

## ***KATA PENGANTAR***

Segala puji syukur dipanjatkan kehadirat Allah SWT atas segala limpahan Rahmat, Inayah, Taufik dan Hinayahnya sehingga Jurnal ESTUPRO Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Graha Nusantara Padangsidimpuan Vol. 3 No. 3 September - Desember 2018 ini dapat diterbitkan. Jurnal ini dapat diterbitkan berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Graha Nusantara Padangsidimpuan tanggal 14 Desember 2015 Nomor: 2305/FKIP-UGN/XII/2015 tentang Susunan Dewan Redaksi Jurnal ESTUPRO dan SK ISSN tanggal 13 Januari 2016 Nomor : 082/JI.3.1/SK.ISSN/2016.01. Jurnal ini juga dimuat secara online dalam laman web : <http://jurnal.ugn.ac.id/index.php/ESTUPRO>.

Dalam kesempatan ini, kami mengucapkan terimakasih kepada semua pihak yang ikut membantu dalam menerbitkan Jurnal ini, terutama kepada seluruh Dewan Redaksi dan Dosen Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Graha Nusantara Padangsidimpuan. Semoga isi Vol. 3 No. 3 September - Desember 2018 ini dapat dipergunakan sebagai salah satu acuan, petunjuk maupun pedoman bagi pembaca dalam menambah pengetahuan dan mengembangkan pembelajaran terutama untuk para guru dan dosen.

Editor,

## **DAFTAR ISI**

	<i>Hal.</i>
<b>TIM REDAKSI JURNAL ESTUPRO.....</b>	i
<b>KATA PENGANTAR.....</b>	ii
<b>DAFTAR ISI.....</b>	iii
<b><i>UCI SINTA MIANTI</i></b>	
THE EFFECT OF USING INTERACTIVE READ-ALOUD TECHNIQUE IN IMPROVING THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT.....	1-11
<b><i>AGNES SIMBOLON</i></b>	
IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH BOARD GAMES TO THE TENTH GRADE STUDENTS OF SMA NEGERI 2 PADANGSIDIMPUAN....	12-21
<b><i>LENNI MAYA SARI HASIBUAN</i></b>	
THE EFFECT OF THINK-PAIR-SHARE TO THE STUDENTS' SPEAKING ABILITY OF SHORT MONOLOG.....	22-30
<b><i>MUHAMMAD RAPIYADI</i></b>	
THE INFLUENCE OF USING VIDEO TO THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT.....	31-39
<b><i>LAILATUL HUSNA</i></b>	
APPLYING TASK - BASED LEARNING IN IMPROVING THE STUDENTS' MASTERY IN PRESENT CONTINUOUS TENSE	40-46
<b><i>ANNA LAELI</i></b>	
PENINGKATAN HASIL BELAJAR SISWA MELALUI PENERAPAN METODE PROBLEM BASED LEARNING (PBL) PADA SUB POKOK BAHASAN PERUBAHAN SOSIAL BUDAYA DI KELAS IX SMP NEGERI 8 PADANGSIDIMPUAN.....	47-52

## **THE EFFECT OF USING INTERACTIVE READ-ALOUD TECHNIQUE IN IMPROVING THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT**

Uci Sinta Mianti<sup>1</sup>, Parlindungan<sup>2</sup>, Rini Kesuma Siregar<sup>3</sup>

English Study Program, Faculty Teacher Training and Education  
University of Graha Nusantara, Padangsidempuan

### **ABSTRAK**

*Penelitian ini dilakukan oleh penulis untuk mengetahui apakah Teknik Interaktif Membaca Nyaring dapat meningkatkan kemampuan siswa dalam memahami recount teks atau tidak. Dalam penelitian ini penulis menggunakan sampel penelitian. Jumlah sampel adalah 66 siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK), sebagai instrumen pengumpulan data penulis menggunakan tes tertulis. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung nilai rata-rata kemampuan siswa dalam memahami membaca recount teks dalam setiap siklus dengan menggunakan rumus Anas Sudijono. Kemudian penulis menghitung persentase siswa yang telah berhasil mencapai kriteria ketuntasan minimal (KKM) kemudian mengidentifikasi peningkatan kemampuan siswa dalam memahami skor recount teks sebelum dan sesudah menggunakan Interaktif Teknik Membaca Nyaring. Melalui analisis data, diketahui bahwa persentase kelas yang lulus KKM (75) pada post-test siklus dua adalah 84,85%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK), ada 56 siswa yang lulus KKM dan ada 10 siswa yang nilainya di bawah KKM. Persentase kelas dari posttest 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pretest (9,09%). Peningkatan kemampuan siswa yang lolos KKM adalah 75,76% (84,85% - 9,09%). Namun, dari persentase ini, PTK telah berhasil. Maka hipotesis dari penelitian ini yang menyatakan: "Penggunaan Teknik Interaktif Membaca Nyaring memberikan efek signifikan dalam meningkatkan kemampuan siswa dalam memahami recount teks, diterima.*

**Kata Kunci** : Teknik Interaktif Membaca Nyaring, recount teks

### **ABSTRACT**

This research is conducted by the writer in order to know whether Interactive Read-Aloud Technique can improve the students' ability in comprehending recount text or not. In this research the writer applies the sample of research. The number of sample is 66 students. The method of this research is Classroom Action Research (CAR) and as the instrument for collecting data, the writer uses the written test. After collecting the needed data, the next step which is done by the writer is calculating the mean score of the students' ability in comprehending reading recount text in each cycle by using the formula of Anas Sudijono. Then she calculates the percentage of the students who have succeeded in achieving the minimal completeness criteria (KKM) then identifies the improvement of the students' ability in comprehending recount text score before and after using Interactive Read-Aloud Technique. Through the analysis of data it has been known that the class percentage which passes the KKM (75) in post-test cycle two is 84.85 %. It means that in the cycle 2 of Classroom Action Research (CAR), there are 56 students who passed the KKM and there are 10 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (9.09 %). The students' improvement which

passes the KKM is 75.76% (84.85% - 9.09 %). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : “The using of Interactive Read-Aloud Technique gives the significant effect in improving the students’ ability in comprehending recount texts”, is accepted.

**Keywords** : Interactive Read-Aloud Technique, recount text

## I. INTRODUCTION

According to the problems observed by the writer happened at SMP Negeri 3 Padangsidempuan in teaching and learning reading comprehension, some students still get low score in reading comprehension test. The causes are; they tend to ask their teacher for meaning of a word. They often waste their time to open the dictionary in order to find the meaning of unfamiliar words. They are just guessing the meaning of a word. They also do not know at all the generic structure of a text, in this case recount text. They still get confused to identify the transformation of regular or irregular verbs in past form. Even, they often forget the information they get from a text or a passage.

Furthermore, those causes do not only come from the students, but also the teacher. The teacher only uses one strategy to teach reading. The teacher also uses monotonous teaching media which is only a book and students worksheet. Even, the teacher does not know how to create an effective class situation.

There are so many approaches to teach reading recount text, one of them is Interactive Strategy Approach. According to Scanlon, et al (2007), Interactive Strategy Approach provides the students to learn independently, flexibility, and interactively while reading and writing. In reading itself, Interactive Read- Aloud is an approach as the part of Interactive Strategy Approach. Interactive Read-Aloud involves interactions between the teacher and the students. The researcher assumed that this approach can be used to teach any kind of text, especially the recount text. In Interactive Read-Aloud, the teacher reads a book in front of the students. The teacher has opportunities to explain further the essential elements about the

recount text. Besides, Interactive Read-Aloud serves active learning. Scanlon, et al also said that the teacher gives the freedom for the students to have conversations about the book. Additionally, reading becomes an open activity. The students have opportunities to ask and answer in before, during and after reading. In short, these activities will support the students’ full participation in reading.

The researcher tried to explore Interactive Read-Aloud activities as an effort to introduce an alternative approach in the reading classroom. She became the teacher who used the technique and also the researcher who analyzed her teaching. Due to these facts, the researcher put his interest on conducting a research focusing on the use of Interactive Read-Aloud. The research that is going to be conducted is entitled as “ **The Effect of Using Interactive Read-Aloud Technique in improving the Students’ Ability in Comprehending Recount Text**”.

Beside the above backgrounds, the researcher has chosen the topic it is based on the following considerations:

1. In general, the students’ majority did not as the teacher’s expectation. The teacher utilized one way teaching that tend to be monotonous, especially in teaching reading.
2. The students had no opportunities to participate actively in reading lesson. There was no interaction between students to share their ideas during reading recount text.
3. Reading Comprehension is chosen because students are merely able to read a text without understanding it

4. It is easy for the researcher to get the needed data, because it is appropriate to her educational background.
5. As far as the researcher knows that the topic has never been researched by other researchers before. So that it is still a new topic in the English educational research.

Based on the above explanations, the researcher can formulate the problem of her research as follows:

1. Can Interactive Read-Aloud Technique improve the students' ability in comprehending recount text?
2. How far is the effect of using Interactive Read-Aloud Technique in improving the students' ability in comprehending recount texts?
3. How far is the students' ability in comprehending recount text ?

In writing this research should have the purposes to be achieved. From the formulated problem before, the researcher conducts this research based on the following purposes :

1. To know whether Interactive Read-Aloud Technique can improve the students' ability in comprehending recount text or not.
2. To know how far the effect of using Interactive Read-Aloud Technique in improving the students' ability in comprehending recount texts is.
3. To know how far the students' ability in comprehending recount text is.

The next important element which is regarded important to be formulated is the researched hypothesis. the researcher formulates the hypothesis of this research as follows: "The using of Interactive Read-Aloud Technique gives the significant effect in improving the students' ability in comprehending recount texts"

By conducting this study, the researcher hopes can give some benefits for

the teacher, the students, and the researcher herself.

1. The teacher can use this research as the guidance of conducting interactive read-aloud as new activities in teaching. It will show that the teacher brings interesting activities for the students. It helps him or her to explain the meaning of the text in order the students understand what they read. In addition, it helps the teacher to teach the components of recount text such as the characters, the plot, and the message in interactive and interesting way.
2. The benefit students can get from this research is the students are able to contribute in the learning to fully participating. They can express their own ideas by giving prediction during interactive read-aloud. They also can give comment and decide whether they agree or not with other's ideas. From these, the students will feel be appreciated during the learning. It will help them to comprehend the story by enjoy activity.
3. For the researcher, this research is an opportunity to practice interactive read-aloud in her own class. This research also can be the reflection of her teaching practice.

## II. THE REVIEW OF LITERATURE

### Interactive Read-Aloud

Barrentine in Mikul (2015) defines interactive read-aloud as follows, "...a teacher poses questions throughout the reading that enhance meaning construction and also show how one makes sense of text". During the process, she suggests the teacher to stop and ask questions to engage students in conversations about the text. These conversations help the students become aware of elements in the story that they do not notice. They are also able to hear their peers' ideas and perspectives.

The reason it is called “interactive” because the teacher, as the reader, does not only read the text. During read-aloud, he pauses to make interaction with the students. This interaction is built by asking the students’ prediction, comment, interpretation and conclusion.

The purpose of an interactive read-aloud is to provide opportunities for students to engage with texts through discussion to promote deeper understanding about the meaning of texts. They can also learn skills and strategies to use in their own reading. Wiseman (2011) believes that interactive read-aloud is an important learning opportunity because it provides learning about how texts work that will eventually lead to independent reading. Engaging the students gives them a good impression. They will feel not only became the listener, but also active reader.

### **Recount Text**

There are so many kinds of texts learned by students in junior high. However, in this research, the writer focuses only on recount text. Recount text is a kind of text which retells events or experiences in the past. Anderson and Anderson (2003) define that recount text is a piece of text that retells past events, usually in the order in which they happened. Its purpose is usually either to inform or to entertain the readers.

### **The Frame of Mind**

Reading is a process that needs the analysis, coordinating, and interpretation reading does not only help the students to read the words, but also provide the reading processes happen to the students. It is seen from how the students use their prediction, prior knowledge and interpretation while reading. In addition, the students enjoy the reading and do not feel threatened. The most important thing is the students know what they read. So, interaction between the teacher to students and the students to students are

needed in teaching reading. Therefore, of a variety of sources of information. It means that reading is an active activity. Teaching in teaching reading the teacher should build activities that support reading process.

Interactive read-aloud generally includes prediction, sharing idea and interpretation. Guided by the teacher, the students start their reading comprehension in the beginning of read-aloud. They have to predict the story from the pictures and share their ideas or prediction to the teacher and students. Based on the problems faced by the students, interactive read-aloud is an alternative approach. At the eighth grade students of Junior High Scholl, recount text is a text should be learned by the students. So, this approach can be implemented in teaching recount text.

## **III. THE METHODOLOGY OF RESEARCH**

This study will be conducted in SMP Negeri 3 Padangsidempuan. The research is going to be conducted on May 2018 or in 2017 - 2018 academic year.

In order to find out whether Interactive Read-Aloud Technique can improve the students’ ability in comprehending recount text or not, so that the researcher chooses some instruments that used in order to complete the needed data include observation, documents of teaching-learning process, interview and questioner. In order to support the data of teaching and learning process, pre-test and post-test were conducted in order to know how far the students’ scores better after they are taught by using Interactive Read-Aloud Technique.

The test is used to compare the students’ ability in comprehending recount text before conducting the research and after conducting the research. In the test, the students were asked to answer 20 questions related to different topics of the texts.

Because this research is assumed in order to find out how whether Interactive

Read-Aloud Technique can improve the students' ability in comprehending recount text or not, it is a form of Classroom Action Research (CAR). In this Classroom Action Research (CAR), the researcher uses the CAR principle to collect the data. As Nisa Felicia, M.Ed says: "Classroom Action Reserach is research conducted by the teachers (in context of classroom) or other school components (principal, for example) while they are conducting action such as teaching, implementing policies, creating or changing a system, etc."

The population of this research in the whole number of the eleventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year. It consists of 283 students and they are divided into 10 classes.

In order to make inferences about characteristics of a population, the researcher uses purposive sampling. The purposive sampling can be applied because there are some specific reasons on taken sample. The researcher takes two classes, they are VIII-2 and VIII-4 as the sample of this research. It consists of 66 students.

#### IV. THE RESULT OF RESEARH AND DISCUSSION

The result of pre-action can be described as the table below.

TABLE I  
THE RESULT OF PRE-ACTION

NO	PRE – TEST SCORE
1.	65
2.	55
3.	55
4.	65
5.	70
6.	70
7.	60
8.	55
9.	60
10.	55
11.	65
12.	55

NO	PRE – TEST SCORE
13.	65
14.	55
15.	60
16.	55
17.	50
18.	40
19.	55
20.	55
21.	50
22.	65
23.	50
24.	65
25.	55
26.	65
27.	65
28.	50
29.	50
30.	65
31.	70
32.	50
33.	70
34.	55
35.	70
36.	65
37.	65
38.	45
39.	50
40.	65
41.	60
42.	70
43.	65
44.	60
45.	60
46.	80
47.	65
48.	80
49.	80
50.	45
51.	45
52.	65
53.	65
54.	50
55.	40
56.	70
57.	65
58.	60

NO	PRE – TEST SCORE
59.	65
60.	80
61.	40
62.	75
63.	75
64.	60
65.	65
66.	65
<b>TOTAL</b>	<b>4000</b>

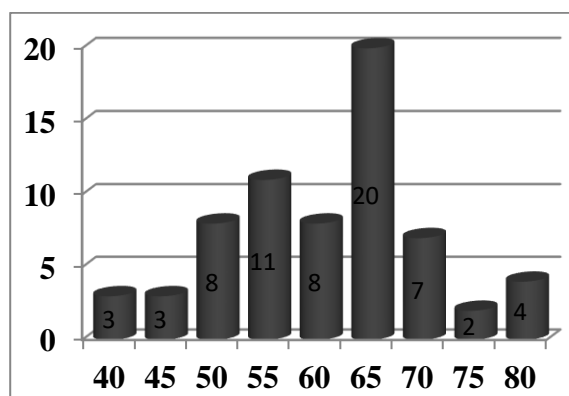
From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y) of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year is 60.61.

By using the collected data the writer can calculate the percentages of the students' scores as follows :

TABLE II  
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN PRE-ACTION

NO	SCORES	FREQUENCY	%
1.	40	3	4.55%
2.	45	3	4.55%
3.	50	8	12.12%
4.	55	11	16.67%
5.	60	8	12.12%
6.	65	20	30.30%
7.	70	7	10.61%
8.	75	2	3.03%
9.	80	4	6.06%
<b>TOTAL</b>		<b>66</b>	<b>100 %</b>

Based on the table above the writer can make the histogram graphic as follows:



Based on that computation, the mean score of the class in pre-action is 60.61. It can be stated that the students' ability in comprehending recount text can be categorized into incapable category.

There are fourteen students who passed the minimal completeness criteria, so after dividing with the number of students in the class and altering that into percentage, it could be derived about 9.09% students whom passed the minimal completeness criteria.

### Cycle 1

The result of cycle 1 can be described as follow.

TABLE III  
THE RESULT OF CYCLE 1

NO	PRE – TEST SCORE
1.	75
2.	70
3.	65
4.	80
5.	85
6.	85
7.	75
8.	70
9.	75
10.	70
11.	80
12.	70
13.	80
14.	70
15.	75
16.	70
17.	65
18.	55
19.	70
20.	70
21.	65
22.	75
23.	60
24.	75
25.	65
26.	75
27.	75
28.	60
29.	60
30.	75



NO	PRE – TEST SCORE
31.	80
32.	60
33.	80
34.	65
35.	85
36.	80
37.	80
38.	60
39.	65
40.	80
41.	80
42.	85
43.	80
44.	75
45.	75
46.	85
47.	80
48.	85
49.	85
50.	60
51.	60
52.	60
53.	75
54.	65
55.	65
56.	75
57.	65
58.	75
59.	75
60.	60
61.	55
62.	65
63.	80
64.	75
65.	80
66.	70
<b>TOTAL</b>	<b>4785</b>

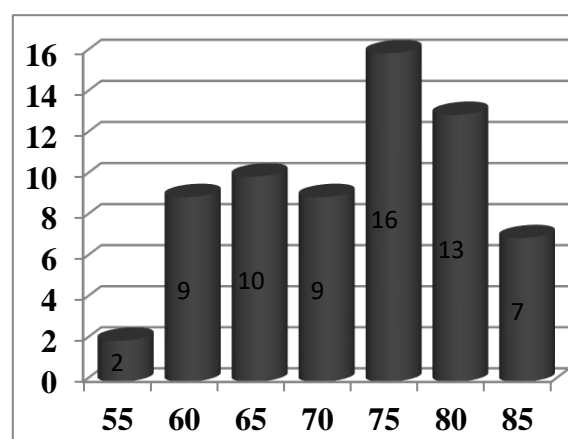
From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y<sub>1</sub>) of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year in the cycle 1 is 72.20.

By using the collected data the writer can calculate the percentages of the students' scores as follows :

TABLE IV  
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN CYCLE 1

NO	SCORES	FREQUENCY	%
1	55	2	3.03%
2	60	9	13.64%
3	65	10	15.15%
4	70	9	13.64%
5	75	16	24.24%
6	80	13	19.70%
7	85	7	10.61%
<b>TOTAL</b>		<b>66</b>	<b>100 %</b>

Based on the table above the writer can make the histogram graphic as follows:



Based on that computation, the mean score of the class in cycle 1 is 72.20. It can be stated that the mean score of the students' ability in comprehending recount text still has not achieved the value of the minimal completeness criteria yet.

From the calculation, there are fifty one students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 54.55% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 1 shows that the students' ability in comprehending recount text have improved, but it has not achieved the criteria of success. The minimal completeness criteria of the students' ability in comprehending recount text are when the mean score of all the

students is 75. The result show that the mean score of the students is only 72.20. It means that the study has not been successfully yet.

In cycle 1, the result shows that some students get improvements in their scores, but some others are still under the target or the criteria. The improvement is 19.13%

### Cycle 2

In cycle 2, the result shows that the mean score is 80.98, that is higher than 75. It means that the study has achieved the score of minimal completeness criteria. The result of cycle 2 can be described as follow.

TABLE V  
THE RESULT OF CYCLE 2

NO	PRE – TEST SCORE
1.	85
2.	70
3.	75
4.	85
5.	90
6.	90
7.	80
8.	75
9.	85
10.	75
11.	70
12.	75
13.	85
14.	75
15.	80
16.	75
17.	85
18.	60
19.	90
20.	75
21.	90
22.	90
23.	85
24.	85
25.	85
26.	90
27.	80
28.	60
29.	80
30.	75
31.	90
32.	75
33.	85
34.	90

NO	PRE – TEST SCORE
35.	90
36.	90
37.	85
38.	65
39.	70
40.	75
41.	80
42.	90
43.	90
44.	80
45.	90
46.	90
47.	90
48.	85
49.	85
50.	85
51.	65
52.	85
53.	90
54.	70
55.	60
56.	85
57.	75
58.	85
59.	85
60.	75
61.	75
62.	70
63.	85
64.	85
65.	90
66.	85
<b>TOTAL</b>	<b>5345</b>

From the above scores the writer calculates of the mean score (M) of the students' ability in comprehending recount text (Y<sub>2</sub>) of the eighth grade students of SMP Negeri 3 Padangsidimpun in 2017 - 2018 academic year in the cycle 1 is 80.98.

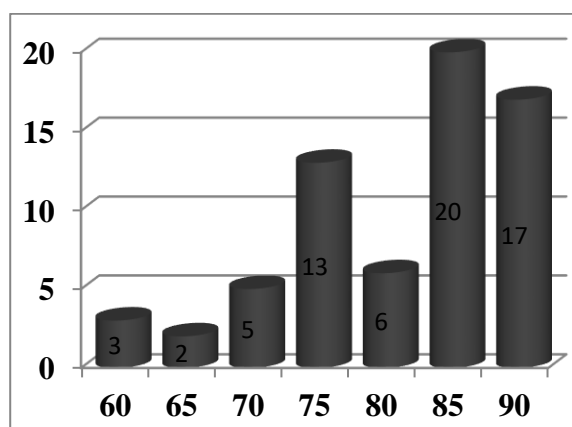
By using the collected data the writer can calculate the percentages of the students' scores as follows:

TABLE VI  
THE PERCENTAGE DISTRIBUTION OF THE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT IN CYCLE 2

NO	SCORES	FREQUENCY	%
1	60	3	4.55%
2	65	2	3.03%

NO	SCORES	FREQUENCY	%
3	70	5	7.58%
4	75	13	19.70%
5	80	6	9.09%
6	85	20	30.30%
7	90	17	25.76%
<b>TOTAL</b>		<b>66</b>	<b>100 %</b>

Based on the table above the writer can make the histogram graphic as follows :



Based on that computation, the mean score of the class in cycle 2 is 80.98. It can be stated that the students' ability in comprehending recount text can be categorized into capable category. On the other side, the class percentage who passed the minimal completeness criteria (KKM) is 84.85%.

From that calculation, there are 56 students who passed the minimal completeness criteria (KKM), so after dividing with the number of students in the class and altering that into percentage, it could be derived about 84.85% students whom passed the minimal completeness criteria (KKM).

The result of the implementation of cycle 2 shows that the students' ability in comprehending recount text is improved from the cycle 1. The minimal completeness criteria of the students' ability in comprehending recount text are when the mean score of all the students is 75. The result show that the mean score of the students is

80.98 and it can be categorized into capable category. It means that the study has been successfully.

The improvement percentage of cycle 2 with cycle 1 is 12.16 %. The total improvement of percentage, in pre-action and cycle 2 is 33.61 %. Based on that calculation, it can be stated that the percentage improvement before and after using Interactive Read-Aloud Technique is 33.61%. It means that the Interactive Read-Aloud Technique is good to be applied in improving the students' ability in comprehending recount text.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 84.85 %. It means that in the cycle 2 of Classroom Action Research (CAR), there are 56 students who passed the KKM and there are 10 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (9.09 %). The students' improvement which passes the KKM is 75.76% (84.85% - 9.09 %).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "The using of Interactive Read-Aloud Technique gives the significant effect in improving the students' ability in comprehending recount texts", is accepted.

## V. THE CONCLUSIONS AND SUGGESTIONS

### The Conclusions

Based on the research carried out in the eighth grade students of SMP Negeri 3 Padangsidimpuan, can be concluded that the use of Interactive Read-Aloud technique is effective to improve the students' ability in comprehending recount texts. It refers to the following information:

1. The mean score of the students' ability in comprehending recount text before

they are taught by using Interactive Read-Aloud technique is in incapable category (60.61).

2. The use of Interactive Read-Aloud technique in improving the students' ability in comprehending recount texts to the eighth grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year in cycle 1 and cycle 2 can be categorized into "capable category". It can be seen from the students mean score, they are 72.20 and 80.98.
3. The total percentage of the students' ability in comprehending recount texts improvement before and after using Interactive Read-Aloud technique is 33.61 %.
4. The percentage of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year who have succeeded achieving the minimal completeness criteria (KKM) in the end of the cycle is 84.85%, whereas the percentage of the students who are categorized into incapable category or they have not achieved the minimal completeness criteria (KKM) is 15.15%.
5. The hypothesis of this research is accepted.
6. From the interview, the students said that they more understand the story, they felt be appreciated because they have opportunity to be listened, and they enjoyed the story through interactive read-aloud. It indicates interactive read-aloud has benefits to the students' recount reading comprehension.

### The Suggestions

To be success in teaching does not only depend on the lesson plans, but also it depends on the teacher and the use of various strategies to manage the class more fun and enjoyable. Thus, the writer would like to give some suggestions as follow:

#### 1. For the teacher

The teacher have to employ various strategies to teach reading comprehension, especially reading comprehension on recount text. The teacher have to give many chance for the students to practice their reading ability in the class so the students will be more confident and fluent to read in English.

#### 2. For the students

The students can use read-aloud technique as one of learning strategies to make them easier to store important information into their memory.

#### 3. For further researchers

The writer hopes that this research can be added and completed from different perspective, ideas, and views in order to give more contribution in different perspective.

The title of this research was focused only on recount text. Thus, the writer hopes that further researchers can also conduct the research in various types of text.

### REFERENCES

- Albright, Lettie K. and Mary Ariail, 2005. "Tapping the Potential Read-Alouds in Middle School", *Journal of Adolescent & Adult Literacy*
- Ary, Donald, Lucy Cheser Jacobs, and Asghar Razavieh, 1996. *Introduction to Research Method in Education*, England: Harcourt Brace College Publisher
- Caldwell, JoAnne, 2008. *Comprehension Assessment: A Classroom Guide*, USA: The Guildford Press
- Cohen, Vicki L. and John Edwin Cowen, 2008. *Literacy for Children in an Information Age: Teaching Reading*

- Writing and Thinking*, Canada: Thomson Learning Inc.,
- Cooper, J. David, *et.al*, *Literacy: Helping Students Construct Meaning*, 10<sup>th</sup> Edition, USA: Cengage Learning, 2015.
- Fisher, Douglas, *et.al*, 2004. "Interactive Read-Alouds: Is There a Common Set of Implementation Practices?", *The Reading Teacher*
- Harmer, Jeremy, 2003. *How to Teach English*, England: Pearson Education Limited
- Harmer, Jeremy, 1991. *The Practical English Language Teaching*, England: Longman Publishing
- Harris, Karen R. and Steve Graham, 2015. *Teaching Reading Comprehension to Students with Learning Difficulties*, USA: The Guildford Press
- I. S. P. Nation, 2009. *Teaching ESL/EFL Reading and Writing*, New York: Routledge
- Mikul, Laura Leigh, 2015. "How Do Interactive Read-Alouds Promote Engagement and Oral Language Development in Kindergarten", *Dissertation* of Hamline University, Minnesota
- Nunan, David, 1991. *Language Teaching Methodology: A Textbook for Teachers*, London: Prentice Hall
- Nunan, David, 2003. *English Language Teaching*, New York: McGraw-Hill
- O'Relly, Joseph Nhan, 2013. *Enjoying Books Together: A Guide for Teachers of the Use of Books in the Classroom*, UK: Rwandan Education Board
- Richard, Jack C. and Theodore S. Rodgers, 2001. *Approaches and Methods in Language Teaching*, New York: Cambridge University Press
- Sainsbury, Marian, Colin Harrison, and Andrew Watts, 2008. *Assessing Reading from Theories to Classroom*, UK: National Foundation for Education Research
- Vardell, Sylvia M., Nancy L. Hadaway, and Terrell A. Young, 2006. "Matching Books and Readers: Selecting Literature for English Learners", *International Reading Association*
- Wagner, Patrick and Aleta Baskerville, 2000. *Targeting Text*, Sydney: Blake Education,
- Whitfield, Merryn, 2009. *Blake's Writer's Guide*, Sydney: Pascal Press
- Wiseman, Angela, 2001. "Interactive Read Alouds: Teachers and Students Constructin Knowledge and Literacy Together", *Early Childhood Educ J*
- Wolfenbarger, Carol Driggs and Lawrence R. Sipe, 2007. "Research Direction: A Unique Visual and Literacy Art Form: Recent Research on Picturebooks", *Language Arts*

# IMPROVING THE STUDENTS' SPEAKING SKILLS THROUGH BOARD GAMES TO THE TENTH GRADE STUDENTS OF SMA NEGERI 2 PADANGSIDIMPUAN

Agnes Simbolon<sup>1</sup>, Parlindungan<sup>2</sup>, Erni Rawati Sibuea<sup>3</sup>

English Study Program, Faculty Teacher Training And Education  
University of Graha Nusantara, Padangsidempuan

## ABSTRAK

*Penelitian ini dilakukan oleh penulis untuk mengetahui seberapa jauh peningkatan keterampilan berbicara siswa setelah mereka diajarkan dengan menggunakan permainan papan. Populasi penelitian ini adalah siswa kelas X SMA Negeri 2 Padangsidempuan tahun akademik 2017 - 2018. Ini terdiri dari 214 siswa dan mereka dibagi menjadi 7 kelas. Peneliti mengambil cluster random sampling sebagai teknik pengambilan sampel dalam penelitian ini. Ini berarti sampel diambil dua kelas dari populasi secara acak, yaitu X<sup>2</sup> dan X<sup>3</sup> yang terdiri dari 63 siswa. Metode penelitian adalah Penelitian Tindakan Kelas (PTK) dan sebagai instrumen untuk mengumpulkan data yang dibutuhkan, penulis menggunakan tes, yaitu tes lisan dan tertulis. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung nilai rata-rata keterampilan berbicara siswa dalam setiap siklus dengan menggunakan rumus Anas Sudijono. Kemudian penulis menghitung persentase siswa yang telah berhasil mencapai kriteria ketuntasan minimal (KKM) kemudian mengidentifikasi peningkatan skor keterampilan berbicara siswa sebelum dan sesudah menggunakan permainan papan. Dari data yang telah dihitung pada pra siklus menunjukkan kemampuan berbicara siswa kepada siswa kelas X SMA Negeri 2 Padangsidempuan tahun akademik 2017 - 2018 dikategorikan rendah (57,14), dengan persentase KKM yang lolos adalah 7,94%. Sedangkan hasil dari siklus 1 dan siklus 2, dapat dikatakan keterampilan berbicara siswa telah meningkat dari kategori rendah ke kategori mampu (72,30 dan 81,67), dengan persentase KKM yang lulus pada siklus 1 adalah 36,51% dan pada siklus 2 adalah 80,95%. Akhirnya, berdasarkan semua analisis data yang telah dilakukan oleh penulis telah menjawab hipotesis yang artinya hipotesis yang telah dibuat sebelumnya diterima. Dengan kata lain, penggunaan permainan papan bagus untuk diterapkan dalam meningkatkan keterampilan berbicara siswa kelas sepuluh SMA Negeri 2 Padangsidempuan pada tahun akademik 2017 - 2018. Melalui penerapan permainan papan edukasi, itu dapat meningkatkan rasa ingin tahu dan kreativitas siswa. Peserta didik dapat bergiliran membuat kalimat masing-masing di sekitar kelompok, atau dapat saling memanggil.*

Kata Kunci : permainan papan edukasi, kemampuan berbicara

## ABSTRACT

This research is mainly conducted by the writer in order to find out how far the improvement of the students' speaking skills after they are taught by using board game is. The population of this research is the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year. It consist of 214 students and they are divided into 7 classes. The researcher takes cluster random sampling as the technique sampling in this research. It means the sample is taken two class from the population randomly, they are X<sup>2</sup> and X<sup>3</sup>. It consists of 63 students. The method of research is Class Action Research (CAR) and as the instrument for colleting the needed data, the writer uses the test, both oral and written test. After collecting the needed data, the next step which is done by the writer is calculating the mean score of the students' spesking skills in each cycle by using the formula of Anas Sudijono. Then she calculates the percentage of the students who have

succeeded in achieving the minimal completeness criteria (KKM) then identifies the improvement of the students' speaking skills score before and after using the board games. From the data that has been calculated in the pre-action shows the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year can be categorized into low category (57.14), with the passed KKM percentage is 7.94%. While the result from cycle 1 and cycle 2, it can be stated the students' speaking skills has improved from low category upto capable category (72.30 and 81.67), with the passed KKM percentage in cycle 1 is 36.51% and in cycle 2 is 80.95%. Finally, based on all the data analysis that has been done by the writer has answered the hypothesis. It means the hypothesis that has been made before is accepted. In another word, the using of Board game is good to be applied in improving the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year. Through applying educational board games, it could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other.

Keywords : educational board games, speaking skills

## I. INTRODUCTION

Using daily used game like board games can be a useful media in mastering speaking ability for the students in senior high school because it can provide the students' challenging to speak out the answer some questions and situations that are included in the board games. Therefore, in this case, the researcher will choose a board game as a media to teach speaking and see the effectiveness of board games towards students' speaking skill at the tenth grade students of SMA Negeri 2 Padangsidempuan, and the writer makes the topic of her research as follows: "Improving the students' speaking skills through board games to the tenth grade students of SMA Negeri 2 Padangsidempuan".

Beside the reasons given above, the writer has chosen the topic based on the following reasons :

1. The writer is interested to know about how far the improvement of the students' speaking skills through board games is.
2. Most of students are not interested in teaching process because the teacher just gives monotone technique to teach the students' speaking.
3. The students are not motivated in speaking because there is no chance to speak outside the class.
4. As far as she knows that the topic has never been researched by other

researchers in Graha Nusantara University before. So that it is as the newest topic in the educational research.

Considering that there many problems that influence speaking skills, it was impossible for the writer to reasearch all the factors, because of the ability of the writer related to the reference books, fund and time so that it needs limitation. Beacuse of that, the writer would like to explain the limitation of this research as follows :

1. The students' speaking skills in the topic of this research means the students' skills in mastering pronunciation, vocabulary, grammar and fluency to speak in order to tell their ideas, to show their opinion about something that stated in their material.
2. Board game in this case means a game that when you play it you throw the dice in the counters and you can step forward based to dice. A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve.

One of the important aspects in conducting a research is formulating the problem of the research, because the problem is the spirit of the research, the problem motivates the writer to think in order to get something. Based on the explanations, the writer formulates the problem of this research as follows : “How far is board game improve the students’ speaking skills?”

The main purpose of conducting this research is to find out how far the improvement of the students’ speaking skills after they are taught by using board game is.

The hypothesis of this research as follows : “There is a significant improvement of the students’ speaking skills after they are taught by using board game”.

Concern about the explanation above on the background the topic, this research is conducted to get the benefits, because every scientific research is conducted in order to get the benefits, both for the writer and the people. Therefore, in this sub-chapter the writer would like to describe the uses of conducting this research as follows :

1. For the writer, this research can be used as media to implementing his knowledge of the further information to do better quality of English Education especially in teaching speaking.
2. For the English teacher in the schools, this research can be used as the input in teaching material that concerns with the topic of this research in order to develop the students’ speaking skills especially in taught by using board game.
3. For the students, the result of this study is expected to give them a valuable input about how to teach their speaking ability of English for mastering the language. It is important because one of the aims of teaching English in Indonesia is for communication. So, by improving their speaking ability, they can interact

in English each other on the context of study and daily social activities.

4. The result of this research can be useful as the reference in conducting the relevant research for the other writer especially in the English educational research.

## II. THE REVIEW OF LITERATURE

### Speaking Skills

Speaking is the most important skill to be mastered in language learning. It is fact that language learning is successful if the learners are able to use the language in their communication. Richard and Renandya (2002) state, “Speaking is one of the central elements of communication in EFL.”

Alderson and Bachman (2004) also state, “The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language.” However, to gain the speaking in communicating English is not as easy as to speak in students’ native language. Speaking is an interactive activity that is delivered by the people as a speaker, and should be understood and being listened unconsciously by the other as a listener. It is also called communication.

Communication involves two people; the speaker or the sender and the listener or the receiver. People can exchange the information each other through the process which can be said as communication. Cremin (2009) adds that oral skill, that is speaking, is an important foundation for the development of literacy. It means that speaking also has not only contribution in communicative aspect, but also in literacy. She also added that talking enables learners to think aloud, formulate their thoughts and opinions, and refine and develop their ideas and understandings through engaging in meaningful dialogue with others.

People assume that by mastering speaking, they have been success in foreign language learning. Supporting this statement,



Nashruddin (2013) states, "To be able to speak shows someone's success in learning a language." It is true that the purpose of speaking is to get the best result in language learning, especially English as students' target language.

In conclusion, speaking is the activity of transferring meaningful idea from one person as speaker, to other people as a listener. Speaking in English is useful to gain the communication around the world. English becomes the international language that is used and learned by many other countries as a second or foreign language. The speakers say words and utterances to the listeners not only to express what are in their mind and convey the messages, but also to maintain and sustain the relationship among of them. It is based on the phenomena that most people might spend much time to communicate each other in their daily lives. It can be inferred that speaking is the activity to express ideas, opinions, and feeling to other people by using words or sounds in order to reach the goals of speaking activity itself.

These statements are supporting the idea that speaking is important to get the best future for education and daily communication.

### **Communicative Language Teaching (CTL)**

Richards and Rodgers (2006) state, "This was partly a response to the sorts of criticisms the prominent American Linguist Noam Chomsky has leveled as Structural Linguistic theory." It means that CLT has existed since some linguistics was in contradicting of Noam Chomsky about his Structural Linguistic theory.

### **Board Games**

Hadfield (2005) says, "A game is an activity with rules, a goal and element of fun. Each game has its own rules to play it. People should have a purpose for each game that they have to play. If they do not have the aims, they cannot plan the games properly and

finally the games just for fun. It is not having one goal why people should play those games.

In conclusion, it is good to use games for making a relaxed way in teaching process. So the students can involve and get a challenge to use English in their classroom activities. It is also easy to entertain and make fun activities when teachers use appropriate media in teaching. If the students feel fun and enjoy in playing games, learning speaking English will also be more fun. By considering this explanation, the writer used one kind of fun games in this experiment. That is board game.

Games are able to help the students use and practice the target language being learned in a relaxed way. Games are also highly motivating since they are amusing and interesting. For the classroom activities, games can be used in personal, groups, or for the whole class. For this research, the writer used kind of games that is played in the team.

A board game is a game that involves counters or pieces moved or placed on a pre-marked surface or "board", according to a set of rules. Games can be based on pure strategy, chance (e.g. rolling dice) or a mixture of the two, and usually have a goal that a player aims to achieve. ([http://en.wikipedia.org/wiki/Board\\_game](http://en.wikipedia.org/wiki/Board_game)).

Today, some teacher is using board games as teaching media to their students. They are used board games to teach some subject that related with board games. Educational board games are the best solution for you to when you face your problem in teaching some subject at school. Board games are something unique when you include in your educational teaching aids. Through applying educational board games is belief could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other. Educational board games are the best solution for teacher problem. In addition, board games are very attractive and interesting games.

## The Frame of Mind

Speaking is an interactive activity between two or more people as a speaker and listener by using language that is understood by both speaker and listener. Although teaching speaking is not an easy job to do, many techniques that are appropriate in learning process can be good helper to make it easy and fun. One of the techniques is by using communicative games.

Board game is one of communicative games that can be used as a technique in teaching productive skill like speaking. Through board games, the students can explore their ideas and force themselves to use English in interacting with other people in classroom activities. By using board games in teaching speaking, the writer expects that the students' speaking skill can be achieved. Games can be used to promote speaking activities. Sometimes students cannot speak up their ideas because they do not know what they should say. By using board games, the students can speak according to the instruction that they must say. It can make easy for student to know what sentence that they can speak up for each material.

According to the statement of the problem, this study is conducted to find out how far the improvement of the students' speaking skills after they are taught by using board game is.

## III. THE METHODOLOGY OF RESEARCH

In order to get a clear description about where the research took place, it's necessary to mention the location and the time of the research as detail as possible. This research is conducted in SMA Negeri 2 Padangsidempuan and this research is carried out in 2017 – 2018 academic year. It is located on Jl. Sudirman No. 186, North Padangsidempuan.

The reasons of the writer chooses the school because: 1). This school has never yet made as a place for research for the same

topic. 2). The data needed for the research are available in this school, and 3). The topic is relevant to the students' competence and, 4). It is easy for getting the data.

A research needs data, without collecting data, it is impossible to do the research, data has very important role. Arikunto (2009) says: "*Instrument adalah alat bantu yang dipilih dan digunakan oleh peneliti dalam kegiatannya mengumpulkan data agar kegiatan tersebut menjadi sistematis*". It means that instrument of the research is a tool of facility which choose and used by the researcher in collecting data so, an activity to be systematic.

Furthermore, Yaumi (2013) says: "That instrument is an activity or special questions which use for competence evaluating that use value methods". Meanwhile, Notoatmodjo (2010) says: "That instrument is tools which use to collect the data. The instrument means as a tool that is used to test or to measure the result of both variable".

Based on the explanation above, it can be concluded that instrument of the research is the tool for collecting the data that is used by the researcher to get the data from respondent in the research field. To get the accurate data about the students' speaking skills, in this case the writer use oral test. The oral test was divided into two parts; the pre-test and the post-test. The form of oral test was interview and monolog test. Because it is oral test, the writer divided the score into five criteria, which are the scores of pronunciation, grammar, vocabulary, fluency and comprehension. Each criteria, then, was rated into five scale of rating scores, it is based on Haris' scale (1997) rating scores.

Aspects	Criteria	Score
Pronunciation	Have few traces of foreign accent.	5
	Always intelligible, though one is conscious of a definite accent.	4

Aspects	Criteria	Score
	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	3
	Very hard to understand because of pronunciation problems. Most frequently be asked to repeat.	2
	Pronunciation problems to severe as to make speech virtually unintelligible.	1
Grammar	Makes few (if any) noticeable errors of grammar or word order.	5
	Occasionally makes grammatical and/or word-order errors which do not, however, obscure, meaning.	4
	Makes frequent errors of grammar and word order which occasionally obscure meaning.	3
	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.	2

Aspects	Criteria	Score
	Errors in grammar and word-order so severe as to make speech virtually unintelligible.	1
Vocabulary	Use of vocabulary and idioms is virtually that of a native speaker.	5
	Sometimes uses inappropriate terms and/ or must rephrase ideas because of lexical inadequacies.	4
	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	3
	Misuse of words and very limited vocabulary make comprehension quite difficult.	2
Fluency	Vocabulary limitations so extreme as to make conversation virtually impossible.	1
	Speech as fluent and effortless as that of a native speaker.	5
	Speech of speech seems to be slightly affected by language problems.	4
	Speed and fluency are rather than	3

Aspects	Criteria	Score
	strongly affected by language problems.	2
	Usually hesitant; often forced into silence by language limitations.	
	Speech is so halting and fragmentary as to make conversation virtually impossible.	1
Comprehension	Appears to understand everything without difficulty.	5
	Understands nearly everything at normal speed, although occasional repetition maybe necessary.	4
	Understands most of what is said at slowerthan- normal speed with repetitions.	3
	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	2
	Cannot be said to understand even simple conversational English.	1

In order to ease the computation, the researcher adopted the small score of J.B Heaton to the scale of 100 as follows:

5 = 85-100

4 = 75-84

3 = 65-75

2 = 55-64

1 = Below 55

After that, to get the mean, the scores from all criteria are sum and divided into five. The pre-test had been given before the treatment was given. Moreover, the post test was given after he had given the treatment to the class. The researcher also used recording as supporting documentation in this study. For gaining a score, the competent teacher helps the writer to do a scoring because the writer has no authority to do the scoring.

### 3.3. The Method of Research

As in a research, the researcher needs a method in order to make the research runs well as it must be. In other words, the research can run systematically. Sugiyono (2002) states: "*Metode penelitian merupakan cara ilmiah yang digunakan untuk mendapatkan data dengan tujuan tertentu* (Research method is a scientific way that is used to get the data with particular purpose)." It's means methodology that, the research method is the way to get the research data from the field.

There are some kinds of method in research; they are: survey, descriptive, historical, evaluation, naturalistic, action research, experimental and policy research method.

Every researcher should be able to choose which method that is suitable for their research which is associated with the problem is going to be researched. In this case, the writer chooses class action research (CAR) as the research method, because this research is assumed in order to find out how far the

improvement of the students' speaking skills after they are taught by using board game is.

The population of this research is the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year. It consist of 214 students and they are divided into 7 classes.

The sample is taken two class from the population randomly, they are  $X^2$  and  $X^3$ . It consists of 63 students.

As it has been explained before, this research is conductes in order to know how far the improvement of the students' speaking skills taught by using board games to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year. In implementing this research the writer applies the steps as follows:

1. After the writer passing the seminar of proposal, the writer takes the agreement letter from the Teachers Training and Education Faculty of Graha Nusantara University Padangsidempuan which is signed by the Dean.
2. The writer gives the letter of agreement to the head master of SMA Negeri 2 Padangsidempuan to get permission to make a research in that school. Then the writer makes the observation in order to get information.
3. The writer prepares the necessary instrument to do the research.
4. The writer prepares the material to be applied when research.
5. The writer treats the instrument to the students. This activity is helped by the English teacher in the school.
6. The writer scores the students' answer sheets.
7. The writer analyzes the data by using the statistical analysis in order to know how far the improvement of the students' speaking taught by using Board game

8. The writer calculates the mean score, both the mean score of the Board game and students' speaking skills.

#### IV. THE RESULT OF RESEARCH AND DISCUSSION

Through the analysis the data, it has been known that the students' mean score of cycle 2 showed the higher improvement than the comparison of mean score in pre-action, the percentage is **42.95%**. From this percentage, the CAR has been succeeded because the criterion of the action success is **30%**. It means, "There is a significant improvement of students' speaking skills after they are taught by using Board game to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 – 2018 academic year" so the hypothesis of this research is accepted.

From the data that has been calculated in the pre-action shows the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 Academic Year can be categorized into low category (57.14), with the passed KKM percentage is 7.94%. While the result from cycle 1 and cycle 2, it can be stated the students' speaking skills has improved from low category upto capable category (72.30 and 81.67), with the passed KKM percentage in cycle 1 is 36.51% and in cycle 2 is 80.95%.

Finally, based on all the data analysis that has been done by the writer has answered the hypothesis. It means the hypothesis that has been made before is accepted. In another word, the using of Board game is good to be applied in improving the students' speaking skills to the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year.

The finding of this research supports and proves the idea as what is stated by Wright that game is an activity which is entertaining and engaging, often challenging and an activity in which the learners play and usually interact with others. By interacting and communicating each other through board

games, the students can learn easily, and it can improve the students' score in speaking skill. By improving their score in speaking, automatically the students improve their English as a foreign language.

Through applying educational board games, it could increase their curiosity and creativity of the students. The learners can take turns producing a sentence each around the group, or can call on each other.

Educational board games are the best solution for teacher problem. In addition, board games are very attractive and interesting games. Through game-like activities can cheer up the class and make language learning more pleasurable and easier to learn.

It is effective and appropriate to use since it can be applied in groups so the students can express their idea using English with their friends in fun way. By learning in groups, students can build the characters of working cooperatively, be self-confident, creative, responsible, honest, and passionate in learning. The students were interested in playing the board game for English vocabulary learning. Since it is about vocabulary mastery, the writer proved that board game is also effective to be applied towards students' speaking skill.

Based on those theories, they strengthen this result that board game is effective towards students' speaking skill at the tenth grade students of senior high school.

## **V. THE CONCLUSIONS AND SUGGESTION**

### **The Conclusions**

The conclusion is a simple summary of some written. By reading the conclusion part the readers are able to find out what is exactly the result of research. Formulating the conclusion of research is really important to be done by the writer. With the existence of conclusion, a research can be stated as the good research and useful for the others.

Considering to that statement, in this chapter the writer would like to deliver the conclusions of this research toward the readers. It refers to the following information:

1. Board game is good to be applied in improving the students' speaking skills. It can be known from the mean score of the students' speaking skills in pre-action is 57.14. While the mean scores of the students' speaking skills in cycle 2 is 81.67.
2. The students' speaking skills has improved. The improvement percentage of the students' speaking skills before and after using Board game is 42.95%.
3. The percentage of the tenth grade students of SMA Negeri 2 Padangsidempuan in 2017 - 2018 academic year who have succeed achieving the minimal completeness criteria (KKM) in the pre-action is 7.94%, in cycle 1 is 36.51%, and in the last cycle is 80.95%.
4. The highest students' score in the last cycle is 95 and the lowest is 65.
5. The hypothesis of this research is accepted.

### **The Suggestions**

Based on the writer's research and observation, she assumes that using communicative games like board game is appropriate and applicable in teaching speaking English to a foreign language learner. Therefore, she suggests :

1. English teacher should make a creative and effective method in teaching speaking. She also suggests that the teacher can try to use the board game as a proper technique for classroom activities in speaking English especially.
2. By using board games, it can make the students be more confident to use English in their activities, be easier in understanding a new language, and be more interactive each other in the

classroom. The success in teaching doesn't depend on the lesson program only, but more importantly is how the teacher can present the lesson and use various techniques to manage the class more lively and enjoyable. Being aware that speaking is important in global communication, the students should be trained to be confident to speak up their ideas in English fluently and understandable to reach communicative classroom activities.

### REFERENCES

- Applebaum, Bruce. 2007. *Communicative Language Teaching: Theory, Practice and Personal Experience*. The Jurnal Mandiri. Volume 9, NO. 4
- Cremin, Teresa. 2009. *Teaching English Creatively*. New York: Routledge
- Haris, David P. 1977. *Testing English as a Second Language: New edition*. Bombay: Mc. Graw Hill Book Company
- Harmer, Jeremy. 2007. *The Practice of English Language Teaching* 4th edition. England: Pearson
- Hughes, Arthur. 2003. *Testing for Language Teachers*. Cambridge: Cambridge University Press
- Lewis, Gordon and Bedson, Gunther. 2004. *Games for Children*. New York: Oxford University Press
- Richards, Jack C. and Rodgers, Theodore S. 2001. *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press
- Richards, Jack C. 2006. *Communicative Language Teaching Today*. New York: Cambridge University Press
- Richards, Jack C and Renandya, Willy A. 2002. *Methodology in Language Teaching: Anthology of Current Practice*. New York: Cambridge University Press
- Savignon, Sandra J. (eds). 2002. *Interpreting Communicative Language Teaching*. London: Yale University
- Savignon, Sandra J. *Communicative Competence: 1983. Theory and Classroom Practice*. New York: Addison Wesley, Inc.
- Snow, Don. 2007. *From Language Learner to Language Teacher*. Virginia: Teacher of English to Speakers of Other Language, Inc
- Sudijono, Anas. 2011. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo Persada
- Tarigan, Henry Guntur. 2008. *Berbicara Sebagai Suatu Keterampilan Berbahasa*. Bandung: Angkasa
- Wang, Yen-Hui. 2010. Using Communicative Language Games in Teaching and Learning English in Taiwanese Primary Schools. *Journal of Engineering Technology and Education*, Vol. 7, No.1
- Littlewood, William. 2002. *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press
- Wright, Andrew, Betteridge D, and Buckby M, 2006. *Games for Language Learning*. Cambridge: Cambridge University Press

[http://en.wikipedia.org/wiki/Board\\_game](http://en.wikipedia.org/wiki/Board_game).

Retrieved May 2018

## THE EFFECT OF THINK-PAIR-SHARE TO THE STUDENTS' SPEAKING ABILITY OF SHORT MONOLOG

Lenni Maya Sari Hasibuan<sup>1</sup>, Parlindungan<sup>2</sup>, Siti Meutia Sari<sup>3</sup>

English Study Program, Faculty Teacher Training and Education  
University of Graha Nusantara, Padangsidempuan

### ABSTRAK

*Penelitian ini dilakukan untuk mengetahui apakah ada pengaruh yang signifikan antara Think-Pair-Share terhadap kemampuan berbicara siswa pada monolog pendek atau tidak, dan dalam penelitian ini penulis menggunakan penelitian random sampling. Jumlah sampel dalam penelitian ini adalah 57 siswa. Untuk mendapatkan data yang dibutuhkan, penulis menerapkan penelitian pustaka dan lapangan. Penelitian pustaka diterapkan berdasarkan kebutuhan buku sebagai sumber teori dan informasi, dan penelitian lapangan diterapkan berdasarkan kebutuhan data dari lapangan, dalam hal ini dari SMP Negeri 2 Padang Bolak. Dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner dan tes tertulis. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Formulasi statistik yang digunakan dalam penelitian ini adalah rumus Pearson's Product Moment Correlation ( $r_{XY}$ ). Dari analisis data telah diketahui bahwa efek menggunakan Think-Pair-Share terhadap keterampilan berbicara siswa kelas delapan di SMP Negeri 2 Padang Bolak tinggi. Sehingga dapat disimpulkan bahwa hipotesis penelitian ini yang menyatakan: "Ada pengaruh yang signifikan antara Think-Pair-Share terhadap kemampuan berbicara siswa pada monolog pendek", diterima.*

*Kata kunci: Think-Pair-Share, berbicara, monolog pendek*

### ABSTRACT

This research is carried out in order to know whether there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog or not, and in this research the writer applies random sampling research. The number of sample in this research is 57 students. For getting the needed data, the writer applies the library and field research. The library research is applied based on the needs of the books as the sources of theories and informations, and the field research is applied based on the need of data from the field, in this case from the SMP Negeri 2 Padang Bolak. And as the instrument for collecting the data the writer uses the questioner and the written test. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. The statistical formulation which is used in this research is the formulation of Pearson's Product Moment Correlation ( $r_{XY}$ ). From the analysis of the data it has been known that the effect of using Video-Recorded Task to the students' speaking skills to the eighth grade students of SMP Negeri 2 Padang Bolak is high. So that it can be concluded that the hypothesis of this research that states : "there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog", is accepted.

Keywords : Think-Pair-Share, speaking, short monolog



## I. INTRODUCTION

Speaking is a productive skill. It involves the students to express their thoughts and sharing information with their friends. Mostly language learners deliberate that speaking is a skill that is measured by language mastering. In terms of consideration, language learners who learn English as a foreign language should master in speaking ability. It becomes a major ability which the learners can take control of learning English, for example, speaking as the leading of teaching and learning process which the students learn to communicate with their friends to express ideas and thoughts.

To achieve the students' speaking ability, they should do short monolog in the classroom in order to improve their speaking ability. In other words, speaking is one of valuable skill which makes the students have an achievement to talk or present something in front of others. Short monolog is one of spoken language types which one speaker standing in the class to deliver messages or ideas about something. By transmitting the message or idea, the listeners are expected to be able to receive it as well. But if the speaker cannot deliver it well, the listener will not be able to receive it well too. By doing short monolog, the students are able to encourage their speaking ability better.

Short monolog is the speech or verbal presentation delivered by a person. It means that the students are allowed to speak up in the whole class by presenting an object. In short monolog, one of the students only delivers ideas or thoughts shortly and orally. In addition, when the students do the short monolog means that they perform it by presenting what they desire to transmit to others. Through short monolog, the students will encourage themselves to speak up obviously and fluently.

The writer has observed, she wants to conduct the research about the effect of Think-Pair-Share on students' speaking ability of short monolog because it is an effective way and appropriate strategy to help

the students to improve their speaking ability. There are some components which are tested in scoring students' speaking ability of short monolog such as vocabulary, pronunciation, grammar, fluency, and comprehension.

Think-Pair-Share is a kind of cooperative learning which aims to organize classroom activities into academic and social learning experiences. The students must work in groups to complete tasks collectively toward academic goals. In addition, cooperative learning is an instructional method in which the students communicate in small groups and work with others cooperatively. The benefit of cooperative learning helps the students to encourage positive attitudes on learning, to associate with others, and to develop work together to help one another. It means cooperative learning enables students to get the higher score by increasing their speaking ability although it needs process and more practice to achieve it. Therefore, Think-Pair-Share is chosen because it gives an opportunity for students to think, to give an answer, and to help one another cooperatively. Think-Pair-Share is an effective strategy because the students become the active learners who communicate directly with their friends, talk in English without hesitation and feel free to share information or new knowledge. Also, this strategy will build up the students' motivation in speaking English because they feel enthusiast when the teacher gives a positive feedback to the students about their achievement in speaking ability.

Based on the explanation and the problems above, the writer is interested in finding out that Think-Pair-Share can improve students' speaking ability of short monolog. The researcher decides to carry out a research entitled : The effect of think-pair-share to the students' speaking ability of short monolog".

As has been mentioned before, this research is dealing with speaking ability of short monolog and the Think-Pair-Share. The scope of the study has been limited to the effect of think-pair-share to the students' speaking ability of short monolog.

Based on the background of the problem above, the writer formulated the research problem as follow: "Is there a significant effect of Think-Pair-Share to the students' speaking ability of short monolog?"

The purpose of research as follow: "To know whether there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog or not."

The hypothesis of this research: "There is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog".

The result of this study is expected to be useful for some people below.

#### 1. The Teachers

The English teachers will have information about Think-Pair-Share that can affect to students' speaking ability of short monolog as a strategy to produce better speaking and also they will apply this strategy in the classroom and give the positive effect to their students.

#### 2. The Students

After the students were taught speaking, they have motivation in speaking activity, especially by using Think-Pair-Share as a strategy to speak English fluently and appropriately. Then, they will struggle to express their opinions or ideas in speaking English.

#### 3. The Author Researcher

By conducting this study, it will support and motivate other researchers who want to conduct a research and also to give the positive effect on the quality of the research of Think-Pair-Share on students' speaking ability of short monolog.

## II. THE REVIEW OF THE LITERATURE

### Speaking

Speaking is a process to interact with others by using verbal language and it must be mastered by learning and practicing it

especially for daily conversation where the speaker and the listener will engage in a conversation and they are able to make each other understood. Spratt et al. (2005) have asserted that speaking is a productive skill.<sup>2</sup> It promotes to use speech act in order to show the meaning to others. In speaking, the speaker creates the verbal exchange to others in order to give information. It means that people express their ideas or feelings in spoken language and it serves a form of social behaviour because speaking is as a basis of oral communication among people in society from the first until now.

From the definitions above, speaking is an ability to express something by means of verbal language. The goal of speaking for sharing information such as, experiences, news, stories, knowledge, ideas, etc. It involves more than one person in communicative interaction, which is, the speaker who delivers a message and the listener who receives and responds it because the speaking activity is not only to produce words or sounds but also to obtain a meaning.

According to Richard (2008), there are three functions of speaking as described below.

1. Talk as interaction. It refers to the conversation and describes the interaction that serves a primarily social function. For example, when people meet each other, they exchange greetings, engage in small talk, and so on.
2. Talk as transaction. It refers to situations where the focus is on what is said or done. The speakers should deliver the message accurately in order to make the listeners understand clearly, so the process of the transaction can run well.
3. Talk as performance. It refers to public talk that transmits information, such as classroom presentation, public announcement, and speech. It tends to be in the form of monolog rather than dialogue and it closers to written

language than conversational language.

Hence, the function of speaking is talk as interaction (social function), talk as transaction (to have things done), and talk as performance (public speaking).

### **Think-Pair-Share**

Think-Pair-Share is a strategy of cooperative learning. Arends (2012) has stated that Think-Pair-Share is developed by Frank Lyman in 1985. Think-Pair-Share is an effective way to change learning circumstance in the classroom. It gives more time to the students to think, to respond, and to help each other but it is not a way for cheating. Hence, Think-Pair-Share is a strategy in teaching and learning process to gain students more understandable and actively discussing in the class.

Based on the definitions above, Think-Pair-Share refers to cooperative learning that sets students working in pairs or in a small group. The students have to think about a topic or a problem, or it might be an answer individually then, they share ideas with pairs. Therefore, they have opportunities to convey their ideas and share it with the whole class or in the group.

### **Thinking Framework**

Speaking is an important ability that should be acquired by students. The students should be given opportunities to practice a target language and produce it in spoken language. In practicing to speak English, the students do short monolog to convey their ideas. Short monolog is a speech delivered by a person, which aims to develop students' speaking ability in English. The aim of this activity is to enhance the student's proficiency in speaking ability. This short monolog should be supported using Think-Pair-Share. It is a cooperative learning strategy which the students have time to think individually, talk with each other in pairs, and share ideas to the whole group. Think-Pair-Share will be

applied as a strategy to improve the students' speaking ability of short monolog. Besides, the students will enjoy in learning together as their learning that can be facilitated through working in pairs. By working in pairs, it will simultaneously give positive impact to students' vocabulary self-esteem, pronunciation and learning materials. Also, the students have a chance to practice speaking English with their partner.

In addition, by implementing Think-Pair-Share students' speaking ability of short monolog will be improved significantly. Most of the times, Think-Pair-Share provides plenty of benefits especially to make the students more confidence to speak English. The students' speaking ability of short monolog spontaneously helps them to speak English fluently and appropriately. Therefore, it seems no doubt that the students' good in speaking ability of short monolog contributes to their speaking comprehension. It is important to prove that there is an effect of Think-Pair-Share on students' speaking ability of short monolog.

## **III. METHODOLOGY OF THE RESEARCH**

This study was held on 4<sup>th</sup> September up to 27<sup>th</sup> November 2017. This study was conducted at SMP Negeri 2 Padang Bolak. It is located at Jl. Veteran No. 77 Gunung Tua, Pasar Gunung Tua, Kec. Padang Bolak, Kab. Padang Lawas utara Prov. Sumatera Utara.

The instrument of the research is the tool for collecting the data that is used by the researcher to get the data from respondent in the research field. The instrument to collect the data is made up of two set, for the variable X, that is Think-Pair-Share by using the questionnaires consists of 20 items of question and variable Y, is speaking ability of short monolog by using the essay test. Speaking rubric is used for assessing the students' score. It is classified into five aspects such as pronunciation, comprehension, fluency, vocabulary, and grammar mastery. The topic of test is taken

from one of English books at eighth grade for Junior High School. It is about describing people, animals, and things. In the test, the students were asked to do an oral test of short monolog about "Describing Your Favorite Food".

In this research, the writer uses the descriptive method because the writer wants to find out the fact during the research is investigated in the research location. According to M. Iqbal Hasan (2002), "Descriptive method means to describe variable by variable, one by one. Descriptive methods has purpose; a) Collecting information as detail that describe phenomenon, b) To identify the problem or check condition and valid practice, c) To determine comparison or evaluation, d) Choosing what another people do to face the same problem and study from their experience to determine the plan and decision in the future.

Suharsimi Arikunto (2006) says, "It means that, if the data has been collected, so its classified become two groups of data, they are quantitative data that formed numbers and qualitative data is stated in the words or symbols.

Based on the quotation above, the writer wants to describe the effect to Think-Pair-Share to the students' speaking ability of short monolog.

The population of this research is all of the eighth grade students of SMP Negeri 2 Padang Bolak in 2017 - 2018 academic year. The population of the research which are consist of 4 classes, and total number of population are 121 students.

To get the sample, the writer uses the random sampling. According to Arikunto (2009: 95) says, random sampling, the researchers takes sampling based on homogeny population. So, sample can take randomly. Random sampling can be divided into simple random sampling, ordinal sampling, random sampling with numbering random.

Based on the explanations above, random sampling suitable use to get sample in this research. The writer taken 47 % from population which are followed the principle of random sampling, they are: 335 students, the total sample are 57 students.

There are two types of analyzing data in this research; firstly descriptive analysis, which used to see the mean, median, modus, and making distributive frequency and also making histogram. After that, to see the position of each variable, the writer makes the criteria of scoring variables.

**Table 1**  
**The Criteria of Scoring Speaking ability of short monolog**

No	Indicators	Number of test
1	80-100	Excellent
2	70-79	Good
3	60-69	Enough
4	50-59	Bad
5	0-49	Fail

Statistic analysis that are used to see the effect between Variable X and Variable Y. And this analysis also test hypothesis determined before. The writer uses the formulation "r" Product Moment by Pearson in doing the statistic analysis, the rule that can be considered as follows:

The data of this research which is taken from the sample is analyzed by using statistical process. The data is analyzed by applying, the formula is follows.

$$r_{xy} = \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \cdot \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}}$$

#### IV. THE RESULT OF THE RESEARCH

Before testing the hypothesis, the data obtained from 67 students in this field of research is calculated, both the data of Think-Pair-Share and speaking ability of short

monolog. The result of data from respondent toward speaking ability of short monolog by using Think-Pair-Share is made as X variable and the students' speaking ability of short monolog is made as Y variable.

Based on the result for Think-Pair-Share (X), it can be seen that there are 57 students were follow test. It was found that the highest score of students on teaching score is 90 and the lowest score is 60. After doing the calculation, it was found that the mean score is 80.18 the median score is 80, and the modus score is 85.

From the data of research that has been got from the result of the test given about speaking ability of short monolog, it can be seen that done to the speaking ability of short monolog, there are 57 students who followed the test. The lowest score was got by the students is 50 and the highest score is 90. The mean score is 75.18, the median score is 75.00, and the modus score 75.00.

After collecting and calculation the mean, median, modus, the writer calculates the score of the data collected by using formula  $r_{xy}$  where the tabulation can be seen on. The technique for using there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2 - (\sum X)^2)\} \{N(\sum Y^2 - (\sum Y)^2)\}}}$$

To get the index score of "r" count from both variables of this research, there are some steps that to be done by the writer to get the score of product moment correlation by Pearson below:

1. Making the table work contains both variables
2. Making the index correlation product moment between X variable and Y variable
3. Find out the  $t_0$  by distribute the "r" product moment into "t" formula.
4. Make interpretatuion.

After that "r" Product Moment can see the table:

**The Table Index Effect of Product Moment in Think-Pair-Share to Speaking ability of short monolog at the Eighth Grade Students of SMP Negeri 2 Padang Bolak.**

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	80	75	6400	5625	6000
2	90	85	8100	7225	7650
3	80	75	6400	5625	6000
4	90	85	8100	7225	7650
5	85	85	7225	7225	7225
6	80	80	6400	6400	6400
7	85	80	7225	6400	6800
8	80	75	6400	5625	6000
9	70	70	4900	4900	4900
10	85	80	7225	6400	6800
11	90	85	8100	7225	7650
12	80	80	6400	6400	6400
13	70	70	4900	4900	4900
14	80	75	6400	5625	6000
15	70	60	4900	3600	4200
16	85	85	7225	7225	7225
17	80	75	6400	5625	6000
18	75	80	5625	6400	6000
19	85	80	7225	6400	6800
20	85	85	7225	7225	7225
21	80	75	6400	5625	6000
22	85	75	7225	5625	6375

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
23	75	75	5625	5625	5625
24	85	80	7225	6400	6800
25	60	50	3600	2500	3000
26	75	75	5625	5625	5625
27	75	70	5625	4900	5250
28	75	75	5625	5625	5625
29	85	85	7225	7225	7225
30	80	75	6400	5625	6000
31	75	50	5625	2500	3750
32	80	80	6400	6400	6400
33	90	90	8100	8100	8100
34	80	85	6400	7225	6800
35	65	50	4225	2500	3250
36	80	80	6400	6400	6400
37	80	75	6400	5625	6000
38	85	85	7225	7225	7225
39	90	85	8100	7225	7650
40	90	70	8100	4900	6300
41	85	80	7225	6400	6800
42	70	65	4900	4225	4550
43	85	75	7225	5625	6375
44	85	80	7225	6400	6800
45	80	75	6400	5625	6000
46	85	80	7225	6400	6800
47	75	75	5625	5625	5625

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
48	85	85	7225	7225	7225
49	85	85	7225	7225	7225
50	70	65	4900	4225	4550
51	75	70	5625	4900	5250
52	80	75	6400	5625	6000
53`	85	80	7225	6400	6800
54	85	60	7225	3600	5100
55	85	55	7225	3025	4675
56	80	75	6400	5625	6000
57	60	55	3600	3025	3300
<b>Σ</b>	<b>4570</b>	<b>4285</b>	<b>369200</b>	<b>327325</b>	<b>346300</b>

From above data, it can be seen that  $N = 57$ ,  $\Sigma X = 4570$ ,  $\Sigma Y = 4285$ ,  $\Sigma X^2 = 369200$ ,  $\Sigma Y^2 = 327325$ ,  $\Sigma XY = 346300$

From of data, it is found that the result  $r_{xy}$  ( $r_{test}$ ) is = 0.72. If it is compared to  $r_{table}$  with the level of believing 95% or significant in 5% with  $r_{table}$  is (dk) =  $N - 2 = 57 - 2 = 55 = 0.273$ . From the above calculation and explanations, it is found that the value of " $r_{test}$ " count is greater than the value of " $r_{table}$ " ( $0.72 > 0.273$ ).

Step by step has been done by the writer in this research is order to get the subjective research result as good as possible. It is very difficult to get the perfect result because there were some limitations which felt by the writer. The result of calculation  $r_{xy}$  is 0.72. If it is compared with  $r_{table}$  it can be concluded that  $r_{test}$  - is higher than  $r_{table}$  ( $0,72 > 0,212$ ).

In concluding the research, the writer realizes that there are so many weaknesses of this research. Although the hypothesis is accepted, it does not mean that the whole process of this research is perfect. There were

some limitations which felt by the writer, such as the lack of knowledge of the writer in designing the instrument that has some weakness, the technique of collecting data, and also the process of calculating the data. Those all are affected by the minimum knowledge, limited sources and small fund of the writer.

## V. CONCLUSIONS AND SUGGESTIONS

### The Conclusions

Based on the statistical analysis result, the writer comes to the conclusions.

1. The result of the data description shows that the mean score got by the students of the eighth students of grade Think-Pair-Share is 80.18. It can be said that the criteria is excellent.
2. The result of the data description shows that the mean score of students of the eighth grade students of speaking ability of short monolog is 75.18. It can be said that the criteria is good.
3. Based on the data analysis that is analyzed by using  $r_{XY}$  formula, it is found that the value of  $r_{test} = 0.72$  if it is consulted to the value of  $r_{table} = 0.273$ , it can be stated that the value of  $r_{test}$  is bigger than  $r_{table}$  ( $0.72 > 0.273$ ). It means there is a significant effect of Think-Pair-Share to the students' speaking ability of short monolog.
4. The hypothesis of this research is accepted.

### The Suggestions

Based on the findings and discussions stated in the previous chapter, some suggestions are given to the participants who are closely related to this study. They are presented as follows.

1. For the English Teachers

The English teachers should consider the students' needs and intere: 38

designing speaking materials. It is important for the teachers to use various activities that is appropriate to the students' needs because it can reduce the students' boredom and monotonous during teaching and learning process. It is useful for them to use Think-Pair-Share as one of the appropriate activities in teaching speaking. Also, through Think-Pair-Share the class would be fun and increased students' motivation in order to speak English well.

2. For Students

By using Think-Pair-Share in the class, the students have opportunities to speak English confidently and fluently in sharing their ideas. It also improves students' speaking ability of short monolog wherever they are.

3. For Other Researchers

The weakness of this study is its limited time in implementing the actions. Other researchers who are interested in the same field are recommended to implement the actions in a longer period of time to get more maximum results so that the improvement will be more significantly seen.

## BIBLIOGRAPHY

- .Arikunto Suharsimi, 2009, Manajemen Penelitian, Jakarta: Rineka Cipta.
- Ary, Donald., *et al.* 2010. *Introduction to Research in Education*. USA: Wadsworth Publishing Company, Inc., 8th Ed,
- Brown, H. Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Pearson Education
- Cohen, H. Barry., and Lea, Brooke, R. 2004. *Essentials of Statistics for the Social and Behavioral Sciences*. New Jersey: John Wiley & Sons, Inc.,

- Finocchiaro, M. 1998. *Developing Communicative Competence* A TEEFL Anthology, selected Article from the English Teaching Forum.
- Gay, L. R. et.al., 2009, *Educational Research*, New Jersey : Boston College.
- Little Wood. 1981. *Comunicative Language Teaching*. Cambridge: University Press.
- Little Wood. 1983. *Comunicative Language Teaching: An Introduction*, Cambridge: University Press.
- Mayer, E. Richards., and Alexander, E. Patricia., 2011. *Handbook of Research on Learning and Instruction*. New York: Taylor and Francis
- Muijs, Daniel. 2004. *Doing Quantitative Research in Education with SPSS*. London: SAGE Publications, Ltd.
- Patel, M.F. and Praveen M. Jain, 2008, *English Language Teaching (Methods, Tools, and Techniques)*, Jaipur: Sunrise.
- Pollard, Lucy. 2008. *Guide to Teaching English*. London: London University
- Richard, 1984, *Aproaches and Methodes in Language Teaching*, Cambridge: Cambridge University Press.
- Richards Jack, 1985 *The Context of Language Testing*. Cambridge:University Press.
- Richards, J. C. 2008. *Teaching Listening and Speaking*. USA: Cambridge University Press,
- Savignon. S 1972. *Communicative Competence: An Experiment in Foreign Language Teaching*. Philadelphia: Center of Curriculum Development.
- Smith, 1985, *Understanding Reading: Psycholinguistics analysis of reading and learning to read*, New York: Holt, Rinehart and Winston.
- Tinambunan, 1998, *Metode Penelitan Kuantitatif*, Bandung: Citapustaka.



## THE INFLUENCE OF USING VIDEO TO THE STUDENTS' SKILLS IN WRITING DESCRIPTIVE TEXT

Muhammad Rapiyadi<sup>1</sup>, Tinur Rahmawati Harahap<sup>2</sup>, Siti Meutia Sari<sup>3</sup>

English Study Program, Faculty Teacher Training and Education  
University of Graha Nusantara, Padangsidempuan

### ABSTRAK

*Penelitian ini dilakukan oleh penulis untuk mengetahui sejauh mana pengaruh penggunaan video terhadap keterampilan siswa dalam menulis teks deskriptif. Dalam penelitian ini, penulis menggunakan sampel penelitian. Jumlah sampel adalah 59 siswa. Pendekatan penelitian ini adalah video untuk pembelajaran, dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuesioner untuk variabel X dan tes untuk variabel Y. Setelah mengumpulkan data yang diperlukan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung skor rata-rata kuesioner penggunaan video untuk meningkatkan keterampilan siswa dalam menulis teks deskriptif dengan menggunakan rumus Anas Sudijono. Langkah berikutnya adalah menguji hipotesis dengan menggunakan analisis statistik dalam hal ini Pearson's Product Moment Correlation Coefficient ( $r_{XY}$ ). Hasil data menunjukkan bahwa skor rata-rata yang diperoleh siswa yang diajar dengan menggunakan video yaitu 78,56, dapat dinyatakan bahwa menggunakan video untuk keterampilan siswa dalam menulis teks deskriptif dapat dikategorikan ke dalam kategori baik. Dan untuk keterampilan siswa dalam menulis teks deskriptif, yaitu 74,83, itu dikategorikan ke dalam kategori mampu. Ini berarti bahwa siswa kelas tujuh SMP Negeri 1 Sayurmatangi tahun akademik 2017 – 2018 dapat menulis teks deskriptif dan mereka telah menerapkan metode yang baik untuk keterampilan mereka dalam menulis teks deskriptif.*

*Kata kunci: video, menulis, teks deskriptif*

### ABSTRACT

This research is conducted by the writer in order to know how far the influence of using video to the students' skills in writing descriptive text is. In this research, the writer applies the sample of research. The number of sample is 59 students. The approach of this research is video for learning, and as instrument for collecting the data, the writer uses the questionnaires for variable X and the test for variable Y. After collecting the needed data, the next step which is done by the writer is calculating the mean score of using video for raising the students' skills in writing descriptive text by using the formula of Anas Sudijono. The next step is testing the hypothesis by using the statistical analysis in this case the Pearson's Product Moment Correlation Coefficient ( $r_{XY}$ ). The result of the data shows that the mean score got by the students taught by using video that is 78.56, it can be stated that using video to the students' skills in writing descriptive text can be categorized into good category. And for the students' skills in writing descriptive text, that is 74.83, it is categorized into the capable category. It means that the seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year are able to write descriptive text and they have applied good method to their skills in writing descriptive text.

Keywords : video, writing, descriptive text

## I. INTRODUCTION

Based on Curriculum, Junior High School students are taught about writing texts in English. The students are expected to be able to write sentences and generate them into paragraphs, then develop the paragraphs into several kinds of text. One of them is descriptive text which is taught at the seventh grade of Junior High School. The text is a kind of text that describes thing in specific. Bob Brannan (2006) states, "Describing is the process of relating details to help another person see what we have seen. It is the act of painting a picture with words. But good description do more than just give readers a picture of a scene; they use the other senses (hearing, touch, taste, smell) to involve the audience more completely. It is stated in Standard Basic Competence at the seventh grade of Junior High School that the students should be able to compile short and simple descriptive text in oral and written about person/animal/thing by paying attention to the purpose, organization, and language feature of the text accurately and contextually.

In fact, there is problem that many students face in writing, that is, students either think or say that they cannot write, or do not want to write. It is due to they have no confidence, they assume that writing is boring or believe that they have nothing to write. There are some problems that often occur when students write. For example, they did not have idea what to write when they began their writing, they were confused to organize their ideas and did not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly." That is why writing seems to be the hardest aspect to do in teaching learning processes.

Based on the writer's observation at SMP Negeri 1 Sayurmatengi, there are many factors that make students feel difficult to write descriptive text. Those are: (1) students did not know what they should write for identification and description of descriptive text, (2) most of students only copied the model of text, (3) students wrote descriptive

in their own language and translate into English. It makes their ideas of writing descriptive text were not arranged orderly. Thus, teaching writing of descriptive text in an appropriate way is required to facilitate students' second language acquisition.

Based on the writer's experience in PPL, teacher still uses teacher centered for teaching English. It makes students passive and hard to think critically. Moreover, students need critical thinking to be able to write. Teacher seldom provides additional media or sources for teaching. Teacher mostly uses students' workbook that can make students lose their interest for learning.

Lightbown and Spada (2006) proposes, "Lesson that always consists of the same routines, patterns and formats have been shown to lead to decrease in attention and an increase in boredom. Varying the activities, tasks and materials can help to avoid this and increase students' interest levels". So, it can be concluded that the media in teaching learning is very crucial to the success of the teaching learning process.

Actually, teachers can do some efforts to upgrade their way in teaching in the classroom. One of teaching media that can be used in teaching descriptive text is by using video. It can help students to increase their understanding about the material they learn. As George (2002) points out, "Our students have a much richer imagination for what we might accomplish with the visual than our journals have yet to address." Video can be a medium which can help students to understand the picture described in the video. By analyzing a proper video, students can decrease their weakness in the lack of vocabulary, because video proposes a hint through its visual meaning. Video also becomes a media that attract student's attention and help them to increase their motivation in comprehending the procedure text. Thus, based on the problems, the researcher intends to conduct a study on examining the influenceiveness of using video in teaching writing of descriptive text.

Based on the explanations above, the writer is interested to do the research which is related to that problem by title “The influence of using video to the students’ skills in writing descriptive text”.

Beside the above reasons, the writer has chosen the topic based on the following reasons:

1. The writer is interested to know how far the influence of using video to the students’ skills in writing descriptive text is.
2. Students do not have idea what to write when they begin their writing, they are confused to organize their ideas and do not have motivation to write due to their limited range of vocabulary, they cannot recognize and improve a sentence or paragraph correctly.
3. The writer has chosen Video because it can be a medium which can help students to understand the picture described in the video. By analyzing a proper video, students can decrease their weakness in the lack of vocabulary, because video proposes a hint through its visual meaning.

## 1.2. The Limitation of Research

Based on the writer identified, the factors above is too large to research. So that, it is necessary to limit the factors. The limitation of this research can be seen below:

1. The students’ who are taken as the object of this research are the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year
2. Video in the topic of this research means one of authentic materials in advancement technology in decades. It can visualize the condition of information by its photograph and audio inside which is video can give the opportunities

for students to practice the knowledge through it activities.

3. The students’ skills in writing descriptive text in the topic of this research means the students’ ability to write the phenomena from the videos to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year

Problem is a contradiction between what should be and what had happen. Based on the background of research the writer has found the problems, to make the problem is clearer in this research; the writer will formulate the problems as : “How far is the influence of using video to the students’ skills in writing descriptive text”.

In one study, writers are not only aware of the issue in her research, but also must have a purpose. From the formulated problem the purposes of the research is to know how far the influence of using video to the students’ skills in writing descriptive text is.

Hypothesis is a tentative answer to the question proposed. Arikunto (2006) says that hypothesis is a tentative answer to the research problem until it proved for the data collected.

Based the explanation above, the hypothesis of this research can be formulated as “There is a significant influence of using video to the students’ skills in writing descriptive text to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year”.

This study is expected having some significance not only for the researcher, but also for three groups of people such English teachers, students and

other researchers.

1. The researcher

The result of the investigation will be useful as a reference for the researcher

to improve knowledge about writing of descriptive text using video and it will be useful in the future as the prospective teacher in preparing teaching process.

2. The students

The result of this research is expected to motivate them to give proper responses toward teaching and learning process and have the enjoyable learning in order to achieve a high quality of teaching and learning process.

3. The teachers

The result of this research is expected to give reference and improve their way to teach descriptive text. It is also expected to be useful as the variety media in teaching English so the teaching and learning process can effectively run as good as possible.

4. The other researchers

It is expected to give more information and contribute the knowledge about teaching descriptive text through video to improve students' writing skill.

## II. THE REVIEW OF LITERATURE

### Writing

According to Dietsch (2006), writing is a process of discovery. As you write, you will discover thoughts and ideas that lie beneath the surface of your mind. You will become more aware of your own beliefs and values-what is important to you. In those definitions, writer can conclude that writing is expressing the idea through written text. It can be with handwriting or typewriting. Writing requires many aspects, such as a high level of organization and accuracy, the use of complex grammatical and vocabulary. So, it can be effective writing.

### Descriptive Text

Bob Brannan (2006) states, "Describing is the process of relating details to help another person see what we have seen. It is the act of painting a picture with words. But good description do more than just give readers a picture of a scene; they use the other senses (hearing, touch, taste, smell) to involve the audience more completely.

Description has been defined by philosophers as "a mode of perception," a means of knowing. It is a way to impose order upon the confusing complexity of the real world and to understand it, at least partially.

Based on the explanation above, descriptive text is description of someone or something or a place that described into words. It includes details as real as possible which make the reader easy to imagine what the text is being described.

### Video

Video combines motion, color, and sound in ways that can dramatize ideas better than any other medium. Students can experience the past, present, and future without leaving the classroom. To get the best results from video, teachers need to select materials wisely and use good showmanship skills. Moreover, Ismail (2005) states that video is an obvious medium for helping learners to interpret the visual clues effectively. It means that video can be used to visualize a situation in which could have been replaced by photograph and text or audio.

Video makes students become autonomous learners and critical thinker; such as focus on analyzing images, comprehend the video and identify their weaknesses and strengths. Video is also called a media which is underpinned by the real-life communication. Video tries to elaborate the real condition of the activity through visualizing visual and audio to present content and to provide illustration for concepts. Video motivates learners because they are more

interesting or stimulating than non-authentic materials.

In summary, video is one of authentic materials in advancement technology in decades. It can visualize the condition of information by its photograph and audio inside which is video can give the opportunities for students to practice the knowledge through it activities. As the result, video can arouse students' interest and motivation in learning language especially in writing of descriptive text.

To get a successful result in language teaching using the video as an aid, there are some techniques that should be benefited by both teacher and learner.

1. Active viewing.

It increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. The teacher provides some key questions before starting the presentation on the board so that the students get an overview of the content of it. After viewing the questions, the students answer the questions orally, or the students may take notes while viewing.

2. Freeze framing and prediction.

It means stopping the picture on the screen by pressing the still or pause button. Teacher freezes the picture when he or she wants to teach words and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some points.

3. Silent viewing.

It can arouse students' interests, stimulates thought and developed skills of anticipation. This activity can also be a prediction technique when students are watching video for the first time.

4. Sound on and vision off activity.

This activity can be interesting and useful to play a section of a video unit and remove the visual element from the presentation by obscuring the picture so that students can hear only the dialogue but unable to see the action. Through this activity, the students predict or reconstruct what has happened visually depending on what they hear.

5. Repetition and role play. Repetition can be used when there are some difficult language points in the video unit. A scene on video is replayed with certain pauses for repetition either individually or in chorus. Role play involves students as active participants. Role playing is a good communicative activity and true preparation for real-life situations. It gives a chance to students to apply what they are learning.

6. Reproduction activity.

After students have seen a video, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge.

7. Dubbing activity.

This activity can be done when students have the necessary language competence. In this activity, students are asked to fill in the missing dialogues after watching a sound-off video episode.

8. Follow-up activity. It is important that a video presentation should lead to follow-up activity as the basis for further extended oral practice. With this activity, students have an opportunity to develop sharing and co-operate skills.

In conclusion, video provides an opportunity to study and can be applied in teaching. The availability of video is as suitable media to teach students in the class, video combines visual and audio stimuli. It is accessible to those who have not yet learned writing well and provide context for learning.

### **The Frame of Mind**

It has been explained previously, video is the technology of electronically capturing, recording, processing, storing, transmitting, and reconstructing a sequence of still images representing scenes in motion. Video combines motion, of Humanities and Social Science Thaksin University, 2014), color, and sound in ways that can dramatize ideas better than any other medium.

Students can experience the past, present, and future without leaving the classroom. The use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.

Students need more efforts to help them find more convenient and successful in developing their writing skill. Based on these problems, teacher needs an appropriate way to improve students' writing skill. Video is one of the suitable media that can be used by teacher in English teaching and learning. This media must be fun in order to give students improvement on their English knowledge especially in writing material. Video will also be used to stimulate students' motivation and enthusiasm in English writing class.

Furthermore, video is suitable media that will be used at SMP Negeri 1 Sayurmatangi in improving students' writing skill. Thus, the researchers' assumption that video can affect students' writing skill of descriptive text will realized. If students interest with the media, a high motivation to

practice writing will help them to develop their writing skill.

### **III. THE METHODOLOGY OF RESEARCH**

This research will take place at SMP Negeri 1 Sayurmatangi. It lies in Sayurmatangi, Tapanuli Selatan Regency, North Sumatera Utara. This research will be conducted in 2017 - 2018 academic year.

When doing a research, a writer must have a tool, in which its function is to collect the data from the field. According to Arikunto (2006): "Instrument is the tool or facility which is chosen and used by the writer in his activity to collect in order to that activity become systematically and can be easily to getting result more good".

In order to get the needed data, of course the writer need the instrument. The instruments should be appropriate to the main purpose of carrying out the research. Because this research concern with the study of the influence of using video, so that the questioner is regarded as most appropriate instrument for getting the needed data and for getting the needed data about the student's skill in writing descriptive text writer chooses the test.

The questioner consist of the list of questions consists that of 10 items of questions. Each item contains in this instrument has 3 options.

With the value as follows:

- |                  |     |
|------------------|-----|
| 1. Ya            | : 2 |
| 2. Kadang-kadang | : 1 |
| 3. Tidak         | : 0 |

The highest score of questioners is 20. When the after scoring all the items of questioners, then the writer calculates the sum of the scores. And in order to get the scores 0-100 the writer multiplies the score with 5. So the highest score can be got by a student is 100. It is got from the total scores by student multiplied by  $5 \times 20 = 100$ , it is said so

because the number of using video questioners is 10 items.

According to Muchtar in Suharsimi book's (2013): "Tes ialah suatu percobaan yang diadakan untuk mengetahui ada atau tidaknya hasil-hasil pelajaran tertentu pada seorang murid atau kelompok murid". It means, test is any series of questions or exercises or other means of measuring the skill, knowledge, capacities of aptitudes or an individual or group.

For the test of writing skill that consist of 20 items, if a student can answer one item of the test correctly, he will get score 5. It means that if a student can answer all the items of the test correctly, he will get score 100. It is got from  $20 \times 5 = 100$ . This is the highest score can be got by the student.

In this research the writer uses correlation research. According to Gay in Sukardi book (2013): "Correlational research is a research study that involves collecting data in order to determine whether and to what degree a relationship exists between two or more quantifiable variables".

The population of this research is the seventh grade of second semester of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year. It consists of 118 students and they are divided into 4 classes.

The writer choose the random sampling. The sample of this research are the seventh grade students of second semester of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year. The writer taken 50% of population from four classes. The participant of research are 59 students.

#### IV. THE RESULT OF RESEARCH AND DISCUSSION

After finishing analyzing the collected data about the variables it has been got that the influence of video to the students' skills in writing descriptive text to seventh grade students of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year is high. It can be seen from the value of correlation ( $r_{XY}$ ), that

is 0.73, in which after consulting it to the table of interpretation of  $r_{XY}$  it can be categorized into high correlation category.

And through the collected data it can be seen that the students' scores of questioners vary from 65 up to 90. It means that the lowest score got by the student is 65 and highest score is 90. And the scores of the students' skill in writing descriptive text vary 60 up to 90, in which the lowest score got by the students is 60 and highest score is 90.

Based on the data that has been collected, it can be found that the influence of using video to the students' skills in writing descriptive text to seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year is high. It can be seen from the value of correlation ( $r_{XY}$ ), that is 0.73. It means that the hypothesis of this research that states: "There is a significant influence of using video to the students' skills in writing descriptive text to the seventh grade of SMP Negeri 1 Sayurmatangi in 2017 - 2018 academic year" is accepted.

The students' difficulty in writing descriptive text is caused by some problems. One of them is students did not know what they should write for identification and description of descriptive text. Thus, the researcher applied video to make students know the identification and description of descriptive text. Video gave a chance to the students to know what they should write for identification and description of descriptive text.

From the above explanation, it can be stated that in order to raise the students' skills in writing descriptive text. Not only Video influenced the students' skills in writing descriptive text, but many factors can raise, like: pictures, animal, thing, or phenomenon in this world. So that, video just one type from above.

And from the value of mean score got by the students taught by using video that is 78.56, it can be stated that using video to the students' skills in writing descriptive text can be categorized into good category. And for

the students' skills in writing descriptive text, that is 74.83, it is categorized into the capable category. It means that the seventh grade students of SMP Negeri 1 Sayurmatinggi in 2017 - 2018 academic year are able to write descriptive text and they have applied good method to their skills in writing descriptive text.

## V. THE CONCLUSIONS AND SUGGESTIONS

After finishing analyzing the collected the data, the next step which is important to be done by the writer is formulating the conclusions and then offering suggestions regarding to the result of the research. In this last chapter the writer would like to formulate the conclusions and then offers the suggestions of this research as follows:

### The Conclusions

After treating the statistical analysis in the research from the seventh grade of SMP Negeri 1 Sayurmatinggi the writer can conclude, as follows:

1. There is a significant influence of video to the students' skill in writing descriptive text to the seventh grade students of SMP Negeri 1 Sayurmatinggi in 2017 - 2018 academic year. It can be seen from the value of correlation ( $r_{XY}$ ), that is 0.73, in which after consulting it to the table of interpretation of  $r_{XY}$ , it can be categorized into high correlation category.
2. The application of video to the students' skills in writing descriptive text can be categorized into the good category. It can be seen from the value of mean score ( $M_X$ ) that is 78.56.
3. The students' skill in writing descriptive text of the seventh grade of SMP Negeri 1 Sayurmatinggi in 2017 - 2018 academic year can be categorized into capable category. It can be seen

from the value of mean score ( $M_Y$ ) that is 74.83.

4. The hypothesis of this research is accepted.

### The Suggestion

After conducting the research, suggestions can be showed related to research findings and discussion as follows:

1. The teacher should use video in teaching writing descriptive text to help students know the identification and description of descriptive text.
2. The teacher should be more creative in teaching writing because teacher has an important role in teaching writing.
3. The students should also have more practice in writing because writing is not an automatic process. They can have more practice in writing descriptive text by using video.
4. For further researchers, they should assess the students' writing test with more than one scorer to prevent the subjectivity of scoring because the weakness of this research is the scoring of students' writing test. It was only done by the writer. Besides, the future researchers can also have a research by using video in teaching writing other texts beside descriptive text.

## REFERENCES

- Arikunto Suharsimi; 2013, *Prosedur Penelitian: Suatu Pendekatan Praktek*, Rineka Cipta, Jakarta.
- Cakir, Ismail, The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom, The Turkish Online Journal of Educational Technology. Vol. 5 (4), 2006.



- Cox, Martha Heasley; 1962, *Writing Form Process Purpose*, Science Research Associate, Inc, Chicago.
- Dietsch, Betty Mattix, Reasoning and Writing Well (A Rhetoric, Research Guide, Reader and Handbook), (New York: McGraw-Hill, 2006).
- Djarmika, Rachmad Isnanto; 2013, *Developing English Skill; Writing Descriptive Text*, Pakar Raya, Bandung.
- Dorothy E Zemach, Lisa A Rumisek; *Academic Writing; from Paragraph to a Essay*, Macmillan.
- George, Diana, From Analysis to Design: Visual Communication in the teaching of writing. College Composition and Communication, Vol. 54, No. 1, 2002.
- Hamruni; 2012, *Strategi Pembelajaran*, Insan Madani, Yogyakarta.
- Handoko, Depo Ahmad, "Improving Students' Motivation in Learning English by Using English Videos," A Skripsi at Syarif Hidayatullah State Islamic University of Jakarta, Jakarta, 2011.
- Heinich, Robert, et al., Instructional Media and Technologies for Learning, (Ohio: Merrill Prentice Hall, 2002).
- HisyamZaini, Bermawymunthe, SekarAyu Aryani; 2008, *Strategi Pembelajaran Aktif*, Insan Madani, Yogyakarta.
- Hyland Ken; 2004, *Genre and Second Language Writing*, The University of Michigan Press, Michigan.
- Marwan; 2012, *Metode Video*. Wordpress.com, Jakarta.
- Nunan, David, Teaching English to Speakers of Other Languages: An Introduction, (New York: Routledge, 2015).
- Ozdemir, Muzaffer, et. al., The Effects of Captioning Videos on Academic Achievement and Motivation: Reconsideration of Redundancy Principle in Instructional Videos. Journal of Educational Technology & Society, Vol. 19, No. 4, 2016.
- Pharr, Donald and Buscemi, Santi V., Writing Today, (New York: The McGraw Hill Companies, Inc., 2005).
- Sanjaya, Wina; 2012, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, Kencana, Jakarta.
- Siahaan Sanggam, Shinoda Kisno; 2008, *Generic Text Structure*, Graha Ilmu, Yogyakarta.
- Siahaan Sanggam, Sipahutar Reina Adelina, dkk; 2011, *English Generic Texts Writing II*, FKIP Universitas Negeri Medan.
- Silberman Mel; 2004, *Active Learning, 101 Strategi Pembelajaran Aktif* (terjemahan Sarjuli et al.), Yappendis, Yogyakarta.
- Sugiyono; 2013, *Dasar-dasar Statistika*, Alfabeta, Bandung.
- Woottipong, Kretsai, Effect of Using Video Materials in the Teaching of Listening Skills for University Student, International Journal of Linguistic, Vol. 6, No. 4 (Thailand: Faculty of Humanities and Social Science Thaksin University, 2014).
- <http://serc.carleton.edu/introgeo/gallerywalk/active.html>
- <http://ctl.byu.edu/tip/active-learning-techniques>
- <http://edutaka.blogspot.co.id/2015/03/strategi-pembelajaran-aktif-tipe-index.html>

## APPLYING TASK - BASED LEARNING IN IMPROVING THE STUDENTS' MASTERY IN PRESENT CONTINUOUS TENSE

Lailatul Husna<sup>1</sup>, Parlindungan<sup>2</sup>, Rosni Harahap<sup>3</sup>

English Study Program, Faculty Teacher Training and Education  
University of Graha Nusantara, Padangsidempuan

### ABSTRAK

*Penelitian ini dilakukan untuk mengetahui apakah Pembelajaran Berbasis Tugas dapat meningkatkan penguasaan siswa dalam present continuous tense atau tidak. Dalam penelitian ini, penulis memutuskan untuk mengambil hanya 67 siswa sebagai sampel penelitian ini, di mana mereka dipilih secara acak. Untuk mendapatkan data yang dibutuhkan, penulis menggunakan tes tertulis dengan bentuk pilihan ganda. Setelah mendapatkan data, langkah selanjutnya yang dilakukan oleh penulis adalah menganalisisnya dengan menggunakan analisis statistik. Melalui analisis data diketahui bahwa persentase kelas yang lulus KKM (75) pada post tes siklus 2 adalah 97,01%. Artinya dalam siklus 2 Penelitian Tindakan Kelas (PTK) ini, ada 65 siswa yang lulus KKM dan ada 2 siswa yang nilainya di bawah KKM. Persentase kelas dari post tes 2 menunjukkan peningkatan beberapa siswa dari persentase kelas dalam pre-tes (17,91%). Peningkatan siswa yang lulus KKM adalah 79,10% (97,01% - 17,91%). Namun, dari persentase ini, PTK telah berhasil. Jadi hipotesis penelitian ini yang menyatakan: "Ada peningkatan yang signifikan dari penguasaan siswa dalam present continuous tense setelah mereka diajarkan dengan menggunakan Pembelajaran Berbasis Tugas", diterima.*

*Kata Kunci : pembelajaran berbasis tugas, present continuous tense*

### ABSTRACT

This research is carried out in order to know whether Task-Based Learning can improve the students' mastery in present continuous tense or not. In this research, the writer decides to take only 67 students as the sample of this research, in which they are chosen randomly. For getting the needed data, the writer uses the written test with multiple choice form. After getting the data, the next step which is done by the writer is analyzing it by using the statistical analysis. Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%). However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning", is accepted.

Keywords : Task-Based Learning, present continuous tense

### I. INTRODUCTION

In conducting teaching and learning process, the teacher should follow the curriculum recommended. It can be represent

in the teaching and learning process, on presenting kinds of the text types; it needs to be covered the three aspect of that text. Those are schematic structure, vocabulary, and linguistic features. In case of schematic

structures, it discusses how the text is organized. It would be simply known by analyzing the time, the place, and the participant who taking part in the text.

Grammar is the one of the most important parts to be learnt is “tense”. Tense is usually defined as relating to the time of an action, event or state. (Baurer, 1983)

According to Lock (1996), there are three tense forms normally called simple present, simple past and simple future. By tense, the students can know what time the actions occur, and understand the correspondence between the form of the verb and their concept of time, for example, the form of present continuous tense (s + V-ing) is easy to remember but the students are lazy to memorize verb-ing. Most of the time the teacher presented the formula and asked the students to memorize it, and then they should do the exercises. Many factors caused the students comprehension about the present continuous tense low; we divide the factors into two categories. The first category comes from the inside of students themselves that we called internal factor. This factor contains motivation, interest, intelligence, and etc. The second category is called external factor that comes from outside of the students such as school curriculum, physical conditions, the teacher, learning material including the teaching method.

Actually, there are many kinds of method of approach can be applied in teaching present continuous tense. Method by which students are taught may have some effects on their motivation. If they have confidence in the method they will find it motivating. By motivation, students are eager to study and it easy to difficult area of all to be certain of.

To support teaching and learning process, there are many methods that appear to help the learners in acquiring the language and help teachers to achieve the learning goals. One of the methods that can be used in teaching learning process is Task-Based Learning. Harmer (2007) writes that, “Task-

Based Learning is a natural extension of communicative language teaching. In Task-Based Learning, the emphasis is on the task rather than the language”. Here, the students are given a task, before the teacher give explanation about one topic.

Based on the explanation above, the writer intends to prove that Task-Based Learning method can be applied to teach present continuous tense. The title of her research is : “Applying Task-Based Learning in improving the students’ mastery in present continuous tense”, the writer has chosen the topic based on the following reasons :

1. The writer want to find out whether Task-Based Learning can improve the students’ mastery in present continuous tense or not.
2. The writer chooses Task-Based Learning, because it is the best method to teach grammar, the students are given a task, before the teacher give explanation about one topic. This makes the students focus on the task so that it will engage the students to analyze the task and they can later make a presentation about the task.
3. The writer chooses present continuous tense, because it is stated in curriculum for the seventh grade of Junior High School.
4. As far as she knows the topic is still new for it has never researched by other researchers before.

As it has been explained in the preceding sub chapter that this research is carried out in order to find out whether Task-Based Learning can improve the students’ mastery in present continuous tense or not. The limitation of this research can be seen below :

1. Task-Based Learning is the reversion of PPP (presentation, practice, and production) method since TBL takes third element (production) as the starting point. In PPP, the first thing that students do is listening to the

teachers' explanation (of one topic), then the teacher gives the students a practice. Finally, the teacher asks the students to make a production (of the topic given) by their selves.

2. The students' mastery in present continuous tenses in the topic of this research means the students' ability in using tenses which is talking about actions in the present, or thing that are going on or happening now.
3. The Object of this research is the seventh grade students of SMP Negeri 3 Padangsidimpuan.

A research is carried out in order to study the problem and it is done formally by using the scientific method. As Gay says, "Research is the formal, systematic, application of the scientific method to the study of problem".

From above quotation it is clear enough of us that problem is assumed as the most important element of a research, and we make a research in order to the study of problem.

Based on the above explanation, the writer can formulate the problem of this research as follows : "Can Task-Based Learning improve the students' mastery in present continuous tense?".

The writer formulate the hypothesis of this research as follows : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning".

After finishing carrying out this research it is expected that :

1. For the English teacher

The result of the research will be helpful for the teacher to improve their technique in teaching especially in teaching present continuous tense text. It is hoped that it can overcome the problem of the students in mastering present continuous tense.

2. For the students

This research would be useful for the students who learn English, especially in mastering present continuous tense text. The result of this treatment will make the students more easily to understand about the present continuous tense text, so that it can help the students in mastering present continuous tense text.

3. For the school

The result of this research would be useful for educator who has responsibility to plan, design, and develop teaching grammar focus. Moreover, it is hoped that this research can be input for school in planning, designing and developing the English curriculum.

4. For the researcher, this research can be used as a media for implementing her knowledge that has been got during her study in the university and it is also used for getting information about the English teaching in the school, especially about the application of Task-Based Learning and present continuous tense.

## II. THE THEORITICAL FRAMEWORKS

### Task-Based Learning Methodology

Generally, a Task-Based Learning involves pre-task, a task-cycle, and language focus as written in Harmer (2007). The Task-Based Learning framework shown bellow has been adapted from the Willis' framework (1996):

1. Pre-task : Introduction to topic and task
2. Task cycle : Task, Planning and Report
3. Language focus : Analysis and Practice

## Present Continuous Tenses

The present continuous tense is one of the important elements of English language especially in grammar. Present continuous tense is also known as present progressive tense. (Swan, 1980)

According to Robert Krohn (1970) who stated, the present progressive is made with form of be and the -ing form of the main verb and indicates an action or event which is actually in progress at this moment but may terminate at any time. In addition, Ann Seaton (2000) explains the present continuous tense is talking about actions in the present, or thing that are going on or happening now. Ann Seaton also explicates the form of present continuous tense, that is by adding -ing to the verb, for example:

1. I am learning how to make origami
2. My mother is cooking at the kitchen
3. Rina is reading a magazine at the corner

Derived from those definitions, it can be concluded that the present continuous tense indicates the activity that is going on or in progress at the moment of speaking.

## Action Research

There are various research methodologies in conducting a research into a classroom. In the study, the writer decides to use one of them; that is action research. Thus, in doing this study, the writer's position is not only an observer but also as a researcher.

Action research is popular in educational field. Kurt Lewin, then a professor at MIT, first coined the term "action research" an about 1944. He described that action research as a "comparative research on the condition and effects of various forms of social action and research leading to social action as cited in ([www.wikipedia.com](http://www.wikipedia.com).)

Another researcher (Reason and Bradbury, 2001) also mentioned in the same website defined that "Action research is an interactive inquiry process that balance

problem solving action implemented in a collaborative context with data-driven collaborative analysis or organizational change. Arikunto (2006) also defines that action research (classroom) is an observation towards an action that is conditioned in the classroom.

From the definitions above, the writer intends to give her definition about action research. According to the writer, classroom action research is a research that is done in a classroom by the teachers to improve and motivate students in teaching learning process so that the students could solve the problem during the process of assessing target or aim of the study.

## The Frame of Mind

One method in language teaching is Task-Based Learning (TBL). Harmer (2007) writes that, "Task-Based Learning is a natural extension of communicative language teaching. In TBL, the emphasis is on the task rather than the language". Here, the students are given a task, before the teacher give explanation about one topic. However, it can be very effective in intermediate levels and beyond" The principle is that the teachers are only an observer during the task plan and become a language informant only during "language focus" stage. This makes the students focus on the task so that it will engage the students to analyze the task and they can later make a presentation about the task.

As one of language components, grammar is important to be learnt by students. It will help them use English creatively. In fact, Indonesian and English grammars are quite different. The present continuous tense is one of English grammar topics that is given to the seventh grade students of junior high school. Seeing for the relation of TBL and the teaching of grammars, the writer will apply the TBL method to teach present continuous tense. As we know that, the students still have difficulty in mastering tenses since it also has the rule of the changing of verb. For

that reason, the teachers need a good method in helping their students understand and master grammar especially present continuous tense since teaching structure is not easy. The writer intends to prove that TBL method can be applied to teach present continuous tense.

### III. THE METHODOLOGY OF RESEARCH

The method is important to be applied, because it can be used as a means to overcome the problem of the research. Because this research is assumed as a scientific research and it is done formally, so that in carrying out this research the writer applies the scientific method.

Arikunto (1989) state that, method was a way that was used to get the data by the researcher. In the research activity, the researcher has to choose and used the suitable method.

Based on the main purpose of this research, that is, in order to find out how far the improvement of the students mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year is, so that in this research the writer uses class action research (CAR).

The population is the whole number of the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year. They are 277 students. The writer decides to take only 67 students as the sample of this research.

### IV. THE RESULT AND DISCUSSION

#### Pre-test

From the result of the pre-test that had been done before teaching Present Continuous Tense by using Task-Based Learning to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year, it has been got that the highest score by the students is 80 and the lowest score is 50.

#### Post-Test

After applied the Task-Based Learning in teaching Present Continuous Tense to the eighth students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year, it has been got that the highest score of post-test cycle one is 90 and the lowest score is 60.

In the post-test cycle 2; it has been got that the highest score of post-test cycle one is 95 and the lowest score is 70.

At it has been explained in the preceding chapter that the hypothesis is still as a tentative answer or the prediction of the researched problem. So that it needs testing to prove its truth. The testing is done in order to know whether the hypothesis is accepted or rejected.

In this research, these are the criteria of the action success as follow:

1. The achievement of students that is proved from final score in conditional sentence type 1 showed 75% of students could achieve the target score 75.
2. The improvement of students' mastery in conditional sentence type 1 showed 75% of students could achieve the target score 75.

Through the analysis of data it is had been known that the class percentage which passes the KKM (75) in post-test cycle two is 97.01%. It means that in the cycle 2 of Classroom Action Research (CAR), there are 65 students who passed the KKM and there are 2 students whose score are below the KKM. The class percentage of posttest 2 shows some students' improvement of the class percentage in the pretest (17.91%). The students' improvement which passes the KKM is 79.10% (97.01% - 17.91%).

However, from this percentage the CAR has been succeeded. So the hypothesis of this research that states : "There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to

the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year", is accepted.

In the pre-test, the mean score of students on Present Continuous Tense test before using CAR and applying Task-Based Learning in teaching Present Continuous Tense is 65.60. This mean score is viewed low because the minimal standard-mean score that the teacher declared is 75 (*seventy five*). So, mean score 65.60 is assumed as the incapable score category.

Afterwards, to compare whether CAR succeed or not, it was done post-test that is carried out after implementing CAR for each cycle. The result of mean score in the post-test cycle 1 is 75.07. This is assumed as capable category score that the students got because they could pass the minimal standard score that the teacher declared. It can be said that the students' mean score from the pre-test to post-test improved. The improvement percentage is 17.91 %. Meanwhile, the class percentage which passes the KKM in posttest 1 is 67.16%. It shows there are 45 students who pass the KKM and there are 22 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% from the class percentage. That is why the writer and the teacher continue to the second cycle.

Furthermore, the mean score of post-test 2 is 85.52. It can be said that the students showed their best achievement. They proved the good improvement for each cycle. The percentage of mean score improvement between pre-test and posttest 2 is 30.38%. Meanwhile, the class percentages which pass the KKM are 97.01%. It means there are 65 students whose score pass the KKM and only 2 students is under the target of KKM. The posttest of cycle 2 has fulfilled the target of Classroom Action Research (CAR) success. Then, the score proves the successful indicator can be reached. Therefore, the CAR can be said success and the cycle of CAR is not continued.

There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year. So, it can be said that Task-Based Learning method is good to be applied to improve the students' abilities in Present Continuous Tense.

## V. CONSLUSSION AND SUGGESTION

### The Conclusions

After following the statistical process in the research we may conclude :

1. Before applying Task-Based Learning in teaching, the students' Present Continuous Tense score can be categorized into the incapable category. It can be seen from the value of Present Continuous Tense mean score of pre test, that is 65.60.
2. After applying Task-Based Learning in cycle one and two, the students' Present Continuous Tense score can be categorized into the capable category. It can be seen from the students' mean score of post-test cycle one and two, they are : 75.07 and 85.52.
3. The percentage of the eighth grade students of SMP Negeri 3 Padangsidempuan in 2016 - 2017 academic year who have succeeded in achieving the minimal completeness criteria (KKM) in the end cycle is 97.01 %.
4. There is a significant improvement of the students' mastery in present continuous tense after they are taught by using Task-Based Learning to the seventh grade students of SMP Negeri 3 Padangsidempuan in 2017 - 2018 academic year", it can be seen from the percentage of students' improvement of Present Continuous Tense test score

between pre-test and post-test 2 is 30.38%.

5. The hypothesis of this research is accepted

### The Suggestions

1. For the head master, head master should facilitate the learning process to make the learning effective.
2. For the teachers, they should be creative in using Task-Based Learning in the classroom because successful language learning is depends on the teacher technique to use Task-Based Learning, since the teacher is the fundamental classroom aid to language learning.
3. Based on the above conclusion, Task-Based Learning has provided a positive influence to students through its habit formation, so the teachers may use the Task-Based Learning in teaching grammar as an alternative method.
4. For the next researcher, it is hoped to make further writing research that concerns with this study.

## BIBLIOGRAPHY

- Alexander, L.G., 1990. *Longman English Grammar Practice: For Intermediate students*, New York: Addison Wesley Longman,
- Arikunto, Suharsimi, dkk. 1989. *Penelitian Tindakan Kelas*. Jakarta: PT Bumi Aksara
- Azar, Betty Schampfer, *Understanding and Using English Grammar*, New Jersey: Prentice Hall, 1989.
- Brown, H. Douglas, 1999. *Principle of Language Learning and Teaching*,

New Jersey: Prentice Hall Regents, 3rd ed

- Celce-Murcia, Marianne (ed.), 1991. *Teaching English as a Second or Foreign Language*, Boston: Heinle & Heinle,
- Frank, Marcella, 1972. *Modern English: Exercise For Non-Native Speakers, Part 1: Part of Speech*, New Jersey: Prentice Hall, inc;
- Gay L R, 1988. *Educational Research*, Merrill Publishing Company, London
- Harmer, Jeremy, *How to Teach English*, England: Longman Published, 1998
- Hasan, Iqbal, 2004, *Analisis Data Penelitian Dengan Statistik*, Jakarta: Bumi Aksara,
- Heaton, J.B, 1990. *Classroom Testing*, New York: Longman Inc
- Hornby, A. S., 1994. *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press
- Murphy, Raymond, & William R. Smalzer, 2002. *Basic Grammar in Use*, Cambridge: Cambridge University Press, 2nd ed
- Murphy, Raymond, 1994. *English Grammar in Use*, Cambridge: Cambridge University Press, 2nd ed.
- Parrott, Martin, 2000. *Grammar for English Language Teachers*, Cambridge: Cambridge University Press
- Richards, J. C. and Theodore S. Rodgers, 1986. *Approaches and Methods in Language Teaching: A Description and Analysis*, Cambridge: Cambridge University Press
- Sudijono Anas, 2008. *Pengantar Statistik Pendidikan*, Rajawali Press, Jakarta
- Sudjana, 2002. *Metode Statistika*, Bandung: Tarsito



**PENINGKATAN HASIL BELAJAR SISWA MELALUI PENERAPAN  
METODE *PROBLEM BASED LEARNING* (PBL) PADA SUB POKOK  
BAHASAN PERUBAHAN SOSIAL BUDAYA DI KELAS IX  
SMP NEGERI 8 PADANGSIDIMPUAN**

**Anna Laeli, S.Pd**

**Guru IPS Ekonomi SMP Negeri 8 Padangsidempuan**

**ABSTRAK**

Tujuan penelitian ini adalah untuk mengetahui peningkatan hasil belajar siswa dengan menggunakan metode Problem Based Learning (PBL) dalam upaya meningkatkan keaktifan dan respon siswa terhadap bidang studi IPS Ekonomi. Penelitian ini dilaksanakan pada semester Ganjil Tahun Ajaran 2018/2019 yang bertempat di SMP Negeri 8 Padangsidempuan. Metode yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas (*Classroom Action Research*) dengan sampel berjumlah 23 siswa kelas IX-1 SMP. Instrumen yang digunakan berupa RPP, lembar observasi, dan tes hasil belajar siswa pada materi Ekonomi yakni Perubahan Sosial dan Budaya, berbentuk uraian sebanyak 5 soal. Pada penelitian ini dilakukan 3 siklus, setiap 1 siklus terdiri dari 2 kali pertemuan. Hasil penelitian diperoleh bahwa aktivitas belajar siswa mengalami perubahan yang signifikan dengan nilai rata-rata pada siklus I sebesar 6,57. Pada siklus ke-II terjadi peningkatan pada nilai rata-rata siswa yaitu 7,57. Sedangkan pada siklus ke-III nilai rata-rata siswa menjadi 8,33. Berdasarkan hasil tersebut dapat dibuktikan bahwa penggunaan metode *Problem Based Learning* (PBL) dalam meningkatkan hasil belajar IPS siswa pada materi Ekonomi yakni Perubahan Sosial Budaya.

**Kata kunci:** Metode *Problem Based Learning* (PBL), Hasil Belajar, Penelitian Tindakan Kelas

**ABSTRACT**

*The purpose of this study was to determine the improvement of student learning outcomes by using the Problem Based Learning (PBL) method in an effort to improve the activeness and response of students to the field of Social Sciences Economics. This research was conducted in the Odd semester of Academic Year 2018/2019 which took place at Padangsidempuan 8th Middle School. The method used in this study is Classroom Action Research with a sample of 23 students in class IX-1 of Middle School. The instruments used were in the form of RPP, observation sheets, and student learning outcomes tests on economic material namely Social and Cultural Change, in the form of a description of 5 questions. In this study 3 cycles were carried out, each 1 cycle consisting of 2 meetings. The results of the study showed that students' learning activities experienced significant changes with an average value in the first cycle of 6.57. In the second cycle an increase in the average value of students is 7.57. While in the third cycle the average value of students becomes 8.33. Based on these results it can be proven that the use of the Problem Based Learning (PBL) method in improving students' social studies learning outcomes in Economic material, namely Socio-Cultural Change.*

**Key Word :** *Problem Based Learning (PBL) Method, Learning Outcomes, Classroom Action Research*

## I. PENDAHULUAN

Dalam kehidupan yang serba maju, modern dan serba canggih seperti saat ini, pendidikan memegang peranan penting untuk menjamin kelangsungan hidup. Pendidikan merupakan wahana untuk meningkatkan dan mengembangkan kualitas sumber daya manusia. Melalui penyelenggaraan pendidikan diharapkan dapat mencetak manusia-manusia berkualitas yang akan mendukung tercapainya sasaran pembangunan nasional. Dalam pasal 20 UU tahun 2003, pendidikan nasional berfungsi untuk mengembangkan kemampuan dan membentuk watak serta peradaban bangsa dengan tujuan untuk mengembangkan potensi yang dimiliki peserta didik agar menjadi manusia yang berkualitas dengan ciri-ciri beriman dan bertaqwa kepada Tuhan YME, berakhlak mulia, sehat, beriman, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis, serta bertanggung jawab (UU no 20 tahun 2003).

Mutu pendidikan sangat erat hubungannya dengan mutu siswa, karena siswa merupakan titik pusat proses belajar mengajar. Oleh karena itu, dalam meningkatkan mutu pendidikan harus diikuti dengan peningkatan mutu siswa. Peningkatan mutu siswa dapat dilihat pada tingginya tingkat prestasi belajar siswa, sedangkan tingginya tingkat prestasi belajar siswa dipengaruhi oleh besarnya minat belajar siswa itu sendiri.

Masih rendahnya hasil belajar IPS disebabkan oleh masih dominannya skill menghafal daripada skill memproses sendiri pemahaman suatu materi. Selama ini, minat belajar siswa terhadap mata pelajaran Ilmu Pengetahuan Sosial (IPS) masih tergolong sangat rendah. Hal ini dapat dilihat pada sikap siswa selama mengikuti proses pembelajaran tidak fokus dan ramai sendiri. Bahkan ada sebagian siswa yang menganggap mata pelajaran IPS tidak begitu penting dikarenakan tidak masuk pada mata pelajaran yang diujikan pada Ujian Nasional (UNBK).

Setiap proses belajar dan mengajar ditandai dengan adanya beberapa unsur antara lain tujuan, bahan, alat, dan metode, serta evaluasi. Unsur metode dan alat merupakan unsur yang tidak bisa dilepaskan dari unsur lainnya yang berfungsi sebagai cara atau teknik untuk mengantarkan bahan pelajaran agar sampai kepada tujuan. Dalam pencapaian tujuan tersebut, metode pembelajaran sangat penting sebab dengan adanya metode pembelajaran, bahan dapat dengan mudah dipahami oleh siswa.

SMP Negeri 8 Padangsidempuan adalah salah satu sekolah menengah pertama negeri yang terletak di jalan Tengku Rijal Nurdin Km. 8 Pijorkoling, Padangsidempuan Tenggara. Kegiatan pembelajaran di SMP Negeri ini masih termasuk tradisional karena kebanyakan guru hanya menggunakan metode ceramah dalam penyampaian materi, sehingga siswa merasa bosan dalam mengikuti proses pembelajaran. Hal itu diketahui dari hasil survei yang telah dilakukan.

Dari hasil survei tersebut diperoleh bahwa pembelajaran IPS kurang diminati oleh siswa. Dalam proses pembelajaran terlihat masih rendahnya perhatian siswa, siswa kurang berpartisipasi, sedangkan guru hanya menggunakan metode ceramah dalam penyampaian materi. Diharapkan dengan menggunakan metode *problem based learning (PBL)* dalam proses pembelajaran IPS akan menarik minat siswa mengikuti kegiatan belajar sehingga akan meningkatkan hasil belajar siswa.

## II. KAJIAN TEORITIS

### Model Problem Based Learning (PBL)

Menurut Hosnan (2014) model *Problem Based Learning* adalah model pembelajaran yang menggunakan masalah dunia nyata (real world) yang tidak terstruktur (ill-structured) dan bersifat terbuka sebagai konteks bagi siswa untuk mengembangkan keterampilan menyelesaikan masalah dan berpikir kritis dan sekaligus membangun pengetahuan baru. Menurut Abidin (2014) Model *Problem Based Learning (PBL)* merupakan model

pembelajaran yang menyediakan pengalaman otentik yang mendorong siswa untuk belajar aktif, menkonstruksi pengetahuan, dan mengintegrasikan konteks belajar di kehidupan nyata secara alamiah. Sehingga dapat disimpulkan bahwa Problem Based Learning (PBL) adalah model pembelajaran siswa aktif yang mengaitkan informasi baru dengan struktur kognitif yang telah dimiliki siswa (*meaningfull learning*) melalui kegiatan belajar dalam kelompok untuk mencari solusi dari permasalahan dunia nyata (*real world*) untuk mengembangkan keterampilan menyelesaikan masalah dengan bantuan berbagai sumber belajar.

### Hasil Belajar

Proses pembelajaran selama ini guru mengelola pembelajaran dengan cara memberikan penjelasan di dalam pembelajaran, yang didominasi pembelajaran adalah guru dengan acuan materi yang sudah disiapkan guru. Tugas pembelajaran biasanya diberikan di akhir pembelajaran yakni berupa tugas individual, misalnya mengumpulkan makalah terkait materi. Jadi proses interaksi di dalam pembelajaran tidak terjadi atau jarang terjadi secara multi arah, karena yang terjadi hanya dari guru kepada siswa kepada guru. Interaksi antara siswa dengan siswa tidak pernah terjadi.

Hasil analisis guru dari hasil tugas dan capaian yang lainnya misalnya melalui tes, ternyata siswa mengalami permasalahan pada hasil belajar kognitif pada kemampuan memecahkan masalah yang masuk dalam hasil belajar kognitif tingkat tinggi yakni analisis (C4), evaluasi (5) dan kreativitas (C6). Siswa akan sampai pada kemampuan pemecahan masalah jika memiliki kemampuan analisis, evaluasi, dan kreativitas. Bertolak dari permasalahan ini sehingga guru dalam pembelajaran, ingin mencobakan model pembelajaran problem based learning (PBL) yang merupakan salah satu model pembelajaran agar terjadi pembelajaran kontekstual.

### III. METODE PENELITIAN

Penelitian ini dilakukan di SMP Negeri 8 Padangsidempuan yang berlokasi di Jalan Tengku Rijal Nurdin Km.8 Pijorkoling, Padangsidempuan Tenggara.

Menurut Suharsimi Arikunto (2003: 136), instrumen penelitian adalah suatu alat atau fasilitas yang digunakan oleh peneliti dalam mengumpulkan data agar lebih mudah dan hasilnya lebih baik dalam arti lebih cermat, lengkap, dan sistematis sehingga lebih mudah diolah.

Instrumen yang digunakan dalam penelitian ini adalah:

1. Lembar observasi/pengamatan
2. Tes akhir siklus

Desain penelitian ini adalah penelitian tindakan kelas (*classroom action research*). Penelitian tindakan kelas merupakan suatu pencermatan terhadap kegiatan belajar berupa sebuah tindakan, yang sengaja dimunculkan dan terjadi dalam sebuah kelas secara bersama. Tindakan tersebut diberikan oleh guru atau dengan arahan dari guru yang dilakukan oleh siswa (Suharsimi Arikunto, dkk. 2006: 3).

Berdasarkan jumlah dan sifat perilaku para anggota maka penelitian ini berbentuk individual, artinya peneliti melaksanakan penelitian tindakan kelas (PTK) di satu kelas saja. Penelitian tindakan kelas dibagi dalam tiga siklus, masing-masing siklus terdiri dari perencanaan (*planning*), tindakan (*action*), observasi (*observe*), serta refleksi (*reflect*).

Langkah-langkah penelitian tindakan kelas oleh Kemmis dan McTaggart adalah sebagai berikut:

1. Persiapan kegiatan
  - a. Survey dan penjajagan
  - b. Penyusunan proposal
  - c. Perizinan

## 2. Perencanaan dan pelaksanaan tindakan

### a. Perencanaan

Perencanaan tindakan kegiatan dimulai dengan:

1) Membuat instrumen kegiatan pembelajaran yaitu:

- a) Lembar kegiatan pembelajaran, yakni urutan rencana pembelajaran bagi guru, media dan metode yang akan diterapkan.
- b) Lembar kegiatan dijadikan petunjuk dan arahan kegiatan pembelajaran.

### 2) Membuat instrumen pengumpul data

- a) Lembar observasi aktivitas siswa dengan observer.
- b) Post tes
- 3) Mempersiapkan media dan metode yang disesuaikan dengan materi pelajaran.

### b. Pelaksanaan dan tindakan

Pelaksanaan tindakan dilaksanakan dalam beberapa siklus, pada tiap siklus guru menggunakan metode *problem based learning* dan media yang disesuaikan materi pelajaran. Selanjutnya diberikan evaluasi tiap siklus yang hasilnya sebagai bahan perencanaan dan perbaikan untuk siklus selanjutnya.

## 3. Observasi

Selama kegiatan pembelajaran berlangsung diadakan observasi yang dilakukan oleh peneliti terhadap aktivitas peserta didik.

## 4. Refleksi

Refleksi ini diadakan berdasarkan dari catatan dan pengamatan yang telah dilakukan oleh guru dan peneliti. Peneliti bersama dengan guru kemudian membahas dampak yang dihasilkan dan membandingkan dengan keadaan sebelum diberi tindakan.

Teknik yang dipergunakan untuk mengumpulkan data dalam penelitian ini adalah dengan teknik observasi atau pengamatan secara langsung untuk

mengamati tindakan dengan menggunakan metode *problem based learning (PBL)*. Selanjutnya pada tiap siklus dilaksanakan tes untuk mengetahui hasil belajar siswa.

Teknik analisis data yang digunakan dalam penelitian ini adalah:

1. Reduksi data adalah proses penyederhanaan yang dilakukan melalui seleksi, pemfokusan, dan pengabstraksian data mentah menjadi informasi bermakna.
2. Paparan data adalah proses penampilan data secara lebih sederhana dalam bentuk paparan naratif, representasi tabular termasuk dalam format matriks, grafis, dan sebagainya.
3. Penyimpulan adalah proses pengambilan intisari dari sajian data yang telah terorganisir tersebut dalam bentuk pernyataan kalimat dan atau formula yang singkat dan padat tetapi mengandung pengertian yang luas.

## IV. HASIL PEMBAHASAN

Penelitian yang bertujuan untuk meningkatkan hasil belajar IPS Ekonomi telah dilaksanakan adalah 3 siklus dalam 6 kali pertemuan, dan setiap siklus terdiri dari 2 kali pertemuan. Penelitian ini dilaksanakan pada semester ganjil Tahun Ajaran 2018/2019.

Pada akhir pertemuan setiap siklus dilakukan tes untuk mengetahui sejauh mana metode *problem based learning* dapat mempengaruhi hasil belajar siswa. Yang kemudian dicari nilai rata-rata tes per siklus. Adapun nilai rata-rata tes siklus I, II, dan III adalah sebagai berikut:

**Tabel 1. Perbandingan nilai rata-rata tes siklus I, II, dan III**

Siklus I	Siklus II	Siklus III
6,57	7,57	8,33

Dari tabel di atas dapat diketahui bahwa skor nilai rata-rata nilai IPS Ekonomi mengalami peningkatan yaitu pada siklus I

sebesar 6,57, siklus II sebesar 7,57, dan siklus III sebesar 8,33. Aktivitas siswa dalam pembelajaran juga dipengaruhi oleh aktivitas guru dalam melaksanakan proses pembelajaran. Sehingga selain melakukan pengamatan terhadap siswa, peneliti juga melakukan pengamatan terhadap aktivitas guru di kelas.

Guru telah berusaha menciptakan suasana pelajaran yang kondusif. Hal ini terlihat adanya peningkatan peran guru pada setiap pertemuan, bahkan pada pertemuan 5 dan 6 peran guru dalam kelas dapat dikatakan sempurna. Hanya saja pada pertemuan 1 sampai 3 ada aktivitas guru yang belum muncul (belum dilakukan) yaitu mengajukan pertanyaan siswa. Hal ini terjadi karena guru baru pertama kali sehingga masih ada yang lupa. Selain itu aktivitas guru memberi kesimpulan tidak mencukupi.

Dapat diketahui bahwa setiap aktivitas guru pada siklus akhir mengalami peningkatan, walaupun ada yang pada siklus I dan siklus II pertemuan 1 guru tidak melakukannya yaitu mengajukan pertanyaan siswa. Selain itu pada pertemuan 3 siklus II guru tidak melakukan kesimpulan karena waktu habis oleh evaluasi kerja kelompok dengan tanya jawab.

Siswa mempelajari sendiri materi pelajaran dengan metode pemecahan masalah dalam kelompok masing-masing. Tujuannya agar siswa lebih aktif dan kreatif dalam belajar sendiri tanpa diberikan terlebih dahulu oleh guru, disini guru hanya mengarahkan dan membimbing saja. Sedangkan pada siklus III metode yang digunakan adalah *problem based learning* dan dipadukan dengan ceramah dan tanya jawab, sehingga hasilnya mengalami peningkatan dibandingkan dengan siklus-siklus sebelumnya.

Hasil penelitian dan pembahasan di atas dapat disimpulkan bahwa penerapan metode *problem based learning* untuk meningkatkan hasil belajar IPS pada siswa kelas IX-1 telah berhasil. Hal ini dapat dibuktikan dengan perolehan nilai rata-rata pada setiap siklus,

yaitu siklus I sebesar 6,57, siklus II sebesar 7,57, dan siklus III sebesar 8,33.

## V. KESIMPULAN DAN SARAN

### Kesimpulan

Berdasarkan penelitian yang telah dilakukan, dapat diambil kesimpulan sebagai berikut:

1. Upaya untuk meningkatkan hasil belajar IPS Ekonomi siswa SMP Negeri 8 Padangsidempuan dapat ditempuh menggunakan metode *problem based learning* dengan memadukan metode ceramah dan tanya jawab. Metode *problem based learning* dapat dilaksanakan dengan langkah-langkah sebagai berikut: adanya masalah yang jelas untuk dipecahkan, mencari data atau keterangan yang dapat digunakan untuk memecahkan masalah tersebut, menetapkan jawaban sementara dari masalah tersebut, menguji kebenaran jawaban sementara tersebut, menarik kesimpulan. Siklus I pada awal pelajaran didahului dengan menggunakan metode ceramah, kemudian dilanjutkan dengan metode *problem based learning*. Pada siklus II menggunakan metode *problem based learning* yang kemudian diklarifikasi dengan metode tanya jawab. Dan pada siklus III memadukan keduanya yaitu didahului metode ceramah dan kemudian diklarifikasi dengan metode tanya jawab.
2. Bukti-bukti yang menunjukkan peningkatan hasil belajar IPS Ekonomi dengan menggunakan metode *problem based learning* yaitu perolehan nilai rata-rata yang setiap siklusnya mengalami peningkatan. Siklus I nilai rata-rata yang diperoleh sebesar 6,57, pada siklus II mengalami peningkatan yaitu 7,57, dan mengalami peningkatan lagi pada siklus III yaitu memperoleh nilai rata-rata 8,33. Selain nilai rata-rata, aktivitas siswa juga mengalami peningkatan diantaranya aspek mengajukan pertanyaan pada siklus I sebesar 16,67%, siklus II sebesar 10%, dan siklus III sebesar 25%. Aspek menanggapi

respon siswa lain pada siklus I sebesar 21,67%, siklus II sebesar 13,34%, dan siklus III sebesar 18,34%. Aspek menjawab pertanyaan pada siklus I sebesar 16,67%, siklus II sebesar 66,67%, dan pada siklus III sebesar 78,33%. Aspek memperhatikan penjelasan guru pada siklus I sebesar 71,67%, siklus II sebesar 85%, dan siklus III sebesar 90%. Aspek diskusi kelompok pada siklus I 66,67%, siklus II sebesar 86,67%, dan siklus III 96,67%. Aspek diskusi kelas pada siklus I sebesar 81,67%, siklus II sebesar 86,67%, dan pada siklus III sebesar 100%.

### Saran

Berdasarkan hasil penelitian dan kesimpulan di atas maka dapat diajukan saran sebagai berikut:

#### 1. Bagi Guru

Dalam menggunakan *problem based learning* untuk meningkatkan hasil belajar siswa hendaknya guru melakukan langkah-langkah: adanya masalah yang jelas untuk dipecahkan, mencari data atau keterangan yang dapat digunakan untuk memecahkan masalah tersebut, menetapkan jawaban sementara dari masalah tersebut, menguji kebenaran jawaban sementara tersebut, menarik kesimpulan.

Sebaiknya metode *problem based learning* dapat diterapkan oleh guru ekonomi dan guru bidang studi lain sebagai alternatif peningkatan keaktifan dan prestasi belajar di kelas. Karena penelitian ini membuktikan bahwa penerapan metode *problem based learning* pada mata pelajaran ekonomi lebih efektif.

#### 2. Bagi Peneliti

Perlu penelitian lebih lanjut mengenai penerapan metode pembelajaran yang sesuai dengan mata pelajaran maupun materi pelajaran dimana metode tersebut bisa

menghasilkan prestasi akademik yang maksimal.

### DAFTAR PUSTAKA

- Abdurrahman, Mulyono, 2012, *Anak Berkesulitan Belajar*, Jakarta: Rineka Cipta.
- Al Muchtar, S. (1991). *Pengembangan Kemampuan Berpikir dan Nilai dalam Pendidikan IPS*. Disertasi. Bandung : PPS IKIP Bandung.
- Arikunto, Suharsimi, 2009, *Dasar-Dasar Evaluasi Pendidikan*, Jakarta: Bumi Aksara
- Awan Mutakin (1998) *Model Pembelajaran IPS*. Jakarta: P3MTK-Ditjen Dikti
- Dahar, Ratna Wilis (2002) *Teori-teori Belajar*. Jakarta: Erlangga.
- Dimiyati & Mudjiono. (1994). *Belajar dan Pembelajaran*. Jakarta: Rineka Cipta.
- Hamalik, O., (1989). *Media Pendidikan*. Bandung: Alumni.
- Nasution (1997). *Metode Penelitian Naturalistik Kualitatif*. Bandung: Tarsito.
- Rumampuk (1988) *Media Instruksional IPS*. Jakarta: P2LPTK-Ditjen Dikti
- Sadiman (1984) *Media Pendidikan; Pengertian, Pengembangan, dan Pemanfaatan*. Jakarta: Rajawali Pers
- Somantri, (2001), *Menggagas Pembaharuan Pendidikan IPS*, Rosda, Bandung.
- Suryabrata (1984) *Psikologi Pendidikan*. Jakarta: Rajawali Pers.
- Trianto, (2009), *Mendesain Model Pembelajaran Inovatif-Progresif*, Kencana, Jakarta.
- Wiriatmadja. (2005). *Metode Penelitian Tindakan Kelas untuk Meningkatkan Kinerja Guru dan Dosen*. Bandung: PPS UPI dan Remaja Rosdakarya.