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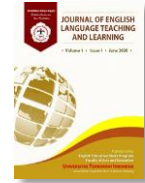
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STUDENTS' POINT OF VIEW ON THE USE OF WHATSAPP GROUP TO ELEVATE WRITING ABILITY

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Abstract

English has been an important language nowadays. The role of the English language also has become the qualification of many people. However, many students state that English is not an easy language to master especially in Indonesia. Teachers also find it as a challenge in teaching English in Indonesia. They must have the appropriate technique and media for the students. One of the media that can be used by teachers to teach and engage students' participation in learning English is WhatsApp. This application is also popular among the students as instructional learning mobile medium, including as a teaching medium to teach writing for students. Besides it is easy to operate, many students are familiar with it. This research aimed to find out students' perspectives towards the use of WhatsApp group in improving students' writing ability. This study applied a descriptive qualitative study with 37 students of the English Education study program as the participants. The data instrument used in this research were questionnaire and interview. The findings show that teaching writing by using the WhatsApp group can bring positive effects and benefit during the teaching and learning process. Besides that, it can also develop students' writing ability. This result is supported by students' opinions which state many good responses to this media rather than bad responses. Moreover, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

Keywords: students' perspective, WhatsApp group, writing ability

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INTRODUCTION

English skill is important for everyone living in this globalization era to compete with others since English is used as a tool of communication internationally. It cannot be denied that English has become an important language in Indonesia since it is taught at almost every school level. Ayu & Indrawati (2020) stated that English has been considered a foreign language in Indonesia. Moreover, it has a special place in the school curriculum. Concerning that, Indonesia has been carrying out teaching English as a foreign language at schools which is taught in primary school, junior high school until senior high school. However, teaching English in Indonesia is not an easy thing. The teacher must have an appropriate technique to gain students' attention during the teaching process. Similar to the teachers, for the students, although they have studied English since elementary school, some of them still face some difficulties until the upper grade.

As it is mentioned in the beginning that teaching English is not an easy thing, the teacher needs to think more creatively in delivering the material. Since the era nowadays pushes everyone to deal with technology, the teacher also needs to embrace it and apply it in the class. According to Ir. H. Joko Widodo, Industrial Revolution 4.0 has pushed technological innovations that have a fundamental disruption or change impact on people's lives. Besides, the researcher can conclude that if we look at the perspective of the education world, it means that the education world in 4.0 describes various ways to integrate cyber technology both physically and into learning. Oktaviani & Mandasari (2020) argued that facing industrial revolution 4.0 requires university students to provide themselves with a skill that they can use to compete with machines or computers. One of the skills is a negotiation which involves mastering language, especially English as a means of international communication. Industrial revolution 4.0 has impacted education and causes the changing of teaching and learning methods. The development of technology affects the changing of the teaching and learning process and provides the various learning strategies which are suitable for the learners' characteristics to make them become independent learners (Putri & Sari, 2020;

Sari, 2020). Lecturers cannot use their traditional way of teaching and learning anymore since students' characteristics also change into technology-addict learners.

Applying technology in learning English nowadays is one of the ways to improve the way of teaching of the teacher because it can stimulate students' enthusiasm (Oktaviani & Desiarti, 2017). Since it is a complicated thing to teach a language, the teacher needs technology to support them to build the skill. Studying a language to master it is studying skills. Like other language skills, four skills should be mastered when studying the English language; they are listening, speaking, reading, and writing. All of those skills complement each other; nothing is more important than others. The writing skill especially has become very important in the education field. Students need to be exercised and trained to have a good writing skill. According to Citraresmana (2018), writing is one of the language skills; through writing, we can observe one's language ability. It is believed that writing is a kind of reflection of the writer's cognition since that writing will represent the writer him or herself. Through writing students' can deliver their idea and expression. However, still, a student's writing skill is not something that can be taken for granted by teachers (Gulö & Rahmawelly, 2018). Therefore, the teacher can use technology to support both themselves and their students to develop their writing skills with the role of technology.

As is stated by Aminatun (2019), the role of technology in the education system has influenced the way of teaching from conventional to modern way. Technologies nowadays mostly bring positive effects toward the education world especially in learning English. One of the social-networking applications which are appropriate and popular among the students as instructional learning mobile medium is WhatsApp. WhatsApp application has emerged as one of the new potential social networking applications that are designed on all current types of devices and operating systems to run both on mobile devices and computers (Bouhnik & Deshen, 2014). Moreover, Justina (2016) applied WhatsApp to enhance reading and writing skills at the undergraduate college level at Osmania University India. The result of her study showed that the use of WhatsApp was very essential to identify what their students enjoy and utilize it to engage them in language development, especially reading and writing which slow learners find difficult when it was conducted conventionally. Another study conducted by Kheryadi (2017) implemented WhatsApp as a medium of English language teaching by distributing some questions to the subject of his study. The result revealed that the students felt confident, independent, enthusiastic, and had a positive attitude to learn English using the WhatsApp application. Sari & Putri (2019) also researched that the findings present the multitude of views that most students significantly showed the positive result to use WhatsApp Group in their writing class. By experiencing WhatsApp Group Chat in their learning writing, the students admitted that it is user-friendly and easy to use because it can intensify the interaction with the other group members during the class and after the class, be effective in submitting the writing assignment by uploading the file in the group, get the lecturer's feedback directly after submitting the writing assignment, and freely ask and share the writing materials (Sari & Putri, 2019).

In this research, the researcher brought WhatsApp to writing class as a medium to teach writing since it can help student's ability to write the text-based instruction on the application. WhatsApp application itself has a special feature to create a specific group to bind the members and intimate the interaction among teacher and students relating to the course matters. Besides, during the learning process of writing through WhatsApp, the students can explore the idea, show expression, and increase the vocabulary. The students are also trained to learn responsibility, solve the problem, be collaborative, and skilled in technology. Based on the background of the study, the researcher formulates the statement of the problem as follows: *How is students' point of view on the use of WhatsApp Group in writing?* In the end, the result of this study will fulfill its objective that is to analyze and find out students' responses on the use of WhatsApp as their learning medium to elevate their writing ability.

METHOD

This research applied descriptive qualitative as a research method. It means that the researcher described the results of the analysis in the form of words. As Kuswoyo & Susardi (2016) stated that qualitative research is characterized by verbal description of its data. The participants involved were 37 students of the English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia. The data were collected from two instruments - a questionnaire and an interview. The questionnaire consisted of 10 questions that asked about the role of the WhatsApp group in learning writing. In this study, the researcher distributed questionnaires in the form of Google Form to collect data, while the interview was conducted with the students who joined the class of Writing. The interview was conducted for some respondents to support the data of the questionnaire.

FINDINGS AND DISCUSSION

The results of this study from exploring students' perspective toward the use of WhatsApp group in improving writing ability are presented below:

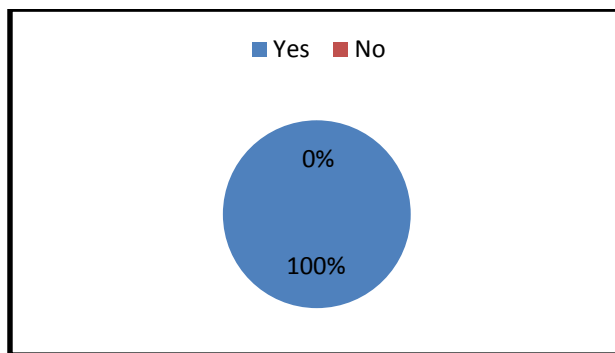


Figure 1. Students' experience toward the use of WhatsApp group

The researchers provided the participants with the first question, "Have you ever learned using WhatsApp Group?". As a result of the first question, all students which consist of 37 participants stated that they all have used the WhatsApp group during the learning process. Moreover, the researchers also conducted interviews with several participants to better know or explore students' opinions about their experiences using the WhatsApp group. The interview result revealed that many students showed positive responses to the use of WhatsApp in the class. Some of the students' responses are seen in the following extract.

- OSB : *I get new rules when I am learning through WhatsApp. Different from offline classes, learning by WhatsApp is flexible. Mean that I have free time to learn. It's all just about adjustable. Although we must have enough quota, on WhatsApp we don't need to take much time as in offline class.*
- RAW : *In my opinion, it was very useful during my learning process.*
- AHR : *It is easy to access and saves my time.*
- RRS : *In my experience, using WhatsApp during learning is quite effective because by using WhatsApp. It is easy to make a discussion for students and lecturer.*
- EP : *In my experience, using WhatsApp during learning makes me easier to reach the material and communicate with the lecturer.*

From the interview, it can be seen that using WhatsApp as a learning medium brings some positive effects to the students, such as flexibility and adjustability, especially in terms of time. It is easy to have a discussion and communicate with the lecturer or other students because everyone has a chance to do it, and easy to get the materials. WhatsApp provides a feature in which people can share files or documents that can be downloaded by the group member in WhatsApp. Therefore, it enables the lecturer to share the materials to be distributed to their students in the group. Sending study materials through WhatsApp Group ensures that everyone gets the message (Hamad, 2017). Experiencing WhatsApp Group in learning writing makes it easy to share the writing materials and submit the assignment by uploading the file in the group. Besides that, using WhatsApp can facilitate or create a chance for learning and communication as well, as it is the most common to the students and they always have their smartphones in their hands, besides it is free to activate the application.

Students' perspective towards the use of WhatsApp group in elevating their writing ability

The table below shows the results of students' responses to the use of WhatsApp group toward their writing ability from the view of educational aspects especially during learning the English language, especially writing skill. There are nine questions given to the students in the questionnaires. The table below shows the result for each item of the questionnaire. The detailed results can be seen as follows:

Table 1. Students Responses to the use of WhatsApp Group in Writing Ability

No	Questions	Yes	No
1	<i>Do you think that activities or practices from the WhatsApp group are beneficial especially for your writing ability?</i>	83.8%	16.2%
2	<i>Does the WhatsApp group make a boundary for your writing ability?</i>	24.3%	75.7%
3	<i>Do you think that learning with the WhatsApp group is difficult?</i>	37.8%	62.2%
4	<i>Does WhatsApp develop your writing ability during the learning process?</i>	67.6%	32.4%
5	<i>Do you think that WhatsApp group creates interaction among students?</i>	83.8%	16.2%
6	<i>Is WhatsApp group chat time-wasting and time-consuming?</i>	59.5%	40.5%
7	<i>Does the WhatsApp group increase your grammar and vocabulary?</i>	70.3%	29.7%
8	<i>Is WhatsApp group an appropriate platform to develop students' writing ability?</i>	70.3%	29.7%

9	<i>Do you think that learning using WhatsApp group is effective for your writing ability?</i>	54.1%	45.9%
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The table above shows the result of students' perception on the use of WhatsApp group toward their writing ability in the learning process. The first question of this questionnaire shows that around 16.2% of students think that activities or practices from the WhatsApp group did not bring benefits because it is difficult to understand. However, 83.8% of students think that activities or practices from WhatsApp Group give benefits especially in the writing ability because from the activities students did, the lecturer can give feedback directly after submitting the writing assignment and the students can freely ask about the mistake and how to do it properly and correctly. It means that WhatsApp can bring a positive impact on the students' writing ability. This result is in line with the interview that the researcher has conducted. The responses could be seen in the following extracts.

- DA : *Based on my opinion toward the use WhatsApp for my writing ability, the benefit that I get from learning through WhatsApp is to be more active in writing because my lecturer asked me to write the comments of assignments for my friends with using English, chatting with my friends with using English also in the group.*
- AHR : *It has benefits for my writing skill because I could see and review my peers' works which will give an improvement.*
- OSB : *The benefit that I can get from learning through WhatsApp, there's not limited time rather than offline class and I have lots of time to improve my writing ability because before I did assignment or activities I can browse the lot at that time.*
- SLH : *The benefit of using WhatsApp group in writing for me is, it makes me easier to understand the new vocabulary without look for the meaning so it gave me improvement toward writing skill. For example, the teacher gave the material and my friend asked her about the material, the teacher explained that by using the teacher's words. So, I can guess about it.*

The second question shows there are 24.3% of students think that the WhatsApp group makes a boundary for students' writing ability. It is because sometimes the material is too difficult and the connection to browse is too poor. Moreover, there are 75.7% students stated of the second question which WhatsApp group never made boundary for students' writing ability because, from the implications on pedagogies, the support of WhatsApp in learning process allows the users direct access to numerous of online resources and more focus on the students' creativity, autonomy, and their responsibility on their learning (Ifenthaler & Schweinbenz, 2016).

The third question reveals that 62.2% of students think that learning using the WhatsApp group is not difficult for students. They stated that it was accessible and they did not find any difficulties to complete the task given by the lecturer and agreed that WhatsApp made their learning process easier than the traditional one conducted in the class. However, 37.8% of students think that learning with the WhatsApp group is difficult because students did not understand the material. It will be better for the students can ask the question directly to the lecturer and the lecturer explains it. Besides that, sometimes students' got distracted easily when they are on their phones (Sari & Putri, 2019).

From the findings, it can be seen that most students give positive responses to WhatsApp in their writing learning process. The students stated that the WhatsApp group gives them positive effects on the learning process and developing their writing ability. As it is stated in the fourth question, there are 67.6% of students stated that learning by using Whatsapp can enable students to correct their mistakes immediately. It can give a very significant improvement for students' writing since they know their mistakes and try to make them better. Through WhatsApp, students can share their ideas, opinion, or thought in which it can more develop students' writing ability. However, there are 32.4% of students assumed that sometimes there are materials that are tough to be understood if students just read the materials. As a result, students need the exact explanation of it. This result is also supported by the interview with some students. The responses could be seen in the following extracts.

- RRS : *By sharing opinion and idea of the topic of writing in WhatsApp group, it is easy for the student to discuss how to develop their writing topic with the teacher or discuss with their friends.*
- DA : *In WA group sometimes we actively interact with other friends when the teacher provides the opportunity to express ideas to his students.*
- EP : *Simple answer is like this one. When someone asks me a question in English, I try to answer it in English. So unconsciously, through this, I develop my writing ability because I need to type it.*
- AHR : *It is because I could get a review from my peers and lecturer. Then, I could know my weakness and error in writing.*

A significant result showed in the fifth question with 83.8% which stated that WhatsApp group can create interaction among students because by using WhatsApp. Students can discuss with their friends, interact with friends, such as doing peer correction or commenting toward each other's work. Moreover, WhatsApp also can enhance the interaction with the other group members or lecturers during the class and after the class. As is stated by Sari & Putri (2019), students should be provided with an interactive learning environment where they can actively engage in the teaching and learning process and encourage their interaction with the facilitator and other peers. Creating a dialogue between the students enables them to share information and work as a team. These things occur when students begin to help each other, answer each other's questions, and share their discoveries. WhatsApp can contribute to the interpersonal relationship between lecturers and students. Students feel more comfortable about approaching their lecturers. As stated by Bouhnik & Deshen (2014) that before having the WhatsApp group, students did not feel comfortable to call, they said that they do not want to bother. Then, they started to write privately on WhatsApp, they felt comfortable to write any time, any question.

The findings from the sixth question of this questionnaire show that around 40.5% of students think that WhatsApp group chat is time-wasting and time-consuming because many chats come up and it will be trouble if the message is pending in submitting the assignment. However, 59.5% of students think that WhatsApp group chat is not time-wasting and time-consuming. Using WhatsApp groups to communicate saves a lot of time rather than trying to send the message through other means and increases class efficiency by reminding students what they need to bring and where everything occurs (Bouhnik and Deshen, 2014). Moreover, students can study every time and everywhere then students can use WhatsApp group as their make-up class if the lecturer can't attend the class.

Next, there are 70.3% of students agree that the WhatsApp group can increase grammar and vocabulary which showed by the seventh question. It is because the lecturers correct spelling and grammar mistakes as soon as occur. They comment briefly and immediately, so the mistake will not strike roots (Alfiyani, 2013). Learning writing through these cross-platform instant messaging might broaden the student's self-learning experiences (Sari & Putri, 2019). However, there are 29.7% of students felt that the WhatsApp group does not increase grammar and vocabulary because students themselves are still unable to understand and grasp what was explained by the lecturer.

Moreover, the eighth question also shows that 70.3% of students think that the WhatsApp group is an appropriate platform to develop students' writing ability. Since all students and also lecturers are in one group, if the students make a mistake in writing, other students will be given a chance to correct the writing to develop students' writing. In this case, the lecturer will give additional comments and corrections when needed. There is also a discussion about writing with the lecturer without limited time. Therefore, students are having a high chance to keep asking and get information related to what they need in their writing. WhatsApp enables learning beyond the classroom's borders (Bouhnik & Deshen, 2014). However, there are 29.7% of students also revealed that there were some technical problems found when they used the WhatsApp group chat such as abundant chats, poor signal, and junk notification.

The last, there are 45.9% of students think that learning by using WhatsApp group cannot bring effectiveness for students' writing ability because there is no depth explanation of the material in the WhatsApp group, as a result, it makes less effective. Moreover, 54.1% of students think that learning with the WhatsApp group is effective as a medium to study writing. As stated by Alsaleem (2013), WhatsApp electronic journaling a new application in smartphones that has a significant effect on students. The results indicate a significant difference and significant improvements in vocabulary word choice and some writing components. It can be said that using the WhatsApp group has brought positive impacts to students during the learning process of writing.

CONCLUSION

From the explanation above, it can be concluded that learning using WhatsApp group in writing can produce positive effects and benefits for the students. Students believe that the WhatsApp group can develop their writing ability. It is seen from the responses of most students in the writing class who give a good response to this medium. Moreover, the students also admit that the WhatsApp group affects the improvement of their writing ability because they can do peer correction, give comments, and have a discussion about the topic with others. Using WhatsApp can also build interaction among students because they can share knowledge and information. Besides, every student has already known how to use WhatsApp well and familiar with it. The popularity of the WhatsApp group has been exploited to be an educational powerful medium by learners in any area of language. So, it is not difficult to use during the learning process. Seeing the result of this research, it can be implied that the use of WhatsApp group can improve students' writing ability. Besides, it can also be an appropriate platform for education in Indonesia, especially in this COVID-19 pandemic. It is hoped that the researcher in the future can develop the research with different settings and samples, so this research can give more insight related to the use of WhatsApp in the teaching and learning process.

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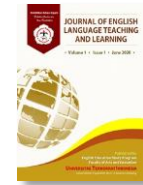
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Evyta Tri Handayani is an active student in the English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia. During her study, she actively joins the students' organization. She was the Head Treasurer of HIMA PBI. Moreover, she has achieved the regional competition, such as a Runner Up of Micro Teaching Competition in *Pekan Bahasa Sains dan Wirausaha* 2018 in Universitas Teknokrat Indonesia.



Dyah Aminatun is a lecturer in Universitas Teknokrat Indonesia with English Education as her background. Her research interests mostly focus on teaching media, ICT, and Teaching English as a Foreign Language. Last year, her research was funded by the Ministry of Research, Technology, and Higher Education for the program of Penelitian Dosen Pemula (PDP). Currently, she and her team are still working on a book to be published. Wish them luck!



THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL

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Abstract

Describing picture strategy is one of the techniques that can be used to improve students' speaking skills. Speaking skill is one of the subjects that difficult to be mastered by young learners. This study was conducted in SMA Al Azhar 3 Bandar Lampung at first-grade students. With qualitative data, the result showed that describing a picture strategy can improve students' speaking skills. This finding is in line with the previous research finding that describing pictures can help students to improve students' speaking skills. Nevertheless, there are some problems gained in using describing picture strategy. Many students could not apply grammar correctly when they speak by using the strategy. The students are difficult to understand English when their friends speak English using describing the picture.

Keywords: Describing Picture Strategy, Speaking Skill

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INTRODUCTION

The background of this study is an effort to know which technique is suitable to use in teaching speaking. Teaching a foreign language is considered to be one of the most challenging teaching practices. It is in line with Oktaviani (2016) that the speaking skills of EFL students are influenced by some factors. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivated, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing about how to express what they want to say. Students who have learned English for several years have not been can communicate using English. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Having learned English for more than 6 years did not change their mind that learning English should be fun. On the other hand, learning English through the textbook did not help students to improve their English ability. This condition was getting worse when students had to pass their minimum passing grade. But usually, students know nothing about how to express what they want to say. The reasons for learning are to change students' intellectuality, morality, and societal attitude. To reach the reason, the students interact with the circle of learning that arranged by the teacher in the learning process. There are two aspects in learning methodology such as; the learning method and learning media as tools to help students in the learning process. While, judgment is a tool to measure or determine the standard of achievement on the reason of learning (Sudjana & Rivai, 2001). Learning media in the learning process gives advantages to make learning more attractive, the material of learning more clearly, learning methods more have variation. Using media in teaching can improve students' motivation in learning English (Oktaviani & Mandasari, 2020). The researcher chooses to describe the picture to teach speaking in descriptive text because by describing pictures the students will be easier to express their ideas. With the describing picture, they can reflect on the image, when they see it. So if they can express their ideas of course they will speak and the teacher can know the purpose of student's mean.

The success of the teaching-learning process is highly influenced by the patterns of interactions that appeared in classroom activities (Sari, 2018). There is an alternative for teachers to make the class interesting by using a learning application since it is also a trigger for students to learn in a very attractive way and boost their English skills without having a monotonous activity in a class (Wahyudin & Rido, 2020). Describing pictures is one of the activities in learning to speak English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students'

imagination and retell stories in speaking English. (Solahudin, 2009). While the descriptive text is a genre that has a social function to describe a particular person, place, or thing (Gerot & Wignel, 1998). Based on the studies that had been stated above, the use of pictures is important because it may give a significant impact on the teaching-learning process, especially in teaching English skills that had been conducted in some schools. The use of pictures may also create an interesting situation in the classroom. Because of that, the researcher was interested to conduct classroom action research to improve students' speaking ability by describing pictures.

To aid teachers in conducting instructions and achieving the objectives of materials, they can use some instructional materials as the source of teaching and learning activities in the classroom (Ayu & Indrawati, 2018). Many techniques can be applied to teach students English speaking. Using interesting material, media, and techniques in teaching English is the first thing that can motivate the students to learn English. One of the techniques is describing pictures. The writer chooses the describing pictures for this study because pictures are good visual aid in teaching-learning in the classroom and considered effectively to engage the students' attention. According to Huebner (1990), picture as one of the visual aids is every type of pictorial presentation. Pictures can be designed and be used in teaching material in expressing personal identity text. The media will facilitate the capture of student or teacher to master the material presented.

Moreover, the students can practice their speaking fluently by using correct pronunciation in explaining the content of pictures in front of the class. The learning process truly depends on the teachers on how they guide the students and create the teaching-learning process become comfortable. It can be applied through the use of pictures. To actualize an effective process of learning, the writer conducts a study to improve students' speaking. The use of describing picture strategy is one of the alternative techniques that can be used in. In this study, the writer would like to find out how describing picture could help the teacher constructs the lively teaching-learning process and could improve students' English speaking skill in senior high school.

LITERATURE REVIEW

Definition of Speaking

There are many definitions of speaking according to some experts. Harmer (2007) states that speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while Quianthy (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations. Speaking is the use of language quickly and confidently with few unnatural pauses, which is called fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. (Chaney, 1998). Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language. Therefore, the researcher concludes that speaking is the ability to produce the language and share their ideas.

Teaching Speaking

The teaching and learning process of English in Senior High School is based on the school-based curriculum. The latest approach stressed that language is acquired through communication. The basic language assumptions are: (a) Language as a means of communication is used to express meaning grammatically; and (b) Learning a foreign language is how to communicate using that language itself as a target language, written or orally. They are supported by the elements of the target language. Speaking is an interactive task and it happens under real-time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought. Effective speakers need to be able to process language in their heads and put it into coherent order so that it comes out in forms that are not only comprehensible but also convey the meaning and contexts that are intended. (Harmer, 2001). In the current curriculum '2013 Curriculum' employed by Indonesian education, it is stated that the materials in the activities should be designed interactively based on the students' background knowledge, the place where they live, the food they eat, the buildings and tourisms around them, customs and moral values in existence to make their national (Ayu, 2020). One of the reasons for including speaking activities in language lessons is to help students familiar with the oral use of language in English conversation. Speaking activities provide exercise opportunities in real-life speaking in the safety classroom.

Models of Teaching Speaking

The average person who wants to learn the English language, most certainly they have the same reason. It is can speak English. So, they learn the English language to try speaking English. Usually, failure of learning speaking causes bore situation in the class, unattractive, less fun, and silence in the class. There are many media of learning speaking. Using teaching media in teaching gives some benefits that can cope with the students' characteristics (Wahyudin, 2017). According to Solahudin (2009), there are some models of learning speaking as follows:

- a. **Main class and study club**
It is better for meeting with the teacher in the class twice a day. The first meeting is called the main class and the second meeting is called a study club. The main class is meeting with the teacher, that the teacher as students' advisor in the class. The teacher has an important character in the class. All activities in the class depending on the teacher. Study club is a group of learning, it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy make questions and practices speaking with the senior. Activities in the study club are not different from the main class, because the reason for the study is to explain material learning (Solahudin, 2009).
- b. **Conversation on the way**
Conversation on the way is one of the activities in speaking class. The function is to bore disappear in the class. They can share their daily activity. So, the students feel the conversation more clearly, attractive, and comfortable
- c. **Discussion group**
A discussion group is one of the activities in speaking class. Discussion in speaking's the program only talking about an easy topic. Because this discussion just to train the students to speak English. The purpose of the discussion is to train the students to speak English more clearly
- d. **Describing picture**
Describing pictures is one of the activities in teaching speaking English. In this activity, students must describe pictures in front of the class. Every student gets one picture and must describe it. The purposes of this activity are to train students' imagination and retell the story in speaking English. Students stated that they can overcome the constraints in the learning process of speaking activity through sharing in front of the class. It is in line with the findings of research conducted by Apriyanti & Ayu (2020) that the sharing technique is one of the cooperative learning strategies that promote student involvement in the classroom. Those are models that Solahudin offers to use in speaking class, and as the title of this research, the researcher chooses the last model. The researcher thinks that describing picture is suitable to improve students' speaking skill in descriptive text because the purposes of these activities are to train students' imagination and describe something in speaking English. Usually, students can not speak anything because they have not an idea. The researcher hopes that pictures can help students to speak English because students will be easier to say when they see them. The writer will make this activity more attractive and make students get enjoyment in the class.

The Procedures of Describing Method

Describing the picture is a method that is very easy to play. The study can be maximum if the students use the five senses because they can be attractive to express something with their five senses. The five senses used by the students in describing the picture; they used eyes to saw the picture, used ears to listen to what their partner said, used mouth to describe the picture. Aminatun and Oktaviani (2019) said that applying language learning applications in an English class can build the students learning autonomous skills and interestingly support their independent learning. Therefore, the writer hopes with using the describing picture, students can be more active in the class and improve their speaking skills. There are steps of application in describing picture according to Ismail (2008) as follows:

1. The teacher prepares a picture according to the topic or material of the subject.
2. The teacher asks students to examine the picture accuracy.
3. The teacher divides students into groups.
4. The teacher asks all members of groups to write the vocabularies based on the result of their examined the picture
5. Then, every group makes sentences and writes on the blackboard.
6. After that, every group describes their picture by speaking in front of the Class.
7. Clarification/ conclusion/ teacher reflection.

To be a success in teaching by using describing picture strategy, some preparations and procedure are needed to give regulations to the students, so that the students can understand the activity's rule. Preparations and procedures that are used in describing the picture as follows:

1. **Preparation**
The writer must prepare material that is used in describing the picture strategy. The preparations are: select the material from magazines, the internet, books, any pictures which show several different objects, the objects should be clear in shape. It is amusing if the objects are bizarre in some ways (Wright, 1983).
2. **Procedures**

There are some procedures of describing the picture to teach speaking especially in descriptive text, they are:

- a. Let the class work in pairs.
- b. Give each pair two different pictures. Tell them not to look at each other pictures.
- c. Ask A to describe his or her picture and ask B to draw it. Ask B to do the same as what A does after B has finished drawing.
- d. Ask them to compare their picture with the original (Wright, 1983).

These preparations and procedures of describing pictures can create students being more active and there is no boredom in the class. Based on the preparation and procedures, describing the picture is one of the useful and successful strategies for improving students' speaking. Then, this practice of speaking can lead to meaningful communication than only memorizing (Wahyudin, 2017).

METHOD

This research was conducted at one of the Senior High Schools in Bandar Lampung. The treatment was carried out 5 times face to face. This research method is a qualitative type of embedded single case study. Data sources include (1) informants, namely teachers and students, (2) Pre Test and Post Test methods compiled by the teacher.

FINDINGS AND DISCUSSION

Based on the results of observations of learning in the field and analysis of the learning process plan documents, the use of describing pictures in the first year of SMA Al Azhar Bandar Lampung ran well and interactively. Learning indicators developed include (1) Being able to describe something, (2) Being confident to speak English, and (3) Being able to speak fluently. The materials presented in learning were how to describing something by seeing the picture, various pictures to supporting the material. The use of describing picture strategy in the learning plan created by the teacher was applied in three meetings. Each meeting took 45 minutes. The objectives achieved in the first meeting were (1) students could describe the picture. Learning objectives to be achieved at the second meeting (2) was that students could describe many pictures fluently. Then in the third meeting was the students could describe anything without a picture fluently.

Each meeting specifically used two procedures. The first procedure is the pre-test. Before the teacher starts the material, the teacher gives students some objects to described but without the picture. Then, students were thinking about the object that must be described individually. They would start to describe the object using their own words and do it as best as they can. They can try it in front of the class to make them feel confident when they speak English and the other students listen to their friends. In Pre-test, the score shows that 80% of students can show their improvement in answering the questions. The pre-test with 2 trials that the first one with no picture and the second one with a picture, then from these trial show that students had improvement in their speaking ability, they feel confident when they describe the picture. They know what should they speak with the picture, so they do not feel confused.

The second procedure is post-test. The teacher does the post-test at the end of the class session. This procedure to see the result by using a picture in describing something. According to Hamalik (1988), pictures are effective visual media that are very important and easy. They can facilitate students to catch the ideas. The teacher chooses the object that matches with the material in the meetings and students to try to answer it individually. The Post-test score shows the same percentage as the pre-test score that students can improve their speaking ability when using a describing picture. The data from the interview, observation, diary notes, and documentation also showed the students' improvement in describing pictures strategy. All of these data were indicated the students gave a good attitude and response during the teaching-learning process. The students were also more interested in describing the picture strategy.

Stages that match the general stages of the learning technique are used to implement descriptive text learning using photos in the lesson plans that were directly developed by the instructor. It does not, in other words, go out of the norm in theoretical phases. During the descriptive text learning process, the phases of the learning scenario specified in the learning process plan were carried out coherently by the teacher, while the instructor often improvises according to the circumstance and learning circumstances, it does not preclude it.

In the learning process of descriptive text in the third meeting, the teacher applied the question in a group. So each student in the group must describe anything about the object and another member could not say the same as their friends. Burn (1975, p.11) states that pictures will help us to initiate a new topic or catch student's interest as they look and talk about them. So the teacher must make sure that the picture is related to the topic and can be answered by all the students. Further, in this session, students can improve their speaking skills because they will try to find other words and say them loudly.

As a result, the use of describing picture strategy in the descriptive text was pretty good. This is supported by Asfa (2010) as a student of English Language Education at the Walisongo State Institute for Islamic Studies,

Khamsiah (2016) as a student of English Language Education at Pasir Pengaraian University, Karsono (2014) as an instructor of SMPN 1 Anggana, and Wulandari (2012) as a student of the Department of English Education at Yogyakarta State University. They said that describing pictures was an important technique for improving the ability of students to speak because the picture media helps students develop their ability to speak. They became easy to speak by using the technique so that they could boost their fluency, material, pronunciation, and grammar. Then from Lubis (2017) said that there was an improvement in the students' speaking ability at describing pictures strategy of the picture as media. It was proved by the data; the students' score in pre-test and the lowest score of post-test is 60, it means that describing picture help students in speaking ability because in using the picture, students will try to speak what do they know about the picture, so there is a curiosity in students themselves to speak something because the picture can attract students to say something about what they see. Describing the picture strategy was enough to contribute to the learning process. A method, both teachers and students, particularly for enhancing student speaking skills. Teachers are assisted in different ways by using this approach, including ease of preparation and implementing methods.

In improving students' speaking skills, the activities during the learning process must be related to that. As we know, speaking skill is one of the skills that difficult to be mastered by young learners. With this strategy, the writer found the differences in students when they describing something with the picture. They can speak confidently in front of the class and they try to say something because they think about the picture. According to Solahudin (2009), describing pictures is useful for training students' imagination and retell the story in English speaking. As the researcher said before that the picture can attract students to say something about what they see in the picture, even it is not related to teacher questions' but they feel confident to describe the picture.

CONCLUSION

The use of describing picture strategy improves students' English-speaking competence. This can be known by the cumulative pre-test and post-test scores. There was a major gap in the pre-test and post-test rankings. Besides, the effect of explaining the image strategy is not only accomplished by the achievement of the students but also obtained by questionnaire responses from the students. The outcome indicated that the students were involved in the technique. However, in this strategy students could not use their grammar well. Because they speak constantly when seeing the picture, they are not aware of the grammar. But as a teacher should try hard to encourage the students to reach the purpose of English learning, especially in speaking.

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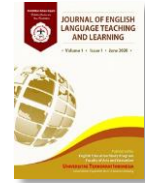
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WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH VOCABULARY

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Abstract

Vocabulary is one of the most important language components in learning the English language. A vocabulary is several English words that are taught to students in the teaching and learning process which goes hand in hand with all four English skills, especially listening. By increasing vocabulary, students' ability for better understanding in listening, speaking, reading, and writing will likely increase. The more they listen, the more words they will add to their mastering vocabulary. Moreover, many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc. English movies can provide a great chance for students to learn English vocabulary by listening. This could happen because in watching movies students often hear new words that they may never hear before. The instruments used were questionnaires and interviews. The result showed that by watching English Movie they could add some vocabularies to their memory through listening and watching the scene in the English Movie.

Keywords: Vocabulary, English Movies, English Education

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INTRODUCTION

To acquire English especially as a lingua franca (Pustika and Wiedarti, 2019), students need to master four English skills such as speaking, reading, listening, and writing. In Indonesia, English is a foreign language and it makes the teaching and learning process is not that easy although some students have learned English since they were in kindergarten (Oktaviani & Mandasari, 2020). If students want to proficient in English, they have to acquire as much English Vocabulary as they can because vocabulary is one of the most important components in English. According to Endarto and Subekti (2020) vocabulary is one of the most basic and important pillars in mastering English. The more words they pick up, the more he/she becomes proficient in that language. Thus, vocabulary is taught to students in the teaching and learning process at English Education of Universitas Teknokrat Indonesia, vocabulary became one of the compulsory subjects in their second semester (Pedoman Umum Penyelenggaraan Pendidikan FSIP, 2017). In learning vocabulary, students will also need to train their listening skills because vocabulary and listening go hand in hand. Hence, an interesting listening activity will be the best choice for acquiring vocabulary since it can provide interesting activity with the opportunity to learn some new words and to become familiar with recognizing the spoken forms of known words. By increasing vocabulary, students' ability for better understanding in listening, speaking, reading, and writing will likely increase. Oktaviani (2016) said that enhancing vocabulary mastery can increase university students' speaking skills.

The improvement of technology has brought diverse media that can be used as a method of gaining knowledge of English like Aminatun and Oktaviani (2019) said that technology usage can boost students' vocabulary mastery which covers spelling, pronunciation, and the usage of it in a sentence. Furthermore, many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc. One of the effective ways that have been used to encourage language students to develop their language competencies is through English movies (Albiladi et. al., 2018). Sharjeel & Dadabhoy (2013) stated that movie is animated graphics that contain color, and sound to capture and maintain student attention. They also added that students' emotions and behavioral adaptation strategy will get affected through the movie as emotions are presented in accessible ways. By watching English movie also make students easy to identify something new, such as students

can understand the vocabulary, recognize it immediately, and have the opportunity to “translate” movie life histories into their own lives.

Based on those above explanations, it is undeniable that English movies are one of the media that can be used to learn English. Khoshniyat and Dowlatabadi (2014) believe that the use of English movies can empower students with extensive vocabulary lists, syntax, and also other language skills that will enable them to improve their English proficiency. Al-Sarhan (2013) stated that watching movies can improve students’ vocabulary mastery. Furthermore, Sari (2017) stated by watching movies students are not only having interesting pictures to see, but students can also get and learn the values of life through the behavior and actions that exist in the movie. Besides that, watching English movies also could give other advantages such as English movies can keep students’ interest in learning English, improve students listening ability and also students can learn some new words and phrases used in English movies (Sari & Sugandi, 2015; Putra, 2012). These advantages will help students to acquire new vocabulary and idioms. Thus, English movies provide a great chance for students to learn English vocabulary by listening. Listening to the conversation in the movies can help students to learn English. Moreover, through listening, the students will get the information as to their first input for their knowledge. Then start to produce words or sentences by speaking as the first output, learn to read as the second input, and start to write as the second output and the advanced level (Putra, 2018).

Besides, according to Sharjeel & Dadabhoy (2013) movies provide a visual expression and present an effect of reality. With this effect of reality, the movie can provide students with natural and authentic English. With this natural and authentic English, students can acquire a lot of vocabulary that they may not be learned and heard at school or college. Furthermore, watching movies can also help the sensitivity of students in hearing, so it helps in improving student’s listening comprehension. Next, watching movies also helps students apprehend the meaning of a spoken language by seeing the scene and the expression of the actors in audio-visible form. For most students, movies are also an entertaining and motivating medium because they got entertained and at the same time, they could gain more vocabulary and improving their ability to listening. This accordance with the result of research conducted by Lestari (2018) she stated that using a movie to increase students’ vocabulary is an interesting and enjoyable activity where some students learned by doing their favorite activity which is watching the movie. The learning process became more interesting, fun, and more enthusiastic. Therefore, the researchers want to discover students’ opinions towards learning English vocabulary by watching English Movies.

METHOD

In this study, a descriptive qualitative method was employed. This research was done through questionnaires and interviews. The subjects were students from the English Education Study Program of Faculty of Arts and Education in Universitas Teknokrat Indonesia. In the questionnaire, researchers provided 5 questions to students that were distributed to the participants to collect their perspective data. After the researchers distributed the questionnaire, the researchers also continued with an interview.

FINDINGS AND DISCUSSION

The questionnaire consisted of two types of questions. There were yes-no questions and scale questions. The results of the questionnaire filled by English Education Students of Universitas Teknokrat Indonesia are presented below:

The first question is "Do you like watching English movies?". Of 27 people who filled out the questionnaire, 99.3% of them liked watching English movies while 6,7% of them don't like to watch movies. It showed that almost all of the participants had a positive thought about watching English Movies.

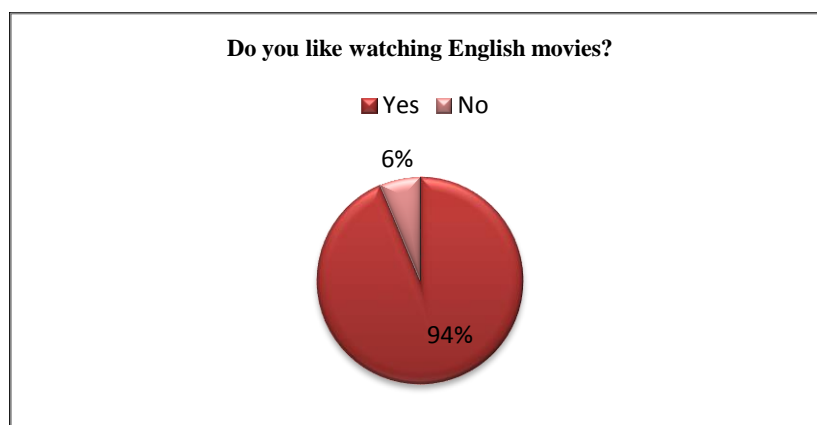


Figure 1. Students interest in English Movie

The second question is *How often do you watch English Movies?* By seeing the diagram below (Figure 2), it could be stated that only 4% of the participants were very rare in watching a movie while 44% of them were often watching a movie and 22% of them were frequently watching English movies. Then, it could be concluded that almost all of the participants were often watching English movies. The next question is *Do you think watching English movies could help you learn English?* (Figure 3). The data showed that all the participants (100%) agreed that while watching English movies, they could also learn English. This proof that by watching movies, students could gain new knowledge about the English Language.

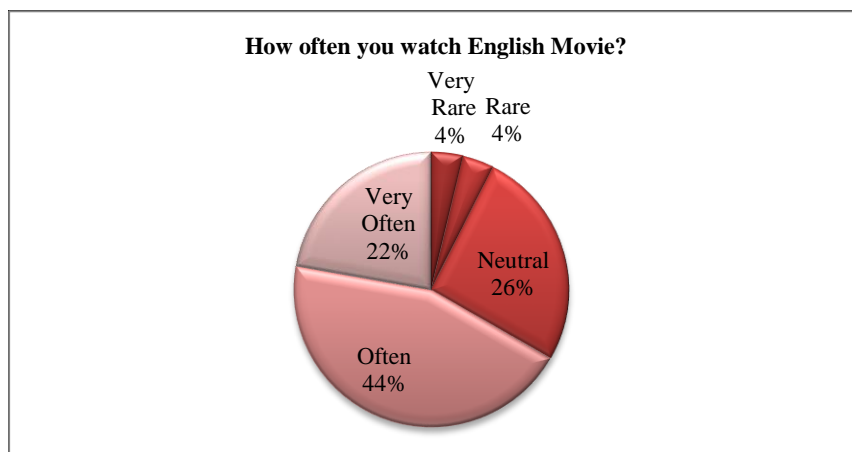


Figure 2. The frequency of students watching English Movies

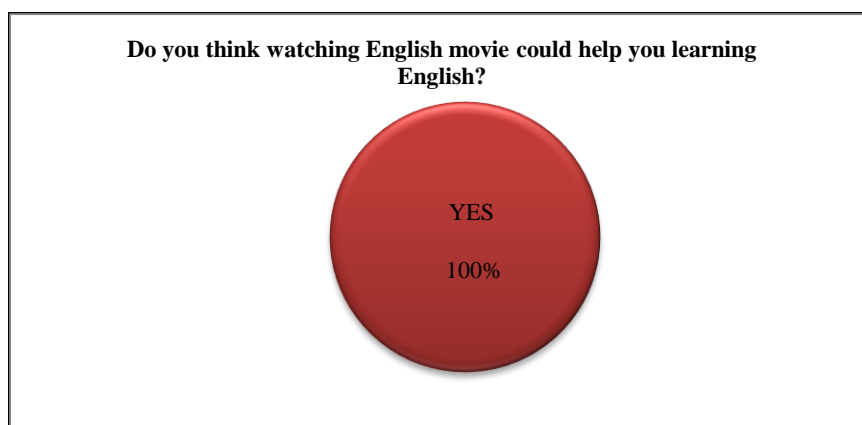


Figure 3 Students Opinion towards Learning English Through English Movies

The fourth question is *“Do you think watching English Movies could increase your vocabulary?”* (Figure 4). The result was the same as the previous question that all participants agreed by watching English Movies they could gain new vocabulary. This data showed that through watching English movies, students learned new words that they did not learn in school/college. The last question for the yes/no question is *“Do you think watching English Movie Improve your listening ability?”*(Figure 5). As stated before that watching movies also could help students in improving their listening ability, and by listening and watching the movies students will found new English words. The data below showed that 89% of the participants believed that by watching English movies they could improve their listening skills while 11 % of them disagreed with this statement. So, researchers could conclude that all participants agreed that by watching English Movies students could enhance their English Vocabulary and almost all the students could also improve their Listening skills through watching English Movies.

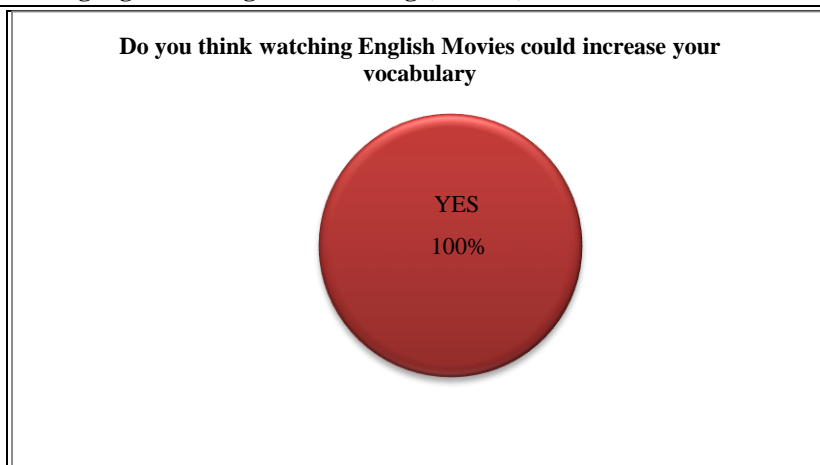


Figure 4. Students opinion toward increasing vocabulary through English Movie

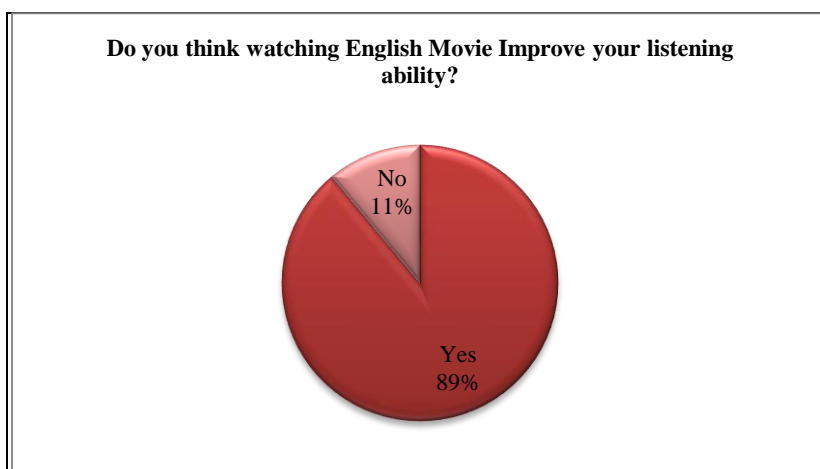


Figure 5. Students opinion watching English Movie toward the listening ability

However, to strengthen the results, all students were interviewed about why watching English Movies can help them in learning English. From the interview, it was found out that most students said by watching English Movies they often heard new words that they did not hear before. The following data described their reasons why watching English Movies helped them in learning English.

- SNI can learn many new words
- KS I become accustomed to the English language
- N I have more vocabulary from the English movie.
- AM because in my opinion watching movies in English can help me to learn English
- EK we can add to the vocabulary one by one even though the basic ones
- M Since I can get a new vocabulary by watching the movie and it makes me used to it.
- ETA Because I can get a lot of vocabulary
- Nt can increase our vocab...
- RS Because listening, and read subtitles English, help a lot of people to learn English.
- YA Got a bunch of new words, can talk like a native speaker cause they often used kind of everyday language
- TAI know some new vocabulary.
- AY By watching the English movie, indirectly trigger me to understand the content. So, it means help me in learning English
- A Because I can learn from the conversation

GKS *because we could hear the word that we never hear before and that's word became our new vocabulary.*

AP*can make our vocabulary better and increase than before.*

Furthermore, watching English movies did not only help students to gain new vocabulary, but some of the participants also mentioned that watching English movies helped them in improving other English skills.

MAA *It will increase my listening skill and reading skill.*

SMS *Because it can enrich my vocabulary and improve my listening skills. It can also help me to know how to pronounce certain words correctly. Those skills can be obtained better especially if we use English subtitles. Not only those skills but our grammar can be improved.*

N*t can increase my vocab, my listening skill, and the style of communication*

RS *Because listening, and read subtitles English, help a lot of people to learn English.*

TA*I know some new vocabulary and increase my skills in speaking and reading.*

EP *It improves my English both in listening and speaking*

AP *Because watching a movie in English can improve listening skills and can make our vocabulary better and increase than before.*

From all data above, researchers concluded that watching English Movies could help students in learning English. This could happen because in watching movies students often hearing new words that they might never hear before. They could also guess the meaning through the sentence, expression, and scene in the movies. The participants also said that the more they watched English movies, the more they got influence by the English Movies. The influence here is the way the actors or actresses speak and use them in sentences. Watching English movies also made the students accustomed to the English language. They also have added some vocabularies to their memory through listening and watching English Movies. The result of this research also showed that through watching movies students not only could gain more vocabulary but also could improve other skills like Listening Skills.

CONCLUSION

Based on the finding that already discussed above, the researchers pointed out the following two conclusions: (1) Students could enhance their vocabulary by watching English movies because they often found new vocabulary from the movie, and (2) Students could learn English by watching English movies. The more they watch English movie, the easier they learn English because when they watch a movie they could learn the language not only from listening activity but also from the scene and expression of the actors/actresses in the movies

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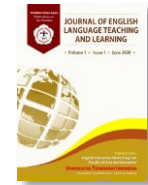
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THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS' PRONUNCIATION AND VOCABULARY MASTERY

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Abstract

Dictionary has become one important tool for learning a foreign language. Many kinds of dictionaries can be used for students who want to learn a foreign language. An online dictionary is one of the technologies that can be used for learning a foreign language. Nowadays in the digital era, students can use it through internet networking. Thus, this study discusses the influence of the online Cambridge dictionary on students' pronunciation and vocabulary of students at Universitas Teknokrat Indonesia (UTI). Subjects of the research were 25 students who take Academic Writing subject majoring in English Education study program. Data were then analyzed by using descriptive analysis. Data were collected through questionnaires and interviews, the student was given a questionnaire and interview related to an alternative reference in technology for learning vocabulary and pronunciation especially online Cambridge dictionary. As a result of this study, the online Cambridge dictionary influences student pronunciation and vocabulary in terms of pronunciation mastery and vocabulary enrichment. It is suggested that the online Cambridge dictionary can be an alternative solution to solve the problem of pronunciation and vocabulary mastery.

Keywords: *vocabulary. Online Cambridge Dictionary, pronunciation.*

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INTRODUCTION

In a millennial era, many students or people use English, when they are at school or home for daily communication. In Indonesia learning is considered a foreign language since is not spoken in daily communication. However, the Indonesian government obligates Indonesian students to learn English started from elementary school until senior high school. In the digital era, technology is an important tool for students to master language learning by maximizing digital media and the use of internet (Sari, 2020). Utilizing technology in language learning can help students improve their academic performance (Mandasari, 2020) and help them to focus on the material although it discusses abstract things (Oktaviani & Desiarti, 2017). Besides, it also gives two advantages: 1) learning strategies and 2) improves students' understanding in using technology as a learning medium (Oktaviani & Mandasari, 2020). As stated by Aminatun and Oktaviani (2019), the development of technology provides various learning strategies that are suitable to make students become independent learners. As it occurs in college students, strategies are used to support the learning process (Putri & Sari, 2020).

One technology that helps the lecturer to support teaching pronunciation and vocabulary mastery is an online dictionary. According to Hartmann & James (2001), an online dictionary is a dictionary or other reference work available via a computer network such as the internet. As language learners, students only need to use their gadgets which are connected to the internet to use the online dictionaries. It means that an online dictionary can be an important tool for students in learning a foreign language to offer easiness and effectiveness to make students easily when learning the English language.

Learning the English language must have some skills, namely listening, writing, reading, and speaking. According to Haris (1969), five components are supported by language elements such as structure/grammar, vocabulary, pronunciation, fluency, and comprehension. The study from Harmer (2002) reveals that the important elements of learning English are pronunciation and vocabulary, and it is a major core in studying a foreign language. As stated by the Adult Migrant English Program (2001), pronunciation is how a language is spoken and

pronounced. That language and the pronunciation of each language is mostly a physical phenomenon stated by Cameron (2012). The reason students must have a good way to pronounce a word when they want to be a good speaker if the students can't pronounce words in a good way it can make people difficult to understand or even misunderstanding. Moreover, the statement from Nikolov (2009) tells that vocabulary is one of the elements that contribute to every level of communication and comprehension in the target language. It means that vocabulary is very influential to English learners, it can be considered as the basis for being able to communicate through spoken or written interaction. Furthermore, according to Scott (2002) without grammar, very little in communication can be conveyed, but without vocabulary, nothing can be conveyed. Moreover, if the students want to be good speakers the students must have a lot of vocabulary. A study conducted by Huyen & Nga (2003) stated that vocabulary plays an important role in learners in learning a foreign language. Vocabulary is all about words, the words in a language or a special set of words students trying to learn. So, in this study, the use of a dictionary is a very important tool.

Why do we use a dictionary when learning the English language? Seeing the importance of vocabulary enrichment and pronunciation mastery, it is necessary to teach a learning strategy that emphasizes the use of dictionaries. There are various kinds of dictionaries one of them is the online Cambridge dictionary. The Online Cambridge dictionary is the dictionary that contains definitions and audio pronunciations of words, phrases, and idioms in British and American English style. The benefits of using this online dictionary are the students can improve their pronunciation ability through hearing the sound and also the students can pronounce words in a better way because the online Cambridge dictionary is a typical representative of specialized pronunciation dictionaries, Roach, Setter, Esing (2011). Moreover, the online Cambridge dictionary also has the functions of vocabulary enrichment and understand the variations of the words, which means that the online Cambridge dictionary works well for students learning tool. According to Metruk (2016), Cambridge advanced learner dictionary, to be a popular dictionary among EFL students or learners. So, this study will find out the effect of the online Cambridge dictionary on the pronunciation and vocabulary mastery of students at Universitas Teknokrat Indonesia majoring in English Education.

METHOD

This research article applied a qualitative study in which the data were analyzed by using descriptive analysis. According to Bodgan & Biklen (2003), descriptive is the characteristic of data in qualitative research as it is taken from documents, audio-video recordings, transcripts, words, pictures, etc. participants of this mini research were some students chosen randomly from Academic Writing subject majoring English Education study program in Universitas Teknokrat Indonesia (UTI). Due to limited time, the researcher focused only on 25 participants. Students of English education study programs were chosen by the researchers because they learn the English language for their material. This research focused on the influence of the online Cambridge dictionary on student pronunciation and vocabulary. The research instruments used by the researchers were questionnaires and interviews. According to Johnson & Christensen (2012) questionnaire is a self-report data collection instrument that each research participant fills out as part of a research study. The researcher used a questionnaire and interview to obtain information about the thoughts, feeling, attitudes, beliefs, values, perceptions, personality, and behavioral intentions of the research participants.

In this part, the researcher used Dichotomous Questions which consist of 10 questions, and the Likert Scale which consists of 10 closed-ended statements about the influence of the online Cambridge dictionary toward the student pronunciation and vocabulary. The questionnaire has several scores for each answer. The Dichotomous Questions with a simple answer "yes" or "no" and the Likert Scale's scores are one for Strongly Agree, Agree, Disagree, and Strongly Disagree. Besides using the questionnaire, the researchers using the interview to strengthen the findings, an open-ended interview was conducted to explore their respond and perspective toward the online Cambridge dictionary. The interview data were transcribed into words to find out the result. To know the influence of using an online Cambridge dictionary on student pronunciation and vocabulary, questionnaires and interviews were conducted in a writing class (PBI 17 students) Universitas Teknokrat Indonesia. This questionnaire and interview were conducted on 5-6 December 2019.

To gain data about the influence of the online Cambridge dictionary on student pronunciation and vocabulary, the researcher collected the data through questionnaires and interviews. The questionnaire contains statements about their perception of using the online Cambridge dictionary. The students were given a questionnaire in the middle of the semester.

Data obtained through questionnaire were analyzed by finding out the mean score and percentage of the score. Data from English Education student batch 17 were presented in tables. Those data were then compared. The interpretation of the mean score and percentage score was seen from the evaluation criteria of the questionnaire. Furthermore, data through interviews were analyzed by finding out the transcription.

FINDINGS AND DISCUSSION

In this section, the findings and discussion to answers the research questions are presented. After implementing the research, the researcher found some data. The data consist of the questionnaire results. At first, the students of writing class responses taken from the questionnaire consist of twenty closed-ended questions and statements. After implementing the research, the researcher gets the result for the Dichotomous questions section as below:

Table 1. Student's Opinions toward Online Cambridge Dictionary Usage

Questions	"Yes" (%)	"No" (%)
<i>Can you live without the internet?</i>	12%	88%
<i>Did you ever use an online dictionary?</i>	100%	0%
<i>Do you like an online dictionary?</i>	100%	0%
<i>Do you have an online dictionary on your phone?</i>	96%	4%
<i>Do you know what the online Cambridge dictionary is?</i>	100%	0%
<i>Did you ever use an online Cambridge dictionary?</i>	92%	8%
<i>Do you often use the online Cambridge dictionary?</i>	80%	20%
<i>Are you familiar with the Cambridge dictionary application?</i>	88%	12%
<i>Do you like the online Cambridge dictionary?</i>	92%	8%
<i>Does the online Cambridge dictionary that you used help you in learning the English language?</i>	100%	0%
Mean	86%	14%

From the table above, it can be seen from the first question there were 12% of students could live without internet it means that almost all students couldn't live without internet with the percentage of 88%. The statement from Shahroom & Hussin (2018) said that to face IR 4.0 university students must have technology improvement as a foundation. So, to support their learning process students usually use the internet as their learning tool through laptop or phone to open any kind of website or application. Furthermore, the second question there were 100% of students answer ever use an online dictionary. Metruk (2017) explain that using a dictionary for EFL students has become an inseparable and indispensable tool for learning a foreign language. So, in this digital era creation of electronic dictionaries makes readily and easily available to EFL students. For the next questions, same with the previous question there were 100% of student answer that they like online dictionary it means that all of the students like these tools to support in learning EFL. Next, there were 96% of students have an online dictionary in their phone, which means only 1 participant or student don't have an online dictionary in their gadget, it shows that they need an online dictionary to check the new words.

Furthermore, related to the online Cambridge dictionary, there were 100% of students know what the online Cambridge dictionary is, which means all of the students know this application. Zykova (2008) stated that specialized dictionaries concern the lexical unit only concerning some of their features, such as pronunciation, usage, frequency, and etymology. Roach, Setter, & Esling (2011) stated that pronunciation is concerned Cambridge English pronouncing dictionaries. Next, there were 92% of students ever used this application, to master pronunciation and vocabulary enrichment students must have this application, from this electronic dictionary it can be a useful tool for EFL learner. "An electronic dictionary has the potential to provide an instant access from within a given entry to a key to the symbols used in the relevant phonological transcription and also, at the click of a button, to model the pronunciation of any given word in audio mode" Singleton, (2016). From question number 7, it can be seen that there were 80% of students often use this online Cambridge dictionary. It shows that 20% of students not often use this application, because sometimes the students use Google translate as an alternative dictionary.

However, there were 88% of students familiar with this online Cambridge dictionary. The reason why students familiar with this application is when the respondents in vocabulary class (2nd semester) the respondents often used this application or online Cambridge dictionary to know how to pronounce the word in a good way and the meaning of that word so it can make the respondents familiar with this electronic dictionary. Furthermore, 92% of students like this online Cambridge dictionary (electronic dictionary). It means almost of the respondent claimed that the online Cambridge dictionary helped the students to support learning process especially when they want to know how to pronounce word well and to know the meaning of those words. For the last, all the students answer that electronic dictionaries help them when learning EFL. There were 100% of students answering "yes" to those questions. Several studies have been carried out regarding electronic dictionaries. Alfallaj (2013) stated that an electronic dictionary is one of the media which help students, not only to enrich vocabulary but also for pronunciation. Finally, the mean of this questionnaire there were 82, which means almost all the students gave positive opinions or impact about the online Cambridge dictionary usage.

To strengthen the findings of the research, the students were interviewed for several questions related to their experiences using the online Cambridge dictionary (electronic dictionary). From the interview, it was found

out that most students discovered several advantages using electronic dictionaries especially online Cambridge dictionaries. It can be seen in the student responses in the interview.

Student 1: “Yes, because I never left my cellphone, I use my cellphone to help me to do my assignment. I have used the online Cambridge dictionary application at the time of the pronunciation course in semester 2. I also often use this application to find out the correct pronunciation of words and also see phonetic transcription during phonology courses.”

Student 2: “Yes I do. I have used the online Cambridge dictionary application when I wanted to check the correct way of pronouncing words during speaking class, because usually during a presentation I forget how to pronounce words that I think are less familiar. So, this online dictionary helps me to do my task.”

After implementing the research, the researcher gets the result for the Likert scale/statements section as below:

Table 2. Student’s Responses on Using Online Cambridge Dictionary toward Pronunciation Mastery

No	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	<i>I like the online Cambridge dictionary as a reference for learning English.</i>	20%	48%	12%	20%
2	<i>Online Cambridge dictionary can influence my pronunciation skill in a better way.</i>	20%	60%	12%	8%
3	<i>Online Cambridge dictionary can improve my pronunciation through hear the sound of the word.</i>	20%	48%	20%	12%
4	<i>I can pronounce words easily after learning with the online Cambridge dictionary.</i>	40%	40%	10%	10%
5	<i>The Online Cambridge dictionary is an effective tool to improve my pronunciation skill.</i>	20%	60%	20%	0%

From the table above, it could be seen that the students showing positive responses by loving it in presentation 68% (48% of students agreed and 20% strongly agreed) it means students like the online Cambridge dictionary as a reference in learning English it shows more than 60% of students agreed or like this dictionary. According to Metruk (2016), the electronics dictionary like Cambridge Advanced Learner’s Dictionary (2013) seem to be rather a popular tool among EFL learner. It means that people in this era like to use this online dictionary. It was also in the second question that the online Cambridge dictionary can influence student pronunciation ability in a better way. There were 60% of students who agreed and 20% of students strongly agreed about the second question. Furthermore, the statement from Singleton (2006) tells that an electronic or online dictionary provides the symbol used in the relevant phonological transcription and also audio mode. So, the students also agreed that an online Cambridge dictionary can increase their pronunciation through hearing the sound of the word because it shows 48% of students agreed and 20% of students strongly agreed. After the students hear the sounds through an online Cambridge dictionary students can produce sounds correctly, the statement from Indriani (2001) explains the ability to produce sounds by using certain of the body’s mechanism. To begin with, people produce sounds using parts of their chest, throat, and head (Roach, 2001). Furthermore, in the next statements, there were 40% of students strongly agreed and 40% of students agreed, it means more than 80% of students agree that after using the online Cambridge dictionary they can pronounce word easily. For the last, there were more than 70% of students agreed that the online Cambridge dictionary is an effective tool for EFL learners.

Table 3. Student’s Responses using Online Cambridge Dictionary toward Vocabulary Enrichment

No	Statements	Strongly Agree (%)	Agree (%)	Disagree (%)	Strongly Disagree (%)
1	<i>I can enrich my vocabulary by using the Online Cambridge dictionary.</i>	20%	48%	20%	12%
2	<i>I can memorize new words easily after studying using the Online Cambridge dictionary.</i>	24%	40%	12%	24%
3	<i>I get a lot of new vocabulary after studying using the online Cambridge dictionary.</i>	68%	22%	10%	0%

4	<i>I can understand the function of words in the online Cambridge dictionary.</i>	20%	60%	10%	10%
5	<i>Online Cambridge dictionary helps me to understand the variation of words.</i>	28%	42%	20%	10%

From the table above, it could be seen that 48% of students agreed and 20% of students strongly agreed that online Cambridge dictionary can enrich their vocabulary, it means that more than 60% of students agreed because from vocabulary students can translate the new words. According to Dale and O'Rourke (1971), mastering vocabulary means knowing, understanding, and being able to use it. It means that students do not only memorize words and understand the meanings but also be able to apply them. Vocabulary is important for language learners because it is the first step that they have to take in learning a new language. From this research got the result that from Cambridge dictionary students can enrich their vocabulary. Next statements, there were 40% of students agreed and 24% of students strongly agreed that using the online Cambridge dictionary means that more than 60% of students agreed that the online Cambridge dictionary can help the students to memorize the new words easier. Moreover, students not only can memorize words easily but also get a lot of new vocabulary after studying using the online Cambridge dictionary, because there were more than 80% of students agreed if these statements. Then, 60% of students agreed and 20% of students strongly agreed that from an online Cambridge dictionary they can understand the function of words themselves. For the last statements, it shows there were 42% of students agreed and 28% of students strongly agreed that the online Cambridge dictionary helps students to understand the variation of words.

From the findings and discussions above the researchers conclude that online Cambridge dictionaries can influence student pronunciation mastery and vocabulary enrichment. Online dictionaries become more interesting a printed dictionary, behind the good impacts that students felt after using the online dictionary, they realized that everything is good under control. It means that using the online dictionary is helpful and effective. However, as good learners, they have to be able to use technology wisely.

CONCLUSION

This section presents the conclusion of the research. The process of the research took about 3 weeks, from 22 November 2019. In conclusion, the online Cambridge dictionary website/application helped the students when they are trying to learn how to pronounce words well, and when students want to enrich their vocabulary. The Online Cambridge dictionary offers easiness and effectiveness that it can be used easily by all language learners. By using the online Cambridge dictionary, students are easier learning English especially in phonology and vocabulary subjects and students appreciate the easiness and effectiveness.

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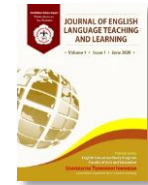
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UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS' VIEWPOINT OF ITS EFFECTIVENESS

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Abstract

The use of novel on reading skills was important as an efficient and effective media. The novel helped students evaluate their reading skills. This research aimed to investigate student's perceptions of the use of novels on reading skills. This research was a descriptive qualitative type. The subject of this research was English education students whose numbers were adjusted to the needs of the research, 22 students. This study was conducted at Universitas Teknokrat Indonesia, Bandar Lampung. The instrument of data collection used a questionnaire and interview. The data analysis method was descriptive qualitative. The results showed participants had a positive perception toward using interactive instruction with authentic literary texts, such as novels, on their reading ability. Hence, it can be concluded that the use of English novels can be an alternative way to improve their reading skills in the English learning process.

Keywords: Student's Perception, Novel, Reading Skills.

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INTRODUCTION

Indonesian students for all levels are encouraged to learn and master English (Ayu & Indrawati, 2018) due to its importance in the era of society 5.0 since the development of the English language has reached many aspects of school life, including technology, science (Utami, Aminatun, & Fatriana, 2020), arts, and many others. In Indonesian formal education, English has been given from the elementary level up to the university level. English has become one of the compulsory subjects that are taught and tested nationally.

In English subjects, reading plays an important role because most of the information nowadays is presented in the form of text. Hence, reading skills are needed to be mastered by the students. According to Urquhart & Weir in 1998, reading skill is a cognitive ability that a person can use when interacting with the written text. In the taxonomies given in the following paragraph, some skills seem more inclusive than others (Bojovic, 2010). Besides, reading skills are also important due to the education assessment systems in Indonesia. Almost all of the education assessment systems in Indonesia, such as the national exam, are done in the written form, in which there are a lot of texts that need to be comprehended.

Although reading skills are important to be learned, not all of the students can do this skill easily. Sometimes, the researcher found the student's lack of motivation in practicing reading. They have not aware of the importance of learning English in their life. They tend to that English is only one of the compulsory subjects in the class. There were some reasons why students had a lack of motivation in practicing reading skills such as the text which was too long and contained difficult vocabularies and the time allotment which was too short.

According to Sari & Putri (2019), learners should be provided with user-friendly instructional media to help them build their knowledge of the language. English teachers are required to use effective teaching media to assist the students to learn the target language (Wahyudin, 2019) and lead them become an independent learner (Aminatun & Oktaviani, 2019; Sari, 2020). There is a lot of efficient and effective media that can be used to teach reading skills attractively such as a novel, nonfiction text, short story, or poetry unit, magazine, comic, etc. The novel is one of the literary genres that are interesting to be analyzed. As one type of literary genre, a novel may depict various aspects of life. The novel is a picture of real-life and manners (Wellek & Warren, 1976). The novel has special tragedies and complicated problems that related to real life and make the story more attractive.

English teachers are required to use effective teaching media to assist the students to learn the target language (Wahyudin, 2019). Novels are considered efficient and effective media if they can convey educational messages to the readers, with attractive packaging that has a special appeal to the readers. One of the advantages of novels as an educational medium is that the author in conveying his educational message can be manifested in light language but does not bore the reader. Through storylines and characters in novels, without having to teach as in the learning process. Indirectly the readers are not feeling taught or forced (Kholisoh, 2012).

The first previous research titled using an English novel to improve Saudi EFL reading skills showed the results were participants held positive attitudes about using interactive instruction with authentic literary texts, such as novels, in the Saudi EFL reading classroom (Alshammari & Ahmed, 2019: 23). Moreover, the second previous research titled student’s perception of using a novel as main material in the EFL reading course (Tsai, C. 2012: 103) showed the results were of pedagogical significance to EFL teaching in that they present how well a novel was received in an EFL class, the benefits it offered as well as the difficulties it entailed to the reading process.

In addition to providing data on student’s perception towards the use of novels on reading skills, the uniqueness of this research in linking language learning with literature is by implementing one literary source such as a novel to teach the reading skill. There is limited research on student’s perceptions towards the use of novels in reading skills, especially in high school.

Eggen & Kauchak (1996) state that perception is the process people use to attach meaning to stimuli. In this research, perception is student’s feelings and thoughts on their agreement or effort of the use of novel on reading skills. Based on the previous explanation, the researcher puts the question at this research: “*what is the perception of the student towards the use of novel in reading skills?*” The result of this study was supposed to provide proof of student impressions and perception on the use of English novels on reading skills.

METHOD

The type of research was qualitative research. The population of this study is English major students at Universitas Teknokrat Indonesia Bandar Lampung, in which 22 students become the sample that consists of 1 male and 21 female. The research instrument in this study was an interview and questionnaire. According to Welman (2001), the interview is a data-collecting method that usually involves personal visits to respondents at home or work. It meant that interview is a kind of conversation by asking the participant about the social world in their lives. A questionnaire is a tool to collect the information with the way to give a nonverbal question to answer written (Margono, 2007).

The questionnaire was asking about the subjects’ perceptions of the use of novels on reading skills. The questionnaire is composed of three main sections. The first section covers the history of respondents to obtain the student's details. The second section is about students’ reading novels perceptions, and the last section covers the level of agreement to reading English novels, consisting of five items with 5 levels of agreement on the Likert scale. After the data were collected, the questionnaire data was translated into numbers and analyzed using Microsoft Excel. The results were described in the descriptive statistic that includes frequency and percentage tables.

FINDINGS AND DISCUSSION

Students’ perceptions on the use of novels in the reading class

The results of the research were presented in the form of a questionnaire. Based on the results of the questionnaire of 22 students at Teknokrat University, it could be described student's perceptions towards the use of novel on reading skills as follows:

Table 1. Students’ Perceptions on the Use of Novels

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	<i>I like reading novels.</i>	12 (64.8%)	8 (30,7%)	2 (4,5%)	0 (0%)	0 (0%)
2	<i>Reading a novel can be beneficial for me in language English learning, especially in reading skills.</i>	1 (3.1%)	18 (81.9%)	3 (9.6%)	0 (0%)	0 (0%)
3	<i>Reading the novel helps me to understand the cultural, social, political, and historical background and setting of the novel.</i>	7 (35,4%)	10 (50,3%)	5 (14.3%)	0 (0%)	0 (0%)

4	<i>Reading the novel help me in improving my overall vocabulary, phrasing, and sentence structure.</i>	6 (21.3%)	13 (73,4%)	3 (5,3%)	0 (0%)	0 (0%)
5	<i>Reading the novel help me in improving my overall reading skill.</i>	9 (26,2%)	11 (66,4%)	2 (7,4%)	0 (0%)	0 (0%)

The table showed that Student' perceptions towards the Use of Novel on Reading Skills in English Education students based on the five questionnaires put forward were having the same perception with conclusions agreeing. The most approved perception was the perception in the second statement, namely reading a novel can be beneficial for me in language English learning, especially on reading skills. This perception obtained a result value of 81.9%. The percentage that got the lowest average score in that statement is neutral (9.6%) which only three students.

Besides, the percentage of each perception could be described as follows. In the first statement, I like reading novels, which means getting the highest score of 64.8%. The second statement, reading a novel in the English language can be beneficial on reading skill which most students choose agree on the percentage value 81.9%. The third statement, reading the novel helps me to understand the cultural, social, political, and historical background and setting of the novel, with a percentage agree of 50.3%. The four statements, reading novel help me in improving in my overall vocabulary, phrasing, and sentence structure, got a percentage to agree of 73.4%. Fifth, reading the novel helps you in improving your overall reading skill with a percentage of 66.4%.

Based on the percentage of each point of the perception statement, it could be stated that the students agreed towards the use of novels on reading skills, especially about I like reading novels. Thus it can be argued that the student's perceptual process was that the individual was aware of, for example, what was seen, or what was heard, or what was felt, namely the stimulus received through the sense organs. This process was the final process of perception and was of real perception. The response as a result of perception could be taken by individuals in various forms.

As explained by Walgito (2004) that in the perception process there needed to be attended as a preparatory step in that perception. This showed that individuals were not only subject to one stimulus, but individuals were subjected to various kinds of stimuli caused by their surroundings. However, not all stimuli got a response from the perceived individual. The stimulus that would be perceived or got a response from the individual depended on the attention of the individual concerned.

Therefore, it can be stated that the perception acquisition of English Education students can be influenced by several factors and differences in perceptions can also occur in several things. The perception of a person or group can be much different from that of other people or groups even if the situation is the same. Differences in perceptions can be traced to the presence of individual differences, differences in personality, differences in attitudes, or differences in motivation. The process of the formation of this perception occurs within a person, but perception is also influenced by experience, learning, and knowledge.

To provide further insight into the use of novels in reading skills based on their perceptions, the researcher decided to do an interview. Five respondents were successfully collected to answer questions about issues related to the use of novels in their reading skills. The result of the interview can be seen below:

- S1 : *"I am reading a novel in my spare time. But sometimes, I can spend more than 5 days a week when I reading a novel. Comedy and romance are the most genres that I like. I choose that genre because based on my point of view, those genre is very entertaining. I also prefer English novels to Indonesian because English novels will increase my English ability when I got more lexical from reading and I got more understand in reading English that will affect my reading comprehension."*
- S2 : *"I prefer to read a romance novel. It is an interesting topic for me. Sometimes I tried to read English novels through Watt pad it helps me added new vocabulary and idioms. By using it, it trains me to scan and skim the text. It also trains me to guess the meaning."*
- S3 : *"I often read a novel, almost every day. I like the romance genre because it entertains me. Both English and Indonesian I like. I haven't a specific reason but the English language increase me lots especially vocabulary and structure of the sentence. So, when I reading more novels, I got improvement in understanding the sentence."*
- S4 : *"I read a novel in my spare time, I do like either humor or mystery fiction novel like Harry potter novel since it has an unpredictable storyline, and enjoyable. When reading novels, I read both languages, but frequently I read in Bahasa since it was quite difficult to find an English novel here. Except when I want to read an English one, then I look for an online novel. I use Bahasa when I want to understand the story. Besides, if I read an English novel and I found an uncommon word, then I look for the*

- meaning of it. For my process of learning, reading a novel can help me to enrich my word choice, accent, and structure.”
- S5 : “I do like reading novels. For more than four days I am reading a novel in a week. Romance novels are my favorite genre. Because it makes me feel curious about what’s next story of the novel. Since I want to increase my English skills, I prefer to read an English novel than an Indonesian novel. Using English novels not only giving me more new vocabulary but then I also train my reading ability.”

Based on the interview above, most of them like reading the novel. they often read the novel on spare time. According to them, reading novels provides many benefits. one of them is to improve their reading comprehension skills. such as to enrich word choice, accent, and structure. As a result, it can be concluded that students have positive perceptions towards the use of novel on reading skills.

CONCLUSION

Reading skills should be mastered by the students. Reading skills play an important role in a student’s reading development. However, there are some problems encountered by the students when they are trying to master this skill. A teacher is urged to help the students to cope with their reading problems. The novel helped students evaluate their reading skills. Hence, this research is trying to reveal student’s perceptions towards the use of novels on reading skills. Based on the results and discussion it could be concluded, the most approved perception was a perception in the second statement, namely reading a novel in the English language can be beneficial on your reading skill. This perception obtained the highest value of 81.9%. The perception that got the lowest score of the percentage was statement number fifth, namely reading novels helped me improve my overall reading skill, and the perception got a percentage score of 7.4%. The result of the research showed that students had a positive perception of the use of novel on reading skills. From the students questionnaire the researcher concludes that students do believe that reading an English novel in English subtitles can be beneficial for them in their reading skills. Hence, after conducting the research, it can be concluded that the use of English novels can be an alternative way to improve their reading skills. The students should realize the importance of learning English, especially reading skills. Since this research only focused on perceptions, the further researchers who are interested in researching the same topic are suggested to research the benefits of novel and the impact on the student’s reading skills.

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