental involvement and students' English achievement. The result shows that parental involvement and students' English achievement have a positive and significant correlation, with the Pearson Correlation value = 0.440 > 0.05.

Keywords: parental involvement, achievement, English achievement

Introduction

The demand of English as communication media is now increasing since the people frequently seek relationship that can bring them to global area for more advantaged career path. Unfortunately, there are many schools in Indonesia which still could not fulfill the standard achievement of the current curriculum which make the English subject's objective of study has not completely achieved yet. In addition, many students cannot reach the Minimum Standard Criteria or *Kriteria Ketuntasan Minimal (KKM)* in the middle and final of school examination. The students' motivation, students' intelligence, students' family condition and school facility are the possible factors which could cause the problem and affect the students' achievement. Further, Purwanto (2010) stated that there are some social factors which could affect the students' learning and achievement. The social factors are family condition, teacher and teaching method, equipment which is used in teaching and learning process, learning environment and social motivation.

As one of factors which affect students' achievement, parental involvement has become an essential variable that positively influences students' education. Parental involvement is all things done by the parents which are related to their children's education area (Grolnick & Slowiaczek, in Pomerantz, Moorman & Litwack, 2007). Basically, there are two major types of involvement done by parents in relation to their children educational practice; they are, home-based and school-based involvement. Home – based parental involvement includes the activities such as encouraging children in doing their homework independently, helping them when they find difficulty in reading, monitoring their activities inside or outside of the house and assisting them to improve their learning in different subject. The school-based involvement is shown mainly by the frequency of contact that is maintained or is made by the parents with the school. This could be perceived as the help to success the

children's learning by communicating easily about the suggestion of the ideas for home learning activities (Epstein, 1987).

A continued effort of parental involvement throughout the child's education can improve academic achievement (Driessen, Smit & Slegers, 2005; Fan, 2001; Hong & Ho, 2005). It means that the students' academic achievement is affected by parents. It is also supported by Pena's statement in 2000 about the positive benefits of students whose parents are involved in their academic lives. In her study about the influence of parents' involvement in a large urban city in America showed that through the parents' involvement which is given to school activities, it could potentially give benefits to influence their children's academic achievement. In line with this, (Pomerantz et al., 2007; Suryanita, Japa & Arini, 2016) found that the importance of parents' involvement in education and influence students' academic achievement. The success of parents' involvement in students' academic lives and the benefits that are got by some students is critical depends on how parents react toward the students.

However, most of parents in Indonesia think that their responsibility for their children's education is not really an important support for their children academic achievement (Satijan, in Widiasmara, 2007). The parents have misinterpretation about the responsibility of educating. Formal and non-formal educational institution mostly takes the responsibility of educating children, therefore these make parents' control weaken and lessen parents' authority on their children. Further, Herlina (in Widiasmara, 2007) argues that the parents in Indonesia, mostly, do not realize that education does not only take place in school, but also in home and a community. Therefore, the parents is critically need to know that education do not only take place in school but also at home.

SMP Negeri 1 Singaraja, one of the qualified junior high school in Bali, is one of examples of the school having high achieving students. In this school, the students who are received are those students who score high in national exam thus the achievement of the students are considered high. In SMP Negeri 1 Singaraja, based on observation, most of the students are picked up by parents or family members when they are already allowed to go home. By seeing this, the intervention of the parents and family members is provided in the children education. It can be said that the idea and willing of wanting to make sure their children's presence at school and follow the learning process seriously is taken into concern. By spreading a questionnaire to the parents through the students about the parental involvement, the possibility of relationship between parental involvement and students' English achievement can be generated conclusively in this study.

The focus of this research is on parents' involvement based at home because students' achievement is not only from teaching and learning process in the school but it is also determined by the role and influence of parents in giving motivation and guidance to their children from early childhood to school years at home. The more parents involve in their children's education, especially in English, the better children's English achievement will be and vice versa. Furthermore, it is quite rare in Indonesia to find any case where parents are really active at giving their school-participation especially at public school. Finally, based on the background, the researcher initiates to do research about the relationship between parental involvement and students' English achievement of 8th grade in SMP Negeri 1 Singaraja.

Methods

The correlation design was used in this study to investigate the significant relationship between parental involvement and students' English achievement. The study involved the use

of distributed questionnaire in order to test the hypothesis generated in the study and students' report books of second semester to find out the relationship between parental involvement and students' English achievement. The population of this research was the 8th grade of SMP Negeri 1 Singaraja in academic year 2017. There were nine classes of 8th grade students in SMP Negeri 1 Singaraja, in which seven classes had 30 students and two classes had 28 students. The total number of the population was 266 students

In this study, the sample of the respondents was selected by using cluster random sampling; there were 58 students and their parents as the sample. Thus, the researcher decided to select two classes as the sample that represented the whole population in the research. In order to select the chosen classes, the researcher used lottery as the technique to choose the classes to be the sample.

There were two variables used in this research: one independent variable and one dependent variable. Independent variable is the variable that is presumed to be cause of the dependent variable, while dependent variable is the consequence of the independent variable. The independent variables of this study was the parental involvement while the dependent variable was the students' English achievement. Therefore, there was one independent variables that was tested to one dependent variable.

The research instrument that was used in collecting the data was a close – ended questionnaire which was formulated and designed based on indicators of the variables of parental involvement in students' English achievement. The questionnaire about parental involvement was given to students consisting 25 items. In this case, it concerned about the relationship between parental involvement and students' English achievement. The questionnaire in this study used a Likert Type Questionnaire which provided the parents with four scales categories; Always (selalu), Often (sering), Sometimes (kadang – kadang), and Never (tidak pernah). Normally, Likert Scale consists of five scales categories; Always (selalu), Often (sering), Seldom (jarang), Sometimes (kadang – kadang), and Never (tidak pernah), but the researcher wanted to avoid the situation where the respondents choose middle category (Seldom). It is because according to Shaw and Wright in (1967 in Widhiarso, 2010), the respondents tend to choose middle category because they do not have a clear attitude and opinion, as the result, the score of the scale can be bias. Moreover, Widhiarso in 2010 argued that it is nearly impossible for the respondents to choose middle category if it is about their experience or attitude and then, there is no meaningful difference between the result of four and five scales validity and reliability measuring. However, the researcher does not want to imply that four scales categories in questionnaire are better than five scales. Thus, by considering those statements, the researcher decides to use only four categories because it is still relevant. The questionnaire is translated into Bahasa Indonesia. This is aimed to avoid the possibility of different perception in understanding the statement.

Pearson Product Moment Correlation was used to analyze the validity of the instrument. It was found that only 1 item which was not valid after the total items of 26 were tried toward 30 parents who were not being selected as a sample of this study. The items which were not valid have the coefficient correlation lower than 0.361 ($r < 0.361$). The researcher conducted descriptive statistics to describe the data and inferential statistics to test the hypothesis. It includes mean, median, mode, standard deviation and total score. They were analyzed using SPSS 16. In analyzing the data of the relationship between parental involvement and students' English achievement, the researcher used correlational product moment which developed by Carl Pearson. Person product moment correlatio was used to show whether there was a correlation between X variable and Y variable. Before the data

were analyzed using Pearson Product Moment, the researcher conducted the testing requirement analysis, namely normality and linearity testing.

Findings and Discussions

Findings

The data description was conducted to analyze the characteristics of each variable. In addition, it covered the mean, median, mode, the highest score, the minimum score, standard deviation, and variance of each variable. The data were obtained based on the result of the questionnaire and students' English score. The descriptive statistics were conducted by using SPSS 16.0 for Windows.

Table 1: The result of Descriptive Statistics of Home – Based Parental Involvement Questionnaire and students' English score

Descriptive Statistics							
Variables	N	Range	Min	Max	Mean	SD	Variance
Home – Based PI	58	22	63	85	74.52	4.366	19.061
Students' English Score	58	19	74	93	81.95	3.795	14.401

As it was seen on Table 4.1, the data of Home – Based Parental Involvement are obtained by using Home – Based Parental Involvement Questionnaire distributed to 58 students. The data of Home – Based Parental Involvement shows that the Range = 22. Minimum score = 63, maximum score = 85, mean = 74.52, standard deviation = 4.366, and variance = 19.061.

This study aimed at finding the relationship between the independent variables (X) and dependent variable (Y). By the purpose of the study, the hypothesis of the study was analysed by using Pearson Product Moment Correlation. Before the data were analyzed using Pearson Product Moment, the researcher conducted the prerequisite test, namely normality and linearity testing.

a. Normality testing

In order to find out whether the data were normally distributed or not, the normality test was conducted by using Kolmogorov – Smirnov test which was applied to the score of Home – Based Parental Involvement Questionnaire and Students' English Achievement. In this case, the researcher conducted the test of One – Sample Kolmogorov – Smirnov because by using this test, the researcher could merge the variables into one sample. There are two variables in this research, the independent variable is Parental Involvement and the dependent variable is Students' English Achievement. The result of the normality test can be seen in the following table:

Table 2: The Result of One – Sample Kolmogorov – Smirnov test

One-Sample Kolmogorov-Smirnov Test
Unstandardized Residual

N		58
Normal Parameters ^a	Mean	.0000000
	Std. Deviation	3.40769762
Most Extreme Differences	Absolute	.110
	Positive	.107
	Negative	-.110
Kolmogorov-Smirnov Z		.838
Asymp. Sig. (2-tailed)		.484
a. Test distribution is Normal.		

As it is seen from Table 4.6, the value of Asymp. Sig. is 0.484, it means that the data are normally distributed. The data are normally distributed because the value of Asymp. Sig. is higher than 0.05 (> 0.05) and vice versa (Raharjo, 2004).

b. Linearity Testing

In order to find out whether the correlation between independent and dependent variables was linear or not, the linearity test was conducted to the data of Home – Based Parental Involvement and Students’ English Achievement. The correlation analysis could be done if the data were linear. The linearity test was done by using SPSS 16.0 for Windows. The result of linearity test can be seen in the following table:

Table 3: The Result of Linearity Test

No	Dependent Variable	Independent Variable	Deviation from Linearity	Linearity	Interpretation
1	Students’ English Achievement	Home –Based Parental Involvement	0.387	0.001	Linear

The value of Sig. Deviation from Linearity was used to determine the linearity test of data. According to Raharjo in 2004, if the value of Sig. Deviation from Linearity is higher than 0.05 (> 0.05), it means that the data is linear and vice versa. Meanwhile, the significant of the linearity is determined from the Sig. of Linearity. According to Raharjo in 2004, if the value of the Sig. of Linearity is lower than 0.05 (< 0.05), it means that the linearity is significant and vice versa. As it is seen from the above table, the value of Sig. Deviation from Linearity was higher than 0.05 (> 0.05) and the value of Sig. of Linearity is lower than 0.05 (< 0.05). It means that the correlation between Parental Involvement and Students’ English Achievement is linear and significant.

The hypothesis of this research was, there was a significant relationship between Parental Involvement and students’ English achievement. The data were analysed by using SPSS 16.0 for Windows. In order to test the hypothesis of parametric statistical test, Pearson Product Moment Correlation is conducted. The result of Pearson Product Moment Correlation can be seen in the following table:

Table 4: The Result of Product Moment Correlation

		PI	NILAI_ING
PI	Pearson Correlation	1	.440**
	Sig. (2-tailed)		.001
	N	58	58
NILAI_ING	Pearson Correlation	.440**	1
	Sig. (2-tailed)	.001	
	N	58	58

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

As it was seen from Table 4.8, the value of Pearson Correlation was 0.440, it showed that there was a positive correlation between parental involvement and students' English achievement. Meanwhile, the value of Sig. was 0.001, according to Raharjo in 2004, the correlation between two variables was significant because the value of Sig. was lower than 0.05 (< 0.05). It could be concluded that the more parents involve in their children English Education, the better students' English achievement will be.

Discussions

The data that have been presented in the finding shows that there is a positive and significant correlation between parental involvement and students' English achievement. The calculation gets 0.440 as the value of Pearson Correlation, 0.001 ($\rho = 0.001$) as the value of Sig. with the level of significance 0.01 ($\alpha = 0.01$). Based on the above finding, it can be assumed that the more parents involve in their children English education, the better students' English Achievement will be. Besides, the result of descriptive statistics analysis shows that the mean score of both variables are in moderate category. It means, the involvement of parents of their children as students in SMP Negeri 1 Singaraja and the students' English achievement are average. By knowing the category, the researcher can assume that if the moderate involvement can result moderate English achievement thus, it can be inferred that high involvement can result high English achievement since the correlation between both variables are positive and significant.

The result of this study that has been explained in finding is supported by some studies which basically took the concern on the relationship on parental involvement and students' achievement. The research by Porumbu et al. (2013) has shown support to this research. Porumbu et al. (2013) research shows support to the result of this research. His result showed several variables that consistently associated to high levels of academic achievement are authoritative parenting style, parental high and clear expectations and aspirations for their children's school results, communication between parents and children about their school activities and plans for the future.

As similar study with Porumbu et al. (2013), the research by Castro et al. (2015) has shown support to this research. Based on his research, the parental involvement in students' education has positive impact toward the students' achievement by having the families have high academic expectation for their children, develop and maintain communication with them about school activities, and help them to develop reading habits as the the strongest associations or influences. The results of both research (Porumbu's and Castro's) have shown that there is positive relationship between parental involvement and students' achievement which supports present study.

Further, a research by Sultana and Nuraini (2016) also supports the result of this study. Their research was about the relationship between parental involvement and students' English achievement in SMK Sultan Abdul Samad. The result of theirs is that the only aspect of parental involvement that result significant relationship to the students' English learning ability and achievement is parents' education.

By seeing the result of this research, it is specifically known that the home – based parental involvement activities, such as (1) discussing school activities, (2) aspiration and expectation, (3) parenting style, (4) reading at home, (5) checking homework, (6) and home rules and supervision cause high students' English achievement. Some studies done by number of researchers provide support for strengthen the present study result. It is supported by McNeal (1999) who argued that discussing school activities was the only factor associated to the students' improved achievement and the decreasing number of students' problematic behavior occurrence. Meanwhile, the research by Fan and Chen (2001) concluded that parental involvement activities which had the “strongest dimension” among the other is parental aspiration in relation to the students' achievement.

Moreover, Jeynes' (2007) study showed supports for the present study by stating that there was a strong and positive relationship between parental style and academic achievement. The other support comes from Keith et al. (1993 in Shute et al 2011) who stated that the students who had higher achievement were those whose parents involved in checking their children's homework and the activity of monitoring the children's agenda at home by the parents was also shown as the predictor of the students' achievement. In addition, a study conducted by Chen (2009) found that there was a strong relationship between children-reading at home parental involvement and the students' academic achievement.

By taking a look to those studies closely, all of the factors of home-based parental involvement presented in this research are important to be implemented by parents to support the students' achievement. Eventually, the researcher can draw implication. The implication is that the parents who are in need to see their children achievement to become high should try their best to play their role in implementing at home the factors or aspects of suggested home-based parental involvement.

In the end, based on the result, there is a positive and significant correlation between parental involvement and students' English achievement of 8th grade students in SMP Negeri 1 Singaraja. Therefore, the positive and signifiant correlation between parental involovement is proven theoretically and empirically.

Conclusion

Based on the finding and discussion of this research, it can be concluded that, there is a positive and significant correlation between parental involvement and students' English achievement. Thus, the more parents involve in their children English education, the better students' English achievement will be and vice versa. The suggestions are didicated for the parents; they should realize that they are the first educators who provides educational environment for their children, they should get involved in their children' English learning as a foreign language, they should take any active participations in supporting their children' English achievement by involving themselves in their children' English learning especially at home and for the future researchers, since this research has limitation in time and financial, thus, there is a need to make future research in the same topic. The suggestion for the future research is to add spesification, such as parents' gender or parents' education to make the research more insightful.

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