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THE EFFECT OF EXTENSIVE READING ON THE STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMA DAARUL MUTTAQIEN TANGERANG IN ACADEMIC YEAR 2019/2020

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Abstract

The aim of this research was to know a significant effect of extensive reading on the students' reading comprehension at the tenth grade of SMA Daarul Muttaqien Tangerang. This research used quantitative method, 71 students as the sample which taken by using quasi experimental research and non-equivalent control group design. Students' test and questionnaires were used by the writer to collect the data. The hypothesis data was tested using formula t-test, it was known that in experimental class and control class indicated with H_a was accepted its mean that there was an effect of using extensive reading on the students' reading comprehension at the Tenth grade of SMA Daarul Muttaqien Tangerang, in experimental class the students were focused and had a big spirit in learning reading using extensive reading they were could gave a summary of the reading text with good structure and done the instrument correctly during the learning process. Based on the percentages students' post-test showed that students' reading comprehension was better than before. Moreover, this research also found that students' learning motivation was very good and the students in experimental class were more active in reading using extensive reading during learning process.

Keywords: quantitative method; extensive reading; reading comprehension

1. INTRODUCTION

1.1 Definition of Reading

Learning and teaching are the two words that cannot be separated for education. Learning refers to process to change skill, knowledge, and behavior of someone, study English language can involve exploring almost any use of words. Teaching requires some activities to guide and to learning, teaching cannot be defined apart from learning.

Reading is activity that we do every day and reading is important for many reason, such as learning new thing expanding the main and boosting imagination, the ability to read open countless doors of exploration and learning. Children are taught to read early on because much of their education comes from reading textbooks and assignment. Reading is one of the best ways to gain a general knowledge of almost anything.

Reading maybe a simple word but it is often difficult for everyone to do, reading maybe an easy activity but it is difficult to become a habit. However, for good readers they will understand the individual sentences and organizational structure in each writing, they may comprehend in ideas, give an argument, and detect implications, they can use their dictionary effectively to do so and they also can make a summary from what they read.

Reading and comprehension have different meanings. Reading refers to the activities that people do and comprehending refers to brain process on understanding something. Meanwhile, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Teaching reading comprehension is considered as a decisive factor to develop also their speaking proficiency.

1.2 Reading and Comprehension

Comprehension of reading has an important meaning in reading activities, what the meaning of reading without accompanied by comprehending of the reading, in this case the teacher has a big role to develop and improve the abilities needed in reading, and required that the students can understand what they read also can read well and correctly. The goal, is to gain an overall understanding of what is described in the text rather that to obtain meaning from isolated words or sentences, in understanding text information children develop mental models, or representations meaning of the text ideas during the reading process. G. Woolley (2011) said that there are two classes of mental models:

- A text-based model, which is a mental representation of the propositions of the text.
- A situation model, consisting of what the text is perceived to be about.

There are be a multiplicity of factors that contribute to reading difficulties for many students with special needs and the underlying causes of their reading problems may be largely unknown. It has been found that the prevalence of children with reading difficulties is often linked with the economic and social circumstances of the home.

For example, many children who have less interest in reading and are not even interested in reading, and some have problems in language, pronunciation or cultural differences between home and school, may be that are what makes them pessimistic about reading a text. However, reading and the comprehension is a complex interactive process and there are many more to reading and comprehension than just decoding or word calling, in this case the writer tries to apply extensive reading or known as reading for pleasure that involves the ability to read and talk to the students that can be applied inside and outside the classroom, while the reading materials that usually used are fiction, novel, and short story. Furthermore, this research will focus on the implementation of extensive reading on the students reading comprehension. Students are required to read extensively for general meaning, information and pleasure (Day,2004). Through extensive reading learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes.

1.3 Extensive Reading

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read quickly without looking up words or translating as you go. J. Bamford and R. Day define about extensive reading:

- Reading a lot, at least one book every two or three weeks;
- Choosing the book that is interesting to you;
- Reading at your own pace;

Because extensive reading is enjoyable, students teachable to read faster and more which make it more enjoyable, so the students will read even faster and more. Extensive reading also creates and sustains motivation to read more, if we read successfully in the foreign language so we are encouraged to read more, and can be better in the next reading activity.

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researchers. According to Bamford (2004) that students who read more will not only become better and more confident readers, but also will improve their reading, writing, listening and speaking abilities and their vocabularies will get richer than before.

Selecting appropriate reading materials can help build reading confidence, reading ability and build a life-long love of reading in English. Conversely, selecting inappropriate materials can lead to a vicious circle of poor reading. To be successful in reading, discipline is needed. Once that the reader sets the goal, they need to follow the procedures and to commit with it. The readers need to stick their schedule, to make it as a habit. And these are some guide to readers for choosing a good book:

- Choose interesting topics of the book. Avoid a book that the story are familiar with because knowing what will happen may make it less interesting.
- Evaluate the book, to find out about the author and the genre (type of the book) read the front and the back cover.
Check the level of difficulty, if a book is too easy it may be boring and if it is too difficult the reader may become discouraged and stop reading.

Nuraini (2016) also suggests to the teacher and students to use extensive reading as the alternative way in teaching reading in school and for further researchers to minimize the challenge found in this research and to use unfamiliar short stories in developing students' reading comprehension and language proficiency in all skills in English.

Reading is one of important aspect that we have to know, and reading comprehension is the important thing that the students have to learn in their English teaching process, one of the objectives is to get full understanding. Therefore, it is expected that the teachers have to train the students not only reading well but also understanding what they read about. And through extensive reading the students are teachable not only focus on reading but also comprehend, understand, and try to read joyfully.

2. METHOD

This research was conducted at SMA Daarul Muttaqien Tangerang and the research subject is tenth grade students of that school which consist of 71 students from two classes. The method used the type of experimental design. This study was conducted by the writer who taught in two different classes that were experiment class and control class. Where experiment class applied by using extensive reading, and control class applied without using extensive reading. The design of this study was a quasi-experimental research non-equivalent control group design. In this research the writer taught reading narrative by using extensive reading. And the writer collected the data from experimental class because the purpose of the research was to find out the effect design as follow:

Quasi Experimental Design Table

Group	Class Pre-test		Treatment	Post-test
	XA	O1		
Experimental Class	XA	O1	X	Y1
Control Class	XB	O2	C	Y2

Note:

X: Reading Narrative Text Using Extensive Reading

C: Placebo

The population of this research was all students in tenth grade of SMA Daarul Muttaqien Tangerang in academic year 2019/2020. While, the sample was from XA and XB. The writer choose the sample based on previous information from the English teacher and their relevancy with the study purpose.

The writer used a quantitative data. And the data were obtained by the scores of students" task from pre-test and post-test. After the students" score had been collected, the writer analyzed the data using one paired t-test to see the comparison between pre-test and post-test mean scores and to see the effect of extensive reading on the students" reading comprehension. While, the added value that wanted to be known in the achievement of students" learning outcomes was their learning motivation and learning spirit.

This research conceptual definition is as stated by Ur (1996) reading means "reading and understanding" Thus, for understanding a text the students are trained their understanding to the text by translating or guessing some words which the students cannot recognize. In this method taught them how to understand the text by using extensive reading learning process. In this study, the writer used a test as the instrument in collecting data. The test is an essay test and in this test the students should read about narrative text, the aim of this test is to measure students" comprehending in reading and to know the effect of extensive reading.

Based on the students" learning outcomes of the experiment and the control class, the writer obtained the data description which includes the minimum score, maximum score, average score (mean),

the standard deviation, and each variance of both classes experiment class and control class as the following:

3. FINDINGS AND DISCUSSION

The findings of the research revealed that one of the strength of extensive reading activities was that it could improve the students „reading comprehension. It could be seen by the result of the comprehension test and the process of teaching and learning that administered at the end of each cycle. Based on the students” learning outcomes of the experiment and the control class, the writer obtained the data description which includes the minimum score, maximum score, average score (mean), the standard deviation, The tests were taken from the same title given in the teaching and learning process. The post-test of experiment and control class conducted on the same day but different time. The post-test for experimental class was conducted in fourth time. While, for control class was conducted in sixth time. All the students were listed in the attendance list to follow the post-test procedure. And these are the summary of the post-test result from experiment class and control class.

3.1 Students” Score in the Experiment Class

The data distribution of the experimental class could be depicted in the form of frequency table as follow:

Variable	Experiment Class (Y1)
Minimum Score	52
Maximum Score	48
Average Score (mean)	68,3
Standard Deviation	9,60
Variance	92,32

The students who got better score after given the treatment in learning, they are who have high spirit in learning and they feel interest during learning by using extensive reading. For students who still pretty good in comprehending the material, it occurs because their spirit during learning is good enough. Last, the writer finds the variance in experiment class was 92,32. It is occurs because the data of students” reading in experiment class has variation.

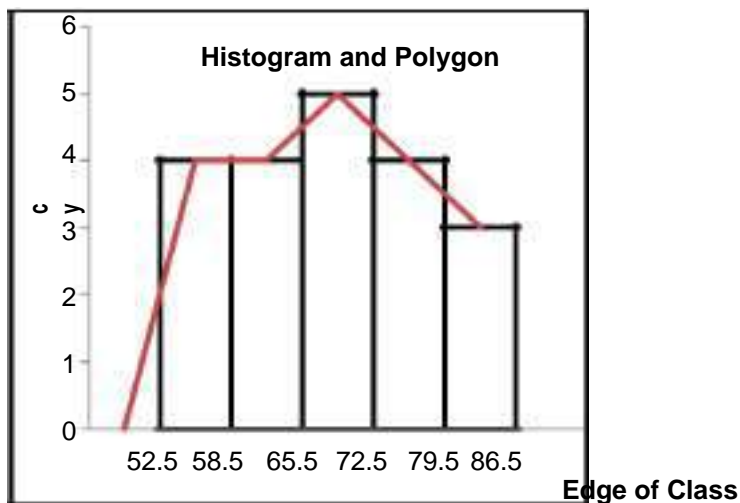
And the data frequency distribution table can be seen as follows;

Interval Class	Mid Point	Absolute Frequency	Edge of Class	Relative Frequency (%)
52–58	55	4	52,5-58,5	20
59–65	62	4	58,5-65,5	20
66–72	69	5	65,5-72,5	25
73–79	76	4	72,5-79,5	20

80-86	83	3	79,5-86,5	25
		345	20	100

From the distribution frequency table of score of students" narrative text in the experiment class above, when visualized in the form of histogram was shown as follow:

Histogram and Polygon Graph of Data the Experimental Class



measured through written test form, and the data distribution can be seen as follow:

The data distribution of students" narrative text in the control class can be depicted in the form of frequency table as follows:

Description of the Research Data of the Control Class

Variable	Control Class (Y2)
Minimum Score	44
Maximum Score	76
Average Score (mean)	61
Standard Deviation	9,08
Variance	82,52

From the calculation above, the reading without extensive reading was not effective in teaching reading because the average score from the control class less average score from KKM. The students" felt bored during study and they cannot explore their creative in reading by themselves. And the data frequency distribution table can be seen as follows;

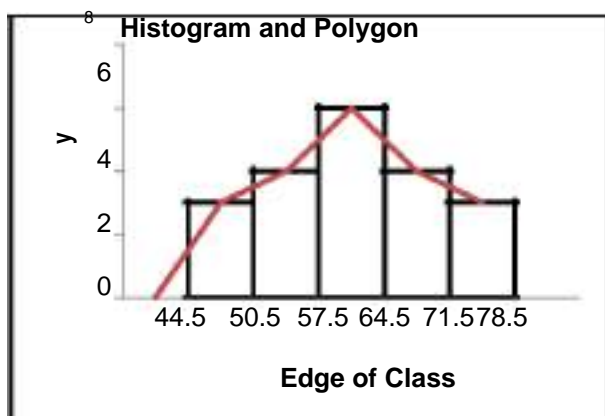
Interval Class	Mid Point	Absolute Frequency	Edge of Class	Relative Frequency (%)
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44-50	47	4	44,5 – 50,5	15
51-57	54	5	50,5 – 57,5	20
58-64	61	15	57,5 – 64,5	30
65-71	68	6	64,5 – 71,5	20
72-78	75	4	71,5 – 78,5	15
	305	34		100

3.2 Students' score in the Control Class

In the control class the writer taught reading without using extensive reading and was low. From the distribution frequency table of scores of students' narrative text in the controlled class above, when visualized in the form of a histogram is shown as follows:

Histogram and Polygon Graph of Data the Control Class



The figure above shows the variation of students' learning outcomes after given the treatment in the control class after given a post-test to the students.

From the data above the writer found the result from the research and after that the writer did some test to get normality from every aspect. The first is data normality, the writer used the Chi Square formula. Normality test was used in order to know the data was normal or not. And the result of the test data was seen as follow:

The Result of Data Normality Testing of Experiment and Control

Class	χ^2 value	χ^2 table	Decision
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Experiment Class	1,970	9,488	Normal
Control Class	1,221	9,488	Normal

From the table above, it is known that X^2_{value} both of classes are lower than X^2_{table} . Thus, it is concluded that the data are normally distributed.

And the second the writer did a homogeneity test for knowing of whether the class sample that was taken from population is homogeneous or not.

No	Class	Variance	N	F_{count}	F_{table}	Criteria
1	Experiment	92,32	34	1,118	2,15	Homogen
2	Control	82,52	34			

From the calculation, it was obtained that $F_{\text{count}} = 1,118$ is lower than $F_{\text{table}} = 2,15$ at significance value 95% ($\alpha = 0,05$). Because F_{count} was lower than F_{table} , it means that all of the population have homogeneity variance.

And the third test was research hypothesis and it was used t-test formula, and the result from that test it was obtained t_{value} was is 2,474 then consulted with t_{table} at significance value 95% ($\alpha = 0,025$) and degree of freedom = 38, it was obtained that t_{table} was 2,023. Based on these data, it indicated that hypothesis H_0 was rejected and H_a was accepted because t_{value} was higher than t_{table} . In other word, there was a significance effect of extensive reading for developing students' reading comprehension.

From the research findings above, it is clear that the extensive reading activities had higher effect in improving students' reading comprehension achievement of the experimental class. These finding is in line with Grabe (2004) that the development of reading abilities clearly requires both of implicit and explicit learning.

That the extensive reading is effective in improving students' reading comprehension achievement may be caused by several reasons First, the extensive reading activities can provide "comprehensible input" for general language competence. Second, extensive reading can increase the students' exposure to the language. Third, extensive reading can increase knowledge of vocabulary. Fourth, extensive reading lead to improvement in writing, motivate learners to lead. Fifth, extensive reading can consolidate previously learned language. Sixth, extensive reading program can help build confidence with narrative texts. Because the students used to read extensive reading program so it builds their confidence toward another material especially with narrative text. Seventh, the extensive reading program also can encourage the exploitation of textual redundancy. Eight, the extensive reading program can facilitate the development of prediction skills. Those benefits can make student comprehend reading texts well with all aspects beyond reading activities. Furthermore, the effect of extensive reading in this study was observed by the result of the test of students'

learning activities in the class. Based on the computation that was presented that extensive reading was effective to improve reading comprehension because the students were had better result after taught by extensive reading.

4. CONCLUSION AND SUGGESTION

4.1 Conclusion

The present research was applied about extensive reading on the students' reading comprehension. In collecting data, pre-test, treatment and post-test were used by the writer. The instrument to collect the data was written test. The technique to analyze the data was t_{test} formula. The result shows that the value of t-test was 2,474, while the value of t-table was 2,023 at the significant level of 0,05 with the degree of freedom 38. It was indicate that the value of t-test was higher than the value of t-table. It means that null hypothesis (H_0) was rejected and the alternate hypothesis (H_a) was accepted. In other words, there was a significant effect of extensive reading on the students' reading comprehension at tenth grade of SMA Daarul Muttaqien Tangerang. Thus, extensive reading can improve students' reading ability.

In extensive reading activities the students were taught about narrative text and did a test about it, and after that the writer got a result and made an investigated from the test, and this research found a comparison between experiment and control class. The average score for the experimental class was 68,3 and the average score for the control class was 61. So, there is a comparison of student's score between students who were taught extensive reading and who were not. The result of the calculation using the t-test showed that t_{count} : 2,474 and t_{table} : 2,023 with $\alpha = 5\%$. Because t_{count} was higher than t_{table} ($2,474 > 2,023$), it means that the result of the experimental class is higher than the control class. It can be concluded that there is a significant difference in the students' reading score between students who have been taught reading a narrative texts by extensive reading and the students who have been taught without extensive reading. From the explanation above, it can be concluded that there is any effect of extensive reading on the students' reading comprehension at the tenth grade students of SMA Daarul Muttaqien Tangerang. By considering the discussion of the research result and the conclusion of the study, it can be informed as follow:

This study implies that extensive reading can be alternative way to teach reading, especially in reading narrative text. It is hoped that the teacher can use this way when they are teaching reading in the class because teaching extensive reading is useful to be used by teacher in improving the students' reading comprehension. Besides, the implementation of the extensive reading activities can increase students' involvement, motivation, mood, and affective atmosphere during the lesson. The evidence is that more than 25 students in experimental class actively participated in the teaching and learning process. It shows that the students really enjoyed the lesson. They were more motivated to learn, more active, and more enthusiastic. Also the questionnaire showed that the students had positive perception about narrative text by using extensive reading in classroom activities. In short, they love and appreciate reading through extensive reading activities.

4.2 Suggestion

From the conclusion stated above, the writer have some suggestions for every aspects in learning, the first is for the teacher and the writer suggested that the teacher could use extensive reading in teaching reading comprehension because it is helpful for students to organize their ideas in reading

narrative text, and it is also effective to increase the students ability in reading and make a better text or better summary by their own way. And the second is for the students, the writer suggested the students to pay more attention to the teachers" instruction in order to make them understand the subject easily. The students should also learn more about narrative text in order they can get more knowledge because it will be value able for them when they read something in order to make a good reading.

The teacher and the students must work together in teaching and learning process, especially in reading lesson, they should help each other to make teaching reading process successful. And the third is for other writer exactly, the writer hope that this study can motivate other writer to make better study about extensive reading to make big change for other people, use the finding in this study as a reference for other study. Since the focus of the study is to improve

students" reading comprehension, which is the comprehension measured was focused on literal and inferential, so that future writer are recommended to investigate higher level of reading such as reading comprehension in critical thinking level. In addition, they are also suggested to use different kinds of test instruments for measuring students" reading comprehension. And fourth, from this study the writer have the suggestion for the school, is was suggested to give the support to the teacher to improve their professionalism, especially in providing the facilities in teaching learning process. It is hoped that the teacher will be more professional and give more motivation to the students and they will also get better achievement in English subject.

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**THE EFFECT OF PEER-EDITING TECHNIQUE BY USING GOOGLE DOCS TO ENHANCE
STUDENTS' ACADEMIC WRITING SKILLS AT 1ST SEMESTER OF ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION OF ISLAMIC UNIVERSITY OF SYEKH
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Abstract

The purpose of this study was to determine if the use of peer editing technique by using Google Docs is effective in teaching writing to the 1st semester of Faculty of English Department of Islam University Syekh-Yusuf and the objective was to know the achievement during teaching learning process by using this technique. This study was conducted by using true experiment with one group pre-test and post-test, include 65 students in the academic year 2019/2020. The sample of the research were 35 students, the writer used simple random sampling to determine the sample. Based on the result of this research, the average score for the pre-test was 55.69 and 71.40 for the post-test. It means that peer editing technique by using Google-Docs can increase students' achievement in writing descriptive essay. Based on the result, the writer concludes that teaching English writing with peer editing technique by using Google Docs is effective.

Keyword : Descriptive Essay, Google Docs, Peer Editing Technique, Writing Skill,

1. INTRODUCTION

Writing is one four skills that the most difficult for student to learn. They have to write about what they think in their mind and state it on a paper by using the correct procedure. Writing is an important tool to learning that used it to collect, maintain and share the information widely (Graham et al., 2013). Writing is an activity of person to convey their ideas, imagination and experiences in written language. Writing is a complex process for students, because it's about how to organize and present the ideas into the words effectively. It means that the students should think about the content and how to arrange a text into a good paragraph. Also, writing is viewed as a means of communication which is commonly used to explain and to impress (Nunan, 2013) it means that, students need to have ability to express their ideas or feeling in certain ways depending on its purpose. In writing students need to set goals for their writing, they need to plan what they want to write carefully, think about the logical layout and structure, then revise it (Klimova, 2014).

Based on the statement above, it shows that writing is a complex cognitive process because writing is not only a written text, but also understanding the whole content of the text itself. So a reader can understand the information directly and clearly. On the other hand, students should be able to master all of the aspects that can help them to improve their skill in academic writing skills.

Unfortunately, even in university many students still faced many difficulties in writing a text. Especially for students of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf First, the student have lack of vocabulary, it makes students difficult to found the exact word. Second, the students are difficult to express their idea into a written text. Third, the students often makes grammatical error, they still confused to use tenses. Fourth, the lack of mastery part of speech, students are difficult to understand how to used word in a sentence. The last, the teacher still use monotonous and traditional teaching technique. It makes class very boring and also makes students didn't interest to study English especially in writing.

Based on the source of academic document of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf (2019), there are three classes of 1st semester and the writer had examined the final values results from class 1A and class 1B to know the differences between both of classes. Class 1A consists of 28 students. There are 10 students who achieve A, there are 13 students who achieve B, zero students for C and D, and 3 students who achieve E. While, in class 1B consists of 32 students. There are 2 students who achieve A, there are 25 students who achieve B, 1 students who achieve C+, zero for D, and 4 students who achieve E. Both of the results are obtained from middle test (UTS) and final test (UAS). In class A, there are 88, 46% of students who achieve score above B and 12, 54% students who achieve score below B. However, in class B, there are 84, 37% students who achieve score above B and 15, 63% students who achieve score below B.

However, this research is to find out whether there is effect of Peer-Editing technique by using Google Docs to improve students' academic writing skills of English Department Faculty of Teacher Training and Education of Islamic University of Syekh Yusuf in academic year 2019/2020.

2. REVIEW OF LITERATURE

2.1. Definition of Writing

Writing has some definition based on experts. In general writing is an act of communication by making some word on the paper. Writing is the activities of inventing ideas, thinking how to express them and arranging them into the statement or paragraph that will be clear for the reader or could make the reader understand what they are writing (Nunan, 2013). Writing has a unique position in language teaching, because its acquisition involves a practice and knowledge of other three language three skills, such as listening, reading and speaking (Klimova, 2014). Brown (2000) states that a written product is product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into a written text, how to revise texts for clearer meaning, how to edit text for appropriate grammar, and how to produce a final product that not every speaker develops naturally.

Writing is a process of expressing the idea into a written form, and it needs specialized skills that not every student can develop it naturally. It needs the teacher who is able to motivate and encourage the students to develop their writing skills, and they are expected to be able to develop their writing skills and make a good composition. Writing is complex activity that involves many skills. Writing is an important tool to learning that used it to collect, maintain and share the information widely (Graham et al., 2013). According to (Brown & Lee, 2015) argues Harmer (2007) he adds that in writing we need to practice or express what the ideas that's in our mind, we can show it in the form such as list, an email, letters, essays, reports or novel. Also Brown (2000) explained that writing is the representation of spoken language, written language is almost same with spoken language, the difference is the performance of written language is conveyed in graphical. While (Kostrova & Kulinich, 2015) showed that academic writing is culture and tradition bound in every country, which presented difficulties from the point of view of education integration. It makes the reader think that writing is the most difficult skill to learn by the students.

According to Harmer (2004) there are the tasks that the teacher needs to perform before, during, and after the students writing in the writing classroom. The teachers' roles in teaching writing there are: as a demonstrator, teachers have to be able to demonstrate or draw the features like writing conventions and genre constraints in specific types of writing. This way should be able to make students aware of the language used to perform certain written functions, for example, the important issue is that they are made aware of these things- that these things are drawn to their attention. As a motivator, teacher can motivate students into having ideas, make them enthusiast with the value of the tasks, and persuading them that English is fun in order to make the students interested in writing tasks. As a supporter teachers should be able to support the students when they are writing in the class. Teacher should be able always available (except during exam writing course), and prepare to help students to overcome difficulties. As a giving response, teachers should be able to react to the content and construction in supportively way and often make suggestions for students improvement. When students write texts teachers may respond by reacting to what they have said rather than filling their text entry full of correction symbols. Teachers might also make comments about their use of language and suggest ways of improving it but this is done as part of a process rather than part of an evaluation procedure. And the last, as a giving an evaluation, when evaluating the students' writing,

teachers can indicate the right and the mistake from their work. The teachers may give award grades for the written. Then, the teacher should be able to giving back the task to the students and ask them to revise their written. In conclusion, the English teacher should be a facilitator for helping and guiding the students when composing their writing.

In practice writing process the students should pay attention in the aspects included in writing. Those aspects construct the writing, they are the organization of idea, word choice, appropriate grammar, and syntax, mechanics such as punctuation, spelling. From the technically of writing, writing also has some aspect to make the writing effective for the reader they are audience and purpose. Writing as one of the important skill needs its own method and approach in order to teach to the students. In order to make a good writing we must consider about the process of writing. If the process runs well so the result is also good. Harmer (2004) says that "process of writing is a way of looking at what people do when they compose written text". Writing comes from working through a process of writing. There are many stages in order to make good paragraph or essay. People must pay attention to their writing when they write in order their product understood by the reader. That is why creating an understandable text is very important. There are many steps in writing and the writers cannot do all of these things at once. Harmer (2004) says that the process of writing has four main elements: Planning: the teachers have to think the purpose of what they want to write. It is important thing before the teacher start to write about what they are going to say. Drafting: we can refer drafting as the first version of a piece of writing as a draft. Editing (reflecting and revising): reflecting and revising are often helped by other readers (or editors) who comment and make suggestions known as peer review. Peer's comment will help the author to make appropriate revisions. Final draft: after the writer edited their draft, making the changes they think to be required, and they produce their final version.

Process writing as a classroom activity incorporates the four basic writing stages above. Process writing in the classroom is structured as it needed in order to teach well. Teacher can choose the model or the writing process itself to encourage process writing students systematically.

2.2. Peer Editing

Peer editing is such an interesting technique to be applied in the classroom. Peer editing is a process where the students are edit and respond each other writing under the guidance of the teacher (Karegianes et al., 2014). It makes teacher freed from the task of reading students' work and therefore, assign more writing activities. According to Harmer (2004) peer editing or known as peer review is one of an important thing in writing process where students are courage to work each other through read and edit other students' work. Peer editing is an interesting technique where student correcting and editing other students' writing in order to be a good writing. In implementing this technique, the students must analyze the content, organization, vocabulary, language use, and mechanics of their classmate's work. They also gave correction and comment on the other students' work.

The key to making peer editing become successful in writing classroom it depends on teacher planning and student training, and therefore the guiding principles to emphasize pre-peer editing there are some certain steps that should follow (Hansen & Liu, 2005): 1) Pre training stages: In this stage include clarifying goals to know the main purpose and creating awareness for students about peer students before they're starting. This activity involves explain, give example and to introduce the students how peer editing works. 2) While peer editing stages: Teacher and student hold an important role in this steps. The teachers' role in this step as a supporter and language resource while monitoring the students. The students' role has to be guided, supported, observed and how they participate in group or interaction with their peer, such as when they asking for help, explaining, and exchanging the ideas. The teacher observed and providing support in both language and how peer editing leads to more helpful feedback (for/from) student. 3) Post peer editing: in this step, the peer editing is making correction. It means that students are checking peer's work such as to correct paragraph development (organization), spelling, punctuation, and grammar. The students give a mark in which part whether student will revise their writing based on the comment. After peer editing, discussion between teacher and students to help improve their feedback, which will make peer editing more useful to all students.

Peer editing also has advantages as follows: Peer editing has several number of advantages or benefits. Bijami et al. (2013) concluded that peer editing on writing develops students to improve their knowledge through providing opportunities to think critically, and to improve their writing skill. It is noteworthy that peer feedback has come to take an important part in writing instruction because it provides a flexible platform to help students writing practice. According to Nation (2009), peer editing

can encourage students to achieve their goals in mind. It is also regarded as an important factor in writing context. Therefore, peer editing can help student to enhance their academic writing skills. Through peer editing, the readers can provide useful feedback, so the students or the writers can revise their writing more effectively it helped by the peers' commenting on their writing (Wakabayashi, 2013). Diab (2011) found that peer feedback can help EFL university students improve their writing significantly more than self-feedback and attributed these differences to the use of language learning strategies, peer interaction, and engagement with language during peer feedback. Despite its perceived benefits, some researchers found the disadvantage of peer editing. Students may not have confidence in their own language skills to give the feedback. It means that students are still worried about the wrong mistakes in giving feedback to other students such as grammatical error, punctuation, spelling or any other mistakes, students might be hesitant to receive feedback from their peers (Edwards, 2014). It supported by Zhao (2010), he stated that students prefer teacher feedback because the dominant role of the teacher's in previous learning of students' experiences, it makes student brave enough to challenge peer feedback.

Furthermore, Nirmala and Ramalia (2017) concluded, "It is reasonably argued that peer editing can enhance students' writing skill. When students are doing peer editing, they try to think aloud which could help their thoughts become more conscious, or in other words it develops critical thinking." It can also develop students' awareness of grammatical rules when writing. The application of peer editing can also help lecturer correct the students' work which makes teaching and learning process more effective. Moreover, it lets students practice writing more. They can practice to check others' writing which can enrich their reference to write.

From the result that have been mentioned, it is suggested for teachers to implement this technique to minimize the problems in writing.

2.3. Google Docs

Google Docs as a tool of creating a web-based platform for sub- mitting students' writings and peer-editing it could help to motivate students and could make their learning more meaningful and enjoyable (Jeong, 2016). In Google Docs, users can accessed this free online word processor to create and edit documents and collaborate with others at the same time. Therefore, it can be regarded as a powerful tool for teachers to assign tasks requiring interaction and collaboration in groups. Google Docs is a popular writing tool which is part of a free, web-based software office suite offered by Google within its Google Drive service. This tool allows users to create and edit documents online while collaborating with other users in real-time. It allows for a quick and comfortable information flow between group members.

The advantage according Ishtaiwa & Aburezeq (2015) examining the impact of using Google Docs on student-student interactions, argue that Google Docs enhances student-student interactions. The students could develop their learning skills by comparing their work with other peers, giving and receiving comments, exchanging information easily. Allow students to access others' work. This strategy will give them chance to learn from each other by comparing their work with others. According to Godwin-Jones (2010) reports that Google Docs is the most widely used and the best online tool for text editing. Peer-editing the writing tasks through Google Docs not only enhances the students' motivation, but also develops their higher- order thinking skills, such as evaluating and commenting on peers' written work by allowing them to work at their own pace. The most obvious challenges in using Google-Docs are: lack of teamwork skills, lack of technological skills, preference for other collaborative tools, and the requirement of extra work and load. Other factors, such as lack of teacher's timely feedback, availability of face to face meetings, and the public nature of the tool were not considered as potential challenges (Ishtaiwa & Aburezeq, 2015).

3. RESEARCH METHOD

The research was conducted in English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. It is located in Jl. Maulana Yusuf No.10, Babakan, Kec. Tangerang, Kota Tangerang, Banten. The writer conducted this research for one month.

This research used experimental research. Experimental research can be interpreted as a method research that used to find a causal relationship in control condition (Sugiyono, 2016). In experimental research, there are several designs that can be used in research, namely pre-experimental, true experimental, factor design, and quasi experimental. In true experimental design itself according to Sugiyono (2016), there are two kinds design in true experimental; Posttest Only Control Design and Pretest-Posttest Group Design".

In this study, the writer used true experimental research with One Group Pretest and Posttest Design. True experimental is an experiment that design characterized by the random selection of participants and the random assignment of the participants to groups in the study (Sugiyono, 2016). According to Sugiyono (2016) one group pre-test and post-test design is a technique that to know the effect of before and after given the treatment. The reason this design was used in this research was because it's suitable for the limited time of the research. The purpose of this research is to find out the effect of using peer editing through Google Docs in teaching writing of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf. The writer conducted an experiment that consists of pre-test, treatment and post-test.

Population is the largest of the whole characteristics or the measurement unit which is the object of the research. As defined by Fraenkel et al. (2012) population is the large group that is expected to implement the result of the research. The population of this research was taken from the students of the first semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. The total of the population in this research are 65 students from 1st semester of A, B and C class of English Department Islamic University of Syekh-Yusuf. The class distribution can be seen in the table as follows :

Table 1
The Population of Students

Class	Gender	A	B	C
1 st Semester	Male	7	5	9
	Female	22	20	2
Total		29	25	11

In this research there were 3 classes, and the target population of this research consisted of 65 students from the 1st semester of English Department . The number of sample students is 35 students, it's from 1st A and B that gathered into one class and become as an experimental class.

4. RESEARCH FINDINGS AND DISCUSSION

The research was conducted at 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020. The researcher took one class of randomly students from 1st A and as the research sample to become as an experimental class. The class was given the treatment in learning process. In the experimental class the researcher used peer editing technique by using Google Docs as a treatment.

The researcher gave pre-test and post-test in the experiment class, the researcher got the result from the students' score. The result of the test would be processed by using statistical calculation IBM SPSS version 25. From the results of data analysis, researcher use real scores from student results. The results are obtained to find the difference between the pre-test and post-test scores of students'.

The result pre-test score of the students' academic writing skills can be seen in statistic descriptive table 2 below :

Table 2
Statistics Descriptive Pre-Test of Experiment Class

Statistics		
Pre-Test		
N	Valid	35
	Missing	35
	Mean	55.69
	Median	59.00
	Mode	33
	Std. Deviation	13.532
	Minimum	33

Maximum	73
Sum	1949

(Source : Statistical result SPSS 25)

Based on the result of research in the class before being taught by Peer editing technique by using Google Docs in writing descriptive text the highest score achieved was 73, the lowest was 33, the mean is 55.69 with standard deviation (S) 13.532. The result post-test score of the students' academic writing skills can be seen in statistic descriptive table below:

Table 3
Statistics Descriptive Post-test of Experiment Class

Statistics		
PostTest		
N	Valid	35
	Missing	35
Mean		71.40
Median		73.00
Mode		70 ^a
Std. Deviation		8.179
Minimum		46
Maximum		88
Sum		2499

a. Multiple modes exist. The smallest value is shown
(Source : Statistical result SPSS 25)

Based on the result of research in the class after being taught by peer editing technique by using Google Docs in writing descriptive essay the highest score achieved was 88, the lowest score was 46, the mean is 71.40 with standard deviation (S) = 8.179.

4.1. The Test of the Analysis Assumptions

Before conducting the research, the researcher needed to know whether the data was normal and homogenous. The writer used test of normality and homogeneity test to test the data. To test normality, the researcher used Liliefors formula and the researcher used Exact Fisher test to test the homogeneity data.

a. Test of Normality Data

The testing of normality data was used to know whether the data of population is distributed normally or not. The data will be called normal if the students' ability in the class is similar. After calculating the data normality by SPSS 25 by using *Liliefors* formula with the sample from experimental class and the significant level was 0,05. It can be stated if Sig. > 0.05 it means the data is normally distributed. The complete result testing of data normality could be seen in the table 4 below:

Table 4
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PreTest	.134	35	.113	.902	35	.005
PostTest	.118	35	.200	.955	35	.167

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

(Source : Statistical result SPSS 25)

Based on the table above showed that the results of the normality test by using Kolmogrov-Smirnov and Saphiro-Wilk in the pre-test and post-test in experimental class was normally distributed. It can be seen from the

result of pre-test $0.113 > 0.05$ and the post-test was $0.200 > 0.05$. So the data distribution was normal. Then, the pre-test of using Shapiro-Wilk was $0.005 < 0.05$ and post-test was $0.167 > 0.05$.

b. Test of Homogeneity

To know the variance of the sample was homogeneous or not, the researcher should do the homogeneity test with significant level was. It can be stated if Sig. > 0.05 it means the data is normally

distributed. After calculating the test of variant homogeneity by using test. The result of testing of variants homogeneity could be seen as follows :

Tabel 5
Test of Homogeneity of Variances

Nilai				
Levene Statistic	df1	df2	Sig.	
14,014	1	68	,000	

(Source : Statistical result SPSS 25)

Based on the table above, it is known that Sig = p-value $0.000 < 0.05$. It showed that the variant data of writing score in pre-test of experimental class is not homogenous or do not have a same variant.

c. Testing of Hypothesis

In this research, The writer testing the hypothesis test (t-test) formula to find out the effect of peer editing technique by using Google Docs in teaching writing descriptive essay. The purpose of this test was to compare the pre-test and post-test score in experimental class.as follows :

Table 6
Paired Samples Test

	Mean	Std. Deviation	Std. Error Mean	Paired Differences		t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
				Lower	Upper			
PreTest - PostTest	15.714	10.640	1.798	-19.369	-12.059	8.737	34	.000

Asymptotic significances are displayed. The significance level is ,05
(Source : Statistical Result SPSS 25)

Based on the table above, it is known sig = $0.000 < 0.05$, so it can be concluded that Ho is rejected and Ha is accepted. It means there is a significant difference between pre-test and post-test of experiment class.

4.2. Testing of Students' Learning Behavior

In this research, the writer evaluated students' behavior during learning process. The behavior that was evaluated by the writer are teamwork, motivation, initiative, discipline, and active. The writer used behavior assessment sheet to measure students' behavior during learning process. The result of the assessment of students' learning behavior can be seen in figure 1.

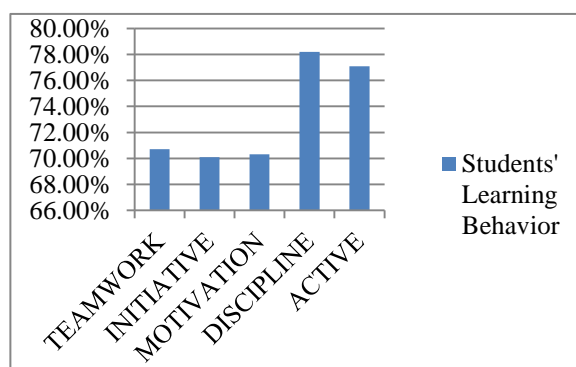


Figure 1 **Students' Learning Behavior in Experiment Class**

The graphic above is percentage of students' learning behavior in experiment class. In the graphic above, 73.70% students' teamwork, 70.10% initiative, 70.30% motivation, 78.20% discipline and 77.10% active. It can be concluded that students' have discipline in learning process, but they still have lack on initiative.

5. DISCUSSIONS

The writer had Pre-Test and Post-Test in experimental class. The mean score of Pre-Test 55.69 and mean score of Post-Test was 71.40. Based on testing of hypothesis, it was known that the sig (0.000) was smaller than 0.05. So, the using of peer editing technique by using Google Docs in teaching academic writing is effective for students in the 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2018/2019. It can be inferred that one of the effective way to increase the writing ability is using peer editing technique by using Google Docs. The writer conclude that peer editing technique by using Google Docs can improve the students' academic writing skill because this technique could improve students communication ability in written text.

The results of this research are same with previous research conducted according to Ebadi & Rahimi (2017) showed on the result of the research, the study was aimed at exploring the EFL learners' attitudes and perceptions towards the impact of online peer-editing using Google Docs on academic writing skills, they considered the use Google-Docs in their learning activities are very easy and effective for them. It's same with Ishtaiwa & Aburezeq (2015) this research conclude that Google Docs can be used to improve teaching and learning. Different with other research, Vurdien (2013) he conducted the research with different media by using blogging, the result of this research is aimed to enhance writing skills. Same with the previous research Alnatsheh (2018) conducted the research by using Facebook on improving English language writing skills and vocabulary enrichment. Based on the obtained result, certain justifications concerning the effectiveness of using peer editing technique by using Google Docs can be interpreted. Accordingly, compared both of scores the pre-test and post-test, the students score in post-test showed there was increase in their score after the writer gave the treatment. It can be interpreted that peer editing technique by using Google Docs have the opportunity to help students in writing skill, because the students are work together and supporting each other. It will build their ability to interact with their peers and can get more knowledge from their peer by exchanging information.

The result of this research confirmed that peer editing technique by using Google Docs is one of interesting technique that can develop students' academic writing skill. In peer editing technique by using Google Docs students can work together by correcting and commenting other peer's work. The use of peer editing technique by using Google Docs has a significant impact in improving students' academic writing skill for students in the 1st semester of English Department Faculty of Teacher Training and Education of Islamic University of Syekh-Yusuf in academic year 2019/2020.

6. CONCLUSION

Reviewing at the data result of the study the writer concludes that teaching writing using peer editing by using Google Docs can improve students' academic writing. It showed there's an increasing in the students' achievement after they got some treatments. It was proven by the comparison of the pre-test and post-test in which the post-test result was higher. The average score for the pre-test was 55.69 and 71.40 for the post-test. It can be concluded that peer editing technique by using Google-Docs can increase students' academic writing skills. It means that writing descriptive essay using peer editing technique by using Google Docs is effective.

7. SUGGESTION

To encourage the students to be active in learning writing, the writer would like to offer some suggestion:

- a. The use of peer editing technique by using Google Docs, especially for lecturer to attract the students' interest and motivation to improve the English teaching and learning process since this technique was very useful to motivate and help the students' in achieving English especially in learning writing.

- b. The students must have more practices to improve their achievement in mastering writing so that they can apply it in their daily life.
- c. It is hoped that other researchers who intend to use peer editing technique by using Google Docs in teaching learning process can make this study as a reference to conduct other research so they can give contribution in developing students' writing skill.

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The Correlation between Students' Reading habit and Students' Writing Ability at Tenth Grade of SMK Bina Karya Kabupaten Tangerang in Academic Year 2019/2020

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Abstract

The purpose of this study is to know the correlation between students' reading habit (X) and their writing ability in narrative text (Y) at eleventh grade of SMK Bina Karya Kab. Tangerang in academic year 2019/2020. There were 30 students taken as the sample of this study who were determined by using random sampling technique. The collected data were analyzed by using Pearson Product Moment Correlation and the instruments used were students' writing test and questionnaire of students' reading habit. Subsequently, the research finding indicated that there is low correlation between students' reading habit and their writing ability in narrative text. It is considered that alternative hypothesis (H_a) in this research is rejected and the null hypothesis (H_o) which stated that there is correlation between students' reading habit and their writing is accepted. In conclusion, the result of hypothesis test between students' reading habit and writing ability in narrative text of the eleventh grade at SMK Bina Karya Kab. Tangerang shows a positive correlation. There is low correlation between students' reading habit and their writing ability in narrative text at SMK Bina Karya Kab. Tangerang with $r_{\text{coef}}=0,213$.

Keywords: *correlation study, narrative text, reading habit, writing ability*

1. Introduction

In real life communication, being able to speak English is not enough. Because not all communication activities can be done in spoken language, but also requires written forms. Langan (2011) stated that writing can be used as a norm of communication. Many aspects of life need writing skill as the important one. One example is in educational setting where students are expected to be able to write kinds of academic writing. The other example is when people send text in social media or electronic mail event in their business (Kamelia, Agustina, & Sudarmaji, 2019). Because of that, schools have to teach their students writing ability to face the real world.

Writing is not only requires the mastery of linguistic such as grammar, vocabulary but also it requires the conceptual judgment. According to J. B. Heaton (1988) writing are complex and sometimes difficult to teach. Requiring mastery is not only of grammatical and rhetorical devices but also conceptual and judgmental elements.

Zhang (2013) argues that learning a foreign language is necessary to master all of four skills above. It is incorrect when you are able to listen to others and read some English materials but not able to speak and write in it at all. To learn English as a foreign language, writing is one of the four language skills that should be mastered by students. Whatever they are, they have learn the language skill to master English well include writing.

Peter T. Daniels & William Bright (1996) said that writing is the representation of language in txt through using signs and symbols which is known as writing system. It means that writing is a process to deliver an idea or thought using text. Writing is an activity that can be useful in our daily life. According to Douna et al. (2015), we can study and get or share information by writing. Besides writing the other skills such as listening, speaking, and reading are also influential because sometime the researcher will be need the contribution with other skills to improve and for getting the good ideas and topic.

Writing is a way communicative effectively. According to Khalid et al. (2014) people must constantly adjust their speech to suit their purpose and audience. In another expert, according to Ruane & Chappell (2018), writing is one part important in communication especially in education, because ideally that will be activities and objective in the classroom for students to answer assessment.

According to Rusmajadi (2010) writing is the complex process when the writer explores some ideas and thoughts then merges them into the solid one. The writer is able to add or remove some idea and thought then organizes them into written form. From another expert, Harmer (2007) stated that writing requires planning what we will write from drafting to revision. From the definitions above, it can be concluded that writing is an act of somebody which is used to express ideas, thoughts, feeling, message, and information through written form.

Even though students have learned writing since elementary school, most of them still find problem in writing process. Writing becomes an important part of language teaching, and it has complicated problem for students in Indonesia. Therefore, English teachers should find a good strategy to make students be able to write an English letter and moreover enjoy writing English text. However, Fareed et. al. (2017) stated that it is considered a difficult skill, particularly in English as a second language (ESL) contexts where students face many challenges in writing.

In the writing process students' writing ability can be affected by the text they have read and their reading activities because there are kinds of texts in every text of English, also many new vocabularies and structure that can be used as examples to write a text. By reading, they will find much knowledge, many vocabularies and so on. In another hand, the students have to realise why they have to grow reading interest to reach reading habit through the reasons why they have to read. For the student's future, reading could be the fundamental skill when they communicate to international people. Students are demanded to have abilities to understand many kinds of texts such as recounts, descriptive texts, narrative text etc. They are also expected to be able to get the message of those kinds of texts.

Deboer et al. (1966) stated that reading is an activity which involves comprehension and interpretation of ideas symbolized by printed or written language. According to Adulthood et al. (2011) reading is the cognitive process of understanding speech that is written down. Young children form basic concepts about the connections between spoken and written words, leading to word recognition and familiarity with the spelling of words. Williams (1984) also stated that reading is a process where someone to understand that has been written. While, Christine Nuttall (1982) said that reading is the meaningful interpretation of printed or written symbols. From both statements, reading can be viewed as interactive activity between the reader and the text or the medium of print where the reader interacts dynamically with the text to acquire the message or meaning. In analyze of reading habit, it is important to emphasize about understanding of habit because it can help to decide of students reading habit indicator. From the definitions above, it can be concluded that reading is an active process of interpreting, comprehending, understanding sign, and letter or symbols in written form.

According to Harmer (2007) reading is the most complex and difficult skill students should master at school. Students need to learn English to get more knowledge of vocabulary because it is helpful to speak English very well. Therefore, reading ability became very important because the success of students in studying depend on the greater part of their ability to read. The important of English related to the position of English in Indonesia as a foreign language. Then, Chettri (2013) stated that reading habit leads students' improvement in learning. It indicates that by having a reading habit, students are going to get information and knowledge through the texts they read. Reading can influence their learning because they will get new ideas, knowledge, information, and experience from their reading activity.

Based on the observation and interview with the teacher of SMK Bina Karya Kab. Tangerang, many of the students got difficulties in writing narrative text. They often make mistakes in subject-verb agreement, pronouns, tenses, articles, prepositions and basic sentence structures. Furthermore, when the students write a narrative text, they often get difficulties in finding a suitable word. Then, the students were poor in grammatical use in sentences. As the consequence, even for making a simple paragraph, the students spent much time looking up at their dictionary to find meaning of words. As a result, most of time of learning writing in the classroom spent to find the vocabulary items needed. The chart below will explain about the learning outcome of the students' scores in writing activity which still gets the low minimum criteria.

Several students find difficult to understand in writing skill is able to see with the chart above. From the chart above we be able to see from two classes in the first class X TKR score of the daily test shows that 67% students got The Low Minimum Mastery Criteria, and only 33% students got The Upper Minimum Mastery Criteria. In the other class the chart shows that the score is not much different. X MP got 60% students The Low Minimum Mastery Criteria, and only 40% students who got The Upper Minimum Mastery Criteria.

Based on some problems that have been discussed, the researcher intends to conduct a study as an effort to know wether there is correlation between reading habit and writing ability. For the reason, the researcher will focus in narrative text because it is learnt by students of SMK Bina Karya in this semester.

2. Research Methodology

The research was conducted in SMA Bina Karya Kab. Tangerang in academic year 2019/2020. It is located in Jl. Raya Pasar Kemis, Km. 6,5, Sukamantri, Kec. Pasar Kemis, Kab. Tangerang.

The population of this research is eleventh grade students of SMA Bina Karya, academic year of 2019/2020, and consisted of 60 students from 2 classes which are XI TKR and XI MP. From the population, 30 students were chosen as the participants of this study. The sample of this study were 30 students that had been selected from one class.

Then, the sample of this research is chosen by using random sampling technique while both classes have the same level of English competency. In this case, 30 students from XI TKR are chosen and being the subjects of this study while the error sampling is 0,01. In addition, those students were chosen because they have already learnt narrative writing.

There were two instruments that given to the students. The instruments were a questionnaire about reading habit and then a test of writing narrative text. Those instruments were given due to achieve the goal of the study. That is to find out the correlation between reading habit and writing ability.

The research design of the study was descriptive quantitative which used correlational design. It is applied to find out and assess the correlation between two variables covering an independent variable (reading habit) and dependent variable (writing ability) by using correlational analysis.

Creswell (2012), stated that a correlation is a statistical test to determine the tendency or pattern for two or more variables to vary invariably. In the case of two variables it means that two variables share common variance. This design uses to find out the relation between two variables or more and to see the influence of each other. In this case, this design employs to seek the relationship between students' reading habit and their writing ability at the eleventh grade of SMA Bina Karya Kab. Tangerang in academic year of 2019/ 2020.

3. Research Finding and Discussion

The researcher showed the result of the analysis in this research used SPSS 22 version. The result of the analyzing data can be seen in table 1.

Table 1. Descriptive Statistic of Reading Habit Questionare

	N	Min	Max	Mean	Sum
Reading Habit	30	32	55	42.83	1285
Valid N (list wise)	30				

The questionnaire contains 18 questions/statements. The findings showed the total score is 1285 points. The mean score is 42,83, the highest score is 55, and the lowest score is 24.

Table 2. Descriptive Statistic of Writing Test

	N	Min	Max	Mean	Sum
Writing Test	30	53	74	63.47	1904
Valid N (list wise)	30				

The highest score was 74 and the lowest score was 53 with mean score was 63,47.

a. The Test of the Analysis Assumption

1) Test of Normality

To analyze the data above, firstly the researcher used SPSS 22 to the test normality of the instruments in this research in order to know whether the students' reading habit and students' writing ability came from the distributed normal population with the significant 5%.

Table 3. Test of Normality

	Shapiro-Wilk		
	Statistic	df	Sig.
X	.953	30	.206
Y	.984	30	.928

a. Lilliefors Significance Correction

From the table above, the researcher used Shapiro-Wilk because the respondents in this research were under 50. It can be seen that students' reading habit and writing test were normally distributed because the values of significance are 0.206 and 0.928. They are bigger than the value of 5%.

2) Test of Linierity

Linearity is used to know whether the data is linear or not. To test linearity the researcher used ANOVA test. In analyzing the ANOVA calculation which the criteria is if the value of $F_{\text{count}} \leq F_{\text{table}}$ the data can be concluded that the data is linear.

From the table 4, it can be seen that students' reading habit and their writing test has linear regression because the value of F_{count} was found 1.634 and it is lower than F_{table} which is 4.20.

b. Testing of Research Hypoteses

The researcher used the Pearson Product Moment Correlation in calculation the correlation between students' reading habit (X variable) and students' writing ability in narrative text (Y variable).

Since the data distribution was normal and linear, for the next step, the researcher used the formula of Product Moment Correlation to know the correlation coefficient.

Table 5. Correlation Table

		Reading Habit	Writing Ability
Reading	Pearson	1	.213
Habit	Correlation		
	Sig. (2-tailed)		.258
	N	30	30
Writing	Pearson	.213	1
Ability	Correlation		
	Sig. (2-tailed)	.258	
N		30	30

From the 30 respondents, the index value of correlation was found to be 0.213. The result of that calculation (SPSS calculation) is good. According to the table of correlation interpretations this number is classified into the low class of 0.200– 0.399, which means that there is a low correlation between two variables.

To know how far the contribution from the X variable (independent variable) to the Y variable (dependent variable), the researcher uses the formula of percentage correlation as follow:

$$\begin{aligned} \text{KD} &= r^2 \times 100\% \\ &= 0,213^2 \times 100\% \\ &= 4,5\% \end{aligned}$$

From the computation above, the researcher found that the contribution of X variable is 4,5 %. So from KD values, there is still another factor that can effect of the variable Y. For example, in addition to reading habit there are other factors that can be related to writing ability.

Discussion

The purpose of the data analysis in this study was meant to measure the correlation between the students' reading habit and students' writing ability in narrative text of eleventh grade of SMK Bina Karya Kab. Tangerang in Academic Year 2019/2020. The data analysis above showed that the score of coefficient correlation (r_{xy}) of 0.213 which is low.

To look the level correlation of the hypothesis, the researcher uses the table of the classification of correlation. It can be seen on the table below:

Tabel 4. Test of Linierity

			Sum of Squares	df	Mean Square	F	Sig.
Reading Habit Writing Ability	Between	(Combined)	390.933	13	30.072	1.540	.205
	Groups	Linearity	31.914	1	31.914	1.634	.219
		Deviation from Linearity	359.019	12	29.918	1.532	.210
Within Groups			312.533	16	19.533		
Total			703.467	29			

Tabel 6. Correlation Classification

No.	The "r"	
	Score	Interpretation
1	0.80–1.00	Very high
2	0.60–0.799	High
3	0.40–0.599	Moderate
4	0.20–0.399	Low
5	0.00–0.199	Very low

Based on the table above, this case can be interpreted that there is low correlation between students' reading habit and writing ability in narrative text because its numbers interval at the level 0,20 – 0,399. It is related to the result of the previous research that there is significance correlation between reading habit and writing ability.

4. Conclusion

Based on the research finding in the previous chapter, it can be seen that there is low correlation between students' reading habit (X) and their writing ability in narrative text (Y) at eleventh grade of SMK Bina Karya Kab. Tangerang in Academic Year 2019/2020. From the 30 respondents, the index value of correlation was found to be 0.213. The result of calculation is good. According to the table of correlation interpretations this number is classified into the low class of 0.200– 0.399, which means that there is a low correlation between two variables.

The result of hypothesis test between students' reading habit and writing ability in narrative text of the eleventh grade at SMK Bina Karya Kab. Tangerang shows a positive correlation. There is low correlation between students' reading habit and their writing ability in narrative text at SMK Bina Karya Kab. Tangerang with $r_{\text{coef}}=0,213$.

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THE RELATIONSHIP BETWEEN METACOGNITIVE STRATEGY AND READING COMPREHENSION AT THE TENTH GRADE OF SMAN 3 KABUPATEN TANGERANG IN ACADEMIC YEAR 2019/2020

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Abstract

This article presents the analysis of metacognitive strategy and reading comprehension. The result shows that there is not any positive relationship between these variables. Although the metacognitive strategy of students is high, it does not contribute to the improvement of the ability of the students reading comprehension at SMAN 3 Curug in academic year 2019/2020. The research findings shows there is no correlation between metacognitive strategy and reading comprehension of students in SMAN 3 Curug. As the result, the value skills obtained by students was associated with the understanding of the low reading comprehension skills. These conditions also influenced in decreasing metacognitive strategy of the students, because they will feel hopeless with the result obtained. The findings of this research also have implications to the teachers, some efforts given to students by awarding something to students was useless. Therefore, the teachers are expected to try doing another approach to improve the student metacognitive strategy by praising or giving reward in order to appreciate what students done.

Keywords: metacognitive strategy, reading strategy, reading comprehension

1. Introduction

In learning English students are expected to be able to expert all language skills of English, they are listening, speaking, reading, and writing. It is based on the goal of teaching English. In the classroom students do their activity like playing and socializing with their friends. Classroom is a small miniature of wide society filled in with many elements. The process of teaching and learning is the most common element in the language classroom. Furthermore, the writer focuses on reading because in the globalization era right now, there are many problems from the students to learn about reading. According Elizabeth and Angaluki (2005:6) reading is about understanding written text. Reading is a learning process of transferring information from writer to the reader by using written form. The writer is the sender of the information, thoughts, ideas and the reader is the receiver of the message. When the students read, they also process and transfer information on their brain, so they will learn something from the reading. Reading has an important role in learning process because the students' success in learning other subjects is very much determined by the high degree of mastering reading. Reading consists of two processes, that is word recognition and comprehension. Therefore, comprehending what is being read is important. Zhussupova & Kazbekova (2016) stated that comprehension is the understanding and interpretation of what is read. So, to comprehend a text, students are supposed to identify the main idea, certain information, and detail information from a text. According to .Reza Ahmadi, Nizam Ismail, & Kamarul Kabilan Abdullah (2013) reading comprehension is a complex process involving a combination of text and readers. Considering those problems, the students should pay attention to the characteristic of the text, guessing what the text about, and the like. Metacognitive strategy can help the reader make himself or herself ready to understand comprehend of the main text. According to Baker & Beall (2009) that metacognitive strategies are related to how we think and learn including three skill techniques: planning, monitoring, and evaluation. In the beginning of reading assignment students must be informed on how to use their planning, monitoring and evaluation skills. It is of great importance to improve the questioning skills of the students in the process of the teaching metacognitive strategies. Metacognitive strategies and reading comprehension skill which have connection reading is a process to collect data or information and reading is a process to distribute them. By reading the people can have new ideas to be presented in a text reading and metacognitive strategies between reading comprehension insight of the writer and information that is found by the reader in other words, reading and metacognitive strategies have a correlation. There are some researchers said that metacognitive strategy has relationship with reading comprehension.

Based on the explanation above, the writer formulates, the questions as follows: Based on the limitation of the problem, the writer formulates the problem as: "Is there any significant relationship between metacognitive strategy and students' reading comprehension at tenth grade of SMAN 3 Kab. Tangerang in Academic year 2018/2019

Reading comprehension is from two words, those are reading and comprehension. As the reading is someone getting the information about the text, and comprehension is the same meaning but understanding of a text. So reading comprehension is look at the text to understanding of a text. It is an intentional, active, interactive process that occurs before, during and after a person reads a particular piece of writing. Comprehension is the process of eliciting and making meaning through interaction and involvement with written language states by McNamara and Magliano (2009) emphasized that this process is a task of both reader and text factors that happen within a larger social context.

The last model of reading comprehension (interactive model) refers to the reading process which is supported by an interaction between the text information and the learner's background knowledge as well as interaction between different types of metacognitive reading strategies according to Grabe & Stoller (2011) some purpose of reading as follow:

- a. Reading to search for the simple information in reading to search, we typically scan the text for specific or specific piece of information, or a few representative phrases.
- b. Reading to learn from texts Reading to learn is usually carried out at a reading rate some slower than general reading comprehension (primarily due to reading and reflection in reading strategies to help remember information), and makes general comprehension to connect text information with the background knowledge.
- c. Reading to integrate information, write and critiques texts there are skills inevitably requires critical evaluation of the information being read that the reader can be decide what information to integrate how to integrate it for the readers goal.
- d. Reading for general comprehension they are abilities often taken for granted by fluent readers because they usually occur automatically; that is, we make use of these abilities without giving them much thought if we are fluent to readers.

Metacognition, or thinking about one's thinking, is the foundation for other reading comprehension strategies. Proficient reader continually monitor their own thoughts, controlling their experience with the text and enhancing their understanding. According to Mokhtari & Reichard,(2002) metacognitive reading strategy awareness is of interest not only for what they indicate about the ways students arrange their interaction with the context, but also for how the use of strategies is related to effective reading comprehension.

In learning English awareness of metacognitive reading strategies is emphasized in the field of reading comprehension processes, which have become important factors for reading strategies when reading.

Metacognitive strategy refers to had received a considerable attention by language teaching theoreticians and researchers alike for three main reasons. The first reason is that metacognitive knowledge develops good thinkers and lifelong learners who can cope with new situations in this rapidly changing world. Based on the definition above this study corroborates the view that explicit instruction of metacognitive reading strategies is a feasible tool to enhance students' reading comprehension and benefited most from explicit reading instruction supplemented by practice in metacognitive reading strategy activities.

Based on the explanation above, the hypothesis is formulated as there is positive significant relationship between metacognitive strategy and reading comprehension at tenth grade students of SMAN 3 Curug in academic year 2018/2019.

2. Research Methodology

Based on the formulation and objectives of the problem the writer analyzes, investigates and uses library and media research. The research will use quantitative method states as Creswell, John,(2001- 135),Quantitative researcher involves collecting data so that information can be quantified and used in statistical treatment to support or refute "alternative knowledge claims". The reason of choosing this method is that the research wants to know the relations of two variables based on correlations coefficient.

3. Research Design

Furthermore, the research design that is used in the research is correlation. Correlation has two characteristic in the study group as stated by Skovsmose & Borba (2004). It is very important to observe the extent to which researchers find statistical correlation between the two characteristics depend on how well the characteristics have already calculated. And the purpose of correlational

studies is to find out whether there are two or more related variables. The research hypothesis is that the metacognitive strategy is positively correlated with reading comprehension with reading comprehension.



Figure 1

X = Metacognitive strategy Y = Reading comprehension (Sugiyono, 2016)

4. The Population and Research Sampling

4.1. Population

According to Sugiyono (2016:80), "Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by the researcher to be studied and then concluded and characteristic of the applied research to learn and then be concluded." Population of this research is all students in the tenth grade at SMAN 3 Curug that consist of 5 classes. The total number of the students were 169 students.

Figure 1
Population in the class

No.	Name of Class	Total Students
1.	10 IPS 1	42 students
2.	10 IPS 2	42 students
3.	10 IPS 3	42 students
4.	10 IPS 4	42 students
5.	10 IPS 5	42 students
6.	10 MIPA 1	42 students
7.	10 MIPA 2	42 students
8.	10 MIPA 3	42 students
9.	10 MIPA 4	42 students
10.	10 MIPA 5	42 students
11.	10 MIPA 6	42 students
12.	10 MIPA 7	42 students
Total		504 Students

4.2 Sample

Based on Frankel & Wallen (2012), "Sample in research design a definite plan for obtaining a sample from a given population." It refers to the technique or the procedure the writer would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample. Sample design is determined before data are collected.

"Sampling is used to determine the sample if the object to be studied or the data source is very broad, to determine which one will be the source of the data, then the sampling is based on predetermined regions." In the other words, the writer uses the number of population for sampling. The writer chosen *Slovin* formulation as the sample of the research.

$$n = \frac{n}{1 + ne^2}$$

Keterangan :

n = Overall sample

N =Overall population

e =Level of error the applied (5%)

The order for errors corrected, it was used

(level of error) $\alpha = 5\%$ it means the accuracy of desired not less than 95%. Based on the provision then the number of sample is:

$$n = \frac{504}{1 + 504 \cdot 0,05^2}$$

There are used 228 sample for correlate analysis between score metacognitive strategy and their reading comprehension test.

5. Technique of Collecting Data

The collecting the data of the research, technique of the test and questionnaire will be applied. It was giving the questionnaire of student's survey of reading comprehension, and checked the result of it, was as talking about research to test review when the student read.

Questionnaire survey based on the situation in the school. Information from the English Teacher in SMAN 3 Kab. Tangerang. The questionnaire expert by Mokhtari, K., & Sheorey (2002). The purpose of this survey is to collected information about the various strategies when students use read school-related academic materials in English (example from reading text books for homework or examinations, reading journal, article, and etc). Each statements is followed by five numbers 1, 2, 3, 4, and 5 and each other number means the following:

1. Means that "I never or almost never do this"
2. Means that "I do this only occasionally"
3. Means that "I sometimes do this"
4. Means that "I usually do this"
5. Means that "I always or almost always do this"

The writer while make the questionnaire to find out the student's metacognitive strategy on reading because, of this survey is to collect information about the various strategies when the writer read the school's situation related to the academic materials in English example from, reading text books for homework or examination, and etc.

Based on the questionnaire done by Mokhtari, K., & Sheorey (2002), these are the specification of the questionnaire.

The Indicates in the questionnaire to overall average indicates how often use in reading comprehension when the reading materials expert by Mokhtari, K, & Sheorey(2002). The average for each subscale hows which groups of strategies (Global, Solving, or support strategies).

Based on daily examination performed by school teacher.

1.) Metacognitive Strategy

Validity of the test was not performed because it uses the instrument of expert Rastegar, Mehrabi Kermani, & Khabir, (2017)

2.) Reading Comprehension

Validity test was not performed because the score of reading comprehension has been available from the school. The instrument is declared valid if $r \text{ count} \geq r \text{ table}$ where $r \text{ table} = 0.308$. Test validity was done comparing the calculated values (*corrected item-total correlation*) with $r \text{ table}$, the criteria are as follows:

- If the $r \text{ count value} > r \text{ table value}$ then the item is valid
- If the value $r \text{ counts} < r \text{ value of the table}$ then the item is invalid

The test validity of vocabulary instrument has been done to 41 respondents.

The hypotheses which will be tested in this research are stated in statistical hypothesis as follow:

1.Ho: $p < 0$

There is no positive correlation between student's metacognitive strategy and reading comprehension oftenth grade students of SMAN 3 CurugKab. Tangerang academic years 2019/2020

2.Ha: $p > 0$

There is positive correlation between metacognitive strategy and their reading comprehension of tenth students of SMAN 3 Curug Kab. Tangerang academic years 2019/2020.

6.Research Findings

In this chapter the writer described and analyzed the data description based on the data collecting technique in SMAN 3 Curug, Kab. Tangerang. It was done by the writer to finds out the whether there was any correlation on students reading comprehension skills in the questionnaire and test reading.

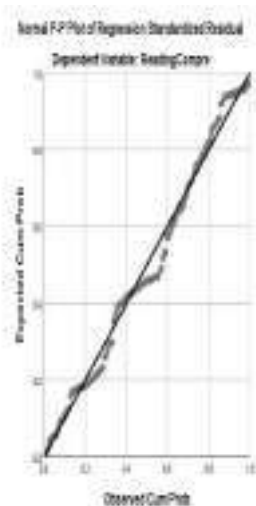
There are 187 male students and 313 female students of tenth grade, class 11 there are many man 173 and the women they are 251, and the class 12 there are many men 179 and the women are 247 from the result total of students in SMAN 3 Curug are students 1,350 students.

This section explains about the result of statistic description from the test correlation between metacognitive strategy and reading comprehension with the indicator metacognitive strategy as variable X and reading comprehension as variable Y.

6.1 Normality Probability variable

In this section discuss plotting result diagram scatter between metacognitive strategy and reading comprehension for finding a based indicator variable correlation. As for the result plotting between variables can be seen in following figure below:

Figure 3 P-Plot Regression



Based on figure above indicates that the direction of the relationship between metacognitive strategy and reading comprehension is positive and relatively flat. It said that there is a weak and positive relationship or both the variables describing the absence of relationship.

In this section presented the test of normality result of analysis between metacognitive strategy and reading comprehension for finding a distribution variable correlation. As for result of normality test between metacognitive strategy and reading comprehension the variables can be seen following table below:

Table 2
Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statisti			Statisti		
	c	Df	Sig.	c	Df	Sig.
Metacognitive strategy	.107	228	.00	.982	8	.00
Reading Comprehension	.093	228	.00	.971	8	.00

a. Lilliefors Significance Correction

Source: Statistical Result SPSS 25 (2017)

Based on the table above indicates that the normality test between metacognitive strategy and reading comprehension does not have the normal distribution. It can be seen because Sig. from the variables can be seen 0,05 the data X have the significant ($X=0,05 < 0,05$) and the data Y does not significant distribution ($Y=0,00 < 0,05$).

6.2 Test of linearity

In this section presented to linearity test result of analysis between metacognitive strategy and reading comprehension for finding a linearity variables correlation. The linearity test between metacognitive strategy and reading comprehension it has

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.061 ^a	.004	-.001	13.74355

a. Predictors: (Constant), Metacognitive

b. Dependent variable: Reading comprehension been showed the result of the linier and inter connected. It can be seen from the value Sum

of Square=136,136 f=1, Mean Square=136,136, F=.796, Sig =373.

6.3 Correlation of Analysis

This section shows the result test of correlation non parametric between students metacognitive strategy and reading comprehension which aims to find correlation of the data in two variables. This test is done because the data does not have normal distribution, for the result of using *non parametric* test between the variables can be seen in following table below:

Table 4

The result Correlation test

Metacognitive Reading comprehension strategy

Spearman's rho	Metacognitive strategy	Correlation Coefficient	1.000	.088
		Sig. (2-tailed)	.	.186
	Reading comprehension	Correlation Coefficient	.088	1.000
		Sig. (2-tailed)	.186	.
		N	228	228

Source: Statistical result SPSS 25(2017)

Based on the table above estimation of the correlation between metacognitive strategy and reading comprehension using correlation analysis non parametric model Spearman-Rho showed coefficient correlation number of 0,88. This result can be said the weak and positive connection. It means there is connected between metacognitive strategy and reading comprehension.

6.4 Coefficient determination

From the result of correlation test using SPSS version 25 for window, it was obtained the coefficient of determination which has been shown in the following table.

Table 4.6
Coefficient of determination

From the table above, it was obtained the value of the correlation of determination (R Square/ R^2) = 0.04 or 0,4% it showed metacognitive strategy and was influenced by reading comprehension students.

6.5 Test Hypothesis

The hypotheses of this research is does not correlation between metacognitive strategy and reading comprehension at tenth grade student of SMAN 3 Kab. Tangerang in academic year 2019/2020. Then it can be formulated statistical as follow:

1. $H_0 : p > =$ There is no significant correlation between metacognitive strategy and reading comprehension at the tenth grade class in SMAN 3 Curug, Kab. Tangerang Academic year 2019/2020.
2. $H_a : p < =$ There is a significant correlation between metacognitive strategy and reading comprehension at the tenth grade class in SMAN 3 Curug, Kab. Tangerang Academic year 2019/2020.

To find out the correlation between metacognitive strategy and reading comprehension students, it was used Pearson correlation. From the analysis result, it was obtained that the coefficient correlation (r) was 0.88, and the coefficient of determiner (r^2) was 04%. It meant that metacognitive strategy and reading comprehension students has a fair correlation.

7. Research Discussion

The writer analysis at the tenth grade consisting of 504 students. These steps were conduct by researcher to know correlate between students metacognitive strategy and reading comprehension. This steps has been done by the teacher and the students before being taught by using questionnaire.

After calculating the data on SPSS 25 version, the findings of this researcher can be known that the mean of students between metacognitive strategy and reading comprehension score is 57.76 and reading comprehension is 67.63 and the mean of students metacognitive strategy and reading comprehension after the test normality test used the *Kolmogorov-smirnov* is, 0,00. From the result it can be concluded between metacognitive and reading comprehension data does not normal distribution, based on the value test hypothesis of Metacognitive strategy and reading comprehension using correlation analysis non parametric model Spearman-Rho showed coefficient correlation number of 0,88. This result can be said the weak and positive connection.

Therefore, analysis correlation from two variable using the analysis correlation non parametric model *Spearman rho* based on the result is (H_a) is accepted and hypothesis (H_0) is rejected. It means that there is negative in significant correlation between metacognitive strategy students and reading comprehension. As for the value test normality and this correlation contradiction with previous research. According to Rastegar et al., (2017) with the tittle "The relationship between Metacognitive Reading Strategies Use and Reading Comprehension Achievement of EFL Leaners" state that The findings of this study revealed that there was a significant positive relationship between the use of overall metacognitive reading strategies by the participants and their reading comprehension achievement. The current suggest that when this variables are include, metacognitive strategy reading comprehension maybe not explain the significant additional variance in reading skill with all reader, however in the group have low ability readers, metacognitive strategy may play an important role.

7.1 Research Limitation

The research realizes the researcher still have a weakness and flaws in the researcher. In this researcher, the writer is having some problems, one of them is timeless for the researcher and less ability for the giving rule of the purpose the researcher and questionnaire that is students less understand by students because using English language therefore the result in this researcher finds low and negative correlation between metacognitive strategy and reading comprehension.

8. Conclusion

Here, the writer concludes the result of the research as follows:

Finally, it can be concluded that there is no significant correlation between metacognitive strategy with the reading comprehension. It means there is not any positive relationship for both variables.

Although the metacognitive strategy of students is less, it does not contribute to the improvement of the ability of students reading comprehension at SMAN 3 Curug Kab. Tangerang in Academic year 2019/2020.

9. Implication

Based on the discussion of the data analysis and data interpretation, it can be conclude that there is positive relationship between metacognitive strategy on the students reading comprehension. The students have well in reading comprehension skill which also affected higher intelligence. The student who have the higher metacognitive strategy and reading comprehension intelligence also have good relation. The students metacognitive strategy have important role in relationship to the other and also in learning process, especially in the reading comprehension. The findings of this research, It also hasimplication to teacher, namely some effect of given to the students by awarding something to students was useless. So, the teacher are expected to try do another approach to improve the students in the metacognitive strategy by praising or giving reward in order to appreciate what students done.

10. Suggestion

Based on the conclusion above, it can be delivered some suggestion from this researcher for people who have interested in doing the analysis in the same field here suggestion as follow:

1.) For the Teacher

Metacognitive strategy could be one of the factors to increase student reading comprehension, because of the metacognitive strategy of students not even capable of delivered high impact on increasing the score of reading comprehension. The end, teacher are expected to conduct another approach to enhance the ability of students to read and learning in increase their English score at school.

2.) For the Students

Metacognitive strategy is expected to increase student confidence and learn to reading and understand of the meaning of the text. And get information from the text. In addition, students must be able to improve reading skills not only in the school environment.

3.) For Future Researcher

In this researcher realized that the mini thesis is not perfect, Because this mini thesis can be a source or reference for the next writer have to make a better researcher.

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THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT AT TENTH GRADE OF SMAN 2 KAB. TANGERANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT

This research was conducted to find out the effectiveness of Think Pair Share (TPS) technique to teach Students' Writing Skill in Descriptive Text at Tenth Grade Students of SMAN 2 Kab Tangerang. The aim of this research is to find out the significant effect of Think Pair Share (TPS) technique to improve Students' Writing Skill in Descriptive Text at Tenth Grade Students of SMAN 2 Kab Tangerang. The population of this research was Tenth Grade Students of SMAN 2 Kab Tangerang. The writer took the homogeneity two classes namely first experimental class using think pair share technique with 33 students as the sample and control class without using think pair share technique with 35 students as the sample. This research used quasi experimental group - non-equivalent control group design. The writer used pre-test and post-test to get the data. The pre-test was given before treatment while post-test was given after treatments for both classes. Based on the result of this research, the writer took conclusion there are some significant differences between experimental and control class. The average score for the experimental class was 65.33 for the pre-test and 70.67 for the post-test. While the average score for the control class was 64.057 for the pre-test and 67.23 for the post-test. It means that there is an improvement of the students' achievement in writing descriptive texts. Each class has different achievement. The achievement of the experimental class is higher than the control class. In the result of post-test of experimental class was 70.67 which where higher than the control class 67.23. It means that writing a descriptive text by using Think Pair Share (TPS) Technique is better than writing descriptive texts without Think Pair Share (TPS) Technique.

Keyword: Descriptive text, Think Pair Share (TPS) technique, Writing skill

1. INTRODUCTION

English is an international language the most widely used in the world. In Indonesia, English is one of the foreign languages that is learned and as a compulsory subject in schools. It has been learned by the students from elementary school up to university levels. English has also been used widely in several fields such as economics, politics, and scientific, both in printed or electronics media and even social media. The use of English has spread throughout the world and become the most preferable language teaching.

Therefore, English is very important for us. In learning English, there are four skills that we have already known in English, namely listening, speaking, reading, and writing. So, we have to learn about that for mastering and getting complete thought about English itself because each skill has general or specific function in communicating.

Among the four skills, writing is considered as the most difficult one to learn and it is also included in productive skill that cannot be easily understood by the students. Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just relaxation. Through writing, the students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

Based on the observation at the tenth-grade students of SMAN 2 Kab Tangerang when the teacher asked students to make a descriptive text about animal, the students still make errors in their writing, such as they were difficult in using grammatical and vocabulary. For example, “cat cute”, it should be “cute cat”. In fact, they had a lot of ideas, but they were confused to express what they wanted to write. It was caused they had not enough knowledge of language. The fact is in line with the previous research which showed that students find it difficult to process their ideas into a text, even sometimes they do not know what to do in the beginning of writing (Kamelia, Agustina, & Sudarmaji, 2019).

When the writer observed in the class, the problems above were caused by the teacher's technique. The teacher used the monotonous technique. This technique can be a problem, it made the students feel difficult to understand English subject learning, especially in writing. Writing is complicated because the students need to do everything at once. The students must produce words, sentences, paragraphs, and extended compositions all the same time.

On top of all of these, there are several teaching strategies that can actively engage students in writing activities. One of the strategies is called cooperative learning strategy. Flowers & Ritz (1994) define cooperative learning strategy as a teaching strategy where students work together in teams or groups to deal with learning tasks. Each member of the group is asked to have analytical thinking that they should give a contribution in doing the tasks. In addition, the students are required to build a good relationship with other members within the groups.

Among other cooperative learning strategies, think pair share is chosen to be applied in the classroom to improve students' writing descriptive text. Think pair share integrates wait-time, verbal rehearsal, discussion, and cooperative learning.

2. REVIEW OF LITERATURE

2.1 Writing Descriptive Text

Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers (Linse, 2005: 98). It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow (Hadfield 2008: 117).

Writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that it is understood by others (Browne, 2007: 81).

Writing is a way to produce language, which we do naturally when we want to express something in written form. Writing is the same with the other skills, except that we need to take much time to think of our subject. If we want to write in a second language, we also take much time to revise our work. We must consider about our choice of words, the form, and the grammatical structure, so that the reader can understand our writing easily (Meyers, 2005: 1).

Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports or novels (Harmer, 2007: 4). Writing is a two step process. First, you figure out your meaning, then you put it into language (Brown, 2001: 336-337).

According to Harmer (2007: 31), writing is a way to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

While descriptive text is a piece of writing or speech that gives details about what someone or something is like. Boardman and Jia, state that a descriptive text is a kind of text that is used to describe what something looks like (Rizal, www.onlyfunnystories.com).

Another definition, descriptive text is type of genre that is describe something (place, person or thing) that is purpose to give information about something by giving information clearly (Jaya, et. Al, 2008: 1). Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose (Jaya, et. Al, 2008: 9).

Description is a text containing two generic structure. They are identification and description. Identification tells about identifying phenomenon to be described and description tells about describing parts, qualities and characteristics the object (Siahaan and Sinoda. 2008: 89).

From some definition, writing descriptive text is an activity which the students are able to express their ideas, opinions, and feelings and organized them in simple sentences or in short paragraph well, Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2.1 Think Pair Share Technique

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think-Pair-Share technique has been a foundational tool in cooperative learning it can be applied such as in many classroom, workshop, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think-Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.

Think Pair Share (TPS) integrates wait-time, verbal rehearsal, discussion, and cooperative learning. TPS is defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group”, (Mc. Tighe and Lyman, cited in Narzoles, 2012).

According to David and Roger Johnson “Think-Pair-Share Technique is the procedure of the experiment was as follows: The students read silently the reading passages for 10 minutes. During this step, individuals thought silently about a question posed by the in structure. Individuals” pair up and exchange thoughts for 20 minutes. The pair is given 30 minutes to share their responses with other pairs, other teams, or entire group” (David & Jhonson, 2004:26)

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

3. METHOD

3.1 Type of the Research

In this study, the writer used an experimental research with the form of quasi experimental design. Quasi experimental is an experiment that does not use random assignment, but it uses multiple groups of measurement.

The writer used two classes, they were experimental class and control class. In experimental class, the writer used Think Pair Share (TPS) technique to teach writing descriptive text, and in control class the writer used Communicative Language Teaching (CLT) to teach writing descriptive text.

3.2 Design of the Research

The purpose of this research was to find out the effect of using TPS technique in teaching writing descriptive text at the tenth grade of SMAN 2

Kabupaten Tangerang. The writer used pre-test and post-test. The model of the research design as shown in the table below:

**Table 3.2
Research Design
(Sugiyono, 2012)**

Sample	Pre-Test	Treatment	Post-Test	Result
Experimental class	P	X1	T	Y1
Control class	P	X2	T	Y2

It showed normally distributed. Because of the normally data distribution, the writer continued to analyze the t-test in paired sample T-test.

2. Testing of Data Homogeneity

The purpose of the test of homogeneity was to know variance of sample was homogeneous or not. After calculating the test of homogeneity by using Fisher-test SPSS 22.0, the complete result of this test can be seen in the following table:

a. Test of Homogeneity of Pre-Test

**Tabel 4.11
Test of Homogeneity of Variances**

Levene Statistic	df1	df2	Sig.
.133	1	66	.716

Note:

P = Test before treatment

T= Test after treatment

X1 = Learning with Think Pair Share Technique

X2 = Learning with Communicative Language Teaching Technique

Y1= Final result of experimental class

Y2= Final result of control class

4. RESULT

4.1 Testing of Data Normality

**Table 4.10
Tests of Normality
Post Test of Experimental Class and
Control Class**

Kelompok		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai	Kelompok Post Test	.128	35	.159	.940	35	.05
	Kontrol Kelompok Post Test	.123	33	.200*	.937	33	.05
	Eksperime	.123	33	.200*	.937	33	.05

n							
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*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The table above shows that the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk in the post-test and post-test of experimental class and control class was normally distributed. It can be seen from the result of post in using Kolmogorov-smirnov was $0.159 > 0.05$ and the post-test was $0.200 > 0.05$. So, the data distribution was normal. Then, the post-test of using Shapiro-Wilk was $0.055 > 0.05$ and post-test was $0.055 > 0.05$. So, the data was significant.

Based on the table above, it is known that Sig = ρ -value $0.716 > 0.05$. It showed that the variant data of writing score in pre-test of experimental class and control class is homogenous or have a same variant. Then, it has met the basic assumption of homogeneity.

b. Test of Homogeneity of Post-Test Tabel 4.12

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.826	1	66	.097

Based on the table above, it is known that Sig = ρ -value $0.097 > 0.05$. It showed that the variant data of writing score in post-test of experimental class and control class is homogenous or have a same variant. Then, it has met the basic assumption of homogeneity.

5. DISCUSSION

5.1 Discussion of Data Description in Learning Outcomes on Students' Writing Skill both Classes Experimental Class and Control Class

a. The Score of Initial Ability (Pre-Test)

Based on the calculations of normality and homogeneity test from class X MIPA 6 as the experimental class and class X MIPA 5 as the control class, both of classes are normal distribution and homogeneous.

b. The Score of Final Ability (Post-Test)

The result of this research was obtained the average score of experimental class was 70.67 which was higher than the result of control class 67.23.

The average score of experimental class was 70.67 and standard deviation (s) was 7.58. Teaching writing in experimental class by using Think Pair Share (TPS) Technique as a technique to teach descriptive texts can encourage the students to be more active and

motivated. The think-pair-share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

The average score of control class was 64.057 and standard deviation (s) was 8.342. Teaching writing in control class by using conventional learning or

lecturing to teach writing descriptive texts make the students feel bored with the material that was presented because the method too monotone. The students still had difficulties in transferring their taught and ideas in writing.

There is a significant difference between writing skill improvement of students taught by using Think-Pair-Share technique and taught by lecturing or conventional learning in writing descriptive text. Gradually students' ability to produce readable writing increases as they produce writing, receive feedback, see writers at work, engage in reading and incorporate their understanding from these experiences into their repertoire of knowledge about writing (Browne, 2007:91).

In low level class, the students needed attention more. It was showed students' enthusiastic for asking and knowing how to make a good paragraph. But they did not master vocabulary and arrange to be good sentences and create a good paragraph.

Normal level of students, they also needed attention. But, some students were mastering vocabulary better than Low level. Sometimes they knew and mastered vocabulary, but they made mistakes such as error in arranging sentences, Grammar and Capitalization.

In High level of students, they sometimes could make good sentences, master of Grammar but they can not arrange generic structure of descriptive text. They only made sentences without pay attention the structural of descriptive text. The use of modul or paper to support the students' understanding in descriptive texts unmaximaly. They kept attention teacher's explanation. They just used it as the second resources after the teacher.

6. CONCLUSION AND SUGGESTION

6.1 Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between experimental and control class. The average score for the experimental class was 65.33 for the pre-test and 67.23 for the post-test. It means that there is an improvement of the students' achievement in writing descriptive texts. Each class has different achievement. The achievement of the experimental class is higher than the control class. In the result of post-test of experimental class is 70.67 which was higher than the control class 67.23. It means that writing a descriptive text by using Think Pair Share (TPS) Technique is better than the writing descriptive texts without Think Pair Share (TPS) Technique. It was because by using TPS, students can discuss with their partner about the topic and they can share the ideas to each other and combine their ideas into a descriptive text.

There was a significant difference in the students' writing descriptive text between students who have been taught writing a descriptive text by using Think Pair Share (TPS) Technique and those who have been taught by using a conventional learning or lecturing only. From the explanation above, it is concluded that the use of Think Pair Share (TPS) Technique is effective to improve the students' descriptive writing skill at the Tenth Grade Students of SMAN 2 Kab Tangerang.

6.2 Suggestion

One of the problems that teacher may find in teaching and learning process is how to make the students interested in the teaching or how to promote the students' interested in joining the learning process well. If the students have high interest in following the teacher, it will not be so difficult for the teacher to teach the lesson.

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THE EFFECT OF DRAMA ON THE DEVELOPMENT OF STUDENTS' VOCABULARY MASTERY AT THE TENTH GRADE OF SMK LAB BUSINESS SCHOOL TANGERANG IN ACADEMIC YEAR 2019-2020

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Abstract

The purpose of this research is to find out the effect of Drama on the development to improve their vocabulary mastery for the tenth grade of SMK Lab Business School Tangerang. This research was quantitative and the method is quasi experimental with the qualitative data. In this research the total of population is 403 students in the tenth grade of SMK Lab Business School Tangerang. To choose the sample of this research the writer conducted by using the purposive sampling, and took 74 students of two classes, there are: the first is experimental class (X AP 1) and the second is control class (X AP 2). Short drama technique used in experimental class in teaching and learning process, while conventional technique in control class in teaching and learning process. To collect the data, the writer used the written test, and to counting the data of descriptive data of class experiment and control, normality, homogeneity, chi-square, rank, and Mann-Whitney U used SPSS 24. Then the result of this research showed the score of students' vocabulary by using short drama technique in the value of post-test was higher than the students' score of conventional technique in the value of post-test. In conclusion, in this research indicated that there is any significant effect of using short drama to improve student' vocabulary mastery.

Keyword: Conventional Technique, Short Drama Technique, Quantitative, Vocabulary Mastery.

1. INTRODUCTION

In this era, Language is an important communication tool among people in the world. One of language which are used for all people in the world is English language. There are millions of people in the world attempted to learn English, because English as an international language and it becomes the dominant language around the world. English is one of lesson in SMKS Lab Business School Tangerang.

On English Curriculum, there are four basic language skills such as Listening, Speaking, Reading, and Writing. In learning English, one of component that must be taught to the students is vocabulary. Vocabulary is important aspect in any language learning process, Especially in English learning. We must have many vocabularies to make both spoken and written is good, because when students do not have a lot of vocabulary they will get trouble in their Listening, Reading, Writing, and Speaking. As Alber & Foil (2003) said that the important for attaining success in language arts and academic content areas is vocabulary.

Memorizing vocabulary is very important for students. Not many students like to memorize vocabulary. If students often memorize the vocabulary, they can make it easier to interpret English reading quickly. As a teacher, we should have vocabulary mastery and the best way to teach vocabulary for students in the class. So that the students can achieve knowledge about vocabulary easily, because teacher as a facilitator in language teaching process for students in the classroom. The teacher also must focus on English learning process. Furthermore, One of the way to make students easier to achieve new vocabulary is by using drama.

Based on the observation that the writer conducted while doing the teaching practice (PPL) in SMKS Lab Business Tangerang. The researcher found some problem that student faced especially the tenth grade in vocabulary mastery. First, most of students are lack of vocabulary. The more students have vocabulary, it is can help students comprehend the text that they read quickly. The second problem, most of students difficult to remember new word that they meet. It means that to achieve vocabulary learning the learner needs not only to learn a lot of words, but also remember them. When they found words they did not know the meaning. When the teacher asked the students to mention some of the vocabulary based on the text orally, most of the students could not give the correct answers. most of the students could not give the vocabulary correctly. The last problem, students are not interested to learn English especially about

vocabulary. One of the way to teach vocabulary more effective is by using drama. According to Demircioglu (2010) "One of the most effective technique is drama."

Based on the explanation above, the researcher would like to improve students' vocabulary mastery. The researcher uses drama as a technique to make students' vocabulary is good. From the explanation above, by using drama technique the researcher hopes the effect of using drama technique can make students' vocabulary mastery and understood the new words that they new meet quickly. Therefore, the researcher interested to conducting a research by a title "The Effect of Drama on the Development of Vocabulary Mastery at the Tenth Grade of SMKS Lab Business School Tangerang in Academy Year 2019/2020."

2. LITERATURE REVIEW

According to John, vocabulary is knowledge of knowing the meaning of words and therefore the purpose of a vocabulary test into find out whether the learners can match each word with a synonym, a dictionary- tape definition, or an equivalent word in their own language in learning vocabulary automatically they have to know the meaning of word them salved and can use it in sentences. Alqahtani, (2016) Vocabulary learning is an essential part in foreign language learning as the meanings of new words are very often emphasized, whether in books or in classrooms. It is also central to language teaching and is of paramount importance to a language learner. (Berne & Blachowicz, 2008) In this article, I summarizes important research on the impotence of vocabulary and explaining many techniques used by English teachers when teaching English, as well as my own personal view of these issues. Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication.

According to San (1991) this definition about creative drama, it can be said that drama takes the student to center and makes the student active during the process of learning and provides the teacher to play the role of a guide during the process and enables students to make presentations by doing and experiencing and provides a permanency by using all the audiovisual, tactual and affective learning fields of products created during the process. Park and Won (2003) after a total of 6 hours of English drama classes, students' overall communicative competence improved, particularly in the subcategories of grammar and vocabulary. Maley and Duff (2005) pointed out that "drama integrates language skills in a natural way. Since students read the text, listen to other people's lines, and play their roles, the integration of reading, listening, and speaking occurs, making language learning natural and effective. During the process, students become actively involved in playing the drama; thus, learning becomes learner-centered (Fuentes 2010). Secondly, drama is beneficial because it involves the use of the language in a specific context (Phillips 2003).

3. METHOD OF THE RESEARCH

3.1. Place and Time of the Research

This research is conducted at SMK Lab Business School Tangerang. The process of collecting data is going to be taken for one month.

3.2 The Method and The Research Design

The study will be conducted by writer. The writer choose Quasi experiment of some sort of design experiment. According Sugiyono (2011) "Quasi-Experimental Design is the shape of this experimental design is the development of a true experimental design, which is difficult to implement". This design has the control group, but it cannot function fully to control external variables that affect the execution of the experiment. However, this design is better than pre-experimental design. Quasi-Experiment Design is used because in fact difficult to obtain the control group used for research.

Table 3.2
Research Design

Class	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₁	C	O ₂

O₁: Pre-test for both experimental class and control class

X: Receiving particular treatment (sort drama)

C: Without particular treatment (short drama)

O₂: Post-test for both experimental class and control class

3.3 Population and Sample

The population in this research is tenth grade students of SMK Lab Business School Tangerang in academic year 2019/2020. Located in Jl. Syekh Yusuf Makassar No.20, Sukasari Kota Tangerang, Banten 15118. The population of this research consists of 2 classes. As the population there are about 191 students.

The selection sample of population in this research are the students of tenth grade at SMK Lab Business School Tangerang in the academic year of 2019/2020 that consists of two classes, includes 75 students. There are the students of X AP 1 (36 students) and X AP 2 (37 students). The students of X AP 2 for control class and X AP 2 for experimental class.

4. FINDING AND DISCUSSION

4.1 Finding

Based on the data above showed the value of the mean experiment class by using short drama to development students vocabulary mastery is 71.27, with a minimum 60; maximum 80; sum 2637. It means they could improve their vocabulary mastery as well. The mean score in control class is 68.92 and mean score in control class 69.03 with a minimum 60; maximum 80; sum 2550. The mean score of experiment class is higher than control class. It means the student which was taught by using short drama would improve well because students gained score significantly with deviation standard experiment is 5.004 than deviation standard control is 5.435.

4.2 Discussion

Based on the research at tenth grade of SMK Lab. Business School Tangerang. the writer selected two classes were the first experiment class in X.AP 1, the second class in X.AP 2 . based on the data as a result of pre-test and post-test in experiment class by using short drama the mean is 71.27 with minimum 60; maximum 80 and standard deviation 5.004. than in control class by using conventional technique the mean is 68.92 with minimum 60; maximum 80 and standard deviation 5.469. Based on the result of learning data, the different between two classes can be seen after learning namely the experiment class by using short drama as the media of learning proses in the class. while in the control class by using conventional technique. the calculation of hypothesis used Mann-Whitney U test, with the value of significant was $0.021 < 0.05$. therefore H_a is accepted in conclusion there is a significant effect of using short drama to development student' vocabulary mastery.

5. CONCLUSION

Based on the result the study entitled "The Effect of drama on Development of Vocabulary Mastery at the Tenth Grade of SMK Lab Business School Tangerang in Academic Year 2019/2020" it was known that the significance value $0.000 < 0.05$. It is indicated that H_0 is rejected and H_a is accepted. It means that there is significant effect of drama and vocabulary at the tenth grade of SMK Lab Business School Tangerang in academic year 2019/2020.

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**THE EFFECT OF USING COLLABORATIVE LEARNING IN IMPROVING
STUDENTS READING COMPREHENSION OF TENTH GRADE
OF SMAN 13 KABUPATEN TANGERANG
IN ACADEMIC YEAR 2019/2020**

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Abstract

This experimental study aims to find out the effect of collaborative learning in improving students' reading comprehension by using collaborative learning and individual learning. This experiment was implemented to the senior high school students' with two classes, two hours per week, over 3 meetings. Seventy two students' participated in this study, with 36 students' in the experimental class and 36 students' in the control class. The writer employed a pretest and posttest in reading comprehension with quasi-experimental design. The experimental class received learning used collaborative learning, whereas the control class received learning used individual learning the data were analyzed by means, standard deviations, independent t-sample. Statistical result revealed that the experimental class did much better than the control class and consequently there is a significant effect of collaborative in improving reading comprehension on tenth grade of SMAN 13 Kabupaten Tangerang in academic year 2019/2020

Keywords: Effect, Collaborative Learning, Reading Comprehension, Quantitative

1. INTRODUCTION

English is one of the international languages that is very important to learn. English has divided into four language skills, namely listening, speaking, reading, and writing. As one of the four language skills, reading is one of the most important skill that should be learned by the students, especially in senior high school.

Reading for English Language Learning in Indonesia will be assessed in National Examination (UN). It becomes very essential because most of the questions in the National Examination are about reading comprehension. In order to pass the final examination, the students should be able to answer these reading comprehension questions. Therefore, English teaching and learning process in Indonesia is more focused on ^{reading}.

There are some problems from the students related to reading comprehension. Most of them had low comprehension of texts. They found difficulties for answering the questions about general information (topic of the text), specific information (detail information), and getting general idea on reading comprehension. The problem related to vocabulary mastery which is an important aspect in comprehending a text. They could not understand about the text, because they could not find the meaning of the words. The students of tenth grade at SMAN 13 Kabupaten Tangerang, also think that reading is a boring activity. It

is due to the materials that depended on LKS or text books. This problem lead the techniques that the teacher used in the class to be monotonous.

Shehu (2015) that reading comprehension can be the step or the process of identification of the written text by means of gaining information without any misperception. For foreign learners who use English as a second language, they should have a good ability in reading comprehension by means of gaining information from the written or printed texts without any misinterpretation.

The writer found solution to overcome those problems. For solving the problems, Cummings & Barton (2008) explained that no matter how homogeneous the student teams are in Collaborative Learning, there is determined to be a certain difference in the individual views of the problems at hand. Needing to come to a consensus to progress in their work, students will hopefully both argue, try to persuade, listen to others and be critical to their own views. Such processes promote the ultimate goal of real learning, which is to construct knowledge out of information. Through dialogue and critical examination of the different perspectives in the team, the learners become more knowledgeable and strategic thinkers.

In this case, the writer decides to conduct an experimental research in order to investigate whether there is a significant effect by using Collaborative Learning on improving students' reading comprehension. This strategy is believed can build a friendly atmosphere in learning. The students' can be more confident to share and exchange the knowledge together with their friends. Collaborative Learning lead a positive interaction between the students' that can assist to the improvement of reading comprehension.

2. LITERATURE REVIEW

Pang et al (2003) stated that reading comprehension is an active process of deriving meaning from connected text. The reader would actively engage with the text to construct meaning including making use of prior knowledge.

Shanahan (2005) stated reading comprehension is the act of interpreting information within a text where comprehension itself it's about forming an active and a dynamic thinking of one's own knowledge that requires the thoughtful interaction of a reader with a text. The meaning of reading comprehension also stated Grellet, (1986) reading comprehension is extracting the required information from a written text efficiently, for example when looking at advertisement, locating relevant advertisement demonstrate that reading purpose is successfully fulfilled. A competence reader will reject the irrelevant information.

In addition, Perfetti & Stafura (2014) also stated that reading comprehension is among the most complex human activities. To understand this sentence, for example, one must visually process the words; identify their phonological, orthographic, and semantic representations; and connect the words using rules of syntax to understand the underlying meaning of the sentence.

From the definition above, reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge, they have to get the clear understanding of the writer's

message. On the other hand, reading comprehension can be the step or the process of identification of the written text by means of gaining information without any misperception. Therefore, reading comprehension is the process to understand the meaning of the text and to acquire meaning from individual words or sentences that combine with the readers' previous knowledge.

Barkley, Elizabeth E., Cross, K. P., & Major (2005) explained that Collaborative Learning is working together with others. The process of Collaborative Learning means working in pairs or in a small group to achieve learning goals. They also explained that in Collaborative Learning implies learning strategy by forming a group student which each member must actively contribute to reach certain goals. There are some methods which imply Collaborative Learning such as forming a learning group, monitoring and facilitating students to form a learning task which later would be evaluated accordingly. Roberts (2004), Collaborative Learning is a method that use interaction to achieve common goal. While the educator must rethink and entrust student as a way to perform good Collaborative learning. Ali (2015) stated that the concept of collaborative learning, the grouping and pairing of students for the purpose of achieving an academic goal. The term "collaborative learning" refers to an instruction method in which students at various performance levels work together in small groups toward a common goal. The students are responsible for one another's learning as well as their own. Thus, the success of one student helps other students to be successful.

According to Laal & Mohammad (2012) there are benefits of Collaborative Learning which includes social, psychological and academic aspect. In Social aspect Collaborative Learning helps to develop learning communities where the psychological benefits play a role to increase students' self-esteem. On the other hand, Collaborative Learning is accountably helpful in motivating students at the specific curriculum by utilizing a variety of assessment. However, there are unbenefits of Collaborative Learning students' opinions and questions can deviate from the subject matter, requires a lot of time, the existence of personal traits that want to stand out or vice versa, the weak feel inferior and always dependent on others and roundness or material conclusions are sometimes difficult to achieve.

Additionally, Johnson, Johnson, & Holubec (2010) explained that the purpose of collaborative learning so that each member of the group to achieve success by helping each other, support, encourage, and appreciate each other in learning. Thus, make students strive to benefit each other so that members in the group can understand the material provided by the teacher.

In addition, work in group can improve each students understanding of the concept even that makes students braver if it is compared with studying individually. These three of advantages of collaborative learning definitely help the students in learning.

3. METHOD OF THE RESEARCH

3.1 Place and Time of the Research

This research was conducted in X grade of SMAN 13 Kab. Tangerang in the academic year of 2019/2020. It is located at Jln. Raya Pasarkemis-Rajeg Km.03, Sindangpanon, Sindangjaya Kab.Tangerang, Banten. The research was began from 12th of August until 30 August 2019.

3.2 The Method and The Research Design

In this research, the writer used Quasi Experimental design, because the writer wants to find out the effect of Collaborative Learning in the teaching reading comprehension process. It means there are one independent variable and one dependent variable:

- a. Variable X as the independent variable (collaborative learning).
- b. Variable Y as the dependent variable (reading skill).

Table 3.2
Quasi Experimental Design Table

Class	Pre-test	Treatment	Post-test
E	O1	X	O2
C	O3	Y	O4

Where:

X: Treatment by using Collaborative Learning.

Y: Treatment by using Collaborative Learning.

O1: Test that was done in experimental class before treatment.

O2: Test that was done in experimental class before treatment.

O3: Test that was done in control class before treatment.

O4: Test that was done in control class before treatment.

E : Experimental Class.

C : Control Class.

3.3 Population and Sample

The population in this research is tenth grade students of SMAN 13 Kabupaten Tangerang in academic year 2019/2020. The population of this research consists of 2 classes. As the population there are about 324 students.

The selection sample of population in this research are the students of tenth grade at SMAN 13 Kabupaten Tangerang in the academic year of 2019/2020 that consists of two classes, includes 67 students. There are the students of X MIPA 3 (36 students) and X IPS 1 (36 students). The students of X IPS 1 for control class and X MIPA 3 for experimental class.

The writer used purposive sampling for collecting data. Purposive sampling is a technique to choose the member from the population based on certain purposes. Therefore, the writer took the class sample based on the teacher's judgment.

4. FINDING AND DISCUSSION

4.1 Finding

Based on the result of students reading comprehension in pre-test, the highest score was 78 and the lowest score was 38, mean 64.39. On the other hand, the result of pre-test showed their reading comprehension was poor. While for the post-test result which are held with treatment the highest score on this test was 90 and the lowest score was 52 with mean 76.78, standard deviation 7.080 and variance 50.121. It means the result of post-test is higher than pre-test. Meanwhile the result of students reading comprehension in pre-test, the highest score was 78 and the lowest score was 38, mean 64.39. On the other hand, the result of pre-test showed their reading comprehension was poor. While for the post-test result which are held with treatment the highest score on this test was 90 and the lowest score was 52 with mean 76.78, standard deviation 7.080 and variance 50.121. It means the result of post-test is higher than pre-test.

4.2 Discussion

Based on the table, the writer found the different score between experiment and control class. It showed from mean score in experiment class 76.78 and control class 62.81. The standard deviation in experiment class 7.080 and control class 8.857. The different minimum in experiment class was 52 and control class 42. The different of maximum score of experiment class 90 and control class 42. Then, total score differences of experiment class 2764 and control class 2261. So it can be concluded that the students can improve their reading comprehension by using Collaborative Learning.

5. CONCLUSION

Based on the result test and questionnaire, it clearly showed that most of the subjects in control class still had low ability in reading comprehension, but most of students in experimental class increased in reading comprehension. The writer concluded that Collaborative Learning was effect than Individual learning in the teaching reading for the tenth grade of SMAN 13 Kabupaten Tangerang in academic year 2019/2020.

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AN ANXIETY ANALYSIS OF STUDENT IN LEARNING ENGLISH AT THE 10TH GRADE OF SMA 7 KOTA TANGERANG

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Abstract

This research was carried out to investigate foreign language anxiety of EFL senior high school students at the 10th grade of SMAN 7 Kota Tangerang. Specifically, it aimed to identify what factors that may contribute to anxiety in English learning environment based on the students' perspectives.

The method was used in this study was descriptive qualitative method. Fifteen anxious students were selected as the participants. The data were gathered through structured interviews and classroom observations.

The result of the study showed that speaking in front of the class is the dominant factor of students' anxiety, then being laughed at by others, incomprehensible input, students' beliefs about language learning, teacher personality and attitude, and lack of preparation were the six factors that may contribute to the students' anxiety in learning English.

Keywords: Students' Anxiety, English

1. Introduction

It is undeniable that English is the most important and prevalent throughout the world. This is also very important in shaping the lives of professional and academic students from various disciplines (Al-Tamimi & Shuib, 2009; Teng & Sinwongswat, 2015; cited in Al-khasawneh, 2016).

In classroom learning, many factors influence students' success. One of them is emotion. Emotion is important because they have an impact on classroom learning. It affects the ability of students to process information and to accurately understand what they are facing. (Brown 1991:73; cited in Hashemi, 2011) states that emotion affect learning in the most fundamental way because it is the basis of learning strategies and techniques.

In other words, emotion can encourage or inhibit learning. For example, when students learn and feel safe, happy, and excited about the subject matter, it will make more successful. Emotion has the potential to energize students' thinking and also potentially disrupt learning. Negative emotion such as anger, anxiety, and sadness can potentially interfere with students' learning efforts.

Unfortunately, in the case of foreign language learning, students' emotions tend to be more discouraging than encouraging. One emotional state that causes such a process to be difficult is anxiety. In the process of language learning, students can distract by emotional states such as anxiety. Because of feelings of tension, worry, and nervousness students' abilities will be hampered in foreign language classes.

According to Oxford on Fonseca-mora (2016) most language research shows a negative relationship between anxiety and performance. By worrying, hesitating, and reducing participation, anxiety can destroy student performance. "Anxiety is a psychological construct, usually described by psychologists as a state of fear, faint fear that is only indirectly linked to an object" (Scovel, 1991:18; cited in Hashemi, 2011). Anxiety, negatively influences language learning as felt intuitively by many language learners, and has been found to be one of the most studied variables in all psychology and education (Horwitz, 2001:113; cited in Hashemi, 2011).

Meanwhile, during the writer's teaching practice in a senior high school, SMAN 7 Kota Tangerang, the writer found signs of anxiety among themstudents. Some of them became anxious, making avoidance and participating in class reduced. They worried about making mistakes with the target language and feeling afraid and ashamed to do. In this case the target language is English. There are those who think, the teacher will be angry when he made a mistake and friends will mock him. So he prefers to be quiet and passive. While some of them also believe that English is a difficult lesson. Such beliefs can affect their self-esteem and make them feel worried in class. Then some of them have beliefs that can affect and make them worry in class. Some English opinions were a difficult lesson for them.

In other words, anxiety can hinder the students from attaining the objectives of their English learning. Students can learn from the purpose of their English learning.

Anxiety in students occurs because there is a cause. Many factors can cause anxiety. In this study the writer intend to identify what factors cause students' anxiety in learning English. The writer's expectations after knowing various factors in this study, teachers and students can minimize the occurrence of anxiety in learning English.

2. Method

This research conducted at SMAN 7 Kota Tangerang in academic year 2019/2020. The research subject was students in tenth grade of SMAN 7 Tangerang. In this study the population is tenth grade of SMAN 7 Kota Tangerang. The total of students are 315 students. The participants of the study were a number of SMAN 7 Kota Tangerang in class X Mipa 2 with the total number of students are 35.

In this research, the writer used qualitative approach. Then, the writer used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The descriptive method is implemented because the data analysis is presented descriptively.

3. Research Finding

The data were gathered through structured interview with the participants who considered to be anxious in English class and classroom observation. The table below is a data display compiled from the interview. It shows what factors that might contribute to the students' anxiety.

Table 1

Interview	Participants Answers/Factors Contribute to Anxiety
1st student	Limited vocabulary, studying less, do not understand what teacher said, suddenly asked by the teacher, ridiculed by peers
2nd student	Limited vocabulary, studying less, English is difficult , unclear explanation
3rd student	Limited vocabulary, English is difficult, asked by the teacher to speak, suddenly asked by the teacher, threatening attitude
4th student	Being called by the teacher, asked speak in front of the class, ridiculed by peers, English is difficult, the way

	teacher acts and behav
5th student	Being called by the teacher, speak in front of the class, unclear explanation, studying less, the way teacher acts and behave , threatening attitude
6th student	Studying less, ridiculed by peers, English is difficult, limited vocabulary, threatening attitude
7th student	asked speak in front of the class, suddenly asked by the teacher, studying less, the way teacher acts and behave
8th student	Asked by the teacher, speak in front of the class, ridiculed by peers, limited vocabulary, studying less
9th student	Asked to practice, limited vocabulary, studying less
10th student	Suddenly asked by the teacher, ridiculed by peers, limited vocabulary
11th student	Asked to practice, ridiculed by peers, the way teacher acts and behave
12th student	Being called by the , speak in front of the class, ridiculed by peers, English is difficult, threatening attitude
13th student	Limited vocabulary, studying less, unclear explanation

Based on the table 1, it shows that speaking activities limited vocabulary and grammar knowledge were the aspects that bothered the participants most about English class. They also spoke of their fear of making mistake and being ridiculed by peers. Further/then, when asked why feel so anxious, the participants responded that they feel anxious when do not understand what teacher said and do not prepare enough.

While asked how people react if someone make a mistake, not all of them responded that their peers will laugh. The writer also examined the participants' beliefs about English language. Most of the participants also admitted that English was difficult. They thought that they need to know every word to understand what being said in English.

Further, the participants also asked how teacher influenced their feelings. They responded that the teacher can generate anxiety by the way they act and behave such as harsh and threatening method, spoke too much fast, and forced them to practice. Last, the participants suggested that the teacher should teach more slowly and comprehensible by using English moderately. They also wanted the teacher to encourage them and not forced them to practice.

And the table below is a data display compiled from classroom observation.

Table 1 Factors Contribute to Anxiety

Factors contribute to Anxiety	Signs
Speaking activities: speaking in front of the class, being called on by teacher or waiting turn, did not know how to answer teacher's question, worried about grammatical mistake worried about pronunciation	Avoidance; lack of eye contact, pretend to be busy by reading a book or writing a note, refuse teachers instruction to practice. Physical; fidgeting, stuttering, lowering the voice.
Ridiculed by others	Physical; Lose focus, fidgeting, lowering the voice, squirming, stammering, stuttering, jittering, smiling, laughing to cover anxiousness.
When teacher deliver a lesson: incomprehensible input	Avoidance; showing carelessness, lack of eye contact, chatting with peers, Physical; fidgeting, confusing, worried.

Based on the table 4.2, it shows that students might feel anxious at some situations. Students were mostly anxious in speaking activities such as speaking in front of the class, being called on by the teacher or waiting turn to speak. They also worried about grammatical and pronunciation mistake.

Some students appeared to be anxious when their peers ridiculed them. Further, it also appeared that students might feel anxious when the teacher delivered a lesson. They began to feel uneasy when not understand the lesson.

4. Discussion

The findings suggested several factors that possibly contribute to the students' anxiety in their English class. It also indicated that those factors were not only come from the teacher but also the students. Based on the findings, the factors that contribute to anxiety could be classified as follows:

1. Factors Contribute to Anxiety comes from Teacher
 - a. Speaking in front of the class

Most of the participants responded that they were very concerned about having to speak in front of the class. They frequently answered that they

started to worry when their teacher asked them to practice their speaking in front of the class. While the other said that they started to panic when have to speak English. Many also commented that they get anxious when suddenly teacher asked them a question. One student reported that just simply being called on can produce anxiety.

Moreover, some of the participants confessed that they felt uneasy because all the students pay attention to them. They fear of being negatively evaluated by both teacher and peers which can expose their inadequacies. Furthermore, they thought it might happen because of their limited vocabulary and grammatical knowledge.

During observation it also found that students appeared to be anxious when speaking in front of others. Some of them lowered their voices or read faster to avoid the teacher correction. While several other were likely to avoid their teacher by pretended to be busy writing a note or read a book. Few even refuse the teacher's instruction to practice their speaking skill in front of the class in an effort to avoid humiliation or embarrassment of being called to speak.

Similar result was found by Iizuka (2010) that students experienced anxiety in some contexts. One of the contexts is speaking in front of the class. These finding is also consistent with Koch and Terrel, as cited in Oxford (1999) that oral presentation is the most anxiety producing activities. They added that being called on to respond orally was also anxiety producing. Horwitz et al. (1986) also noted that students are very self-conscious about speaking foreign language in front of other students, those feeling often lead to fear or even panic. Moreover, according to them, difficulty in speaking in dyads or groups or in public are all manifestations of communication apprehension.

b. Incomprehensible Input

According to the participants, unclear explanation may also contribute to their anxiety in learning English. The interview indicated that most of the participants get so bothered when they do not understand a lesson. They told that they started to feel uneasy when they do not understand what the teacher said. Some of them added that they fear they would not understand all the language input which simply increased the probability of their failure.

Many complained that the teacher spoke too much fast. In addition, other also felt that the English class moved so quickly. Several other participants reported that they often feel intimidated when the teacher only using English when giving a lesson. One replied that he got so annoyed when he did not understand a lesson. The other one also admitted that an extra time would be very helpful for him to digest the lesson.

Moreover, the result of the observation revealed that some students looked confused when the teacher gave a lesson. A few even showed carelessness by chatting with their friend next to them or drawing something maybe to reduce their anxiousness.

According to Horwitz et al. (1986) difficulty in listening to or learning a spoken message are manifestations of communication apprehension. Worde (2003) also noted that incomprehension provoked considerable amount of anxiety. Moreover, similar result was found by Iizuka (2010) that difficulty in following teachers' talk lead to anxiety.

c. Teachers' personality and attitude

The two previous factors discussed, speaking in front of the class and incomprehensible input, both indicated that it was clear teacher had played significant role in the amount of anxiety. However, other factors mentioned by the participants were also appeared to be generated by the teacher.

Some participants reported that they got anxious when teacher overly criticized students' mistake. It made them feel very intimidated. They also commented that they started to feel uncomfortable or worried when suddenly the teacher gave them a quiz or a test. Furthermore, they suggested that teacher should show his/her empathy and encouragement to his/her students.

Few other students complained that the teacher sometimes showing apathetic attitude. One told his experience that one day he asked about a lesson but the teacher just ignored him. The teacher ordered him to ask his friend instead of answer the question. The other one told similar story. The teacher did not want to repeat the explanation. He added the teacher accused him did not hear the explanation so the teacher refused to repeat.

Price (1991) noted that some teachers had increased students' anxiety. These findings were also consistent with Oxford (1999) who classified the most important teacher-learner interaction related to language anxiety into three issues such as harsh correction, ridicule, and the uncomfortable handling of mistake in front of a class. Similar results were found by Worde (2003) that some pedagogical and instructional practices brought by the teacher can lead to anxiety.

2. Factors Contribute to Anxiety comes from Students a.

Being laughed at by others

Another factor that play great role in contributing the participants into anxious feeling is unsupportive manner such as ridicule by peers or teacher. They all thought that people in their classroom will laugh at them if they make a mistake. In other words they all were very concerned about being laughed at by others or making fool of themselves in public.

Moreover, some of them had painful memories of being ridiculed by other students. They admitted that their peers often ridiculed or even sometimes shouted at them if they make a mistake. It just simply makes them lose their focus and feel so embarrassed. This finding also indicated that is why they get so nervous when had to speak in front of the class.

In addition, this finding is supported by the result of observation that indeed most students were likely to be laughed at their peers when he or she made a mistake. The worst thing was the students who made mistake just started to lose their focus. Their mind went blank and remained silent for a moment. They fidgeting, squirming, stammering or stuttering. They looked so disturbed and worried. While some of them just smiled or also laughed to cover their anxious feeling.

Similar result was found by Price (1991) that fear of being laughed at by other as one of the greatest sources of anxiety. Moreover, this finding is also consistent with Oxford (1999), he noted that ridicule is one of the most important issue related to language anxiety.

b. Students' beliefs about the language learning

Certain beliefs were also found as factor that may contribute to students' anxiety. The interview revealed that English has gained reputation as notorious lesson. Many of the participants felt that English was a difficult subject. They often think that they just cannot speak correctly or understand the lesson. They also felt less competent than other students. They kept thinking that other students were way better than them. In other words they had a low self-esteem.

Furthermore, some of them replied that they felt overwhelmed by the language rules. While several others admitted they had a problem with their vocabulary. They believed that in order to understand what being said in English they must understand every word.

Moreover, during observation it also revealed that students were too afraid to become active in their classroom. Most students were passive. They preferred to wait for the teachers, just followed, and did whatever the teacher told them to do.

These findings were consistent with Horwitz et al. (1986) that certain beliefs about language learning also contribute to the students' tension and frustration in the classroom. In addition, Price (1991) found that anxious students believed their language skill were weaker than any other students. He added that unsuccessful language learner often have lower self-esteem than successful language learner. Similar result was found by Marwan (2007) that lack of confidence is one of the primary causes of students' anxiety.

c. Lack of preparation

The findings indicated that lack of preparation was also factors that contribute to the students' anxiety. Few admitted that they usually get very anxious when they did not prepare enough for test or speaking practice. One blamed himself for getting so much worried because he was studying less. Similar result was found by Marwan (2007) that lack of preparation was the major contributor of students' anxiety. In addition, Iizuka (2010) also found that participating in class without enough preparation often lead to anxiety.

From the results of interviews and observations that have been done it was found that the most dominant factor influencing students in anxiety when learning English is the factor of the teacher especially speak in front of the class. This was confirmed by the results of the interview by the eighth participant who said "Takut ketika ga bisa jawab" it means he afraid if he makes mistake when asked what made him worry. Also the answer from the seventh participant stated that she had better come to the front of the class herself than was appointed suddenly. Then the fifth participant stated that to learn comfortably she suggested the teacher not appoint students suddenly to come forward to speak to the class.

5. Conclusion

According to the students, there are various factors that may contribute to their anxiety. There are at least six factors which are found in this study, they are: speaking in front of the class, being laughed at by others, incomprehensible input, teacher's personality and attitude, students' beliefs, lack of preparation. The dominant factor in influence the anxiety is speaking in front of the calss.

The experiences of the students provide a great deal of information about students' anxiety in learning English. They offer insights on what may contribute to their anxiety as well as what teacher can do to reduce that anxiety. In other words students can provide valuable information about their anxiety in learning English. Therefore, it is important to use their insights to create a more relaxing environment.

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**AN ANALYSIS ON SYNTACTIC COMPLEXITY IN STUDENTS' WRITING SKILL
AT ELEVENTH GRADE OF SMAN 19 KABUPATEN TANGERANG
IN ACADEMIC YEAR 2019/2020**

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Abstract

The aim of this research is to find out the result of students' writing skill in using of syntactic complexity on essay descriptive text writing at 11th grade of SMAN 19 Kabupaten Tangerang. The total population is 290 students of eleventh grade and the sample is 33 students at XI IPA 2. This research used qualitative method, then sentences in writing skill that would be analyzed by the researcher are the sentences. The sentences are simple sentence, compound sentence, complex sentence, and compound-complex sentence. After the researcher has done the analysis and calculated the total percentage of four the sentences. The result show essay in the simple sentence is 31%, compound sentence is 5%, complex sentence 7% and compound-complex sentence is 1% with percentage 33 students who got in learning syntactic complexity in the descriptive text.

Keywords: Writing Skill, Syntactic Complexity, Descriptive Text

1. INTRODUCTION

Writing skill is important because by writing people can develop ideas, expression, and opinions. Writing skill can be developed through several types such as writing diary, magazines, newspapers or blogs. Unfortunately, for the students, writing is one of the skills which difficult to be learned by them. It was supported by Richards & Renandya (2002:303), he stated that writing is the most difficult skill for L2 learners to master. The difficulty lies not only is generating and organizing ideas, but, in translating the ideas into readable text, the students not pay attention as lower learn skill of spelling, punctuation, word choice and so on. In other words, writing is not interesting lesson in learning English. Almost all of the students had been thinking something boring to do writing. It was happened because learning English different with Indonesia. The students have never acquired the second language easily as native speaker (Sukendra, Mulyana, & Sudarmaji, 2018).

Writing in English has some difficulties when words are changed to the sentences, it can be seen from the length of unit words. The students commonly make mistakes in their writing, especially in using sentence structure, like simple sentence, compound, complex and compound-complex sentences. According to Swiqtek (2002), he stated that sentences have four types; there are : the first simple sentence which consists of one main clause, the second a compound sentence consists of two or more main clauses and the clauses are independent and may stand on their own, the third a complex sentence is a sentence that contains at least one full dependent clause with its own subject and predicate. As we know, a dependent clause is a clause that starts with a subordinator, a word like because, although, if, who and so on. And the last a compound complex sentences are sentences that have a compound sentence with complex parts, or a complex sentence with compound parts. The writing skill in students of the sentence form of syntactic complexity in the understand and usage in the types of sentences that cause difficulty to the students in writing skill in the syntactic complexity. There are some factors that cause students for not mastering the writing, such as using the meaning of the words, phrases, clauses, and sentences. Then the students lazy to open dictionary to improve their knowledge. Especially in the sentence of syntactic complexity.

The source of related to this title Lahuerta (2018), argued that "the examined differences in syntactic complexity of English writing skill, and the measures of syntactic complexity. The partisipans were 200 students at Spanish, the student was used essay which will be evaluated by quantitative measures into aspects of language second English. Then, the result of this study indication the complexity measures chosen the significant differences in writing proficiency when comparing different proficiency level." A Syntactic Complexity is one of grammatical that will be experienced for the students in the improve most of their English writing in the class, then the

teacher will be knowing the understanding of the students in using syntactic complexity English writing especially in the sentences of syntactic complexity of essay written.

1.1 Syntactic Complexity

Syntax is linguistic element in a language cite from Prasad (2012) he defines that syntax as “the way that words and phrases are put together to form sentences in a language.” It means, syntax is the grammar of sentences which words can be strung together to form acceptable sentences. And Complexity on the grammar will determine the length of production unit or words, in the sentence structure. One way to improve students writing skill is giving them a syntactic complexity, especially in the descriptive text. It might increase the students in the writing skill, Because the students can be learn from their mistake. Ortega (2015:18) stated the focuss on syntactic complexity is understand to extensively such as “the range and the sophistication of grammatical resources exhibited in language production.” In other words, the syntactic of complexity has some components amongs the sentential, clausal, and phrasal level. Furthermore, the features of language such as forms, stucture, and pattern. It can give the effect to the writing students skill, this structure can be learn by students from a formal or functional.

As Housen & Bulte (2014) writing in syntactic complexity have some type of sentence which can defined as grammars syntax. The syntactic complexity can be make the students improve their skill in writing, especially in the make a descriptive text. Then, the built the words included such as noun phrases, conjunction, vocabularies, and so on. Based on explanation above the syntax is one aspect how language works and how sentences are structural. Not only that, the complexity of grammar in writing descriptive text which is usually used to find out the extent to which language is produced in making text and to find out the complexity of construction which consists of several components or sub constructions in syntactic. Furthermore, in syntax system of rules syntax and categories that underlines sentence. It mean the students ability to creat and undertand sentences, every sentence have contain a verb and the subject, noun, noun phrase, clause and so on. There are four types of sentences, but the syntactic complexity here the researcher concern to simple sentence, complex sentence, compound sentence, and complex-compound sentence.

1.2 Descriptive Text

Descriptive text is one of ganres in the types text in English language. Descriptive is a verbal picture of person, animal, place, and thing. It is an activity to describe something in detail and clear. According to Noprianto (2017) description is describing the way something looks such as the physical apperance and leaning description is the important because the description moves our emotion become the experience.

Desriptive text is a text that consists of view of researchers that thinking about an object. The object usually can be something, someone and some place, Not only that Descriptive writing is a kind of writing that consists of description, characteristics, definition of something, object or person. According to Hanapi et al., (2018) he states that a description allows the readers to use, hear, or feel the subject matter clearly. The description which had mentiond above, It must be arranged logically so that the description is clear.

2. RESEARCH METHODOLOGY

The researcher carried out the research at SMAN 19 Kabupaten Tangerang. It is located on JL. Raya Kresek Desa, Saga, Kec. Balaraja, Tangerang, Banten 15610. The process of collecting data was going to be taken from February until August 2019. This research will use a qualitative method. It used to know how is students' writing skill in using syntactic complexity. According to Savenye & Robinson (1996) “qualitative research is a research with the findings which do not obtain by statistical procedure or other calculation in order to reveal and undertanding a certain thing in the unknown phenomena.”

The subject of the research was the eleventh grade of SMAN 19 Kabupaten Tangerang the researcher used purposive sampling to take the sample is XI IPA 2 and the researcher took 33 students. Sugiyono (2006: 124) “Sampling purposive adalah teknik penentuan sampel dengan pertimbangan tertentu, sesuai dengan jenis penelitian. Sampel ini lebih cocok digunakan untuk penelitian kualitatif, atau penelitian-penelitian yang tidak melakukan generalisasi.” It is to know how is students' using syntactic complexity, the instument of the research was students' essay about descriptive text. The researcher give some instruction and paper, then the students make a descriptive text about someone, favorite place or thing. The students could a descriptive text at

least 100 words by the time 45 minute, the descriptive text include generic structure, language features and syntactic complexity.

According to Mihaela & Moscovici, (2008) technique of collecting data is a way that uses by the researcher to get the data. In this research, the researcher will instruction to students the eleventh grade. Then checking the sentences that will be calculated how many students undersrtand about sentences of every text in syntactic complexity such as simple sentence, compound sentence, complex sentence, and compound-complex sentence in the descriptive text. After that, the researcher will rewrote in every sentence.

For know how the result of percentage of students' using syntactic complexity in writing skill. The researcher used the percentage formula. The formula is below:

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

Noted :

P : Percentage of syntactic complexity

F : Number of forms syntactic complexity

N : Total number of sentence

3. FINDING AND DISCUSSION

Written essay was used to get the data in this research, which is focussed on the syntactic complexity. The forms of syntactic complexity which were divided into four sentence: simple sentence, compound sentence, complex sentence, and compound-complex sentence. Then, the research was analyze the students' writing skill which was done before counting of the sentence in the syntactic complexity. The result of analysis presented in the table form to show the score in every descriptive text of the students essay.

After doing the research and analysis it, the researcher indentified the using syntactic complexity in the text. The table below was the recapitulation of students' essay which classified based on the type of sentences made by students.

Table 1. Table of Recapitulation of Students' Essay Descriptive Text

No	Name	Simple Sentence	Compound Sentence	Complex Sentence	Compound Complex Sentence	Frequency of Error made
1	MM	1	0	1	0	9
2	RD	2	0	1	0	5
3	FA	1	1	1	0	5
4	RG	2	0	2	0	5
5	JP	0	0	2	0	4
6	DN	4	0	1	0	13
7	SN	4	0	0	0	9
8	LI	5	1	0	1	18
9	SR	2	0	0	0	9
10	IR	6	1	0	0	11
11	NM	1	0	1	0	6
12	SI	2	0	0	0	4
13	PH	1	1	0	0	5
14	EZ	1	1	0	0	8
15	S	3	1	2	0	8
16	FH	1	1	1	0	7
17	FA	4	1	1	0	5
18	AP	2	0	0	0	4
19	MR	2	0	0	0	4
20	CG	1	0	0	1	6
21	NA	1	0	1	0	6
22	N	2	0	0	1	6

23	MG	1	0	0	0	4
24	RPY	1	0	0	0	6
25	AF	4	1	0	0	18
26	FM	6	0	0	0	8
27	YY	3	1	0	0	8
28	ID	2	1	0	0	5
29	AA	1	0	0	0	4
30	SY	0	0	0	1	2
31	AN	2	1	0	0	4
32	DV	1	0	1	0	4
33	DA	2	0	2	0	6
	Total	71	12	17	4	226

Table 4.2 Percentage of students Syntactic Complexity

No	Form of Syntactic Complexity	Percentage of the Syntactic Complexity
1	Simple Sentence	$\frac{71}{226} \times 100\% = 31\%$
2	Compound Sentence	$\frac{12}{226} \times 100\% = 5\%$
3	Complex Sentence	$\frac{17}{226} \times 100\% = 7\%$
4	Compound – Complex Sentence	$\frac{4}{226} \times 100\% = 1\%$
5	Total Percentage of Sentence	44%

This table above showed that the four commonest writing syntactic complexity were simple sentence with the number of sentence forms was 71 syntactic complexity of 31% in this case. The second rate of compound sentence with the number of sentences forms was 12 syntactic complexity of 5%. The third rate of sentence complex sentence with the number of syntactic complexity was 17 of 7%. And the last rate of compound-complex sentence with the number of syntactic complexity was 4 of 1%.

4. CONCLUSION

Based on the result of the research data of essay written students in one class at XI science 2 was finished, the researcher analyzed the result essay students writing. In analyzing the data, the researcher used the result of essay writing students. It was obtained from looking for how is the students' writing skill in using syntactic complexity, especially in the simple sentence and compound sentence, and complex sentence and compound-complex sentence.

The researcher concluded many students understand in the forms of simple sentence is 31%, compound sentence is 5%, complex sentence is 7% and compound-complex sentence is 1% in syntactic complexity, with the percentage 33 students who got in learning syntactic complexity in the descriptive text. It means many students are still confused in learning syntactic complexity. They have not mastered yet about forms of sentence, and they still confused in using simple sentence, compound sentence, complex sentence, and compound-complex sentence.

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THE EFFECT OF VIDEO RECORDING ON STUDENTS' SPEAKING SKILL AT TENTH GRADE STUDENTS OF SMAN 7 KOTA TANGERANG ACADEMIC YEAR 2018/2019

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Abstract

This study had quasi-experimental design which was intended to get empirical evidence of the effectiveness of using video recorded speaking on students' speaking skill. The population was the tenth grade students of SMAN 7 Kota Tangerang. The sample was 68 students chosen through classified into two classes, experimental and controlled class. The instrument was test where students must practice dialogue. The results of testing normality from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed. The next analysis homogeneity test the result that the significance value > 0.05 ($0.147 > 0.05$), thus it can be concluded that the variants of both data groups, control and experimental classes are homogenous. The last based on the results of the Non parametric tests the data presented in table 4.5 indicate that $p > 0.01$, meaning that there is a difference between experiment class and control class in terms of learning outcomes of Speaking Skill students. It can be said that the level of students' speaking skill between experiment class and control class is basically different. Thus, H_0 is rejected and H_a is accepted. It means "there is a significant effect of video recording on students' speaking skill.

Keyword: correlative conjunction, speaking, video recorded speaking.

1. INTRODUCTION

History of English teaching in Indonesia has existed since The Dutch Colonial Era, but official English taught in Indonesia after the decision of The Minister of Education and Culture in 1967. In Indonesia, educational English has four required to master. They are listening, speaking, reading, and writing. From the four skills that should be mastered. The students are less interesting to learning speaking skill because they have many problems such as, the development of students in speaking are still low and rarely try to speak English. Moreover, speaking skills makes students easy to connect with native speakers, debating in class with friends, make a small group, contest and get better jobs. Speaking also one of the most important skill because it can solve the problem of students in communication.

English education has long been included in the curriculum of Education Indonesia. Many students often have trouble in learning speaking skill. One of the biggest problems is the students very depressed to learn speaking skill and rarely try to speak English until their abilities are excellent. They do not want to take risk to try to speak. In addition, the teachers are more focus on structure dimension of language rather than focus on the activities to deliver their ideas and try to speak. Many teachers still busy to correct the students' mistake rather than practice of speaking. It will inhibit students' speaking ability. The researcher has found the problem at SMAN 7 Kota Tangerang the students still hard to learn and practice speaking. There were some factors that the first, the teacher was only focus on the structure of the sentences. Second, the environment did not support to improve speaking skill, less motivation and less confident to speak in public. The researcher expects this research has many impacts and advantages for students in learning English. So that, they can be fun, motivated, enjoy and new experience in the

classroom. For teachers, they will find new method about teaching, new experience, more creative and be better teaching students.

Akdeniz (2017) suggested that speaking ability is regarded as the measure of knowing a language for many learners and they also define speaking ability as the most important skill in a language. When compared to other skills, speaking can be said to be the most difficult skill to teach and also to evaluate and assess. To overcome those difficulties, teachers need to come up with novel methods to develop learners' speaking abilities. Using video recordings of students might offer numerous opportunities for the development of learners' speaking skills.

Speaking skill is one of the most important skills because it is to solve the problem of students in communication. Speaking skills makes it easy to connect with native speakers, debating in class with friends, make a small group, contest and get better jobs. On the other hand, current curriculum, from the Minister of Education stated that all students at Junior and Senior High School up to university used to develop student communicative competence, in speaking form. Therefore, the emphasis of the English Songs are to increase students' abilities in speaking parts, those skills are used to respond or to produce discourse in social life (Baltazar, 2017:1463).

The Purpose of Speaking is the students are potential expanding to communication with native speaker. The students have awareness of importance learn speaking to improve their competition. Lane, Munteanu and Samoilovich (2009) stated that the fact that English is a key to many doors—technology, science, business, politics, culture—accounts in large measure for its present attractiveness. The students can understand of the relationship between language and culture. Language is the system of sound and word used by humans to express their thoughts and feelings. This means that people use language to communicate to each other by using words or sentences of a language that adopt as an official language or the second foreign language of a nation. The students are get new experience. The students who a good pronunciation or speaking can get new experience from native speaker and surroundings. The students can debating in class with friends. Many school are follow a debate contest in the country or international debate contest. It makes students more active and critical thinking. They will show achievement from their skill.

Kayi (2006) stated that on ESL '*English Second Language*' the teachers should create a classroom environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral language". They are activities to promote speaking: dialogues, song, brainstorming, storytelling, and video. As for assessment a teacher doing to know the outcome of the student are four or five components are generally recognized in analyses of the speech process. They are pronunciation (including the segmental features—vowels and consonants—and the stress and intonation patterns), Grammar, Vocabulary, Fluency (the ease and speed of the flow of speech). The criteria used to evaluate students' performance are based on those developed by (Harris, 1969). He suggests there are at least are four criteria to assess speaking skill: pronunciation, fluency, grammar and vocabulary.

Sinem (2016) "Mobile assisted language learning (MALL), in broad terms, is the integration of mobile devices into language learning process. Language is the most important part in human life that is to communicate with others". The development of technology is increasingly advanced with the presence of smart phones making activities easier. The use of video recording in MALL specialized in teaching and learning speaking is use the camera to create video recording task. Teachers also can use Mobile Assisted Language Learning (MALL) to get assessment the students more specific. The advantages of using video recording is the existence of a mobile phone/smart phone to make video recording more easily to students in learning speaking, include: the use video recording make students more confidence to expression. The teachers should make classroom more than fun and succeed on teaching and learning. It can do every time not only in classroom. It also make the teacher give assessment more easily and efficient.

The Procedure in using video recording to learn speaking skill in class, first the teachers provide learning materials about the topic is Correlative Conjunctions on the class. The topic is very important to determine students' video. In addition, the teachers also give some examples of videos to reference students create the conversation. Second the students make a video for the topic they have learned. Therefore, learn speaking by making a video can be accurate to test speaking. After students complete the video, teacher need to give feedback to the students' performance. Thus, the students' know their speaking strength and weakness performance.

2. METHODS OF THE RESEARCH

2.1 Time and Place of the Research

The researcher took data from the teacher SMAN 7 Kota Tangerang. It is located at Jalan Perintis Kemerdekaan 1 No.2 Tangerang, Banten. Based on the curriculum 2013 the school has two majors, there are MIPA and IPS. The major on X MIPA has five classes. The average member in class is 36 students.

The researcher chose SMAN 7 Kota Tangerang for research because most of the students were having problems on speaking skill. The researcher sample was the tenth grade of the school, they were the MIPA 1 and MIPA 4 class of the school. The time of the research conducted in July to February 2019. The research timeline is very important to the researcher because it helps the researcher finished the study quickly based on the schedule of the research.

2.2 Method and research design

The researcher used quantitative as the method of the research. Creswell (2009) stated that quantitative methods for a research proposal or study, with specific focus on survey and experimental designs. The meaning of an experimental design is to test the impact of a treatment (or an intervention) on an outcome, controlling for all other factors that might influence that outcome. As one form of control, researchers randomly assign individuals to groups. When one group receives a treatment and the other group does not, the experimenter can isolate whether it is the treatment and no other factors that influence the outcome. The researcher was using quasi-experiment design to her experiment because it is not true experiment. Shadish, Cook and Campbell (2002) stated Quasi-Experiment is an experiment in which units are not assigned to conditions randomly. Quasi-Experiment focuses on treatment and outcome, therefore the data will take from pre-test and post-test so that to know whether or not video recording is effective than traditional method to know students' achievement test of speaking skill. The researcher used two kinds of classes. There are the experimental class which used video recording technique and control class by traditional method.

3 RESULT AND DISCUSSION

3.1 Testing Normality

Data normality test is used to determine whether the data netted from each variable is a normal distribution or not. Normal testing of the distribution of each group used Liliefors on SPSS 22. The results of the normality test could be seen in the following table 4.6:

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
posttestexperiment	,235	34	,000	,897	34	,004
posttestcontrol	,159	34	,030	,900	34	,005

a. Lilliefors Significance Correction

Source: Statistical result SPSS 22

Test of normality table, with a 0.000 confidence interval, the value of $\alpha = 0.05$. Test normality both with the Kolmogorov-Smirnov and Shapiro-Wilk methods can be done by looking at the Significant value if the value of Sig > α , the distribution is normal. Distribution is not normal if the opposite.

Based on the results of the table above, for testing normality, with the Kolmogorov-Smirnov test on student learning outcomes using the video recording treatment (experimental) obtained significant values of 0.000 were above 0.05 while for the Shapiro-Wilk test obtained 0.004 were in under 0.05. Kolmogorov-Smirnov test for learning outcomes of students who use traditional method (control) obtained significant values of 0.30 above 0.05 while for the Shapiro-Wilk test obtained 0.004 which is under 0.05. So this means that the value of learning outcomes from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed.

3.2 Testing of Homogeneity

The next analysis was done by homogeneity test to determine variance population, has the same or different variance. Homogeneity test is done by One Way Anova test (SPSS 22).

Table 4.1 Test of Homogeneity of Variances

Test of Homogeneity of Variances

score			
Levene Statistic	df1	df2	Sig.
2,155	1	66	,147

Source: Statistical result SPSS 22

If the significance is < 0.05, the data group variant is not the same. If the significance is > 0.05 then the data group variant is the same (homogeneous). Based on table 4.4 can be seen that the significance value > 0.05 (0.147 > 0.05), thus it can be concluded that the variants both data groups, control and experimental classes are homogenous.

3.3 Testing the Research Hypotheses

After testing the normality and homogeneity test in the study this is then continued to test differences. Test the difference on this study uses Non-parametric test with the help of SPSS 22. Data difference test results. The study is shown in the following table 4.2.

Table 4.2 Hypothesis Test Summary

Null hypothesis	Test	Sig.	Decision
The distribution of score is the same across categories of class.	Independent Samples Mann-Whitney U Test	.000	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

Based on the results of the Non-parametric tests the data presented in table 4.8 indicate that $p > 0.01$, meaning that there is a difference between experiment class and control class in terms of learning outcomes of Speaking Skill students. Testing the research hypotheses used Independent-Samples Mann Whitney U test. The distribution of score is the same across categories of class. The significance level is 0.05. It can be said that the level of students' speaking skill between experiment class and control class is basically different. It means that "there is a significant effect of video recording on students' speaking skill".

4 CONCLUSION

Having finished conducting the study in SMAN 7 Kota Tangerang, the researcher, then, analyzed the obtained data by using SPSS 22 with the selected formulas. After that, she found that there were several evidences which proved theories that support the hypothesis that she formulated before. The data were collected before (pre-test) and after (post-test) conducting the experiment in SMAN 7 Kota Tangerang by using video recording to teach speaking English in the experimental class and using conventional technique in the control class.

Before further analysis about the experiment influence by video recording to teach speaking English, first, the researcher conducted analysis test that consisted of normality test, homogeneity test and testing the research hypotheses. The result testing normality was the value of learning outcomes from video recording (experimental) in Kolmogorov-Smirnov test and the Shapiro-Wilk test is not normally but in the learning outcomes from using traditional method (control) with Kolmogorov-Smirnov test is normally distributed and the Shapiro-Wilk test is not normally distributed. Homogeneity test is done by One Way Anova test (SPSS 22). The variants both data groups, control and experimental classes are homogenous. Testing the research hypotheses used Independent-Samples Mann Whitney U test. The distribution of score is the same across categories of class. The significance level is 0.05.

The result is same kind of research by Eiadeh and Sobh (2016) stated many problems related to speaking skill, such as confusion and embarrassment; students did not learn speaking lessons correctly at school, and face difficulty in pronouncing some words. The results also showed that the most frequent problems were the limited amount of vocabulary among students, while the least frequent problems were the difficulty in understanding questions. On the other hand, according to the research by Susoy (2015) stated that the central issue addressed in this study is the use of video recordings to help foster the reflective practice of pre-service teachers. The video recording helped them to raise awareness particularly about the problems of their L2 use, the unfamiliarity between themselves and the students, and the effect of their moods on the day of teaching. So, it can be said that the level of students' speaking skill between experiment class and control class is basically different. It means that "there is a significant effect of video recording on students' speaking skill" at the tenth grade students SMAN 7 Kota Tangerang.

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