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## AN ANALYSIS OF DISCOURSE MARKERS IN THE ARTICLES ON HAMLET DRAMA WRITTEN BY ENGLISH EDUCATION STUDENTS AT UNIVERSITY OF MATARAM

Frida Anjani Hidayat<sup>1</sup>, Baharuddin<sup>2</sup>, Muh. Isnaini<sup>3</sup>

<sup>1 2 3</sup> English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author's: [bahar@unram.ac.id](mailto:bahar@unram.ac.id)

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**Abstract:** This study is targeting at portraying the sorts and the errors of discourse markers made in the articles on *Hamlet* drama composed by the 6th semester students of English education program at University of Mataram in the academic year 2019/2020. The technique of conducting this investigation is a blended strategy or mix of qualitative and quantitative techniques. The data were gathered from 26 students' articles. The result of this study showed that all the types in three functional classes of discourse markers by Bruce Fraser (2009) were used by students in their articles. They are Elaborative Discourse Markers with total number of occurrences 200 times (43.20%), Contrastive Discourse Markers with total number of occurrences 169 times (36.50%), and Inferential Discourse Markers with total number of occurrences 94 times (20.30%). The researcher found that Elaborative Discourse Markers are most frequently employed by students to elaborate the ideas. Furthermore, there are some errors in student's articles related to Kao and Chen's theory (2011) about the six types of misuse patterns. Turns out three of six misuse patterns occur in students' articles such as distraction, wrong relation, and semantic incompleteness. There are no surface logicality, non-equivalent exchange, and overuse occurred in students' articles.

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### INTRODUCTION

English is an important language that everyone should know and learn because it is the greatest common language spoken universally and used for international communication. Since, English as a language is important to communicate for daily life. All students should master the four skills of English such as listening and reading as receptive skills and speaking and writing as productive skills.

Writing skill has a very important role because it is used and needed, especially in more professional fields such as high school, college, or work. Writing is necessarily needed because through writing every person could express thought or feelings, increase critical thinking, or create brilliant ideas. As claimed by Brown (2001:348) "Writing is a thinking process, because writing is a process of putting ideas down on paper to transform thought into words and give them structure and coherent organization" To produce good writing, people not only pour all the critical thoughts but also pay attention to the writing structure. Briefly, it would be difficult for some people to produce good writing without learning the language skills.

Writing is something that students must do. In higher education the students learn, and use essay for several subjects. Generally, an essay is a writer's perspective or story which is outlined in text form. An essay can be formal and informal. Writing Essay is not just



focused on how to create brilliant ideas and put it into the text or to arrange the text coherently and cohesively, but also it is important to pay attention to the use of discourse markers.

Discourse markers are absolutely necessary to complete effective writing and as a support to produce coherent and cohesive paragraphs. According to Fakuade and Sharudama (2012:300-318) discourse markers are the lexical expressions that are used to connect ideas between sentences so that it could construct the flow of discourse. They are really helpful to define related text ideas. From that, in simpler terms, discourse markers are useful to make sure that sentences are related to one another, so the reader can easily understand the contents of the writing. In addition, Fraser (2009:296) claims that discourse markers are divided into three functional classes, such as Elaborative Discourse Markers, Contrastive Discourse Markers, and Inferential Discourse Markers.

Discourse markers become an important thing and must be in a paragraph to produce a good essay. This is the obligation of students to master discourse markers itself to write effectively. However, the problem is that many students still find it difficult and confused to use appropriate discourse markers to connect and organize sentences. Despite the many variations of discourse markers in each class, students sometimes still use the same variations. They choose a safe way to use primary discourse markers such as *but*, *and*, *so*, etc. Not frequently, there are still many students who lack accuracy, misinterpret, and misplace a DMs in inappropriate sentences.

Regarding the information about the use of discourse markers in student articles, this research is aimed at investigating 1) the types of discourse markers used in the articles, and 2) the errors in using discourse markers in the articles on *Hamlet* drama.

## RESEARCH METHOD

This research used a mixed method or combination of qualitative and quantitative methods. The mixed method in this study is used to provide a better understanding of the research problems. A qualitative method refers to the description of errors of discourse markers that found in the articles on *Hamlet* drama composed by 26 students of sixth semester of English Education Program at University of Mataram in the academic year 2019/202. Meanwhile, a quantitative method used to show the types of discourse markers that occurs in the articles on *Hamlet* drama in a number.

In this research, in order to investigate the use of discourse markers in the students' articles in the form of exposition/expository articles related to *Hamlet* drama, the researcher collects the data through a documentation method. In conducting this method, the researcher provides documents, books, etc.

The data are collected through several steps. First, the researcher collected the articles from 28 students who have completed the Drama course's final assignment. Then, the researcher read the entire articles. After that, the researcher highlighted the markers and the errors that appear on the articles. All highlighted markers and errors are noted. In addition, all the markers that have been noted are categorized by entering into the table that has been created by the researcher. Before the researcher input the data into the table analysis, the researcher found out the percentages by using the formula as follows:



$$P = \frac{f}{N} \times 100\%$$

P = Percentage of the results

f = Frequency of each type/variant discourse markers that used by the students

N = Total amount the data

In order to find out the result of this research, the researcher uses a table of analysis based on the three functional classes of discourse markers by Fraser's (2009) theory. The function of this table analysis is to classify the data. In this table include the number of occurrences of each variant for each type of discourse markers to show the result of the frequency of discourse markers that students used in their articles.

The data in this research were analyzed in the following procedures. First, identifying the types of discourse markers and errors in the essay writing. After that, classifying the types of discourse markers based on Fraser's three functional classes theory by entering the data into the table analysis that has been created. Also, classifying the errors that found in the essay writing based on Kao and Chen's (2011) theory. Then, describing the types of discourse markers and the errors found in the essay writing. The last step is concluding the results of the data analysis in related to research questions and purposes of the study.

## FINDINGS AND DISCUSSION

According to the data finding which was obtained through the methods in this research, the researcher found that, there are three types of discourse markers that students used in their articles such as Elaborative, Contrastive, and Inferential Discourse Markers. Students used each type of discourse markers according to the context or sentences they write. Moreover, the researcher also found that based on Kao and Chen (2011) theory, there are six types of misuses pattern such as non-equivalent exchange, overuse, surface logicity, wrong relation, semantic incomplection, and distraction. The researcher found that from the six misuse patterns, there were several that appeared in students' articles such as distraction, wrong relation, and semantic incomplection. The findings are discussed in the following section below.

Based on the findings above, to answer the first research question, the researcher used Fraser's (2009) three functional classes of Discourse Markers theory and also used a table to present the data. It showed that there are three types of Discourse Markers that appear in students' articles such as Contrastive, Elaborative, and Inferential Discourse Markers.

Table 1. Discourse Markers Used in Students Essay

No.	Types of Discourse Markers	Variants of Discourse Markers	Number of Occurrences	Percentage
1.	Elaborative Markers	And, Also, In addition, For example, In other words, Or, Furthermore, Moreover, For instance.	200	43.20%
2.	Contrastive Markers	But, Although, However, On the other hand, Yet.	169	36.50%
3.	Inferential Markers	So, Then, Therefore, Thus, Because (of this/that).	94	20.30%
	Total		463	100%



## 1. The Use of Elaborative Discourse Markers

The most common type of discourse markers in students' articles is Elaborative Discourse Markers with total of occurrences 200 times. The researcher found that this type of Elaborative Discourse Markers was used by the students in their articles to elaborate the ideas or add information that is represented by the prior segment. Among all the variants of Elaborative Discourse Markers, markers *and* were mostly used by the students in their essay to connect the sentences, add more explanations, or give examples to the next segment to support the statement that has been written in the prior segment. In other words, the students' used this type of marker in their articles to signal continuity. Those data detail can be seen follows:

Table 2. The Use of Elaborative Discourse Markers

No.	Elaborative Markers	Number of Occurrences	Percentage
1.	And	127	27.43%
2.	Also	8	1.73%
3.	In addition	23	4.97%
4.	For example	3	0.65%
5.	In other words	4	0.86%
6.	Or	17	3.67%
7.	Furthermore	8	1.73%
8.	Moreover	5	1.08%
9.	For instance	5	1.08%
Total		200	43.20%

## 2. The Use of Contrastive Discourse Markers

Contrastive Discourse Markers in students' articles occupy the second position for the most use of discourse markers after elaborative discourse markers with the number of occurrences up to 169 times. The students used this type of marker is to signal that the explicit interpretation of the next segment contrasts with an interpretation of the previous segment. In other words, this type is used to contrasting the idea. Among all variants of contrastive discourse markers, marker *but* was mostly used by the students to contrast the ideas in their articles because it's more familiar, simpler, and easy to use. Those data detail can be seen follows:

Table 3. The Use of Contrastive Discourse Markers

No.	Contrastive Markers	Number of Occurrences	Percentage
1.	But	107	23.11%
2.	Although	18	3.89%
3.	However	30	6.48%
4.	On the other hand	7	1.51%
5.	Yet	7	1.51%
Total		169	36.50%



### 3. The Use of Inferential Discourse Markers

Inferential Discourse Markers are the least discourse markers used by the students' essay. It's only occurred about 94 times. Mostly the students used inferential Discourse Markers in the initial and medial segment in the sentences. This type of marker is used by the students to signal that the next segment taken as a conclusion or result based on the previous segment. In students' articles, this type is the one that appears the least in articles compared to other types. Because usually, students only use this variant of discourse markers in the conclusion section to conclude or summarize the topics that they discuss. Those data detail can be seen follows:

Table 4. The Use of Inferential Discourse Markers

No.	Inferential Markers	Number of Occurrences	Percentage
1.	So	30	6.48%
2.	Then	22	4.75%
3.	Therefore	11	2.38%
4.	Thus	18	3.89%
5.	Because (of this/that)	13	2.80%
Total		94	20.30%

### 4. The Types of Errors in the Use of Discourse Markers

Based on the findings, in order to find the errors in the students' articles, the researcher used Kao and Chen (2011) theory that consisting of six type of misuse patterns. The researcher found that there are three of six types of errors in the use of discourse markers in students' articles such as (1) distraction, means that the context of the sentence can be coherent without the use of the discourse markers. It is often found that students use the discourse markers redundantly, (2) Wrong Relation, this pattern of misuse of discourse markers is an incorrect relationship shown in the student's writing as a result of the student's failure to use appropriate discourse markers to express certain textual relationships, (3) Semantic incompleteness is where the discourse markers used by students lacks elaboration, the students need more elaboration to make the discourse markers functional.

## CONCLUSION

The findings and discussion on the use of discourse markers conclude two main points. First, it is found that all the types in three functional classes of discourse markers by Bruce Fraser (2009) were used by students in their articles. They are Elaborative Discourse Markers (43.20%), Contrastive Discourse Markers (36.50%), and Inferential Discourse Markers (20.30%). The researcher found that among three types of discourse markers that used by the students, the types of Elaborative Discourse Markers were most frequently used to elaborate the ideas with the total of occurrences 200 times (43.20%). Second, in the case of errors that occurs in students' articles, it is found that based on Kao and Chen theory (2011) about the six types of misuse patterns, there are three of six misuse pattern that occurs in students' articles such as distraction, wrong relation and semantic incompleteness. Further, it can be concluded that there are some students who still found it difficult to use discourse markers appropriately.

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## STUDENTS' PERCEPTION OF USING ROLE-PLAY TECHNIQUE IN LEARNING SPEAKING

Laelati Madarina<sup>1</sup>, Sahuddin<sup>2</sup>, Amrullah<sup>3</sup>

<sup>1 2 3</sup>English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: [laelati99@gmail.com](mailto:laelati99@gmail.com)

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**Abstract:** The purpose of this research is to discover the students' perceptions of utilizing the role-play technique in learning to speak and to determine whether the role-play technique is acceptable for students' speaking skill development. There were 34 students from the eleventh-grade students at SMAN 1 Bolo Bima participated in this research. The data were gathered through a questionnaire, interview, and performance on a speaking exam. Based on the findings, the students' opinions of employing the role-play technique can be categorized positive. Meanwhile, the students' performance on the speaking test improved by 55.88 percent from pre-test to post-test. In conclusion, the role-playing technique is appropriate for the development of students' speaking skills.

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### INTRODUCTION

English is a global language used to communicate amongst countries around the world. It is a foreign language and a required subject at every level of education in Indonesia, from elementary school to university. Students must be able to communicate in English as a foreign language by using the four skills; speaking, listening, reading, and writing. In learning a language, one of the most crucial abilities is uploading the language, or the capacity to talk. Speaking is an oral communication method for expressing feelings, thoughts, and ideas, as well as passing on information to others. The capacity of English learners to communicate effectively in English determines their success. Knowing how to speak a language entail not just knowing the vocabulary and structure of the language, but also knowing how to employ it in conversation.

However, there are certain issues with the student's capacity to talk. Starting with their curiosity, uneasy feelings, apprehension about speaking in English, fear of making a mistake, and the manner of teaching English that is irrelevant to the topic. Students also do not have enough time to practice their speaking, whereas the only opportunity for students to do so is during the teaching and learning process in the classroom. In monitoring one student in an apprenticeship, these issues were discovered in Senior High School 1 (SMAN 1 BOLO). Problems in teaching and learning English as a foreign language are directly tied to teachers who teach and students who learn, according to Amrullah (2015: 130). This issue is one of the learning issues caused by the teaching methods employed by teachers. To avoid this situation in speaking class, a teacher, as a facilitator in the teaching and learning process, should come up with a creative technique to entice students to engage in English class discourse. Furthermore, according to Amrullah, Sahuddin, Fajri, and Apgriyanto (2019), English teachers should create a classroom environment in which students may speak in real-life situations,





realistic activities, and meaningful assignments that would encourage the use of spoken language.

Improving students' speaking abilities almost certainly necessitates the use of media or teaching strategies. The role-play technique is one of many techniques that can be used to develop and improve students' speaking skills. This technique helps students develop their speaking skills by encouraging them to talk spontaneously. It can also encourage students to be more engaged and creative. Role-playing, according to Byrne (1986), is a strategy for acting out specific ways of interacting with others in hypothetical circumstances. Role-playing is an important strategy for teaching speaking because it allows students to practice and communicate in a variety of social context and roles.

Furthermore, the perception of students after employing a strategy employed in teaching English, particularly in a speaking class, is critical. It may assist the teacher in determining whether or not the students are engaged to the teaching and learning process in order to increase their abilities, and it may assist the English teacher in teaching more effectively. Perception is crucial in the learning process, according to Szilagzyi and Wallace (1980:70), since it determines one's behavior, attitudes, and motivation to learn. In other words, students' perceptions of learning activities will have an impact on their motivation to participate in the teaching and learning process. As proof that this technique is appropriate for teaching speaking, students' perceptions are also required. Knowing how students feel about using the role-playing technique to learn how to speak offers them a voice in front of the teachers. Teaching and learning speaking via the role-play technique is worthwhile if the students' perceptions are positive. As a result, the role-playing technique can be used in a speaking class.

## RESEARCH METHOD

A qualitative technique was applied in this study. The qualitative method, according to Sprinthall and Schemutte (1991: 100), is defined as a systematic technique to data collection.

The students in this study were in XI grade at SMAN 1 Bolo in the academic year 2020-2021. There were ten classes and 327 students in all, with 121 males and 206 females. The sample was obtained by the use of purposeful sampling. This type of sampling, according to Arikunto (2010:183), is the process of picking a sample by taking a subject that is not dependent on the area's level, but rather on the specific objective. Because the population was large, the samples were gathered from only one class, XI science 3, which included 34 students, or around 10.39 percent of the total number of students in the XI grade at SMAN 1 Bolo. Further, Arikunto (2010: 112) states if the population is greater than 100, 10-15 percent or 20-25 percent of the population can be taken. If it is fewer than 100, though, it should be taken entirely.

Questionnaires, interviews, and performance on a speaking test were utilized as instruments. The questionnaire contained 20 statements, ten of which were positives while ten of which were negative statements. The students' perception of employing the role-playing technique were discovered using a questionnaire and an interview.

Table 1. The statement scale

Positive statement		Negative statement	
Category	Score	Category	Score

Strongly Agree (SA)	5	Strongly Agree (SA)	1
Agree (A)	4	Agree (A)	2
Neutral (N)	3	Neutral (N)	3
Disagree (D)	2	Disagree (D)	4
Strongly disagree (SD)	1	Strongly disagree (SD)	5

Table 2. Classifying the students' response based on the criteria

No	Qualification	Interval
1	Strongly Agree (SA)	86-100 %
2	Agree (A)	71-85 %
3	Neutral (N)	56-70 %
4	Disagree (D)	41-55 %
5	Strongly disagree (SD)	≤ 40 %

To calculate the percentage, the following formula was used.

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

P = The percentage

F = Total score

N = Number of students

The researcher then examined the data to present all of the information from the interviews and questionnaires in the form of a description after calculating the percentage of the questionnaire. Speaking test performance was used to determine whether the role-play technique is appropriate for developing students' speaking skills, and speaking test performance is made up of two components of speaking: accuracy and fluency.

Table 3. Speaking Test Performance

Accuracy	Fluency
1 Little or no language produced	1 Little or no communication
2 Poor vocabulary, the mistake in basic grammar, may have a very strong foreign accent	2 Very hesitant and brief utterances, sometimes difficult to understand
3 Adequate but not rich vocabulary, makes obvious grammar mistakes, slight foreign Accent.	3 Get the idea across, but hesitantly and briefly
4 Good range of vocabulary, occasional grammar slips, slight, foreign accent	4 Effective communication in short turns
5 Wide vocabulary appropriately used, virtually no grammar mistakes, active like or slight foreign accent.	5 Easy and effective communication, uses long turns

*(Adopted from Penny Ur, 1996:135)*

After receiving the results of the pre-test, the data were analyzed and a classification for each indicator was created. Furthermore, the researcher converted the post-test result into a percentage using the formula:

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

P = The percentage



F = Total score

N = Number of students

The mean score was also calculated using the following formula (adapted from Sudjana, 2002):

$$X = \frac{\sum x}{N}$$

X = Mean

( $\sum x$ ) = Total score

N = Number of students'

It was also the same thing that was utilized in the pre-test for the post-test, with the same formula being used to compare the pre-test and post-test. The final step was to write a paragraph that describes the outcome.

## FINDINGS AND DISCUSSION

### Findings

#### 1. Students' perceptions in using role-play technique

A questionnaire was issued to 34 students in XI science 3 to determine their perceptions of using the role-play strategy to learn the speaking skill. The questionnaire consisted of 20 statements, ten of which were positive while ten of which were negative. The students received a total score of 2953 after completing the questionnaire.

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

$$P = \frac{2953}{34} \times 100\%$$

$$P = 86.85\%$$

According to the results, the students' responses to the questionnaire accounted for 86.85% of the total. This indicates that students have a positive attitude toward adopting the role-playing strategy to acquire speaking skills. It may also be observed in the classification of the survey results, which ranged from 86 to 100 and denoted "Strongly Agree."

An interview was conducted to supplement the data from the questionnaire and learn more about how the students perceive the role-playing techniques. Respondents were chosen from a group of eight students. Role-playing was an enjoyable activity for respondents 1, 6, and 8, who said it was a good way to acquire English speaking skills.

*"It's really fun because we often take online classes. So there is a new atmosphere in learning. We are so excited to join the drama like this"* (R.1)

Then, according to responses from respondents 2, 3, 4, 5, and 7, it was found that role-playing helped them gain confidence. Role-playing encourages the students to be more creative in the classroom.

*"It can increase our self-confidence, our pronunciation can be more precise, and it also can train us to be more active and creative"* (R.2)



Respondent 6 further mentioned that the teacher constantly told them to stand up in front of the class and gave them numerous opportunities to develop their speaking skills so that they could practice speaking English well.

*"But if the teacher always asks us to speak in English in front of the class like this, we can also be more confident and able to speak in English" (R.6)*

## 2. Role-play technique appropriate for practicing students' speaking skill

The speaking test performance was used to assess the effectiveness of the role play strategy for practicing students' speaking skills. The first was a pre-test, followed by a post-test.

Because the topic being studied was "Meaning through music," the pre-test was held on May 5, 2021, by taking speaking scores through singing practice. The English teacher had the students sing a song before explaining what the song meant. The data was analyzed using ten criteria for measuring speaking, including accuracy and fluency. The class's average score was also discovered. This is how it was calculated:

$$X = \frac{\sum x}{N}$$

$$X = \frac{196}{34}$$

$$X = 5.76$$

The data revealed that the mean score of the pre-test was 5.76, based on the results of the pre-test. It means that the students' average speaking score before the role-play is 5.76.

The percentage of students who received and passed 7 accuracy and fluency scores was then computed using the following formula:

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

$$P = \frac{11}{34} \times 100\%$$

$$P = 32.35\%$$

It indicates that just 11 students (32.35%) passed the 7-point test, and 23 students had a score of less than 7.

This shows that many students' accuracy and fluency were still lack. The English teacher then requested the students to create a drama based on the topic they were studying in order to boost the score of students whose speaking was lack in accuracy. The test results of 34 students revealed that several of them still got the scores below the average. They appeared less confident, especially because it was their first day back at school and they immediately began practicing singing in front of the class one by one. The students were given two weeks to prepare their drama by their English teacher.

A post-test was held on May 29<sup>th</sup>, to determine the students' speaking scores based on their drama performances. The mean score of the post-test was discovered by applying the following formula:

$$X = \frac{\sum x}{N}$$

$$X = \frac{270}{34}$$

$$X = 7.94$$



According to the findings, the mean post-test score after adopting the role-play technique to learn speaking was 7.94. Furthermore, the following formula was used to determine the percentage of students who received and passed 7 scores.

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

$$P = \frac{30}{34} \times 100\%$$

$$P = 88.23\%$$

According to the calculations, the post-test class percentage is 88.23%, with 30 students passing all seven scores. As a result, the students' pre-test to post-test improvement score was 55.88 percent (88.23 percent -32.35 percent ). The students' pre-test and post-test scores were also compared to assess if there is improvement. The following table illustrates the outcome:

Table 4. Students' percentage score of pre-test and post-test.

Speaking Skill Test	Score	Percentage	
		Pre-test	Post-test
Accuracy	1	5.88%	-
	2	41.17%	-
	3	32.35%	26.47%
	4	11.76%	52.94%
	5	8.82%	20.58%
Fluency	1	5.88%	-
	2	23.52%	-
	3	44.11%	26.47%
	4	17.64%	47.05%
	5	8.82%	26.47%

The changes in the students' post-test results are shown in the table above. On accuracy and fluency, none of the students received a 1 or 2. 9 students received a 3 (26.47 percent), 18 students received a 4 (52.94 percent), and 7 students received a 5. (20.58 percent). In fluency, 9 students received a score of 3 (26.47%), 16 students received a score of 4 (47.05%), and 9 students received a score of 5. (26.47 percent). It can be stated that the value of accuracy and fluency has increased. This demonstrates that role-playing is a proper method for training speaking skills.

## Discussion

### 1. Students' perception of using role-play

Speaking is one of the four fundamental skills that students must develop. The students should be able to communicate fluently. The approach or technique is required to support the purpose of the teaching and learning process, particularly in learning to speak because it improves the efficiency of the teaching and learning process. Role-playing is one of the techniques that can be utilized to help students improve their speaking skills. The importance of some types of feedback between the teacher and the students once the technique is completed is critical. To put it another way, the teacher needs the students' perceptions after employing the role-play technique in order to educate better.

The questionnaire and interview were utilized in this study to learn about students' impressions about using the role-play technique to practice speaking. The students were given



the questionnaire after undertaking teaching-learning activities utilizing the role-playing technique, and they completed it. In addition, an interview was conducted to complement the questionnaire, which consisted of five statements. The interviewees consisted of eight XI science 3 students. The perception of using role-play approach in learning speaking reached 86.85% based on the students' responses, and the interview transcript revealed that the perception of using role-play technique in learning speaking was positive.

## 2. Role-play technique appropriate for practicing students' speaking skill

The data were taken from the speaking test. The scores were derived from the students' performance in order to assess the role-play technique's suitability for improving students' speaking abilities. Fluency and accuracy were the two components of this element of the examination.

The speaking exam was conducted twice: once before the test and again after the test. This test's speaking assessments were based on two indicators: accuracy and fluency. The purpose of the pre-test was to determine the students' speaking abilities. The pre-test score was derived from the singing practice, which focused on the theme "Meaning through Music" in Chapter 7 of the English eleventh grade textbooks published in 2017, curriculum 2013. The teacher invited the students to sing a song in front of the class one by one and explain what it meant. According to the results of the pre-test, 23 students scores were still low. As a result, the teacher advised the students to perform a drama based on the topic being studied as a post-test to improve their speaking scores. It can be deduced from the post-test results that the value of accuracy and fluency has increased. This demonstrates that role-playing is suitable for teaching speaking skill.

## CONCLUSION

Based on the findings, it is concluded that: (1) the students' perceptions of the role-play technique are positive, as evidenced by their responses to the questionnaire and interview, and that this technique not only makes students more creative and active in speaking class, but it also makes them more confident. Furthermore, utilizing the role-playing technique, it was discovered that the students were engaged in learning to talk. This method allows the English teacher to provide immediate feedback on the students' speaking abilities, which can help them improve, and (2) students' scores improved after the role-play was applied, implying that the role-play is an appropriate technique for students' speaking skills.

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## THE COMPLEXITY OF SENTENCE STRUCTURES IN READING TEXTS OF ENGLISH TEXTBOOKS USED FOR THE FIRST GRADE IN SENIOR HIGH SCHOOL

Laeli Nur Ramdhani<sup>1\*</sup>, I Made Sujana<sup>2</sup>, Lalu Thohir<sup>3</sup>, Agus Saputra<sup>4</sup>  
<sup>1 2 3 4</sup>English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: [laeliramdhani6@gmail.com](mailto:laeliramdhani6@gmail.com)

**Abstract:** This study aims to find out the complexity of sentence structure in the reading text of Grade X textbooks provided by several publishers. This research is descriptive qualitative with the support of some descriptive quantification. The source of data taken from reading texts used by senior high school students grade X published by Cultural and Educational Ministry of Indonesia, Yrama Widya, and PT. Tiga Serangkai Pustaka Mandiri. The data of this research are all sentences found in the reading texts e.g., descriptive text, recount text, and narrative text. The data of this research deal with complexity of sentence structure measured by the number of simple sentences, compound sentence, complex sentence, and compound complex sentence. The result of this study shows that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and sentences. The textbooks published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia has the highest percentage of complex sentence (51.5%;37.9%, respectively). In contrast, the highest percentage in Tiga Serangkai Mandiri is simple sentence (55.7). The least percentage is compound sentence which can be seen in Kementrian Pendidikan dan Kebudayaan and Yrama Widia (8.6%, 4.6%, respectively). The small percentage of compound complex is shown in the textbook published by Kementrian Pendidikan dan Kebudayaan and Tiga Serangkai Mandiri (5.7%, 9.0%, respectively).

**Keywords:** complexity; sentence structure; several publishers; Grade X textbooks

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### INTRODUCTION

There are some factors that affect teaching and learning outcome. They are learning objectives (the target of learning), learning method (the ways to achieve the target), and assessment (the way to assess the achievement). The other components that contribute to the success of teaching learning process are the use of learning models, learning materials, and learning media. Of those components, learning material is the important aspect consider. These materials are realized in textbooks. A suitable textbook can lead a teacher to achieve the objective being targeted and assist students acquire material easily.

A textbook is a teaching instrument (material) that delivers the curriculum's subject matter (Pratiwi, 2014). In the teaching and learning process, textbooks play a significant role. A textbook serves as a key component in delivering the curriculum's material structure. The usage of textbooks in the classroom makes it easier for English teachers to offer content so that the teaching goals and objectives can be met. To put it another way, textbooks can assist students in obtaining information and skills.

Despite the abundance of learning resources available online, English teachers in Indonesia choose to use a textbook as the primary learning resource since textbooks are thought to be effective in the teaching-learning process. According to Cunningsworth (1995), textbooks





are beneficial because most goals and objectives have already been created in a set of practices depending on what students need to learn.

Understanding the significance of a textbook is why it is necessary to analyze it. There are various aspects of textbooks worth investigating, including their cultural, social, and literary components (Putra & Lukmana, 2017). In terms of textual elements, text complexity is one of the linguistic characteristics of written texts in the textbook that might influence the level of difficulty (Mulyanti & Soeharto, 2019). Hence, the text complexity in a textbook should be in line with the students' development level for the texts to be comprehended well by the students so that it can stimulate their intellectual development. Furthermore, Putra and Lukmana (2017) considered text complexity as one of key elements contained in the textbook which determines the students' success in grasping the ideas. Thus, in order to achieve successful English teaching learning process, it is important to conduct a study which concerns about the text complexity contained in textbooks.

In this modern era, textbooks are not only provided by government, i.e., Cultural and Educational ministry, but also by so many book publishers. It gives diverse preferences for teachers in choosing appropriate textbooks that are relevant for their students' needs. Each publisher, however, designs textbooks based on their interpretation about the syllabus. For example, the reading texts in two different textbooks, although they have the same genre, it cannot guarantee they contain the same amount of complexity. One of the ways to measure the level of a reading text complexity is by investigating the types of sentences used in the text.

This study focuses on the complexity of sentence structure in reading texts of English textbooks for the first grade of Senior High School published by different publishers. The sentence structure complexity, which forms a reading text, is supposed to be relevant with students' cognitive level. Thus, it needs deep investigations on how the complexity of sentence structure in each textbook is presented in reading texts.

There are several reasons why investigating text complexity in textbooks is interesting to do. First, the role of textbook is so crucial in determining the success of teaching learning process that the textual element of textbook is supposed to be relevant with students' academic levels. Thus, it is important to analyze the sentence structural complexity of the reading texts contained in textbook. Second, reading is a crucial component of the process of learning and teaching foreign languages or as a second language, thus it is one of the abilities that a language learner should acquire. By reading the passage, students gain knowledge and information (Sholichatun, 2011). Hence, it needs relevant teaching material, e.g., reading texts that assist students in learning process. The last one is my experience as a pre-service teacher in school during PPL that found difficulties to find out relevant teaching materials for my students. Each reference presents the different reading texts that somehow affect the achievement of my students. That is why my curiosity about the text complexity brings me to this study.

## **RESEARCH METHOD**

This study investigates the sentence structure complexity of reading texts in textbooks published by several publishers. This research is descriptive qualitative with the support of some descriptive quantification. Qualitative research involves a procedure of data collection with primary result including non-numerical data which is then analyzed by using descriptive method and then interpreted to understand the difference of structural complexity of reading

texts found in different textbooks. Meanwhile, the quantification was used to find the total percentage of each sentence type.

The data were taken from reading texts within the books used by senior high school students grade X and those books were published by Kementrian Pendidikan dan Kebudayaan RI, Yrama Widya, and PT. Tiga Serangkai Pustaka Mandiri. The data of this research are all sentences found in the reading texts, e.g., descriptive text, recount text, and narrative text. The data of this research deal with complexity of sentence structure measured by the number of simple, compound, complex, and compound complex sentences.

To obtain the necessary data, documentation was used in this study. According to Arikunto (2002), the documentation strategy entails searching for material such as notes, transcripts, books, newspapers, magazines, agendas, and so on. This method is also known as content analysis. The purpose of content analysis is to evaluate and interpret recorded material within its original context, such as a textbook (Ary, Jacobs, and Razavieh, 2002).

In analyzing the data, a theory from Brandon (2012) was used to classify the sentences into simple, compound, complex, and compound complex sentences and then the percentage of each sentence is calculated. The frequency occurrence of sentence type is counted and converted into chart and then the interpretation and conclusion were made from the chart.

### The Complexity of Sentence Structure in Reading Text Used by Grade X Students Published by Several publishers

The sentence structure complexity was analyzed using Brandon (2012) about 4 types of sentences, they are simple, compound, complex, and compound complex sentences. Three kinds of long functional text from different textbooks were analyzed including descriptive text, narrative text, and recount text. The result of this research can be seen on the following table.

Table 1. Percentage of Each Type of Sentences

Publisher	Genre	The Types of Sentences								Tot	%
		SS		CMS		CXS		CCS			
		N	%	N	%	N	%	N	%		
Kementrian Pendidikan dan Kebudayaan	Descriptive	8	33.3	2	8.3	13	54.3	1	4.1	24	100%
	Narrative	11	39.2	4	14.2	11	39.2	2	7.1	28	100%
Republik Indonesia Tahun 2017	Recount	5	27.8	0	0	12	66.7	1	5.5	18	100%
Yrama Widya	Descriptive	8	53.3	0	0	4	26.7	3	20	15	100%
	Narrative	7	25.9	2	7.4	8	29.7	10	37	27	100%
	Recount	7	29.2	1	4.2	13	54.1	3	12.5	24	100%
Tiga Serangkai Pustaka Mandiri (Platinum)	Descriptive	11	57.9	3	15.8	4	21	1	5.3	19	100%
	Narrative	30	58.8	4	7.8	13	25.5	4	7.9	51	100%
	Recount	8	44.4	3	16.7	4	22.2	3	16.7	18	100%

- SS : Simple Sentence
- CMS : Compound Sentence
- CXS : Complex Sentence
- CCS : Compound-Complex Sentence

According to the table 1, all reading texts taken from three several publishers show different results. Each book has different length depending on the number of sentences found

in the textbooks. Narrative text seems to be the longest one among the textbooks which consist of 28 sentences (Kementrian Pendidikan dan Kebudayaan RI Textbook), 27 sentences (Yrama Widia publisher) and 51 sentences (Tiga Serangkai Mandiri Publisher). The other two (descriptive text and recount text) have different length in each textbook. Moreover, it is also found that each type of sentence has different percentage which reflect the complexity of the text. To be precise, the complexity of each textbook is explained below:

### 1. Kementrian Pendidikan dan Kebudayaan RI Publisher

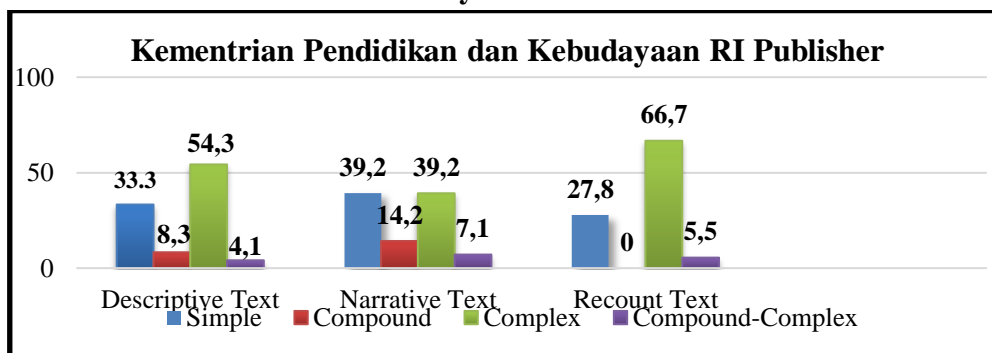


Chart 1. The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Kementrian Pendidikan dan Kebudayaan RI Publisher

The chart 1 shows the percentage of simple, compound, complex, and compound-complex sentence found in the textbook published Kementrian Pendidikan dan Kebudayaan RI Publisher. It can be seen that complex sentence dominates in the reading texts but the narrative text. In addition, a small number of compound complex sentence are found in each reading text. Overall, those reading texts have different percentage of Simple, Compound, Complex, and Compound-Complex sentence.

The first text analyzed is descriptive text. Just above a half (54.3%) of sentences is complex sentence. Since the type of sentence is determined by kind of clauses used to form it (Oshima & Hogue, 2008), the sentences found in the text mostly contained dependent and independent clause. For example, one of complex sentences found in descriptive text in this book is that *Tanjung Putih National Park is an internationally famous ecotourism destination, which is located in the southwest of central Kalimantan peninsula*. The first clause is independent clause and the second clause is dependent one. Moreover, the simple sentence found in the descriptive text is 33.3% which is the second highest percentage in the text. A simple sentence taken in the descriptive text is as the following example: *Camp Leakey is a rehabilitation place for exceptive orangutans and also a preservation site*. In contrast, compound complex sentence has the least percentage which is only 4.1%. An example of this sentence type can be seen in the following example: *This is Called a park, but unlike any park that you have seen in your city, this is a jungle!* The rest of the text contains compound sentence which is 8.3%. The sentence using this pattern in the descriptive text is shown as follows: *You sleep, cook, and eat in that klotok, night, and day during your journey into the jungle*.

The next one is narrative text. Unlike descriptive text that is dominated by complex sentence, the narrative text has equal number of simple sentence and complex sentence (39.2% for each). The example of simple sentence in the narrative text is *A long time ago, in a small*

village near the beach in West Sumatra lived a woman and her son, Malin Kundang. Meanwhile, one of complex sentences found in the narrative text is appeared in the following example: *Malin Kundang and his mother had to live hard because his father had passed away when he was a baby*. Furthermore, there is a small percentage of compound complex sentence (14.2%) found in the text captured in the following example: *The news ran fast in the town; "Malin Kundang has become rich and now he is here"*. The least sentence is compound complex sentence which is only 7.1%. For instance, the sentence *after getting fish, he would bring it to his mother, or sell the caught fish in the town* can be seen in the narrative text.

The last text explored by the researcher in textbook published by Kementrian Pendidikan dan Kebudayaan is recount text. This text is dominated by complex sentence (66.7%). For example, one of complex sentences found in recount text in this book is that *On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the battle of which started on that very date in the year 1945*. The first clause is independent clause and the second clause is dependent. In contrast, a small percentage of compound complex sentence shown in the reading text (5.5%). One of examples of complex can be seen as follows: *On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the battle of which started on that very date in the year 1945*. Furthermore, simple sentences found in recount text also seem high around 27.8%. For instance, *British Army at that time was part of the Allied Force*. Finally, there is no compound sentence found in recount text.

## 2. Yrama Widia Publisher

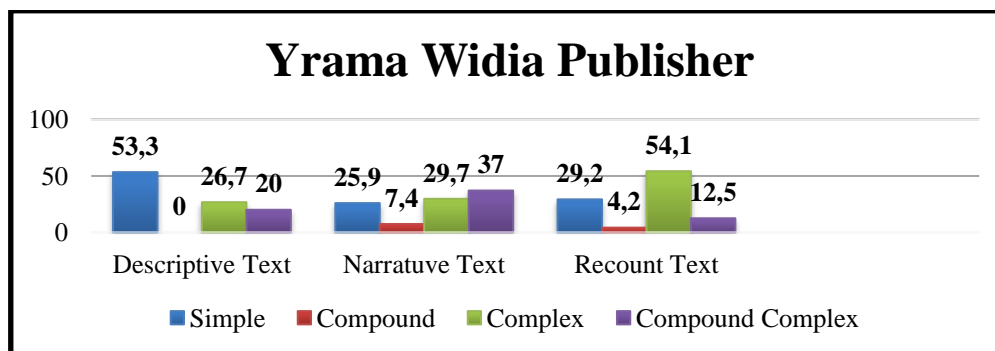


Chart 2. The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Yrama Widia Publisher

Chart 2 displays the percentage of simple, compound, complex, and compound-complex sentence in three different texts published by Yrama Widia Publisher. Overall, it can be stated that compound sentence has the least percentage. Meanwhile simple sentence and complex sentence seem high in all genres of the text being analyzed.

The first genre of the text is descriptive text. This text is dominantly consisted of simple sentence which is 53.3%. One of examples of this sentence type is as follows: *In other words, Lawang Sewu can be translated into thousand doors*. Moreover, there is no compound sentence found in the descriptive text. Twenty percent of compound complex sentence is shown in the chart as illustrated in the sentence: *This historical building is called Lawang Sewu by the indigenous people because in Javanese language lawang means 'door' and sewu means 'a thousand'*. In addition, complex sentence is 26.7%. A sample of this sentence type is

demonstrated in the text on the following sentence: *This historical building is called Lawang sewu by the indigenous people because in Javanese language lawang means 'door' and sewu means 'a thousand'.*

Another text explored by the researcher is narrative text. Compound Complex sentence has the highest percentage in the text which is 37%. The example of this sentence type contained in the text captured as follows: *Its cry was harsh and horrible and if you heard it, the only safe thing to do was run away as quickly possible.* Furthermore, complex sentence in the text is around 29.7%. An example of complex sentence taken from the narrative text is: *In the area where lived the Gundungurra people, there rises an outcrop topped by three rocky formations, known as The Three Sisters.* While 25.9% of the text contains simple sentence. This sentence type is like the following example: *In Australia, the mysterious Blue Mountains rise high above lush rainforest and deep valleys.* Lastly, an insignificant percentage of compound sentence is also found in this text which is about 7.4%.

The last text analyzed by the researcher in the textbook is recount text. The complex sentence shown in recount text has the highest percentage which is 54.1%. One of sentences belongs to this sentence type, for instance, *being a devout Muslim, Diponegoro was alarmed by the relaxing of religious observance at Yogyakarta court, the rising influences of the infield Dutch in the court, as well as by court's pro-Dutch policy.* Moreover, there is a small number of compound sentence (4.2%) found in the text. This kind of sentence is illustrated in the recount text as follows: *it brought the Netherlands back from the brink of bankruptcy, and made the Dutch East Indies a self-sufficient and profitable Colony.* In addition, compound complex sentence is 12.5% in recount text. A sample of this sentence type is demonstrated in the text on the following sentence: *Finally the succession of the throne in Yogyakarta was dispute: Diponegoro was the oldest son of Hamangkubowono III, but as his mother was not queen, he was not considered to have the right to succeed his father.* Lastly, Simple sentence contained in recount text, on the other side, has small differences, is 29.2%. For example, it shows in the sentence *The Java War on Diponegoro war was fought in Java between 1825 and 1830* (taken from recount text).

### 3. PT Tiga Serangkai Pustaka Mandiri (Platinum)

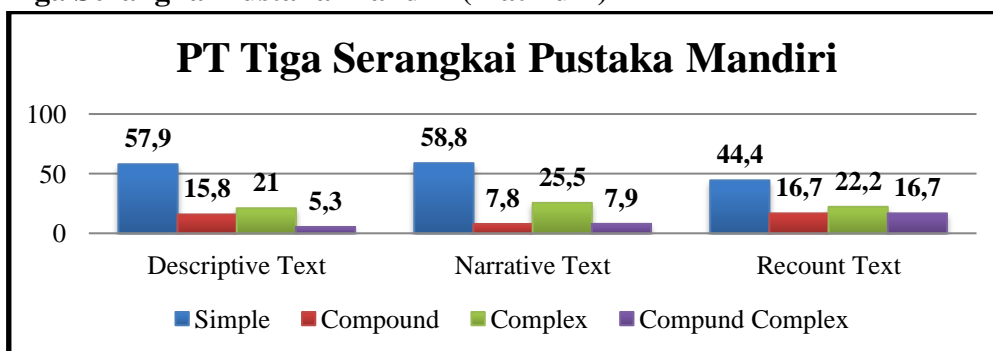


Chart 3 The Percentage of Simple, Compound, Complex, and Compound Complex sentence found in Tiga Serangkai Mandiri (Platinum) Publisher

Chart 3 demonstrates the Percentage of simple, compound, complex, and compound-complex sentence in the textbook by Tiga Serangkai Mandiri Publisher. Overall, it can be



concluded from the chart that simple sentence has the highest percentage in all of the texts and followed by the complex sentence. Three kinds of the text being analyzed in this textbook are explained below.

First, in the descriptive text, the simple sentence has the highest percentage (57.9%). The example of simple sentence in the descriptive text in this book is as follows: *North Sulawesi lies in the epicenter of the world's marine biodiversity in the Indo-Pacific Ocean.* The complex sentence, on the other side, is 21% as illustrated in the following example: *It is also very easy to get to, with direct flights from most big towns in Indonesia or from Singapore 3-4 times a week, depending on the season.* Furthermore, there is 15.8% of compound sentence seen in the text. For example, in the sentence: *They all have one thing in common, they offer eco-friendly dive service and facilities.* The last is compound complex sentence which has a small percentage around 5.3%.

The next text is narrative text. It has a significant number of simple sentences which is 58.8% as demonstrated in the following example: *A long time ago, there was a kingdom in the Semeulue, Nangroe Aceh Darussalam.* Furthermore, just over a fifth of complex sentences are also found in descriptive text (21%). The following sentences below express the sample of complex sentence found in the narrative text: *They always gave him anything he wanted and that made him grew as a spoiled young man.* Moreover, there is a small percentage of compound complex sentence (7.9%) contained in the narrative text. It can be seen from the sentence: *Stop! Don't hurt bird! I'll give you some if you stop hurting him, 'said the prince.* The last one is compound sentence which is only 7.8% shown in the following example: *He asked the prince to leave the palace and became a merchant.*

The recount text in this textbook has the highest number of simple sentences which is about 44.4%. To illustrate this sentence type, it can be learned in the following example: *Martha Cristina Tiahahu was born in the Abubu village on Nusalaut Island, near Maluku, on 4 January 1800.* Both compound sentence and compound complex sentence have the same percentage around 16.7%. An example of compound complex sentence found in the recount text is as follows: *Carried on the HNLMS evertsen to Nusalaut, Tiahahu was the only captured soldier not published; this was due to young age.* The complex sentence, in contrast, is 22%. The example of this sentence type can be seen as follows: *During battles, she was said throw stones at the Dutch troops if her soldiers were out of ammunition, while other accounts had her wielding spears.*

#### 4. The Average Percentage of Each Type of sentences

The result which is previously explained shows that each textbook has different degree of complexity contained in each textbook based on Brandon (2012) theory which divides the sentences into simple sentences, compound sentences, complex sentences, and compound complex sentences. It is found that both complex sentence and simple sentence dominate the whole reading text. As can be seen in Table 4.2 shows the average percentage of each type of sentence. The total number of each sentence type in all books are calculated. There are 24 simple sentences, 6 compound sentences, 36 complex sentences, and 4 sentences contained in the textbook published by Kementrian Pendidikan dan Kebudayaan RI. Moreover, the textbook published by Yrama Widya has 22 simple sentences, 3 compound sentences, 25 complex sentences, and 16 sentences. Finally, it is found in the textbook published by Tiga Serangkai

Mandiri that there are 49 simple sentences, 10 compound sentences, 21 complex sentences, and 8 sentences.

Table 2. The Average Percentage of Each Type of sentences

Publisher	Simple Sentence		Compound Sentence		Complex Sentence		Compound-Complex Sentence		Tot	%
	N	%	N	%	N	%	N	%		
	Kemendrian Pendidikan dan Kebudayaan	24	34.2	6	8.6	36	51.5	4		
Yrama Widya	22	33.3	3	4.6	25	37.9	16	24.2	66	100%
Tiga Serangkai Mandiri (Platinum)	49	55.7	10	11.4	21	23.9	8	9.0	88	100%

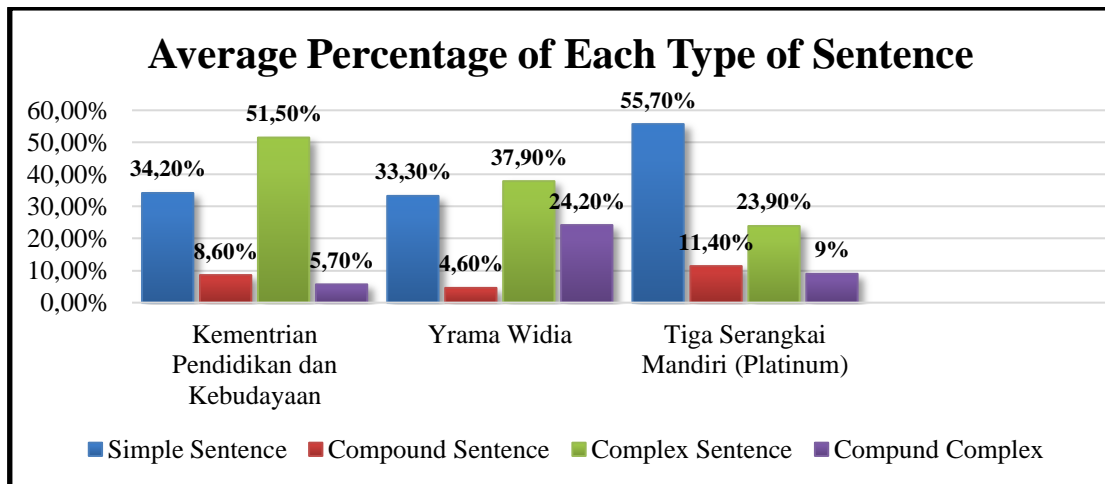


Chart 4 The Average Percentage of Each Type of sentences

It is shown on chart 4 that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and sentences as Brandon (2000) proposed. The textbooks published by Kemendrian Pendidikan dan Kebudayaan and Yrama Widia has the highest percentage of complex sentence (51.5%;37.9%, respectively). In contrast, the highest percentage in Tiga Serangkai Mandiri is simple sentence (55.7%). Furthermore, just over a third of simple sentence shown in textbook published by Kemendrian Pendidikan dan Kebudayaan and Yrama Widia (34.2%, 33.3%, respectively). Complex sentence found in Yrama Widia textbook is quite high which is (37.9%). Meanwhile, there is 24.2% of complex sentence shown in Tiga Serangkai Mandiri textbook. Moreover, an insignificant percentage of compound sentence can be seen in Kemendrian Pendidikan dan Kebudayaan and Yrama Widia (8.6%, 4.6%, respectively). In contrast, Tiga Serangkai Mandiri shows 11.4% of compound sentence. In addition, there is quite high percentage of compound complex sentence shown in the textbook owned by Yrama Widia which is 24.2%. Finally, only 5.7% of compound complex sentence found in Kemendrian Pendidikan dan Kebudayaan textbook and 9.0% of compound complex sentence seen in the textbook published by Tiga Serangkai Mandiri.



## Discussions

Furthermore, this research suggests that the complexity of reading text can be seen from the number of complex sentences and compound complex sentences contained in the text because those types of sentences are difficult. The more complex sentence and compound complex sentence found in the text, the more complex the reading text will be. This complexity affects the level of difficulty contained in the reading text. This is in line with what Mulyanti and Soeharto (2019) proposed. They stated text complexity is one of the linguistic features of written texts contained in the textbook that can affect the level of difficulty.

Moreover, the different percentage of four kinds of sentences (simple sentence, compound sentence, complex sentence, and compound complex sentence) in each textbook reveals that although it is derived from the same curriculum i.e., K13, it can produce various textbooks with different complexity.

A good textbook is a textbook whose text complexity is relevant with students' academic level. This study shows that each textbook published by different publishers has different level of complexity which means English teachers are provided variety of preferences of learning resources to use based on their students' academic level so that it can be comprehended well by the students to stimulate their intellectual development (Mulyanti & Soeharto, 2019).

Finally, knowing that the reading text is formed by various kinds of sentences with different complexity, grammar plays an important role to help students to breakdown the complexity of the reading text. Other than that, although CLT syllabuses are organized according to categories of meaning or functions, they still have a strong grammar basis (Thornbury, 1999).

## CONCLUSION

Regardless of the fact that all textbooks provided by several publishers are derived from the same curriculum, it is found that each textbook contains different percentage of simple sentences, compound sentences, complex sentences, and compound complex sentences which affect the level of complexity of the text. The highest percentage of complex sentence is found in the textbooks published by Kementrian Pendidikan dan Kebudayaan and Yrama Widia (51.5%;37.9%, respectively). Meanwhile, Tiga Serangkai Mandiri textbook has the highest percentage of simple sentence (55.7%). Compound sentence which can be seen in Kementrian Pendidikan dan Kebudayaan and Yrama Widia publisher shows the least percentage (8.6%, 4.6%, respectively). Lastly, small percentage of compound complex sentence can be found in the textbook published by Kementrian Pendidikan dan Kebudayaan (5.7%) and Tiga Serangkai Mandiri (9.0%).

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## COHESION AND COHERENCE IN THESES WRITTEN BY UNDERGRADUATE STUDENTS OF THE ENGLISH DEPARTMENT AT THE UNIVERSITY OF MATARAM

Nur Fitriyanti Aspany<sup>1\*</sup>, Untung Waluyo<sup>2</sup>, Nawawi<sup>3</sup>

<sup>1 2 3</sup> English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding Author: [nfspany@gmail.com](mailto:nfspany@gmail.com)

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**Abstract:** The issue of cohesion and coherence has long been recognized as a serious problem among students of English who write theses. However, it remains unresolved up to now. This present study aims to analyze the cohesion and coherence contained in students' theses based on the theoretical constructs developed by Halliday & Hasan (1976) and Oshima & Hogue (2006). The study employs a descriptive qualitative approach. The data were taken from the top 8 selected theses written by undergraduate students of the English department at the University of Mataram. The data taken from the students' thesis manuscripts were categorized and analyzed based on the aforementioned theoretical perspectives. Results of the analysis show on the whole students' theses under investigation generated four issues related to the use of cohesion and coherence. The first issue dealt with the use of grammatical cohesion and lexical cohesion. The second issue contained errors in the use of cohesion devices and lexicon. The third was related to discrete coherence such as repeating key nouns, using consistent pronouns, using transition signals, and arranging ideas in logical order also found in the thesis. Fourth, incoherent theses were found because of misused repeating key nouns, inconsistent pronouns, and transition signals used. Thus, all aspects of cohesion and coherence in theses found in the theses but not comprehensive.

**Keywords:** cohesion; coherence; theses

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### INTRODUCTION

One of the requirements to fulfill by the students of the English department at the University of Mataram before graduating is to accomplish a final project in the form of a written thesis in English. This requirement is stated in the Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia Number 44 of 2015 concerning graduates of undergraduate. To support this necessity, the English department at the University of Mataram equips students with several writing subjects each semester, such as paragraph writing, argumentative writing, essay writing, and academic writing. Besides, there are several classes such as grammar, syntax, semantics, vocabulary, and other subjects given to support the process of writing classes. In brief, the expected output after taking those classes is that the students can produce coherent and cohesive results of thesis writing which follows the rules of academic writing. Therefore, theses can be a credible source of knowledge and widely used as references for related disciplines.

However, the quality of the theses especially written by undergraduate English department students in terms of language and content is unidentified. In other words, the expectations regulated such as zero mistakes and errors in terms of writing and a low level of



plagiarism is not evaluated. This is evidenced by the fact that even dozens of theses are published by the faculty, still, there has been no previous research related to this problem conducted. When these matters repeatedly happen, then the writing classes provided every semester will not afford good results.

Moreover, the lack of ability of students in writing might be found due to the difficulty of students in understanding and mastering the components of the English language such as the use of cohesion and coherence. As quoted from Suwandi (2016), the fact found in the field is that the text written for the most part does not produce related paragraphs, is illogical, and uses disorganized phrases. Even English major students who have learned all skills in English still have difficulties in writing cohesively and coherently.

Accordingly, to produce structured, intact, and understandable theses writing, students must use cohesion and coherence devices. As cited by Hasanah (2017), Meyer (2009) defined cohesion as continuity processes that provide a relatedness between clauses. Besides, Yule (1993) characterized cohesion as ties and connections which exist within the text. Moreover, Halliday & Hasan (1976) stated that the concept of cohesion refers to the relationship of meanings that exist in the text and which defines it as a text. Cohesion occurs where the interpretation of some elements in the text depends on other elements. In a sense, a cohesive relationship is formed if there are cohesive ties integrated into a text. Cohesive ties have a function to link and connect sentences, causing a text to be in one piece, not a group of unrelated sentences. Halliday and Hasan (1976) also grouped cohesive ties into grammatical cohesion and lexical cohesion.

In a wider explanation, grammatical cohesion is the coherence of writing that is achieved using elements and grammatical rules in the form of references, substitutions, ellipsis, and conjunctions. Reference refers to a specific item in the text or discourse. Reference cannot be interpreted semantically in its meaning but create a reference to something else for its interpretation. For more detail, reference is divided into 3 types which consist of personal references, demonstrative references, and comparative references. Personal references included: 1) personal pronouns consist of I/me, you, they/them, we/us, he/him, she/her, and it;

possessive pronouns are mine, yours, theirs, hers, hers, hers, ours; and 3) the final possessive determiner is mine, theirs, yours, her, hers, ours, mine. The demonstrative categories consist of the definite article (the), circumstance demonstrative (here, now, there, then), and nominative demonstrative (that, these, this, those). Whereas, comparative reference is used to refer to items through identity and similarity. Comparative reference is also classified into two types, i.e., particular and general comparison. Particular comparison expresses the equivalence between things relating to a particular property while general comparison reveals the similarity and divergence between two objects.

Furthermore, the next classification of grammatical cohesion is substitution. Substitution is a replacement of items with common words to avoid repetition. For better understanding, Halliday & Hasan divided substitution into three parts: 1) normal substitution is a substitute used to replace the same word in a nominal group by using *same*, *one* or *ones* substitution; 2) verbal substitution is the replacement of an element in the verb by using *do*, *does*, *did*, *done*, *so*, and *can*. 3) clausal substitution is used to substitute the entire clause. The items used are *so* and *not*. The following category is ellipsis. Ellipsis has the same function as



substitution, but the item is not replaced, it is removed or omitted. Because ellipsis and substitution are similar, the ellipsis subtype is divided identically into substitution: nominal, verbal, and clause. Nominal ellipsis is an item in the nominal group and usually becomes subject to the sentence. Verbal ellipsis is the omission of an item of the verbal group in a sentence. The previous verbal group is not fully mentioned in the next verbal group. Clause ellipsis is eliminating items in nominal and verb groups. And the last one is a conjunction which has a function as a cohesive tie. The conjunction has four categories divided by Halliday and Hasan (1976), the first one is additive conjunction. This type of conjunction is the most direct relationship, where the writer, after mentioning one thing, wants to continue to talk about other similar things. The second one is adversative conjunction which expresses the contradiction or contrast between two statements. Meanwhile, the third type is causal conjunction. It is used to introduce causes, reasons, or explanations for certain actions in a sentence.

Then, lexical cohesion deals with the relationships between lexical items in the text such as words and phrases that link sentences to one another. Additionally, this type of lexical cohesion can take place by reiteration and collocation. Halliday & Hasan (1976) explained that reiteration is the repetition of a lexical item or the occurrence of synonyms. Repetition is classified into four types: same word (repetition), close synonym, superordinate (metonym), and common word (hyponym). On the other hand, collocation is defined as a combination of several words that occur automatically and regularly in a language. This combination of words can occur between a verb with a noun, a noun with a noun, or a noun with an adjective.

As a complete and whole discourse, the theses written also should contain coherent devices. A text is called coherent if it is possible to construct a coherent representation of the text. In other words, the coherence relationship is a series of facts and ideas that are arranged in an orderly and logical manner. This also can occur implicitly because it is related to the field of meaning which requires various interpretations according to the context (Brown, 1983). It can be concluded that those two elements have an important factor in determining the level of readability and comprehension of a result of writing. By that explanation, Oshima and Houge (2006) stated that there are four ways to achieve coherence in writing; repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order.

Repeating key nouns has a function to create the smoothness of the sentences' flow and to help the reader understand and remember the main ideas in the text. Therefore, to make the correlation of each paragraph becomes coherent, the writer needs to look for similar words and simplify the common words repeated for the topic written. Besides, to create a coherent paragraph, using a consistent pronoun is a necessary because consistent pronoun in the written text makes the paragraph becoming clear and flawless. Additionally, using transition signals is needed to achieve coherent writing because the reader is being guided by the use of transition signals from one idea to the next idea since transition signals are words or phrases that add meaning to logically connect sentences and coherence in paragraphs. While arranging ideas in a logical order is also a must to create coherent text. There are three kinds of logical order, such as chronological order, logical division of ideas, and comparison/contrast. The explanation of chronological order is the idea in writing is instructed by the sequence of events or stages in doing the procedure. Meanwhile, logical division of ideas means dividing a topic chosen into several parts and explaining it one by one or step by step whereas comparison or



contrast in logical order discusses some of the similarities and/or differences of two or more things in the paragraph.

Empirically, there were several previous studies related to this present study as the references and comparisons, for instance, Liyana (2014) reported the findings of her research that there were four things related to cohesion and coherence. First, the theses were analyzed by using grammatical and lexical cohesion devices. Second, the error of cohesion devices was found in the use of references and conjunctions. Third, coherent devices were used and found. Fourth, there were several errors coherence of theses and the explanation of the problems obtained.

This research study aimed to analyze the types of cohesion and to explore the use of coherence in theses written by undergraduate students of the English education department at the University of Mataram.

## RESEARCH METHOD

This study employed descriptive qualitative research focused on analyzing the use of cohesion and coherence in the theses written by undergraduate students of the English Education Department at the University of Mataram. The results of data analysis were described and presented in an explanation in the form of a descriptive sentence. Therefore, the researcher was enabled to describe, explain and reveal the data obtained in the field naturally. The steps of analysis were supported by the statement of Bogdan and Biklen (1982) which stated that qualitative research has descriptive nature so that the data can be collected in the form of documents, notes, or interviews. Eventually, the data were processed in sentences or words and presented as research findings.

The present study was conducted in the library of the Faculty of Teacher Training and Education at the University of Mataram. The theses were analyzed through document analysis. There were several criteria for the theses to be analyzed such as 1) among the five chapters written in the thesis, the researcher analyzed the use of cohesion and coherence devices in chapter four about the findings and results; 2) the theses analyzed were theses written by students who have graduated with A score. The consideration is if students achieved perfect scores in thesis writing, that is, the theses they have written are errors free in the use of cohesion and coherence; 3) the theses analyzed were the theses for the last 3 years so that the result of the data was able to enrich and update existing knowledge. In addition, there were 8 theses collected and analyzed. Besides, for publication ethics and the thesis writers' confidentiality, the theses writers' names and titles were withheld.

The data were collected from documents in the form of the theses of undergraduate students which were taken from the library. As a data source, archival documents were used to gain the students' insights in the areas of cohesion and coherence, identify the uses for cohesion and coherence in their writing, and explain the identification results found. Furthermore, the process of documentation was provided into several steps. First, the researcher asked permission from the academic staff of the study program to research the theses of undergraduate students. Second, after the permission was granted, the researcher then asked the data of students who got an A for their theses in the last 3 years. The number of theses analyzed were eight theses. After the data were obtained, the researcher analyzed cohesion



and coherence devices used in theses writing by doing a checklist as a data instrument.

In analyzing the data, the researcher used the qualitative analysis proposed by Miles and Huberman (1994). According to them, the technique of data analysis consists of three steps, which are data reduction, data display, and conclusion. At the first step, the researcher selected the relevant data needed and cleaned unnecessary data. Then the data were grouped into several categories. In this research, the data that has been analyzed is the use of cohesion devices consisting of grammatical cohesion (reference, substitution, ellipsis, conjunction) and lexical cohesion (reiteration and collocation). Meanwhile, the use of coherence devices consists of repeating key nouns, using consistent pronouns, using transition signals to link ideas, and arranging ideas in logical order in chapter four of the undergraduate students' theses. The second step of data analysis is data displaying. Selected and categorized data then presented by narrating the data. After the data were obtained, the researcher copied, summarized, and interpreted it as a basis for understanding the topic studied. In this study, the data analysis process had started since the data collection was carried out by sorting out which data were important or not. The last step was giving a conclusion which aimed to cover all important information related to cohesion and coherence devices found in the students' theses.

## FINDINGS AND DISCUSSION

The findings of this research were presented into two categories based on the research questions formulated. The first category discusses the cohesion devices use in English education undergraduate students' theses. In this section, the two major devices of cohesion such as grammatical and lexical cohesion based on the theory of Halliday & Hasan (1976) will be described in detail with errors or misuses in their use in theses. The second category discusses coherence elements according to Oshima and Hogue's (2006) theory in English education undergraduate students' theses along with samples and also their errors in using coherence elements. Thus, the findings are illustrated and presented by showing several selected samples.

### Cohesion Devices in English Education Undergraduate Students' Theses

In this study, all categories of cohesion devices use were obtained. Besides, the misuses of the cohesion devices are also found. Accordingly, the following explanation provided several examples of using the devices of cohesion in the theses written by undergraduate students.

#### Grammatical

##### Cohesion References

Reference refers to a specific item in the text. Reference cannot be interpreted semantically in its meaning but create a reference to something else for its interpretation. Several types of reference were found in the theses and explained below:

#### *Data 1*

*Data from the interview revealed that a number of teachers admitted their problems with the application of the scientific method.. (p. 37/T3)*

The data above is a personal reference that refers to plural possessive pronoun. In the first sentence, **a number of teachers** functions as the subject of the plural pronoun. Meanwhile, in the second sentence, there is a possessive pronoun **their** which also refers to the plural. That is, it can be concluded that the possessive pronoun **their** in the second sentence refers to **a number of teachers**.

#### **Data 2**

*Before delivering his opinion, Corbuzier said “gue kan kenal lu udah cukup lama ya” which translates to “I’ve known you for quite a while right”. By uttering **those** words, Corbuzier tried to raise the common ground between him and Makarim by presupposing their familiarity. (p. 42/T4)*

The data above uses demonstrative reference **those** which used to count plural noun. **Those** is used because in the context of the sentence above, the writer does the process of translating some words from Indonesian to English so that they become **those words**. Visibly, plural noun referred to **words** (*By uttering those words*).

Briefly, the previous data explained the proper use of references in the theses analyzed. In addition, there are also inappropriate uses of references, especially in personal and demonstrative references pointed. Here is the example and explanation:

#### **Data 3**

*[The] study finds that in general, the students’ perceptions about the teaching and learning of TEYLclass in online learning is positive. (p. 38/T5)*

#### **Correction:**

*[This] study finds that in general, the students’ perceptions about the teaching and learning of TEYLclass in online learning is positive.*

Actually, **the** and **this** are both demonstrative references. However, **the** is a definite article in demonstrative, while **this** is circumstantial demonstrative. Both have different uses. As explained by Halliday & Hasan (1976), **the** is a definite article that functions to indicate a noun specifically, while **this** is a nominative demonstrative that is used specifically as a pointer. That is, demonstrative reference **this** is more appropriate to be used to show the study. In other words, demonstrative pronouns used is **this** serves as a pointer to **study**.

### **Substitutions**

Halliday and Hasan (1976) divide substitution into three types which consist of normal substitution, verbal substitution, and clausal substitution. However, in this study, the researcher found that only two types of substitution used. Those are nominal substitution and verbal substitution. The following data presents the substitution found in students’ thesis:

#### **Data 4**

*On the first podcast video, when discussing about how Indonesian education is still in need of improvements, Makarim stated that the three major education organizations in Indonesia (PGRI, Muhammadiyah, and NU) should re-join the POP program because they are the **ones** who have already been in the educational field even before Indonesia exist as a nation. (p. 37/T6)*



The sentences on data 4 applies the used normal substitution. The word **ones** is a substitution for plural numbered object for the things mentioned in previous sentence written which were ‘...*the three major education organizations in Indonesia (PGRI, Muhammadiyah, and NU)*’.

### Conjunctions

Conjunction has four categories. Those are additive conjunction, adversative conjunction, causal conjunction, and temporal conjunction. All of the categories were found in the theses. Here is the selected explanation:

#### Data 5

*Then, she tried to arrange the seat position randomly. As a result, the students were more active and feel comfortable with the new seat's position (p. 39/T8)*

The conjunction used in sentences on data 5 is causal conjunction with item **as a result**. The function of this item is used to explain the reason phenomenon in the second sentence can occur. Of course, it is because the statement from the first sentence which written ‘*Then, she tried to arranged the seat position randomly*’. This sentence indicates a cause occurs so that a random sitting position is managed. Certainly, there is also the expected result of the teacher in the sentence above, specifically that students become more active.

Apart from the explanation related to the use of conjunction cohesively, the researcher also observed category of conjunction misuses. Those are:

#### Data 6

*The same thing was also expressed by T7 "I think learning models are too difficult for a Grade 7 junior high school if the science is good, there is research." [And] T9 also expressions his opinion about the learning method. "I still feel less familiar in this contextually based learning. Sometimes, I forgot the order of the lesson. If problem-based learning I know ". [However, on the other hand], some teachers do not know or understand the existing methods.*

#### Correction:

*The same thing was also expressed by T7 "I think learning models are too difficult for a Grade 7 junior high school if the science is good, there is research." [Besides], T9 also expressions his opinion about the learning method. "I still feel less familiar in this contextually based learning. Sometimes, I forgot the order of the lesson. If problem-based learning I know ". [On the other hand], some teachers do not know or understand the existing methods. (p. 41/T3)*

In the data above, the writer placed two errors in the use of conjunctions. The first mistake is the improper use of additive conjunctions **and**. The conjunction **and** is used to link two clauses that have coordination in one sentence. Therefore, the most appropriate conjunction to use is **besides**. The second error in the data above lies in the inappropriate use of adversatives, which is repetition. The writer stated ‘*Sometimes, I forgot the order of the lesson. If problem-based learning I know*’. [**However, on the other hand**], some teachers do not know or understand the existing methods.’ The writer used two adversative conjunction items **however** and **on the other hand**. These two items have the same function as a conjunction to express contradiction. The writer should only use one adversative item in the

sentence so that cohesion is achieved.

### Ellipsis

Nominal and clause ellipsis were found in the theses. Despite of the proper use of ellipsis category in sentences written in the theses, there are several errors obtained. Further explanation can be seen as follows in sequence:

#### *Data 7*

*Most students showed little interest and made a disruption in the classroom when the teaching-learning process happened. (p. 39/T3)*

In data 7, **most students** after **and** is omitted by the writer. Supposedly, **most student** could be the subject of the second clause. However, even so, the reader can understand that there is a subject that is omitted because there is an ellipsis element which is a cohesive bond that has been formed in the sentence. So, the sentence above is a nominal category ellipsis.

#### *Data 8*

*But, even though his entire schoolmates did not want to be friends with him, Auggie was still nice to them. Moreover, the fact that he did not do any resistance [and] [did not] report the bullied to anyone, even Mr. Tushman, shows a good behavior, a relieved, a kindness. (p. 41/T1)*

#### **Correction:**

*But, even though his entire schoolmates did not want to be friends with him, Auggie was still nice to them. Moreover, the fact that he did not do any resistance [or] ~~did not~~ report the bullied to anyone, even Mr. Tushman, shows a good behavior, a relieved, a kindness.*

The error in the sentence above mainly lies in the use of verbal ellipsis in the second sentence. As it is known that ellipsis is the omission of words in the sentence to achieve a cohesion relationship. Therefore, the verb that comes after the conjunction **or** should be omitted so that the sentence becomes 'Moreover, the fact that he did not do any resistance or report the bullied to anyone, even Mr. Tushman, shows a good behavior, a relieved, a kindness.'

### Lexical Cohesion

#### *Data 9*

*...the formation of a new perspective in the speech given, but clearly it is still fairly equivalent of meaning in semantic. In the data 68 above, the perspective changed when the scene where 'Red' as the main character saw pigs not wearing even a single piece of clothing, made the translator look for an equivalent semantically. (p. 31/T1)*

In the example above, the writer still used repetition by using a noun **perspective** in the first and the second sentence. In the first sentence, the writer gave an idea about a **new perspective** formation. Then, in the second sentence, the writer still wrote the repetition of **perspective** but by adding demonstrative reference which means to give clearer intention about the **perspective** that the writer meant. Therefore, the repetition of **perspective** in the data were found as claimed by Halliday & Hasan (1976).

**Data 10**

*In the second video podcast with Rahmawati Kekeyi, Corbuzier and here were discussing about what **career path** Kekeyi wants to pursue in the future, she replied that she wants to be a **comedian**. (p. 31/T6)*

In data 10, collocation occurred in the form of words **career path** which then in the context of the sentence has a close relationship with the **comedian**. In short, the two words are related. This is because comedian is one of the career paths that can be chosen.

In addition to the data above, another data that explain the inappropriate use of lexical cohesion devices which results incoherent in writing is involved. Here is the example:

**Data 11**

*Via POV above shows that Auggie is **beloved**. He is **beloved** by her and their parents, Like the sun, Auggie is surrounded by them. (p. 34/T1)*

The use of repetition is intended to provide coherence to the discourse by repeating the same words. Repetition is one of the elements in lexical cohesion in the form of repetition of lingual units in the form of syllables, words, or parts of sentences that are considered important to apply stress in a context. However, the use of repetition in the second sentence is not necessary because the word **beloved** at the beginning of the sentence already explains that Auggie is **loved** by all his family members.

**Coherence Devices in English Education Undergraduate Students' Theses**

The order of writing sentences or paragraph coherently in the text must use cohesion devices properly. The development from one sentence to the next must be smooth and logic. Coherence will not be achieved if this process is not appeared. Here are the elements of cohesion pointed in the theses:

**Data 12**

*In addition, **the teacher** also facilitates students well, with a regular schedule, with intense meetings and discussions, good material exposure with various teaching materials, and there are goals to be achieved from the online learning process. **The teacher** encourages students to continue to be active in the learning process so that the class does not become passive and students do not just fill in online absences and then receive material without understanding what is being learned. **The teacher** will direct students so that during the discussion the material does not come out of the learning topic. (p. 43/T5)*

The paragraph above has **the teacher** which functions as a key noun. The writer of the thesis mentioned **the teacher** three times. The purpose of repeating this key noun is so that the written paragraph provides a clear purpose and intention. By repeating the teacher's key noun, the paragraph above can be categorized as a paragraph that has coherence. To be considered, there are no definite rules about how often key nouns should be repeated or when they should be replaced with pronouns (Oshima & Hogue, 2006).

**Using Consistent Pronouns****Data 13**

*In picture 19 and dialogues 13, the writer viewed that the media such a book was able to stimulate the*



*student's interest in expressing his feeling. It can be seen when **Raju** express **his** feeling confidently about the impress of **his** experience 203 class. On the contrary, it was being shock for all the students in the class, where **Raju** was a shy person. **He** rare to made conversation with another students in the class. So that it made **his** classmates did not know him well. (p. 50/T8)*

In the paragraph above, there is a consistent use of pronouns from the first to the last sentence, possessive pronoun **his** and personal pronoun **he** which refers to the same noun **Raju**. The use of pronouns is also appropriate, because both **his** and **he** are third person singular pronouns for **Raju** which is third person singular. Thus, the consistency of pronouns used achieved coherence in the paragraph of this the thesis.

### Using Appropriate Transition Signals to Link Ideas

#### *Data 14*

*In terms of students' involvement in teaching methods under 2013 curriculum, teachers can apply group learning, which consisted of the students who were in a lower and higher level of abilities. The students in the higher level of capacities should help the students who were in the lower ability directly.*

***On the other hand**, due to train students four competencies in learning related to 2013 curriculum 2013, teachers can use an exciting media that make the students easy to think critically. **In addition**, the teachers also gave more practice in order to build students' 4C skills. (p. 50-51/T3)*

Adversative conjunctions **on the other hand** were used by the writer to convey contradicting or contrasting ideas. As can be seen, in the first paragraph the writer explained the capacity of students in following the 2013 curriculum learning. Furthermore, in the next paragraph, the writer gave a statement that contrasts with the statement in the previous paragraph, which is the writer explained the teacher's capacity in teaching with the 2013 curriculum using conjunctions **on the other hand**. Additionally, the writer also added idea that is still related to the previous sentence using an additive conjunction **in addition** so that the paragraphs written achieve good coherence.

### Arranging Ideas in Logical Order

Based on the logical order described by Oshima and Hogue (2006), it appears that student theses are arranged chronologically. Starting from the background of the problem, several main problems can be formulated which are answered in chapter four. After answering the problems formulated specifically, the main focus of research is to get an answer or solution to the problem. Later, some research results will be found that are in accordance with the formulation of the problem discussed in chapter four, namely the part studied by the researcher. Throughout the researcher's analysis, the researcher found that all the thesis writers explained their findings and discussions logically.

Besides achieving the use of factors that build coherence in paragraphs, the researcher also found several paragraphs that were incoherence due to misuse in using factors or aspects to build coherence. The examples are as follows:



## Misused Repeating Key Nouns

### *Data 15*

#### *4.2.1. Establish Equivalent Technique*

**# [Establish Equivalent Technique]** is the using of a term or expression recognized by the dictionary as an equivalent in the Target Language (Molina & Albir, 2002). **It** is referring to the dictionary as main reference to these utterances however given output would not be too rigid. (p. 33/T4)

The data above is an example of misused repeating key nouns. The thesis writer wrote a sub-chapter entitled establish equivalent technique. However, at the beginning of writing the paragraph, the writer used the pronoun **it** and does not repeat the key noun establish equivalent technique. So, the paragraph above does not become a coherent paragraph.

## Using Inconsistent Pronouns

### *Data 16*

Honestly, online learning is fine. But **I** prefer more offline class because **we** need practice as a teacher to help to teach the student to know specific characteristics, behavior, etc. The teacher preserved active class with existing methods and with each assignment that makes up a portfolio and answer questions. And **I** think it is active, not monotonous so that the material is not only fed by the lecturers. Virtual meetings conducted through Google Meet are already active. So, every student has the opportunity to interact not only with the same person but it is just that virtual meetings are more activated, but because several obstacles that cannot be avoided such as limited quota and network constraints that make it impossible. **We** already get knowledge with assignments made by lecturers. And for less active class, the teacher must prepare the material well. (p. 45/T5)

In data 16, the researcher found inconsistencies in the use of pronouns. In the paragraph, there are two pronouns that make the coherence inconsistent. The pronouns used include **I** and **we**. Actually, if the writer already uses pronoun **I**, then the pronoun **we** should not exist. The use of the pronoun is inappropriate and makes it ambiguous, thus incoherent paragraph occurred. As stated by Oshima and Hogue (2006), what makes writing incoherent is the inconsistent use of pronouns.

## Using Inappropriate Transition Signals to Link Ideas

### *Data 17*

Based on the informal conversation of the participants, the researcher concludes that there are advantages and disadvantages in online learning. The problems that appear will always be there and cannot be avoided. **The first**, network problems that are very disturbing during the online learning process. **The second**, the problem is the limited quota that students have. **And**, the limited time in online learning. **Fortunately**, the teacher not only facilitated synchronous meeting but also asynchronous meeting. **So**, the students can learn easily and discuss. (p. 40/T5)

The data indicates that there is an error in the use of transition signals, causing the paragraph fragments contained in the student's thesis to be incoherent. The transition signals in question are the third and final part. Supposedly if the word is used first, then it is followed by thesecond, third, and so on. However, the transition signal used in the third part is **and**, while



in the fourth part the writer used **fortunately**. It is very clear that the conjunction **and** is not used to connect between sentences but between clauses, and of course, the use of **and** at the beginning of sentence is not justified in scientific reports such as theses. Then, the transition signal in the fourth part is better to use **eventually** or other temporal conjunctions related to steps than to use **fortunately**.

A total of 8 theses by students of English Education were analyzed using cohesion devices referring to the theory of Hasan & Halliday (1976), which are grammatical and lexical cohesion. However, not all theses used cohesion devices correctly and properly. The errors or misuses noticed were inaccuracies in the use of references, conjunctions, and ellipsis. Meanwhile, the error found in lexical cohesion is the inaccuracy in the use of repetition.

Departing from the explanation above, the main error lies in grammatical cohesion. This error occurs because according to Fengjie (2014), English students, especially English as foreign language learners are not proficient enough in English grammar so that they still make a number of grammatical errors. In addition, Sujana (2011) in Anjani (2019) asserts that without an adequate understanding of English grammar, students will not be able to express themselves precisely and accurately.

Dealing with coherence, most of the written documents of students in chapter 4 are categorized as coherence because the thesis writings applied the four indicators of coherence as stated by Oshima and Hogue (2006); repetition of key nouns, consistent use of pronouns, use of transition signals, and logical order. However, the results of this study also displayed that there were a number of errors obtained in the students' writing the errors relied on no key nouns repetition, missing and inappropriate use of pronouns (references), missing and inappropriate use of transition signals (conjunctions). The errors occurred because students do not repeat or use proper key nouns, pronouns they used were not repeated and even incorrect. In addition, the transition signals in each sentence or paragraphs are also written inaccurately and infrequently. Thus, the errors found in the findings lead the coherence in some parts in theses writings were not achieved. In fact, by using the quality of cohesion, the strength of the relationship found between cohesion and coherence becomes an undeniable relationship (Tanawong, 2014). Advantageously, the illogical order was not obtained in the chapter four of the theses because based on the outline of logical sequence created by Oshima and Hogue (2006), the thesis written was developed by chronological order. This is because the writing of chapter four is in accordance with the research questions' formulation scripted. Furthermore, these findings are also in line with the findings of one of the related studies written by Liyana (2014) which identified that there were several problems with inconsistent use of pronouns, misuse of transition signals, and insufficient repetition of key nouns in students' theses analyzed.

## CONCLUSIONS

The use of cohesion written in the theses to compose and link meaning in sentences was discovered to consist of grammatical cohesion including references, conjunctions, ellipsis, and substitution and lexical cohesion consists of reiteration and collocation. However, four theses did not consist of substitution and two theses did not use collocation. Additionally, misuse in using cohesion devices was also found. Seven theses did not use references correctly, four theses misused conjunctions, two theses misused ellipsis, one thesis misused



repetition and synonym.

Furthermore, the results of coherence analysis on students' theses showed that theses are written coherently based on chronological order. Two theses did not apply repeating key nouns, three theses were not found using consistent pronouns and transition signals did not appear in four theses. Besides, there was one thesis that misused repetition of key nouns, two theses used inappropriate transition signals, and one thesis used inconsistent pronouns.

Apart from the shortcomings contained in this study, the results may provide benefits for students to pay more attention to their writing products so that the writing is cohesive and coherent and to learn more about the use of proper cohesion and coherence devices. In addition, the results of this study can also provide informative input to lecturers to be more concerned in noticing the students' writing results. Then, when doing writing lectures, students are given warnings and in-depth explanations related to the concepts and aspects of writing. The results of this study are also expected to provide inspiration and innovation to other researchers to conduct research related to the use of cohesion and coherence devices in other students' writing products or analyze the use of cohesion and coherence devices in the entire chapters of students' thesis, not only focusing on chapter four.

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## THE ONLINE LEARNING AND STUDENTS' MOTIVATION IN LEARNING ENGLISH: A CASE STUDY AT SMAN 1 DOMPU IN ACADEMIC YEAR 2020/2021

Nurhairati<sup>1\*</sup>, Lalu Thohir<sup>2</sup>, Arafiq<sup>3</sup>

English Education Department, Faculty of Teacher Training and Education,  
University of Mataram, Indonesia

\*Corresponding email: [nurhairati97@gmail.com](mailto:nurhairati97@gmail.com)

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**Abstract:** This study aimed at finding out the students' perceptions about online learning. It focused on evaluating the process of online learning and the types of teaching models used by the teacher to attract students' attention in English online learning. The design of this study was qualitative. It was conducted on the second-grade students of SMAN 1 Dompus with a population of 350 students. From this number, 40 students were randomly taken as the sample. The data were collected through questionnaires and interviews. The result of the study reveals that the majority of students (73.5%) 29 out of 40 students perceived online learning as something good. They agreed that online learning can improve their motivations in learning English as online learning attract students' attention is relevant to the students' needs, build the students' confidence, and fulfill their satisfaction. From all the online teaching models applied in the online classroom, the students preferred Problem Based Learning. Collaborative Language Learning would be more favorable as it could make the students learn together on-site in a group rather than to discuss material online. Meanwhile, Task-Based Learning was less favorable to the students as it might put them into a psychological burden during the pandemic period.

**Keywords:** online learning; students' perception; teaching models

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### INTRODUCTION

The recent outbreak of the coronavirus pandemic increased the gaps in the education sector globally. COVID-19 outbreak has created educational disruptions and global health concerns that proved very difficult to manage by global health systems (Onyema, 2020). The coronavirus pandemic has spread across nations in the world very rapidly and affected all aspects of life. This pandemic has drastically changed the lifestyles of the entire world with billions of people being forced to stay at home, observe self-isolations, and work and learn from home. Based on the data from World Health Organizations, 40.251.950 people got infected with 1.116.131 life died (Arafiq, 2021:48).

The outbreak of Coronavirus negatively affected educational activities and systems worldwide, leading to the widespread closures of schools (Wikipedia, 2020). It created serious disruptions in academic activities, as well as in career plans. As part of the global efforts to combat COVID-19, many countries across the world closed down schools in an attempt to contain the coronavirus pandemic. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO) monitoring, over 100 countries implemented nationwide closures, impacting over half of the world's student population (UNESCO, 2020).

The pandemic also affects Indonesia and causes the government planning to get worse. To stop the widespread of COVID19, the Indonesian government has instructed all government



stakeholders in all regions to adapt to the pandemic, including West Nusa Tenggara Province by issuing local regulations to adapt to the pandemic (Arafiq, 2021). Minister of Educational and Cultural also released a written announcement No.1 2020 about the education system which requires online learning to be implemented in all schools and universities. Since then, Indonesia has implemented online learning which seems new in the Indonesian Education System. This new system is supposed to make different impressions and motivation for students, especially in English subjects. Thus, research which focuses on students' perception of online learning is essential to do.

Learning English as a foreign language is very important for the student's career in the future. The students found that psychological factors such as fear of making mistakes, shyness, anxiety, lack of confidence, and motivation hinder students from being interested in learning English. The factor, like fear of making mistakes, is commonly caused by their fear of being laughed at by their friends. Those problems were also experienced by students at SMAN 1 Dompu. Due to those conditions, the way of teaching process should make the students motivated in learning English. In addition to this problem, Harmer (2001) stated that motivation is a kind of internal drive, pushing someone to do things to achieve something.

Motivation is a state of cognitive arousal which provokes a decision to act, as a result of which there is sustained intellectual or physical effort so that the person can achieve some previously set goal. According to Driscoll (1994), motivational design views motivation as a sequence. First, they gain the attention of the learner and provide relevance of what is being taught to their proposal and needs. The learners gain confidence as the learning process unfolds. The satisfaction of the new knowledge motivates to continue learning.

Information and Communication Technologies (ICTs) have influenced the landscape of the education sector by changing the way various education activities are being conducted. Rapid developments of ICTs have improved access to and efficiency of teaching and learning processes. As such, online learning has become a major phenomenon in recent years (Tossy, 2012) as transforms teacher-centered teaching and learning system into a student-centered one (Truncano, 2005). Further, this transformation enables students to develop their problem-solving abilities; information reasoning and communication skills; improves creativity and other higher order-thinking skills (Rosenblit, 2005).

Online learning is a sustainable strategy to improve the teacher-learner process quality through the use of computers, the Internet, and other digital resources (Golzari, Kianmanesh, Ghoochian, & Jafari, 2010). With various digital learning platforms provided, traditional teacher-focused learning designs can alternate into a more student-focused approach. Online learning can make the student more interested in studying English confidently.

Since the learning process needs motivation, the students also need motivation in learning a language especially in learning English. Oxford and Shearin (1994: 12) stated that motivation is extremely important for Second Language Learning and it is crucial to understand what our students' motivations are. Understanding their motivation is important to know why they learn a foreign language. Motivation is also used to facilitate students to reach their objectives in learning English; it is to reach good achievement in their English study for the necessity of their future works or studies. Language learning motivation is an essential factor to learn a second or foreign language. Moreover, Ellis (1997) stated that motivation is one of the factors that influence the students' ability in learning a language. It involves the attitudes



and the affective states that influence the degree of effort that learners make to learn an L2. We can figure that success in a task is simply to fact that someone is motivated. Those reasons are sufficient to show the importance of studying online learning related to student's motivation in learning English.

Based on the empirical findings above, this paper tried to investigate the students' perception about the effect of online learning to enhance the students' motivation, and to build their confidence. Furthermore, this paper also tried to investigate how teaching models applied in online learning models can attract students' attention.

## RESEARCH METHOD

The study utilized a qualitative descriptive approach. The data in this study were primarily taken from second-grade students of SMAN 1 Dompu of Dompu Regency, West Nusa Tenggara. To support the findings, the secondary data were taken from the English teachers of the same school. The data in this study were students' opinions on English Online classes. The data were collected from questionnaires and interviews. Data analysis was conducted by making interpretation and meaning about responses gotten from the research sample. The population of this research was the second-grade students of SMAN 1 Dompu which consists of ten classes with a total number was 350 students. There were 40 students (12%) randomly taken as sample because the population was above 100 (Arikunto, 2006; Musfiqon, 2012; Sugiyono, 2012).

Questionnaires and interviews were used to collect the data. The questionnaires were in the form of closed and open-ended. The closed-ended questionnaire was used to know the students' perception about online learning, while the open-ended questionnaire was provided to know which learning models applied in online learning used by the teacher that motivated students in learning English. Furthermore, the questionnaire has been validated by the experts, i.e. supervisors, and was tried out for its reliability, and for this purpose, the questionnaire was given to some students out of the sample. In addition, the questionnaire was given to the English teachers and their responses were the secondary data of this research. The questionnaire was distributed to the students through Google Form.

Further, a semi-structured interview was applied in which students were asked some questions to get more comprehensive information about their perception of online learning being investigated. Only 10 students were interviewed as representatives. The information taken from the students' answers was the main data and their English teacher response was secondary data of this research.

The collected data were then analyzed by following the steps below:

1. Scoring and tabulating the students' and their English teachers' results of the closed questionnaire.
2. Transcribing students' and the teachers' responses on the open-Questionnaires and analyzing them.
3. Transcribing students' and teachers' interview results.
4. Inferring the conclusion of the findings.



## FINDINGS AND DISCUSSION

The way students perceive online learning was predicted by the closed questionnaire result and then strengthened by the interview. 40 students gave their responses. The questionnaire was given to the students through the Google Form and it consisted of 20 questions. Those questions were related to students' motivation in online learning using four indicators of motivation proposed by Driscoll (1994).

Indicators	Options			
	Strongly Agree	Agree	Disagree	Strongly Disagree
Attention: The students have curiosity and interest to study.	28	47	19	6
Relevance: The students can improve their learning	11.5	46.5	31	11
Confidence: The students can develop their positive	24	44	26	6
Satisfaction: The students can keep studying for achieving success	53	40	6.5	0.5
Total	116.5	177.5	82.5	23.5
Average	29.1	44.4	20.6	5.9

The result shows that most students perceived online learning positively. Those perceptions are identified through the close questionnaire results gotten from students of Grade XI of SMAN 1 Dompu who have experienced studying English in the classroom and online. It means that they are assumed to be able to compare online learning and offline one.

From the questionnaire, there were 20 closed questions and 4 open questions. The close questionnaire was related to students' perception of online learning which was then confirmed by the interview. The open questionnaire was related to teachers' teaching models that are favored by the students. The close questionnaire and interview results showed that online learning boosted student's motivation in learning English. This is in line with the statement of Harandi (2005) in which E-learning effects students' motivation in learning and those motivations are measured affects aspects of motivation proposed by Driscoll (1994), i.e. attention, confidence, relevance, and satisfaction.

In terms of attention, the majority of students had high curiosity and interest in studying English online. Five questions related to this aspect showed that 28% of the students strongly agreed and 47% were on average. The interviewees stated that this was because online learning provided them with more chances to strengthen their understanding of the material. For example, after the teacher explained the material or gave the task, students were able to search on the internet any vocabulary or material that they did not understand. Another reason is that online learning is considered a good solution to learn English during the pandemic. Despite some problems such as bad internet connection and availability of signals in their hometown that somehow made online learning is unlikely effective, the students were not discouraged to study English. It was their teachers' strategy that triggered them to attend the online classroom. Although their teachers admitted that there was a significant difference between the online learning and the classroom that brought difficulty for the teachers to teach online, they were trained for 4 days that assisted them to utilize a variety of applications such as WhatsApp, Microsoft Teams 365, Google Classroom and Zoom. However, the teachers disagreed that

online learning increased the students' interest in studying since most of them turned their cameras off and the teachers were not sure whether their students fully paid attention to their explanation or not.

Related to relevance, the students were able to improve their learning through online learning. Most of the students agreed (11.5% strongly agreed and 46.5% agreed) that online learning boosted their achievement on average because their teacher's explanation was easy to understand. However, their English teachers responded to the counterpart in which they were not sure that the students could improve their achievement as well as the offline class due to limited time provided for online learning and bad internet connections.

In the next aspect – confidence, it was found that the students were able to develop their confidence through online learning. A great number of students agreed (24% strongly agreed; 44% agreed) that they dared to speak up on the screen because they did not worry about making mistakes and being laughed at by their classmates. In contrast, the teachers responded differently, in which they stated that only some students actively got involved in-class discussions. In addition, low-quality internet connections affected the students' motivation in learning.

The last one is about satisfaction in studying. Several students strongly agreed and agreed (53% and 40%, respectively) that they kept studying regardless of trouble (such as bad internet connection) they found during the online learning process. They also agreed that they would study harder whether they had a good or bad grade in English and this was in line with the teachers' responses. In general, most students were encouraged to learn English via online learning.

There are some teaching models proposed by Lamy and Hampel (2007) that can be used by an English teacher in the online class, such as cooperative or collaborative language learning, task-based learning, and problem-based learning. These teaching models are also based on the development of teachers' professionals of Indonesia (Rusman, 2018). The kinds of English teaching models applied by the English teacher of SMAN 1 Dompu to encourage students were identified through the open questionnaire. The questionnaire which consisted of four questions was given to the students through Google Form and the results of the questionnaire can be described in Table 2.

Table 2. Teaching Models Used by Teacher in English Online Learning to Encourage Students' Motivation in Learning English

Online Learning Models	Question	Option	%
Cooperative or collaborative language learning	In the online learning process, I prefer to get an assignment, I prefer if:	Individual work	80%
		Group work	20%
Problem-based learning	In the online learning process, I prefer learning: I am more interested in learning if:	With group	60%
		Individually	40%
		Explained by the teacher without any discussion with my classmates	37.5%
		Discussing the material with my classmates based on our teacher's guidance	62.5%



Online Learning Models	Question	Option	%
Task-based learning	In the online learning process, I prefer:	My teacher explains the material before giving the task.	100%
		My teacher gives an assignment without explaining the material first.	0%

The open questionnaire is related to teaching models applied by English teachers at SMAN 1 Dompu in teaching English online based on three different kinds of online learning proposed by Lamy and Hampel (2007). The first one is about collaborative language learning. Based on the finding, it illustrated that the majority of students love to learn in a group as they can collaborate to strengthen their understanding. This result is in line with what teacher EH and teacher S explained in which they agreed that learning in a group would help students to know their strengths and weaknesses so that they could give a hand to each other. However, if it deals with the assessment, they preferred to do an individual task rather than group work. According to the students' responses, they like sharing their opinion with their friends during the online class to help them understand the material easier. This is relevant to Teacher EH's response to the questionnaire in which students could work together and help each other in doing the task. On the other hand, some of them seem to avoid the group work because only particular students put effort to finish the task which was not fair for the group members who took part in it. This issue is strengthened by Teacher S who stated that students were more engaged in class when the teacher gave individual work.

The second type of online learning was problem-based learning. Most students preferred problem-based learning which meant that they chose to learn by discussing the material with their friends based on their teachers' guidance. It is because group discussion provided some benefits. For example, they comfortably gave their opinions or ask some questions to their classmates through discussion. This is supported by Teacher EH's explanation, in which she believed that her students understand the material and they discuss it with their classmates to deepen their understanding. In contrast, the rest of the students who chose to get an explanation from their teacher stated that they became more focused to understand the material during the online class without any distraction from their friends such as a noisy and unstable network. It is in line with Teacher S's opinion, she stated that due to limited time and unstable network, she preferred to teach her students by explaining the material and then giving them the assignment. In short, problem-based learning was more favorable for most students.

The last one is task-based learning. None of the students agreed with it because they assumed that they would never be able to do the task by learning the material independently. Instead, they needed to get a clear explanation about the material from their teacher before they were given a task. It is correlated with what Teacher S and Teacher EH state in the open questionnaire, in which they always explained the material before having students do the tasks since their students would not understand the task and the material before being explained the material.



## CONCLUSION

Based on the research findings, it is concluded that (1) the majority of students (73.5%) consisting of 29 of 40 students perceived online learning as something good. They agreed that online learning improved their motivation in learning English which can be seen from four motivation aspects such as attention, relevance, confidence, and satisfaction; and (2) of all the online teaching models applied in the online classroom, students were most likely to choose problem-based learning. Then, collaborative language learning is favorable in case the students learn together in a group to discuss the material. However, it will be less favored if they were assigned to group work. Finally, in task-based learning, it is clear that none of the students preferred task-based learning in online English learning.

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## MIND MAPPING TECHNIQUE TO IMPROVE STUDENTS' SPEAKING ABILITY IN RETELLING NARRATIVE STORY

Putri Nurhalizah<sup>1\*</sup>, I Made Sujana<sup>2</sup>, Lalu Ali Wardana<sup>3</sup>

<sup>1</sup>English Education Department, Faculty of Teacher Training and Education,  
Universiti of Mataram, Indonesia

\*Corresponding Author: [putrynurhalizah@gmail.com](mailto:putrynurhalizah@gmail.com)

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**Abstract:** The purpose of this study is to find out whether or not the mind mapping technique is effective to improve students' speaking ability in retelling narrative stories. It is experimental research using pretest and posttest design. The population of this study was 8<sup>th</sup>-grade students of Junior High School 8 Mataram, consisting of 160 students. Of the population, 20 students were selected using a purposive sampling technique as control group and other 20 students as experimental group. The data of pretest and posttest were collected using speaking tests, assessed by two assessors to ensure the reliability of the assessment. The collected data were then analyzed quantitatively. From the analysis it was found that the degree of freedom was 38,  $t$  – table was 1.68 at significance level 0.05 (95%) and 3.31 at significance level 0.01 (99%), while the value of  $t$ -test ( $t_0$ ) was 9.875, higher than  $t$  – table distribution value which means that the null hypothesis ( $H_0$ ) is rejected. Thus, it is concluded that the Mind Mapping technique is effective in improving students' speaking ability in retelling the narrative story at 8<sup>th</sup> grade Junior High School 8 Mataram.

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### INTRODUCTION

Teaching English at school contexts both at junior and senior high schools in Indonesia requires students to master all the receptive (listening and reading) and the productive (speaking and writing) skills. Those targets are reflected in Basic Competency, stating that students *can grasp meaning* of certain texts (receptive skills) and *produce spoken and written texts* (productive skills) (Kemdikbud, 2017). Of those language skills, most language learners find speaking the most difficult yet the most crucial skill to be learned (Zhang, 2009). Richards (2008) stated that English speaking skill mastery is important most for ESL or EFL learning. The ideal target of learning language is learning how to function the language in the forms of communication. Gebhard (2006) also stated building up the communicative competence is the top goal of learning English at school contexts.

However, learning oral communication for junior high schools in Indonesia education contexts raises a lot of problems. It is due to the complexity of aspects involved in English communication. It relates to expressing and organizing ideas, selecting appropriate lexicon-grammatical features to social functions to be achieved, etc. (Harmer, 2008; Ur, 2012). Other factors of difficulty in communication are learners' psychological factors such as motivation, interest, tensions, and so on. Such kinds of problems are also found at 8<sup>th</sup> graders of SMPN 8 Mataram Lombok. From observation during teaching and learning practice at this school, students are difficult to communicate because of lack of practices, not enough language input



(vocabulary, grammar, pronunciation), the selection of teaching methods, which do not give chance for students to practice communication.

To solve problems mentioned above, it is necessary to find appropriate solutions to improve students' speaking ability. Considering various problems mentioned above, this research offers a Mind Mapping Technique as a solution. A mind mapping is a technique for illustrating ideas practicing different concepts in terms of free form and color (Liu, Tong, & Yang, 2018). The mind mapping technique encourages a brainstorming approach to planning tasks freely. It encourages users to list and connect topics rather of starting from a certain conceptual framework.

This technique is believed to be very helpful and meaningful as it's a natural way of gathering ideas and developing information. The students have a lot of ideas and opinions to speak. They were able to speak chronologically based on the correct arrangement of the mind mapping. Therefore, it is critical to get pupils to take notes or learn how to use a mind map technique so they will focus on essential points, classify or summarize them, and link the points (Sujana, 2012).

Other scholars, such as Syam, Natriani, and Ramlah (2015), Buzan (2015), and Ying, Guoqing, Guozhen, & Yuwei (2014) have emphasized the advantages of mind mapping. They claimed that mind mapping may assist to balance the brain, organize thoughts, boost creativity, and speed up learning and memory. Furthermore, Mind Mapping is adaptable and can promote creativity. Mind mapping allows all connected topics to be displayed on the map with keywords and links represented by images, symbols, and colors, allowing students' memory storage to be improved. The mind map can not only help kids be more creative, but it can also help them pay more attention providing students with a more appealing and enjoyable format for their eyes and minds (Buzan, 2007; Liu, et al., 2018)

Mind mapping has the potential to be a solution to the problem of poor speaking performance. Teachers can use this strategy by asking their students to create a mind map before performing and providing some ideas in the form of an outline. As a result, when the students begin speaking in front of the class, they can see their outline. The Mind Mapping Technique is used in this study to teach a Narrative Story (folktale) which is one of the key subjects in the eighth grade. Students are frequently asked to repeat the story in this subject. The usage of Mind Mapping Technique is assumed to be appropriate for teaching narrative text. The purpose of this experiment study is to prove the application of Mind Mapping Technique in recreating stories (narrative texts) at 8th grade students of SMPN 8 Mataram.

## RESEARCH METHOD

This study applied experimental research using pretest and posttest design. It was conducted at VIII grade students of SMPN 8 Mataram, consisting of 160 students. Of this population, two groups – control group and experimental group – were selected using purposive sampling technique. 20 students from class VIIIA were selected to be an experimental group treaded using a Mind Mapping Technique, while 20 students of class VIIIB were selected as a control group treated using Summarizing Technique.

The data on the pretest and posttest for the control and experimental group were collected using speaking test involving two assessors. The collected data were then analyzed



quantitatively using statistical computation to find mean score, standard deviation, and t-score.

## FINDING AND DISCUSSION

### Findings

The students were given a posttest after being treated with Mind Mapping Technique for the experimental group and Summarizing Technique for the control group. The mean score, interval class, and space of interval class of the pre-test and post-test for both the experimental (X) and control (Y) groups are shown in Table 1 below.

Table 1 Both groups pretest and posttest results.

NO.	Control (Mx)		Pretest		Experiment (My)		Pre- test	
	Pre – test	Post – test	Post–test (X)	X <sup>2</sup>	Pre – test	Post – test	Post–test (Y)	Y <sup>2</sup>
1.	77.5	70	7.5	56.25	62.5	75	12.5	156.25
2.	30	37.5	7.5	56.25	32.5	62.5	30	900
3.	70	65	5	25	0	22.5	22.5	506.25
4.	62.5	60	2.5	6.25	30	52.5	22.5	506.25
5.	32.5	37.5	5	25	37.5	45	7.5	56.25
6.	15	15	0	0	22.5	37.5	15	225
7.	30	30	0	0	50	65	15	225
8.	15	15	0	0	32.5	37.5	5	25
9.	0	0	0	0	45	52.5	7.5	56.25
10.	70	67.5	2.5	6.25	7.5	30	22.5	506.25
11.	75	75	0	0	70	75	5	25
12.	22.5	37.5	15	225	52.5	62.5	10	100
13.	52.5	52.5	0	0	40	50	10	100
14.	45	52.5	7.5	56.25	22.5	47.5	25	625
15.	65	65	0	0	22.5	45	22.5	506.25
16.	65	62.5	2.5	6.25	52.5	60	7.5	56.25
17.	70	70	0	0	42.5	65	22.5	506.25
18.	45	52.5	7.5	56.25	60	52.5	7.5	56.25
19.	70	70	0	0	37.5	52.5	15	225
20.	65	65	0	0	67.5	72.5	5	25
	Σ= 20	Σ= 20	Σ= 62.5	Σ= 518.75	Σ= 20	Σ= 20	Σ= 290	Σ= 5387.5
	Mean Score X		Mx= 3.13		Mean Score Y		My = 14.5	
	Standard Deviation SDx		323.44		Standard Deviation SDy		1182.5	
	Standard Error x-y						1.99	

The average scores from two assessors for both the experimental and control groups are shown in Table 1. The students in the Control Group had the highest pre-test score of 77.5, while the lowest was 0. The Experimental Group students had the greatest average score of 70 and the lowest average score of 0. The students in the Control Group had the highest posttest score of 75, while the lowest score was 0. The Experimental Group students had the highest average score of 75 and the lowest average score of 22.5. The Control Group and Experiment Group have different scores on the pretest and posttest. The following table shows the final results of the pre-test and post-test:



Table 2. The computation of pretest and posttest score of both groups

Control Group					
Pretest			Posttest		
Lowest score	Highest score	Mean	Lowest score	Highest score	Mean
0	77.5	47.95	0	75	51.35
Experiment Group					
Pretest			Posttest		
Lowest score	Highest score	Mean	Lowest score	Highest score	Mean
0	70	40.3	22.5	75	53.05

The next step was to use table 4.1 to get the mean score of the Control and Experiment groups.  $M_x$  had a score of 3.13,  $M_y$  had a score of 14.5 and  $S_{x-y}$  had a score of 1.99. The following table shows the final result of  $M_x$ ,  $M_y$ , and Standard Deviation of two variables X and Y:

Table 3 The computation of standard deviation score and mean deviation score of both groups

Control Group		Experiment Group		Standard Error of the mean difference ( $S_{x-y}$ )
Standard Deviation score ( $SD_x$ )	The mean deviation score ( $M_x$ )	Standard Deviation score ( $SD_y$ )	The mean deviation score ( $M_y$ )	
$\sum SD_x = 323.44$	$M_x = 3.13$	$\sum SD_y = 1182.5$	$M_y = 14.5$	1.99

The standard deviation and mean deviation scores for the control and experimental groups are shown in Table 3. Finding the t-test and the degree of freedom were the following stages. The Degree of Freedom resulted in 38, and the t-table distribution value at the significant level of 0.05 (95%) is 1.68. Meanwhile, the t-test ( $t_0$ ) value is higher than the t-table distribution value at 9.875. The t-test value exceeds the t-table value, then t-table distribution ( $H_0$ ) was rejected because 9.875 was higher than 1.68. As a result, the alternate hypothesis ( $H_a$ ) was accepted in this study, which claimed that the use of the Mind Mapping Technique to improve students' speaking abilities on retelling a narrative story was effective among 8th graders at Junior High School 8 Mataram.

## Discussion

Tables 1 and 2 show that the pre-test mean score of the Experiment Group was significantly higher than that of the Control Group, based on the final scores of both groups (Control and Experiment). The mean pre-test score in the Control Group was 47.95, while the mean post-test score was 51.35. The rise was 3.4. Furthermore, in the Experimental Group, the mean pre-test score was 40.3 while the mean post-test score was 53.05. It was a 12.75 gain. As a result, the Control Group's increase was lower than the Experimental Group's. This indicates that the Experimental Group's usage of the mind mapping approach is beneficial.

According to the data, the maximum pretest score in the Control Group was 77.5, while the lowest score was 0. In the Experiment Group's pretest, the highest score was 70 while the lowest score was 0. In the Experiment Group, the highest posttest score was 75, and the lowest



score was 22.5 after the students received treatment. In the Control Group, on the other hand, the maximum posttest score was 75, while the lowest score was 0.

As a result, it was discovered that applying the mind mapping technique has a considerable impact on the students' capacity to speak. The two groups had different treatments: the Control Group received treatment without utilizing the mind mapping approach, whereas the Experimental Group received treatment using the mind mapping technique. It taught the experiment group's students how to represent their thoughts or knowledge using mind mapping, which they created on blank paper with drawings, lines, and links to connect their ideas. Pramono (2013) supported this by stating that using the mind mapping approach motivated students to enhance their speaking abilities in such areas as pronunciation, vocabulary, clarity, and naturalness of speech, as well as task completion and communication skills. The vocabulary, pronunciation, grammar, and fluency were some of the aspects of the speaking assessment stated by the researcher. It was discovered that the students' vocabulary had grown and their pronunciation had improved. They spoke English more fluently because they had mastered the language and knew how to pronounce it better. They used English and had a better understanding of how to put words together to form correct sentences. Students were taught to utilize English instinctively and communicatively when they participated in communicative activities using a mind mapping approach.

The result of this research was accomplished by comparing the results of t-test and the t-table which can be seen in Table 4 below:

Table 4 the comparison of t-test and t-table

T-test value	Degree of Freedom (Df)	t-table value	
		0.05 Confidence level of 95%	0.01 Confidence level of 99%
9.875	38	1.68	3.31

The results revealed that the t-table values were 1.68 and 3.31 at 95 percent and 99 percent confidence levels, respectively, at significant levels of 0.05 and 0.01 and were lower than the t-test at 9.875. The null hypothesis (H<sub>0</sub>), mind mapping technique is not effective to be used to enhance students speaking ability, is rejected based on the analysis. However, the alternate hypothesis (H<sub>a</sub>), mind mapping technique is effective to be used to improve students speaking ability, is accepted. It is clear that the students were more confident to communicate in English. Mind mapping allowed them to be more engaged and confident in expressing their ideas. It agrees with Buzan's (2004) that mind mapping is a powerful graphic technique that gives a universal key to unlock the brain's potential and is an exceptionally effective method of taking notes and emphasizing the words before the speaking activity. Students gain more confidence in English communication as a result. It suggests that using the mind mapping technique to improve students' speaking abilities on retelling a narrative story is successful. It was discovered that employing mind mapping had a considerable impact on students' speaking abilities, implying that the null hypothesis (H<sub>0</sub>) is rejected while the alternate hypothesis (H<sub>a</sub>) is accepted.

Students' ability to speak English could be improved by using mind mapping. Furthermore, mind mapping could assist and motivate them to communicate about what they



had learned. Vocabulary, pronunciation, grammar, and fluency are the most crucial aspects. Students should be able to increase their ability to speak English if they grasp at least four of the aspects. Finally, it can be stated that using the mind mapping technique to increase students' speaking abilities on retelling the narrative story at Junior High School 8 Mataram is effective.

## CONCLUSION

According to the advantages of mind mapping and the outcomes of this study, the mind mapping technique could increase students' speaking abilities on retelling the narrative story at the 8th grade Junior High School 8 Mataram. The t-test ( $t_0$ ) resulted in a high effect of 9.875 while the t-test resulted in 1.68 at a significant level of 0.05 (95 percent) and  $t - table$  3.31 at a significant level of 0.01 (99 percent). Finally, the results show that the t-test value is higher than  $t - table$   $9.875 > 3.31$ , indicating that the alternate hypothesis ( $H_a$ ) is accepted, or it can be stated that mind mapping technique is effective in improving the students' speaking abilities on retelling the narrative story.

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