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STUDENTS' PERCEPTIONS TOWARD COLLABORATIVE LEARNING STRATEGY FOR OVERCOMING SPEAKING ANXIETY AMONG STUDENTS OF AN ISLAMIC SENIOR SCHOOL

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Abstract: Anxiety is one of the most frequent problems in speaking a foreign language including English. High levels of anxiety prevent students from speaking English fluently. Therefore, teachers need to apply a strategy that can reduce these anxieties. One of the strategies is the collaborative learning strategy. This research aimed to find out students' perceptions toward collaborative learning strategies for overcoming speaking anxiety. The research was conducted on eleventh-grade students at an Islamic Senior School in East Lombok regency. The total number of samples in this research was 33 students from XI social 4 class. This study was qualitative in nature since it used observation, a questionnaire, and an interview to collect the data. Students' perception of using collaborative learning in learning speaking reached 85.5% based on the students' responses to the questionnaire, while data from the observation and interview reveal that the perception of using collaborative learning strategy in overcoming students' speaking anxiety was positive because it can increase students' confidence, help the students to understand the material easier, and make the students more active in the class. It can be concluded that collaborative learning strategy can help students to overcome their speaking anxiety.

Keywords: perception, collaborative learning, speaking, anxiety

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INTRODUCTION

Speaking is one of the skills that students fear the most. Lack of confidence and courage to speak up in English are among the symptoms of anxiety experienced by students in speaking class. Furthermore, the classroom procedure and teaching strategy of teaching English that is irrelevant to the topic also cause anxiety among the students. Amrullah (2015: 130) stated that problems in teaching and learning English as a foreign language are closely related to both teachers and students. This is one of the learning problems caused by the teaching methods used by teachers. To avoid this situation in speaking class, a teacher, as a facilitator in the teaching and learning process, should find an interesting way to engage students in conversation in English class. In addition, Amrullah, Sahuddin, Fajri, and Apriyanto (2019) stated that English teachers should create a classroom environment in which students can communicate in real life through authentic activities and meaningful tasks that can increase the use of oral language.

One of the strategies to overcome students' speaking anxiety is applying collaborative learning as a teaching technique in classroom activity. This technique will motivate students to actively participate in the teaching-learning process. According to Pattanapichet and

Changpueng (2014), collaborative learning is a learning strategy where the teacher separates students into small groups consisting of four or five students, with a mixed level in each group. Using this strategy will allow students to express opinions, have good communication and interaction among students, receive adequate attention from the group members to correct each other's mistakes, and support one another.

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 in the teaching and learning process in order to overcome their speaking anxiety, 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. Knowing the student's perception of the use of collaborative learning strategy in learning speaking gives a representation toward the teachers. If the students' perceptions are good, it means that the collaborative learning strategy can be implemented in a speaking class especially to overcome students' speaking anxiety.

RESEARCH METHODS

A qualitative research design was used in this research. According to Creswell (2003), qualitative research is commonly used to establish the importance of the central idea, as well as to investigate the topic and develop knowledge of small-scale societal issues. The population of this research was the total number of students in the eleventh social class of Senior Islamic School in East Lombok regency. There were four classes and 129 students in total. The sample was obtained by using purposive sampling and one class, XI social 4, comprising 33 students was selected as the sample.

Observation, questionnaires, and interviews were utilized as instruments for collecting the data. The questionnaire contained 20 statements, ten of which were positive statements and the remaining ten (10) contained negative statements. The students' perceptions toward collaborative learning were collected using a questionnaire and an interview.

Table 1. The statement scales

Positive statement		Negative statement	
Category	Score	Category	Score
Stronglyagree (SA)	5	Stronglyagree (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' responses 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	Stongly 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 researchers then analyzed 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.

FINDINGS AND DISCUSSION

Findings

Following completion of the questionnaire, the students received a total score of 2823. According to the findings, the students' questionnaire responses accounted for 85.5 percent of the total. This demonstrates that students have a positive perception of collaborative learning strategies for overcoming speaking anxiety. There were 93% of students who claimed to feel more confident, 90% of students agree that collaborative learning allows them to help each other, 90% of students agree that collaborative learning helps them to understand the material easier, and 87% of students agree that collaborative learning makes them became more active in the class.

To support the data from the questionnaire, interviews were conducted. There were five questions asked to eight respondents related to students' perception of collaborative learning strategies in overcoming students' speaking anxiety. Based on the interview, all of the respondents admit that the collaborative learning strategy helped them to overcome their anxiety in speaking because using the collaborative learning strategy makes the students feel more confident, have better comprehension, and more actively engage in the learning activities. Respondents 1, 3, 6 and 8 said that collaborative learning helps them feel more confident because in group activities there is a task division and they can help each other.

"I become more confident when I'm in a group, I'm not too afraid of being wrong again because I can ask my group members that way. That's how we help each other". (Respondent 1)

Then, respondents 2 and 5 said that collaborative learning makes them have better comprehension.

"I'm happy Sis, because I can understand the material easily through discussion. Usually, it takes a long time for me to understand the material because I can not speak English. If I have friends to discuss the topic it's become easier for me because we share some different opinions". (R5)

Meanwhile, respondents 4 and 7 said that collaborative learning makes students actively engage in the learning process.

"My opinion is that the group study that you apply in class is a new thing for me, because usually we just have regular discussions. But this is different. We are in groups and all members work and have their own tasks, therefore we are active and want to learn, Sis". (R4)

Discussion

Based on the findings, the students' perception of collaborative learning was positive. It can be seen from the data of the questionnaire. The data shows that there were 93% of students feel collaborative learning makes them more confident in speaking English. It is indicated that collaborative learning was able to help the students in overcoming their



speaking anxiety, because a lack of self-confidence is one of the anxiety symptoms that students usually feel in speaking English. This finding is in line with the theory from Kadir & Salija (2018) that learning in groups can be a factor which positively influences the students' anxiety in EFL learning because they can learn together and gain self-confidence. Moreover, using collaborative learning also helps the students to understand the material easier. This is proved by the presence of 90% of students who believe that the collaborative learning strategy helps the students to understand the material easily because they discuss and share more knowledge with their friends. It is supported by Jonassen & Kwon (2001) who stated that when students discuss information with other members of their group, they can learn better because discussions can contribute to understanding the knowledge if they share with each other. Furthermore, there were 87% of students who show that students feel more active when learning to speak using collaborative learning. This is in accordance with the findings of a previous study by Novitasari (2019), which found collaborative learning effectively helped learners learn in a comfortable environment. By implementing collaborative learning, the learners could work together to solve problems, get meaningful feedback, and trigger confidence, and leading to more opportunities to practice speaking and making the students more active in the class.

To support the data from the questionnaire, interviews were conducted the results of which show that the students have a positive perception toward collaborative learning because it can overcome their anxiety. The first reason was collaborative learning helps students overcome their speaking anxiety as collaborative learning helps the students to be more confident. It was felt easier and more comfortable when students are divided into several groups and discussed a topic with their members, rather than talking directly to the whole class and will become the spotlight. Thus, in group activities, the students share ideas, discuss different opinions related to the topic, and motivate each other. This finding is supported by Suwantarathip & Wichadee (2010) who stated that students felt less anxious when they had group members to help them in the learning process. It creates a sense of community in the classroom and students were more relaxed and confident. The second reason is that collaborative learning activities assist the students to have a better comprehension of the material given. It is because the activity that the students did is very interesting and fun. Moreover, the researchers chose a topic that is familiar to the students' daily activities. The students were really enthusiastic about discussing it and the material was easier for the students to understand. This perception was in accordance with a statement by Jonassen and Kwon (2001), who state that when the students discuss information with other members of their group, they can learn better because discussions can give benefit their understanding of the knowledge if they share it with each other. The third reason is that collaborative learning activities can minimize the students' speaking anxiety because they are motivated to more actively participate in class. These findings are supported by Harmer's (2007) statement that group work significantly increases speaking opportunities for students, and creates the greater possibility for students to voice different opinions.

CONCLUSION

Based on the findings and discussion, it can be concluded that the students' perceptions of the collaborative learning strategy were positive. Collaborative learning activities help the students in terms of overcoming speaking anxiety. It is proven that 93% of students agree that collaborative learning increases students' confidence. 90% of students claimed collaborative learning helped them understand the material easily, and 87% claimed collaborative learning made them more active to participate in the class. It shows the positive result regarding the use of collaborative learning to overcome students' anxiety. Therefore, it can be argued that



collaborative learning is an appropriate strategy to help students in overcoming their speaking anxiety.

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**A CLOSER LOOK AT CHALLENGES IN THE EFL ONLINE TEACHING DURING THE COVID-19 PANDEMIC****Baiq Jihan Olvy Wanasatya^{1*}, Muhammad Amin², Lalu Thohir³**^{1,2,3} English Education Department, Faculty of Teacher Training and Education,
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Abstract: Corona Virus spreading in 2020 caused all schools were temporarily closed and the learning process must be conducted online. Teachers had to adjust their learning method to the situation. It was new encounter for them to apply online learning which led to various challenges. The present study aimed to figure out how English teachers apply online teaching during the pandemic, what challenges they faced, and what strategies they used to overcome those challenges and turn it into opportunities so as they could succeed in online learning. This is a qualitative descriptive study which involved four English teachers in a state junior high school in Mataram. In obtaining the data needed, an open-ended questionnaire and semi-structured interview were applied. The obtained data were then analyzed through data reduction, data display, and conclusion drawing. The findings showed that English teachers conducted online teaching via Zoom, Google Classroom, WhatsApp, and Google Form. The teachers faced some challenges such as unavailable digital devices, unstable internet connection, limited internet data plan, teachers and student's inability to use technology, and the lack of student's motivation and the teachers applied some strategies to overcome those challenges. Further, some opportunities were provided for the teachers such as online teaching which could enhance teachers' digital literacy and develop their competency in using technology.

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INTRODUCTION

Since Corona Virus entered Indonesia on March, 2nd 2020, more than a million people confirmed to be infected (WHO, 2021). In following up this outbreak, the government took quick precaution by performing social distancing to minimize the virus spread. Herdiana (2020) explained that a policy aimed to reduce social interaction between people by preventing direct physical touch between humans is known as social distancing. The implementation of a social distance strategy influenced human in many aspects of life, limiting their cavity to carry out their activities. Furthermore, it has a considerable effect on many sectors particularly in education. Nevertheless, the learning and teaching process must continue. In light of this, Indonesia's ministry of education and culture issued circular letter No. 4, 2020, which contains educational regulations, one of which specifies that during the pandemic situation, learning and teaching process was conducted online for all levels of education.

Anderson (2008) perceived online learning as a way of learning in which teachers use the internet as a tool to enhance the teaching and learning process by updating materials and information. He also reveals some benefits of online learning such as it is more accessible, lively interactive, time saving, paperless, updated and students are able to perceives it directly.



Therefore, it is suitable for the pandemic situation where teachers and students have to carry out the teaching and learning from home.

In Indonesia, certain universities and institutes have introduced online learning. The majority of them create websites to allow participants to access materials, evaluate students' work, and connect to lecturers and other students. Due to the learning process cannot be carried out normally and occurs without any preparation, it brings some difficulties for teachers. Ferri et al (2020) classified the challenges of online learning into three types: technological challenges which deal with technological devices and internet connection, pedagogical challenges which deal with lack of teachers' competencies in using technology and lack of students' motivation, social challenges which deal with learning environment and parent's support.

Based on the preliminary observation, it is found that there were some challenges during the implementation of EFL online teaching class during the pandemic of Covid-19 in SMPN 8 Mataram, such as the lack of student enthusiasm, the lack of facilities that assist students attending online classes, and the lack of teachers' ability to use the technology despite having received IT training. Thus, this study aimed to explore challenges faced by teachers in conducting EFL online classes during the Covid-19 pandemic.

METHODS

This study used qualitative descriptive design due to this study investigated and explained the phenomenon of teachers' perception towards EFL online teaching challenges during the pandemic of Covid-19 in which this study involved 4 English teachers in SMPN 8 Mataram in West Nusa Tenggara, Indonesia.

The data were obtained through questionnaire and interview and the obtained data were then analyzed through 3 stages: *data reduction* in which the audio form of data were identified, classified, and transcribed into written form; *data display* where the data were displayed by arranging them into descriptive text so that they were easily understood; and *drawing conclusion* in which the data were concluded in the form of a concise statement that sum up all the data that had been presented.

FINDINGS

During the pandemic situation, teachers used technology and learning platform to deliver material, provide assignment and information to students. In this study, some criteria were set to find out how teachers applied online teaching including media/tools, learning resources, teaching methods, assignment and assessment.

In terms of media used, teachers utilized various kind of technology and learning platform such as handphones, laptop, Google Classroom, Zoom, Google Form, and WhatsApp.

Table 1. Teaching Media and Tools

Items
Using Laptop, Handphone, or tablet to teach
Using video conferencing such as Zoom, Google Meeting to teach/interact with students during the online learning
Using instant messaging applications such as WhatsApp, Line, Telegram, etc. to teach/interact with students during the learning process
Using applications such as Google Classroom and Moodle to upload teaching materials and materials that would be given to students

Table.1 shows that most of teachers used all available learning media mentioned in the questionnaire items and only one teacher used WhatsApp for the purpose of providing assignments for students and Google Classroom to take final exam scores.



“I only used WA as the media to provide assignment, present material, and conduct test for students. But in certain cases, we were asked to use Google Classroom in taking final exam scores.” (P2)

P2 only used WhatsApp to present material, provide assignment, and conduct assessment for students. Yet, Google Classroom was used to take final exam scores. Teachers also used Google Meeting or Zoom to teach face-to-face.

“I was teaching virtually through Zoom or Google Meeting.” (P1)

Besides, Google Form was used to manage assessment and get students’ scores.

“I did students assessment using Google form to get the score.” (P3)

In terms of learning resources, 3 of 4 teachers used all kind of teaching material starting from PPT, learning video created by teachers themselves, books, modules, and other relevant resources taken from internet as presented in Table 2 below.

Table 2. Learning Resources

Items
Using PPT to present material to students
Using learning videos that I make myself to present the material to students
Using teaching materials such as books, modules, and other relevant sources taken from the internet

Only one teacher utilized books and another relevant resources which were shared to Class Group on WhatsApp in form of PDF.

“The material textbook and another relevant resource shared to Class Group on WA or Google Classroom in form of PDF” (P2)

Teachers also made their own teaching material in form of learning video that was uploaded on YouTube and then shared it via WhatsApp or Google Classroom.

“I made my own teaching videos using PPT and uploaded it on YouTube.”(P1)

The method used by teachers encompassed lecturing, discussion, assignment, and Q&A methods.

Table 3. Learning Resources

Items
Applying the Lecture/conventional learning method
Applying the discussion learning method
Applying the assignment method

Table 3 above shows that most of teachers applied all teaching methods. Yet, one teacher did not use conventional method for the method made the students become passive during the learning process and the teachers were the active one.

“I avoided using lecture method for I wanted students to be more active.”(P2)

The last is conducting assessment. In conducting assessment, teachers carried out online test, used digital portfolio, and conducted final project.



Table 4. Assessment

Items
I held an online test/quiz
I used digital portfolio
I asked students to make a video or audio as a final project
I created a site/class as a place for students to submit assignments

Table 4 denotes that most of teachers conducted online test, used digital portfolio, and conducted final project such as students made their own video. Additionally, teachers conducted online test by adopting questions in textbook which they made it into 20 multiple choices and 5 essays.

"I held an online test by adopting the questions in the textbook. Usually, the questions are in the form of 20 multiple choice questions and 5 essay questions." (P4)

Teachers as well provided assignment by the means of Google Form in form of multiple choice and essay questions which were the submitted online.

"I also provided assignment by means Google Form in form of multiple choice and test to students in form of essay." (P1)

Due to online learning emerged without any preparation, some challenges appeared such as unstable internet connection, limited data plan, unavailable digital devices, the lack of students and teacher competence in operating technology, and the lack of students' motivation.

Unstable Internet Connection

Most of teachers had problem with unstable internet connection. Interrupted internet connection made them difficult to conduct face-to-face meetings through Zoom. Unstable signal caused technical errors such as lagging while the teaching and learning process was ongoing.

"Unstable internet connection both at home and school Wi-Fi made the face-to-face learning process via Zoom difficult to do." (P2)

Furthermore, overloaded use of Wi-Fi in school as a result of a high number of teachers or students using Wi-Fi at the same time caused slower internet connection at school. Students were also unable to participate in virtual online learning since online learning was not possible without internet data plan or signal.

"Maybe due to overload in use, so sometimes the internet connection in school became slow." (P4)

"Unstable signal made students could not participate in online learning" (P1)

Limited Internet Data Plan

Teachers revealed that many students did not have internet plan for their parents budgeting condition which made them cannot afford to buy internet plan or technology devices.

"Not all students were capable to buy a cellphone or internet quota" (P4)

That conditions made students could not attend online class, did their assignment, or conducted online test because online learning could not be done without the internet.



Unavailable Technology Devices

The unavailability of technology devices was often faced by the students as well. Teachers complained that other challenges of doing online teaching was that many students did not have any handphone or laptops. This occurred as a result of the parents' poor financial situation in which parents could not provide facilities to carry out online learning.

"My biggest obstacle when learning online was the facilities owned by students. As was known that not all students were capable to buy a cellphone due to their parents cannot afford it" (P4)

In addressing those challenges, teachers utilized suitable learning platforms which were affordable and easy to operate. If technical errors occurred such as lags and disconnections due to unstable internet connection or limited internet quota, teachers continue the teaching process by means WhatsApp and Google Classroom

"If the internet signal suddenly disappeared while teaching via Zoom, I would continue delivering the material via WA or Google Classroom." (P3)

Teachers asked the students to collect their work offline and received material in form of hard copy in school with still implementing health protocol if they did not have any digital devices.

"If students did not have cellphones or quotas, they could submit assignments directly to school and once a week took the materials in hard file form to each subject teacher with still implementing the health protocol." (P1)

In addition, all participants used the school's Wi-Fi to access the internet also educational platforms if they have no internet data plan or unstable internet connection.

"If there were obstacles such as limited quota or unstable signals, I usually come to school to use Wi-Fi that has been prepared." (P1)

Inability to Use Technology Devices

People who undertook online learning, such as teachers and students, needed the ability to operate learning apps or platforms in order for online learning to go well and the goals established to be met. However, quite a few of them had trouble using the technology. One of them could not operate technology due to age factor and being in the retirement waiting list which hindered teacher's capacity to recall all of the information presented during IT training.

"I am a senior teacher that is about to retire, so my memory to absorb the material given during IT training was minimal, which made me difficult to operate technology or learning applications." (P2)

Furthermore, the incapacity to use technology and learning platforms was also felt by students and it formed obstacle for teachers in conducting online learning. Teachers found it difficult to gather student assignments because the students themselves did not know how to do so by using the learning platforms.

"We had difficulties on how to collect assignments. This was also caused by the lack of students' ability to use learning applications." (P3)

The school supported IT training for teachers to overcome the issues related to the inability in using the technology and learning platforms. The teachers were taught how to use various learning apps, create slides, summarize grades, fill out grades in report book, and deliver material to students.

"Mentors were also brought to teach us to use learning applications including how to make PPT, how to recap report cards, fill in report cards, including delivering material to students." (P4)



The lack of Students Motivation

The students' motivation can be seen from their participation in attending the online classes whereas only 20% of them were present during the class.

"Only 20% of students attended online classes" (P3)

Furthermore, low student motivation can be indicated from the overdue assignments collection or even the failure to submit them despite the fact that teachers had reminded them numerous times and the material had been provided.

"Many students did not submit assignments on time even did not submit assignments even though I had billed them many times" (P2)

This challenge can be overcome by teachers' collaboration with parents when students skip the assignments or online classes by creating a special WhatsApp group for parents, where teachers could notify parents if a student was absent or did not collect the assignments, while the parents' task would monitor, accompany, and guide students studying online, ensuring that they, the students, took online classes and collected their assignments on time.

"If students did not submit assignments and did not attend online classes, we notified parents through a special parents group WA that the student was not attending class so that later the parents would reprimand the student." (P3)

However, there are two benefits that teachers got from conducting online learning during pandemic situation, i.e., enhancing teachers' digital literacy and developing teachers' competence in using technology devices.

Teachers' Digital Literacy Improvement

The implementation of online learning during Covid-19 pandemic can enhance teachers' knowledge in the form of various online learning platforms that can be used such as Google Meeting, Google Classroom, and Zoom.

"In my opinion, online learning was very useful for both students and teachers. We learned that there were actually many applications which could be used for online learning such as Google Meeting, Google Classroom, and Zoom." (P2)

Additionally, there was an application utilized to create interesting and fun caricatures named Canva Education which was beneficial for teachers to make the online classes more fun.

"At that time, I just found out that there was an application called Canva Education where I could make caricatures and pictures so that learning in online classes became interesting for students". (P4)

Teachers' Pedagogical Skill Development

The IT training joined by teachers improved their skills in using technology. Previously, they could only use technology for a restricted number of applications. However, after joining the training, they were able to use all of the apps that they could not previously use. They were also taught how to use PowerPoint to create attractive slides and Canva Education to create learning video with graphics and fun caricatures.

"The training that I attended was very useful for me. Thank God all the applications that I could not use, I could use. Starting from Google Classroom, Zoom meetings, and Canva education." (P4)

Also, online teaching could improve their skills to manage online class, assist them to be more creative teachers by making an interesting material delivery such as using Power Point



with inserting a Sing a Song activity using video from YouTube so the students did not feel bored during the class.

"Usually, students got bored quickly when online learning, so I made an interesting PowerPoint and inserted activities such as Sing a Song whose video I took from YouTube."(P1)

DISCUSSION

Since Covid-19 has been in Indonesia, it is known that the learning and teaching process has been disrupted. Teachers' methods for teaching and facilitating the learning process were altered. They needed to shift face-to-face classes into online classes. The findings of this study included descriptive information about how teachers conducted online teaching, the online teaching problems they faced during the Covid-19 pandemic, and how they overcame those challenges and turned them into opportunities for online learning success.

The Implementation of Online Learning during Covid-19 Pandemic

Based on the data, teachers employed a variety of technology devices to conduct English online teaching and learning, including instant messaging apps, video conferencing apps, and other learning apps. Atmojo and Nugroho (2020) discovered five online learning tools namely learning management systems (LMS) such as Google Classroom and Moodle, assessment tools such as Google Form, video conferencing tools such as Zoom and Google Meeting, instant messaging tools like WhatsApp, and video streaming tools like YouTube. Based on the questionnaire and interview result, three teachers used all of the learning media listed, whereas one teacher only used WhatsApp and Google Classroom. According to Khaleyla et al (2021), Google Classroom and WhatsApp are the most often used platforms for online learning during pandemics. WhatsApp is more popular because students are more familiar with the features (Mpungose, 2019). While according to Okmawati (2020), Google Classroom is a learning tool that allows teachers to create online classrooms, distribute learning materials, and manage evaluations. In addition, three teachers used PowerPoint presentations, self-made learning videos, and other internet-based teaching tools. Whereas, one teacher only used materials from relevant sites. When doing online learning, the teaching methods were crucial. Only one teacher avoided using lecturing method and most of the teachers used a variety of teaching methods. Two teachers created and used worksheets in the form of pdf, Google Form, and live-worksheet. On the other hand, other teachers used Google Forms to conduct assessment.

The Challenges and Strategies of Online Teaching

Teachers should adapt their teaching media, resources, and method to the changing circumstances as a result of Covid-19. Since it was a new experience for them, teachers faced a number of challenges in online learning. Teachers must devise solutions to the challenges in order to make online learning worked properly. The challenges and how the teachers dealt with them are listed below.

a. Lack of Facilities

The lack of facilities was a prevalent problem in online learning. English teachers faced difficulties due to instable internet connection. They also claimed that many students lacked access to technology and internet quotas. According to Code et al (2020), teachers have difficulty connecting with students who had limited internet access and devices. Sujarwo et al (2020) discovered that poor internet connections made it harder for teachers to provide material. While doing online learning, students and teachers have occasionally become disconnected. They discovered that parents and students do not have any android or computer



devices, as supported by Wahab and Iskandar (2020). As it is well known that online learning could be done from any location, if computers and internet connection were available, there would be no problem emerged. Technology and internet access are critical since online learning could not take place without them. Yuzulia (2021) further stated that most students are unable to purchase internet quotas due to the high cost. Students did not have gadgets or internet quotas due to their parents' financial situation. Teachers asked students to come to school to take tests, collect assignments, or took materials in form of hard files in order to solve this problem. Subject teachers who have a schedule will always be ready to greet students when they arrived at school. This were overcome by using suitable learning platform such as WhatsApp and Google Classroom which are both user-friendly and cost-effective.

b. Lack of Teachers and Students' Competencies in Using Technology and Learning Platforms

Teachers must be able to use and understand technology in order to implement online teaching classes. The condition was undermined by the fact that the they did not have adequate knowledge and skills of technology integration to conduct an online teaching since teachers performed face-to-face classroom interaction before the advent of global pandemic (Nugroho et al., 2020). It is found that teachers were still unable to use technology and learning applications. This was further reinforced by Efriana (2021) who discovered that teachers' inability to operate technology are another online learning problems. In order to run online learning, teachers needed to be able to use technology effectively. There was no choice but to master the use of technology because if teachers were unable to do so, they would become confused with learning platforms, making online teaching impossible. To address this challenge, the school provided IT training for teachers to learn about how to use various learning platforms, including how to create PowerPoint presentations, input grades in report book, conduct test, and evaluate students' work. However, due to the age factor influencing their memory ability, one of the teachers was still unable to handle those digital devices. As a result, this teacher will need to find other strategies to keep online learning going. The teacher requested assistance from other teachers in operating the learning platform. Not only did teachers have challenge with their ability to access the internet or use devices, but students did as well. In this study, three teachers stated in the interview that many students were unable to submit assignments online because they did not understand how to use the learning platform, so teachers were forced to hold Zoom meetings with students to resolve the challenge or ask students to come to school to collect their assignments.

c. Lack of Students' Motivation

Another challenge that teachers faced in teaching online was students' lack of interest in participating in online learning. According to Krish (2008), the major challenge with online learning is not the technology or subject matter; rather, it is motivating students to participate in class. The result shows that three out of four teachers experienced challenge with student motivation. "Only 20% of students take online classes."(P3). This showed that student engagement in online learning is quite low. In his study, Nambiar (2020) highlighted that students' poor attendance is caused by unstable internet connection in their home, a lack of sincerity, and boredom. "Many of the students do not deliver their assignments on time, even though I have billed them many times."(P2). This hampered students' assessment, as teachers were unsure how to write grades in the report book because no grades were gained from the assignments collected by students. As a result, teachers established a special group for parents in which teachers could directly communicate with them if both teachers and students were experiencing difficulties. It was easier to tell students to submit assignments and attend online classes with the help of a parent intermediary.



Opportunities of Online Learning: Teachers' Digital Literacy Improvement and Teachers Pedagogical Skill Development.

During Covid-19, the transition from face-to-face to online learning was beneficial for improving proficiency and convenience in learning. Teachers were able to increase their professionalism as educators as a result of their experience.

a. Teachers' Digital Literacy Improvement

Through online teaching during Covid-19, teachers were benefited by increasing their digital literacy. As mentioned by Novikov (2020), teachers became aware of various software and online learning platforms that can assist them enhancing their digital abilities as a result of their experiences using online teaching platforms. Many applications such as Zoom, Google Classroom, Google Form, Google Meeting, and WhatsApp have emerged as efficient teaching tools for teachers due to rapid technological advancements. Teachers were also aware of the application, which could be used to make videos with intriguing images and caricatures. Even though online learning is no longer implemented, the knowledge could help them to produce more effective and innovative instructional strategies.

b. Teachers Pedagogical Skill Development

By means of online workshop, school provided IT training relating to devices and learning platforms that could be used in online education during the pandemic. According to Khodabandelou (2016), teachers had to attend IT training workshops, in order to empower and improve their skill to use technology. Emergency remote teaching, according to Sundrawati and Pahlevi (2021), enables teachers to improve their digital skills in their online teaching classes. Teachers can learn how to use Zoom and Google Meeting to conduct face-to-face online learning, Google Classroom to organize online classes and share materials, and Google Form to check their students' attendance and to conduct assessments. Through Canva Education, teachers can learn how to build attractive PowerPoint slides as well as to create learning videos with interesting photos and caricatures. Jaya et al. (2021) explain that after teachers learn how to use technology, they should try to create an enjoyable and easy-to-understand learning environment. In this study, it was found that one of the teachers did this by using a YouTube video of a sing-a song activity to be displayed through PowerPoint. As a result, even if the learning system was far away, the essence of a favorable and effective learning process could be preserved, and learning objectives could be met.

CONCLUSION

Regarding to this research, it can be concluded that English teachers used a variety of learning platforms, including WhatsApp, Google Classroom, Google Form, and Zoom, to conduct online learning in terms of creating online classes, sharing materials, collecting student work, managing evaluation, and conducting assessment. The challenges found are: lack of facilities such as bad internet connection, unavailable technology devices and data plan; lack of teachers' and students' pedagogical skill in operating technology, lack of students' motivation such as low students' attendance and low participation to collect assignments. Various strategies were also applied to overcome those challenges; for example, teachers used suitable learning platforms, students collected their assignment in school, teachers asked for another teacher's help to use learning platforms, teachers collaborated with parents to monitor students' progress, and teachers created fun and interesting learning atmosphere. The opportunities that teachers obtained from online teaching such as online teaching could enhance teachers' knowledge about various learning platforms that could be used, improving teachers' skill to operate learning platforms, and becoming more creative teacher to build a fun online class by using learning videos made by themselves or taken from another resources.

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AN ANALYSIS OF GENERIC STRUCTURE ON RECOUNT TEXT WRITTEN BY ACCELERATED STUDENTS AT SMAN 1 PRAYA TENGAH IN ACADEMIC YEAR 2021/2022

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Abstract: This study attempted to find out how the generic structure on recount text is written by accelerated students at SMAN 1 Praya Tengah in academic year 2021/2022. The method applied was the qualitative technique. The population of the research was accelerated students at SMAN 1 Praya Tengah with the samples as many as 20 students. Many students wrote recount texts appropriately based on the generic structure required but others still needed to learn more. The class mean score of the students' test results is 22.9 while the highest and lowest scores from 20 students in an accelerated class are 28 and 12 respectively. The students' test results in each generic structure have been calculated and it shows that the orientation is 8.9, series of events 7.5, and re-orientation 6.5. The highest and lowest percentages of all are 38.86% and 28.38%. As a result, the students understand orientation better than a succession of events and re-orientation.

Keywords: analysis, recount text, generic structure

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INTRODUCTION

Within the communication framework of language teaching, the skill of writing enjoys special status – it is via writing a person can communicate a variety of messages to known or unknown reader (Olshtain, 1983). Furthermore, he stated that writing is as communicative activity needs to be encouraged and nurtured during the learner's course of study in schools both native or nonnative learners. The teaching of writing has undergone a tremendous metamorphosis in the past quarter century, it has been true for both native and nonnative speakers (Barbara, 1990).

Writing is one of the language skills taught in schools from elementary to high school. Furthermore, it has been taught to students in play groups despite the fact that they only imitate to write and pronounce in an individualized structure. This demonstrates how fundamental this feature is, as kids begin by writing individualized organizing customized structures, then arrange them into sentences, and then paragraphs. Of course, writing is more difficult because students must employ proper diction, chronology, and individualized organization spelling to convey their feelings, thoughts, opinions, or ideas, as well as their readiness to write.

The capability of students to set up ideas from one paragraph to the next and try to integrate these ideas cohesively and clearly so that they are significant is referred to as text writing. Sometimes, many participants write texts, However, only a few of them can compose messages depending on the structure and features of the text itself. It is assumed that the teacher is supposed to guide students as they learn to write.

One of many types of written text taught in schools is the recount text. A recount text is a social style text that retells events for the target of enlightening or entertaining others. Recount texts are paragraphs that reconstruct past experiences by using the past tenses and retelling events in their original order. Hyland (2003: 20) stated that recount text is a text that



describes events or something that happened in the past. It is expected that after learning the recount text, students must get information from the text, identify key ideas and parts of the text.

A recount text has both a generic structure and grammatical features. The generic structure is the direction or orientation (background facts about when, people, and place something happened), series of events (telling what passed in historical order), and re-orientation (overview/conclusion of the history that transpired). A recount narrative also has language or grammatical characteristics such as the focus on individual, the use of conjunctions, the time and location circumstances, the use of material processes, a focus on temporal sequences, and the use of the past tense (Dirjen pendas dan menengah, 2005).

According to Derewianka (1990: 15), a recount text typically begins with a direction or orientation which provides the reader with the past knowledge required to comprehend the narrative (who was complicated, where it occurred, and when it occurred). The account then develops with a succession of incidents listed in chronological order. There may be some personal commentary on the incident at various moments.

In writing the recount text, students must apprehend the generic structure shape due to the fact that college students are expected to create a good paragraph without any problem. However, according to the researchers' experiences, there are some problems encountered by the college students, particularly in the generic structure.

Moreover, based on the preliminary observation in SMAN 1 Praya Tengah, some problems related to writing were addressed. When English subject was taught in the acceleration class, some of the students had difficulties in ordering the stories in the text or placing the descriptions and identifications in the recount text when they were exposed to a randomized order of the recount text.

This research attempted to establish the level of students' knowledge of recount text and the existence of any challenges in learning English particularly in writing. It is expected that this study would be able to determine the students' knowledge in composing recount text. Recount text is the common type of text that the students commonly encounter in their daily lives. This is the simple style used in many narrative books, as well as in nonfiction to make real reports of historical occurrences (Dirjen pendas dan menengah, 2005).

Adapted from Hyland and Ken (2004: 29) in Sari, A.F. (2018:11), a recount typically tells or entertains by dealing with a sequence of events that establish the relationship between a writer and a reader, as well as a speaker and a listener. Recount is a social genre in which events are retold in order to inform or entertain the audience using the past tense. Recount has a social function of reconstructing prior experiences by recalling events in their original order such as personal correspondence, police reports, insurance claims, and incident reports.

Furthermore, a recount text has a generic structure, i.e., the general structure that combines several sentences into paragraph or narratives (<https://brainly.co.id>). According to Derewianka (1990), the generic structure of recount text described by Miranti (2008:16) in Azhar is as follows:

Orientation

The orientation gives the audience the background information they need to understand the text. It is thorough and detailed of what the text discusses about, who gets involve in it, why the activities appear, when the activities happen, and where the activities occur.

In other word, the writer or speaker must describe what occurred, when and where the events occurred, why they occurred, and who or what was involved. The author will be able to choose the quantity of detail needed if they are aware of their audience and purpose.



Series of events

A series of occurrences are written in chronological order by the author. It starts with the first event and progresses through the second to the last. The sum of occurrences is determined by the writer's imagination.

Events should be cautiously chosen to enhance the audience's grasp of the subject. Participants must be ready to toss out incidents and details that are irrelevant or boring. In majority circumstances, a recount is in excess of just a "shopping list" of every possible detail. Participants are supposed to be encouraged to choose only those events that are important and may be developed upon by adding precise details.

Re-orientation (optional)

The final segment of the recount wraps up the story by summing up the results or outcomes, assessing the topic's importance, or providing individual commentary or ideas. It may as well project into the destiny by making predictions about what will take place next. However, reorientation does not always complete the text because it is optional.

RESEARCH METHOD

This research uses qualitative technique. Moleong (2012: 6) defines qualitative research as a study that aims to understand the phenomenon of what is experienced by research subjects, such as behavior, perception, motivation, action, and so on, holistically and by way of description in the form of words and language, in a unique natural context, using various natural methods. It is applied based on the purposes of this research, i.e., to find out how the generic structure of recount text is written by the students and to identify problems faced by students in mastering generic structure of recount text. The data were collected, described and analyzed related to generic structure of recount text written by students. The subject in this research was the accelerated class at SMAN 1 Praya Tengah.

There were two accelerated classes program (accel. A and accel. B) taken as the population but class accelerated A was purposively chosen. This class was easier to manage and the students were excited and motivated.

Table 1. Population of the Research

No	Class type	Total of students
1.	Accelerated class	20

This research implemented the purposive sampling due to the qualities the participant processes. It is nonrandom technique that does not need underlying theories or a set number of participants.

In this research, two topics were provided for students, namely "Holidays to the Beach" and "Climbing the Mountain". Then, the students were instructed to make a recount text by choosing one of the topics they like by fulfilling the generic structure of the recount text. The test in this research was an essay writing recount text based on the generic structure.

The writing test was distributed to students which had been taken as the sample of this research. To collect the data in this research, the students were asked to compose a topic and submit it. Next, the texts were then analyzed focusing on the generic structure of recount text written by students.

Table 2. Specification of Generic Structure

No	Text element	Content
1.	Orientation	Background knowledge aids in the reader's understanding of the situation. This section of the text contains information on where, when, where, why, what, and how.
2.	Series of events	Important events are usually listed in chronological order and then discussed in detail.
3.	Re-orientation	The final statement is determined by the text's aim and intended audience. It could add an evaluative comment; express the author's sentiments, such as "We were all exhausted and quite full"; or assess the significance of the events reported, such as "Captain Cook's expedition brought many benefits to the English government at the time."

FINDINGS AND DISCUSSIONS

In collecting the data, every sample was asked to write a recount text with the two agreed topics previously- 'Holiday to the beach' and 'Climbing the Mountain'. The scores were consulted to rubric provided and they can be seen in the following table. Mean scores were calculated by dividing the total scores with number of students by using this formula:

$$Me = \frac{\#Fx}{N}$$

- Me = Mean
- #Fx = Total Score
- N = Respondent Total

Table 3. Data Found

Samples	Orientation	Series of events	Reorientation	Total scores
ACP	10	2	4	16
ARAS	8	8	6	22
BAP	10	4	8	22
BAR	8	10	10	28
BDHA	8	10	10	28
DJL	10	10	8	28
FR	10	10	4	24
HF	10	8	6	24
HM	4	4	4	12
IA	8	8	8	24
KD	8	10	8	26
LN	8	8	4	20
MA	10	8	6	24
MFF	10	8	6	24
NA	8	2	2	12
NR	10	10	4	24
P	10	10	8	28
TAL	10	4	8	22
YA	10	8	8	26
YH	8	8	8	24
MEAN	8.9	7.5	6.5	22.9

According to the table above, the samples mean score is 22.9 with the total highest score is 28 while the lowest one is 12. The student whose total score 28 has the complete the generic

structures required. In the text, all three generic structure parts are found– the orientation, events, and reorientation. Introduction and conclusion are well organized. Transitional expressions are also used in the text even though they are not varied. The body of the text already has a good sequence of events by mentioning the sequence of daily activities. The reorientation position is well conveyed.

However, the student with the lowest total score has not written generic structure completely. It was found that only one part or hardly found the generic structure in the written recount text offered by the sample. The average test results for each generic structure written by the samples are 8.9 for orientation, 7.5 for series of events, and 6.5 for reorientation.

The following stage divided the students' understanding of generic structure into three components: orientation, events, and reorientation. The elements of generic structure are listed in the table below and this formula is used:

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

- P = Percentage of calculated item
F = The total score of calculated items
N = Respondent total

Table 4. Describing of percentage

Generic structure	orientation	series of events	reorientation	Total
Generic structure made in recount text	178	150	130	458
Percentage	38.86%	32.75%	28.38%	

The researchers calculated the percentage of students' knowledge of generic structure based on the results of the percentage above. After the total percentage was compared, the results revealed that the highest percentage is 38.86 in orientation, 32.75 percent in series of events, and the lowest is 28.38 percent in reorientation.

Orientation Analysis

Holiday to the beach

The weekend when the school holidays were about to end, my family and I went to the beach to enjoy the sunset together.

Based on the table above, the sentence refers to a background of information about when, who, where and situation that happened in the past experiences. The “when” in this sentence is written in “*the weekend when the school holidays were about to end*”. Then, the phrase “*my family and I*” explains about “who” in the text. The phrase “*to the beach*” explains about “where” in the text. And the last in the word “*sunset*” explains about the “situation” in the text.

Series of Events Analysis

Upon arriving at the beach, my family ordered food and ate together. We enjoyed the beach atmosphere while my brother was cool bathing and playing in the sand. We waited for the dusk to come and then enjoyed the beautiful atmosphere and enjoyed the young coconut, it was really delicious.



Based on the table above, the sentences described the chronological order of events. “*my family ordered food..., we waited for the dusk to come..., enjoy the young coconut...*”

Reorientation Analysis

After the sky began to get dark, we went home. My family stopped by the mall to do some shopping then we went home, when we are at home, we clean ourselves and then fall asleep because we are so tired.

Based on the table above, the reorientation in the sentence describes the situation, who, where, and also left the comment. The words “*after the sky began to get dark*” explain about the situation in the text. *The word “we”* explains about who in the text, and then the word “*home*” explains about where in the text. And the last the word “*when we are at home, we clean ourselves and then fall asleep because we are so tired*” is the comment about the text.

CONCLUSION

Based on the findings in this study, it can be concluded that the students’ production on recount text based on generic form is adequate. Based on the fact found in the field, only few students were lack of understanding in exploring the ideas for writing effective recount text based on generic structure. The class mean score of the students’ test results is 22.9 which can be categorized as good level. The highest scores in orientation from 20 students in the accelerated class was 28 while the lowest score was 12 students. The mean score of students’ test results for each general structure is 8.9 for orientation, 7.5 for series of events, and 6.5 for reorientation. The highest and the lowest percentages are 38.86% and 28.38% respectively. As a result, it can be stated that students understand orientation better than a succession of events and reorientation.

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THE IMPLEMENTATION OF PICTURE SERIES IN TEACHING WRITING PROCEDURAL TEXT AT TENTH GRADE OF SMAN 1 SAKRA IN ACADEMIC YEAR 2022/2023

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Abstract: This study intended to determine whether the use of picture series is effective in teaching writing procedural text and which components of writing increase after the use of picture series in teaching writing procedural text at the tenth grade of SMAN 1 Sakra. The research method was quasi-experimental with a control group pretest and post-test design. The population was tenth-grade students. The sample was 50 students from 2 classes, 10 E was the experimental group, and then 10 J was the control group. Samples were taken using random cluster sampling. The instrument of data collection was a written test. The result of the t-test was 3.953, and the t-table was 2.011 for df 48 (50-2) at a significant level of 0,05 (95%). It can be concluded that H₀ was rejected and H_a was accepted. Thus, the use of picture series was effective in teaching writing procedural text in the tenth grade of SMAN 1 Sakra. While, the components of writing in the experimental group which increased overall after using picture series in writing procedural text were content, organization, and grammar.

Keywords: picture series, teaching writing, procedural text

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INTRODUCTION

One of the language skills that must be taught at the senior high school level is writing. Writing is a productive skill that is very important to learn and needs to be developed by students (Mustika et al, 2017). Through writing, students can convey their ideas, thought, emotion, imagination, and creative thinking (Hatina, 2017).

However, most Indonesian students who are studying English as a foreign language think that writing is the most complicated skill to master. Sribagus (2018) also stated that writing is the most complicated and tiring job because it is very complex. In addition, Richard and Reinandya (2002) stated that the most difficult skill for foreign language learners to master is writing. In the process of writing, students face many challenges because writing requires complex components that must be involved in writing, such as organizing ideas and selecting suitable vocabulary, mechanics, and grammar rules (Rahma, 2020). It shows that writing is not a simple activity (Setiawan et al, 2017). Therefore, writing requires much practice for students to enhance and develop their writing skills.

There are several texts taught in senior high school that can be developed through writing skills. These texts are narrative, recount, argumentative, and procedural text. In this study, the researcher focuses on procedural text because procedural text is an English material taught at the 10th grade. Procedural text is a type of text that explains how to make, use, do and



operate something through several stages or processes. This type of text is often found in daily life, such as cooking recipes, school environment rules, and health protocols during covid-19.

There are various strategies that can be used to improve students' ability in writing procedural texts such as using teaching media, one of them is picture series. Picture series is a picture consisting of several pictures arranged in sequence that are used to tell the sequence of events, processes and stories. Wening (2016) stated that series pictures can help students to express and develop their ideas according to the written theme. In addition, Wright (1994) stated that picture series can improve students' motivation and attract students' attention. Research conducted by Listiyaningsih (2016) also proves that picture series can improve students' ability in writing procedural texts. Nevertheless, amongst some writing components, little has been known about specific component(s) which is(are) directly assisted by picture series. Whether picture series is only effective for teaching certain genre of writing is also under-researched. Therefore, the researcher was interested in implementing picture series in teaching writing procedural text in the tenth grade of SMAN 1 Sakra because procedures are potentially represented through sequence of pictures. Specifically, this study focused on which writing components are significantly assisted by picture series.

RESEARCH METHODS

The method used in this research was quasi-experimental with a control group pretest and posttest design. According to Sugiyono (2018), experimental research is a type of research method used to find the effect of treatment. The population of this study was the 10th grade of SMAN 1 Sakra. The sampling technique used was random cluster sampling. The researchers only took two classes randomly as the research sample, Class 10 E as the experimental group and class 10 J as the control group. The total sample was 50. The instrument of this research is a written test. The step for data collection in this study were, firstly, giving a pretest to the experimental and control groups to find out their background knowledge in writing procedural text, secondly, giving treatment using picture series to the experimental group while the control group was only taught using media commonly used by teachers when teaching in the classroom (whiteboard), and lastly, is giving a posttest to both groups to see whether the picture series influenced and increased each component of students' writing. After collecting the data, the researchers displayed it in a table and then described and calculated it through SPSS 25 version.

FINDINGS AND DISCUSSION

Findings

The findings of this study are related to the pretest and post-test scores of the experimental (X-E) and control groups (X-J), the findings from the experimental class students' writing components that increased and did not increase after being given treatment using picture series, and also the findings from the writing components of the control class who were not given treatment using picture series. Table 1 below indicates the minimum, maximum, and std. Deviation, and std. Error from the experimental and control group.

Table 1. Descriptive statistics

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic
Pretest Experimental	25	35	75	1436	57.44	9.474
Post-Test Experimental	25	66	91	2025	81.00	4.958
Pretest Control	25	40	76	1456	58.24	9.395
Post-Test Control	25	54	82	1792	71.68	6.388
Valid N (listwise)	25					

Table 1 above presents the different scores between both groups. The mean score of the experimental group is 57.44, the highest score is 75, and the lowest score is 35, while the mean score of the pretest in the control group is 58.24, the highest score is 76, and the lowest score is 40. The post-test scores of both groups were also different. The mean score of the post-test for the experimental group is 81.00, the highest score is 91, and the lowest score is 66, while the mean score of the post-test for the control group is 71.68, the highest score is 82, and the lowest score is 56.

Further, Table 2 below contains the data of the independent sample tests conducted to determine the comparison of the different mean scores of the experimental and control group by looking at the value of Sig. (2-tailed).

Table 2. Independent sample t-test

		Levene's Test for Equality of Variances									
		t-test for Equality of Means									
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
Std.Deviation	Equal variances assumed	.041	.841	3.953	48	.000	10.120	2.560	4.973	15.267	
	Equal variances not assumed			3.953	47.175	.000	10.120	2.560	4.970	15.270	

Table 2 shows the value of Sig (2 tailed) was $0.000 < 0.05$, this indicates that there was significant difference in the mean score of post-tests between the experimental group who was taught using picture series and the control group who was not taught using picture series. Based on table 2 above, it can be seen that the t-test value is higher than t-table ($3.953 > 2.011$) at a significant level of 0.05, so it can be concluded that the null hypothesis (H0) was rejected, and the alternate hypothesis (Ha) was accepted. In other words, picture series is effective in teaching writing procedural text at tenth grade of SMAN 1 Sakra.

Table 3 below is the writing component that increases after the implementation of the picture series in teaching writing procedural text.

Table 3. The improvement of the student's achievement in writing procedural text using picture series

No	Components of writing	Average score		Increase
		Pretest	Post-test	
1	Content	18.16	25.84	7.68
2	Organization	11.84	17.36	5.52
3	Word choice/vocabulary	12.12	16.36	4.24
4	Grammar/language use	12.6	17.92	5.32
5	Mechanics	2.72	3.52	0.8
	Σ	1436	2025	589
	Average	57.44	81.00	23.56

Table 3 indicates the average value of the writing component of the experimental group (X-E) has increased after using picture series in teaching writing procedural text. However, when explicitly viewed from individual writing components, 25 students from the experimental group experienced an increase in 3 writing components; namely, content increased by (7.68), organization increased by (5.52), and grammar increased by (5.32). While the writing components that did not increase were two, including word choice and mechanics, students who did not experience an increase in the writing component (word choice) one student (4%), and students who did not experience an increase in the writing component (mechanics) were six students (24%). Table 4 below is the writing components of the control group who was not taught using picture series

Table 4. The improvement of the student's achievement in writing procedural text without picture series

No	Component of writing	Average score		Increase
		Pretest	Posttest	
1	Content	19.72	21.8	2.08
2	Organization	12.28	15.16	2.88
3	Word choice	11.56	14.6	3.04
4	Grammar	11.96	16.8	4.84
5	Mechanics	2.72	3.32	0.6
	Σ	1456	1792	336
	Average	58.24	71.68	13.44

Table 4 above indicates that all writing components of the control group generally increased. However, when viewed specifically from individual writing component, none of the writing components in the control group increased overall.

Discussion

Based on the analysis of the experimental group's pretest and posttest data, the researchers found an increase in students' scores in writing procedural texts after being given treatment using picture series. It can be seen from the difference in the mean score of the pretest is (57.44), and the posttest score is (81.00), which increased by 23.45. At the same time, the control group who was not given treatment using the picture series had an average pretest value of 58.24 and a posttest value of 71.68, an improvement of 13.44. This shows that the posttest average value of the experimental group was higher than the control group. The results of



hypothesis testing using independent sample t-tests also show that the t-test value was higher than the t-table ($3.953 > 2.011$) at a degree of freedom 48 significant level of 0.05 (95%). So, the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted. This proves that the implementation of the picture series was effective in teaching writing procedural text in the tenth grade of SMAN 1 Sakra in the academic year 2022/2023.

The result of this study was relevant to the results of research conducted by Salihah N (2016). She stated that using picture series could improve students' skills in writing procedural texts. It can be seen from the average pretest score is 59.3, and the post-test score is 74.6, which increased by 15.3. This finding is also supported by the findings of Yessy Listiyaningsih (2017), who stated that student achievement scores increased after applying picture series in writing procedural texts. It can be seen from the pretest score is 5.6, and the post-test value is 7.48, which increased by 1.87. Other findings that are relevant to this research were also conducted by Sunarlin P (2018), who stated that there was an effect of student learning outcomes on the use of picture series in writing procedural texts. This was evidenced by the average score of the pretests, 65.4, and post-test, 82.20, which increased by 17.8.

Besides being effective, the picture series can also guide students in developing their ideas (Lidiyawati & Nirwanto, 2016). Wirght (2004) stated that picture series can make a strong contribution to the content of students' writing. However, in this study, picture series not only gave a strong contribution to the content of students' writing but the organization and grammar were also affected by the picture series. It can be seen from the improvement obtained by students after the implementation of picture series, content increased by (7.68), organization (5.52), and grammar (5.32). And there are 2 writing components did not increase as a whole when viewed specifically from individual writing component, namely word choice, and mechanics. Student who did not experience an increase in word choice was one student (4%) and mechanic were six students (24%) while the control group did not experience an increase in each writing component when viewed specifically from the individual writing component. From these findings, it can be concluded that picture series is more effectively used in teaching writing procedural texts and can increase the content, the organization, and the grammar of the students' writing. Pictures presented in series have shown the sequences of events, thus it assists the organization of the text. The content on the pictures appeared to be ample information for writers to develop the content of the texts as well as the grammar that specifically show certain time sequences as clues for the grammar forms suitable for the texts.

CONCLUSION

Based on the post-test result of the experimental group was 81.00, while the control group was 71.68. This indicates a difference in the mean post-test score between the experimental and the control group. Based on the results of the hypothesis using an independent sample t-test in the previous chapter that the t-test value (3.953) was higher than the t-table distribution (2.011) at the degree of freedom $50-2 = 48$ at a significant level of 0.05 (95%), it shows that H_0 was rejected, and H_a was accepted, the results of this findings can be concluded that the picture series was effectively used in teaching writing procedural texts at the 10th grade of SMAN 1 Sakra in the academic year 2022/2023.

The researchers also analyzed all writing components in the experimental group before and after being given treatment. In general, all writing components in the experimental group increased. However, when explicitly viewed from individual components, there were three writing components increased, including content, increased by (7.68), organization (5.52), and grammar (5.32). Two writing components did not increase, word choice and mechanics, and the student who did not experience an increase in word choice was one student (4%) and mechanics six students (24%). When compared to the writing component between the experimental and the control group, it can be concluded that the writing component of the



experimental group was better than the control group. It can be seen from each writing component of the control group that none of the writing components increased overall. From the findings of this study, it can be concluded that picture series can improve students' writing components, especially in terms of content, organization, and grammar.

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THE EFFECT OF STORYTELLING ON STUDENTS' SPEAKING ABILITY

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Abstract: This study aims to determine whether short storytelling can improve students' speaking ability at MAN 1 BIMA. This research used a pre-experimental research design with a quantitative approach. In this research, the samples were taken from students' grade X Bahasa in MAN 1 BIMA. The total number of samples was ten students. Purposive sampling was used. Speaking test was used to collect the data. The collected data were analyzed descriptively and by using t-test. The results show that 1) the use of short storytelling is effective in improving the students' speaking ability, 2) the students' speaking ability in terms of pronunciation in speaking English can be improved after applying short storytelling, and 3) there was a significant difference between the students' speaking ability before and after using short storytelling.

Keywords: speaking ability, short story telling, speaking, pronunciation

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INTRODUCTION

In learning English, there are four primary basic skills that students need to master. They are Listening, Reading, Speaking, and Writing. The four basic skills are related to each other by communication (oral and written) and the direction of communication or receiving information. Understanding spoken language is the goal of listening. Reading entails comprehending the main supporting ideas in written language (Hornby, 1995). Oral language is the focus of speaking. The ability to express oneself through writing is referred to as writing. Speaking and writing are production skills, whereas listening and reading are receptive skills (Andrew, 2008).

Among the four skills in English, Speaking is an oral language skill that allows people to communicate with one another by expressing human ideas, feelings, options, thoughts, or information (Anriani, 2020). For high school students, speaking is one of the most challenging tasks. Speaking skill reflects whether or not someone has mastered the language. Moreover, many students want to be fluent and not stammer when speaking, but this is very difficult because many things must be mastered or learned, especially speaking in English. Students must practice a lot to speak well (Fajri, 2018). At school, students certainly do not only learn to speak; many discussions must be mastered by students, such as vocabulary, grammar, and others. Now, the main problem for students in learning to speak is a lack of reading, less confidence, and less communication with others using English. Those problems make them difficult to communicate in English. One of those speaking problems might be caused by unsuitable methods and techniques.

However, there are some problems with the students' ability to speak. The problem stems from their lack of interest in the teaching and learning process, as well as their feelings of discomfort, laziness, and boredom. They are also too shy to speak in English, fearful of



making a pronunciation error, and the method that English teachers use to teach English does not match the content. Furthermore, students do not have enough time to practice their speaking. One viable solution to these problems is for English teachers to reconsider their teaching methods and use short stories as a media for teaching speaking.

Based on the preliminary study in MAN 1 BIMA, it was found that many students still struggle to learn to speak. Because of a lack of reading, vocabulary, and other problems, students may feel uncomfortable speaking in front of a class; they are too bashful and hesitant to talk in English. Many reasons may contribute to these problems, including the lack of confidence, fear of making mistakes, lack of interest in the content, or media coverage of the English teaching technique. One of the techniques for learning English that can help students to improve their speaking ability is the straightforward storytelling technique. Learning to speak using the short storytelling method is related to the curriculum at school with narrative text learning materials. The previous study entitled "Storytelling to improve students' speaking skills (Zuhriyah, 2017) showed that the students' speaking skills improved after the implementation of storytelling.

This study aims to determine whether short storytelling can improve students' speaking ability at MAN 1 BIMA.

RESEARCH METHOD

This research used a pre-experimental research design with a quantitative approach. The data derived from speaking samples from students' grade X Bahasa in MAN 1 BIMA; that is their short story-telling. Short storytelling was an independent variable while the students' speaking ability was the dependent variable. The population of this research was the student's grade X at MAN 1 BIMA West Nusa Tenggara. The total population was 330 students, consisting of 156 male and 174 female students. In this research, the samples were taken from Grade X Bahasa in MAN 1 BIMA. The total number of samples was ten students. Purposive sampling was used. Then, speaking test was administered by asking each student to deliver a short storytelling. After collecting the data, the next stage was the data analysis. The following is the findings and discussion related to the data analysis.

FINDINGS AND DISCUSSION

Findings

1. Students speaking ability in the pre-test

The data in this section are the results from the pre-test given to the ten students.

Table 1. the Score of the Pre-Test

Name	Pre – Test					Sum	Mean
	Fluency	Pronunciation	Accuracy	Clarity	Performance Skill		
S.1	60	50	53	55	58	276	55.2
S.2	65	55	60	57	65	302	60.4
S.3	67	60	65	58	60	310	62
S.4	50	50	52	50	55	257	51.4
S.5	40	35	40	40	40	195	39
S.6	70	60	65	65	65	325	65
S.7	45	30	35	35	40	185	37
S.8	50	45	45	45	40	225	45
S.9	40	40	45	34	55	214	42.8
S.10	40	40	40	40	55	215	43
Total						2504	50.08
Highest Score						325	65
Lowest Score						185	37

Based on the pre-test result, it is found that no one of the students got a score passing the minimal mastery level criteria (KKM) for English lessons. According to Table 1, of the students who took the pre-test, 3 (30%) got fair scores, 5 (50%) got poor scores, and 2 (20%) had abysmal scores for speaking ability. None of them scored very well.

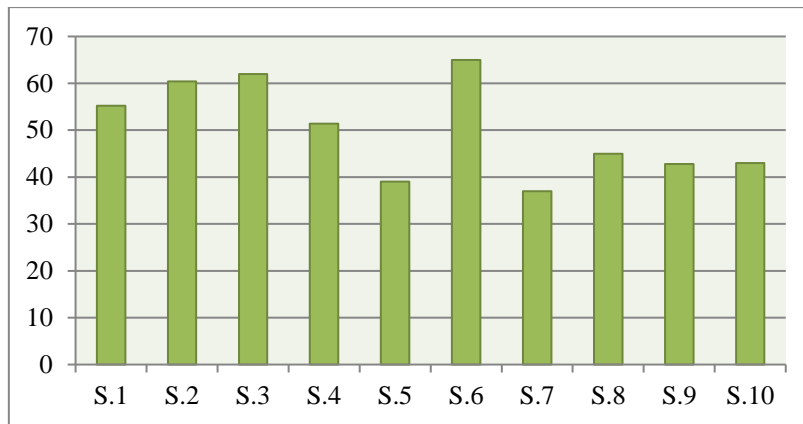


Figure 1. the Mean Score of Students Pre-Test

According to research findings presented in figure 1 above, students who get "fair" scores occasionally still stammer when pronouncing words and remain confused when speaking because the rest rarely practice and frequently use their native tongue in class. The "poor" students occasionally struggle with correct word pronunciation and frequently make mistakes in their pronunciation. Students who receive a grade of "very poor" cannot communicate effectively in English, speaking with incorrect pronunciation or illegible storytelling.

2. Students Speaking Ability in Post-Test

The rate students score on the test determines how much more frequently they speak after treatment.

Table 2. the score of the post-test

Name	Post-Test					Sum	Mean
	Fluency	Pronunciation	Accuracy	Clarity	Performance Skill		
S.1	65	60	65	60	70	320	64
S.2	70	65	65	68	70	338	67.6
S.3	65	60	65	65	68	323	64.6
S.4	60	60	55	55	60	290	58
S.5	50	40	45	40	40	215	43
S.6	70	72	70	60	70	342	68.4
S.7	45	40	40	40	40	205	41
S.8	55	45	40	40	45	225	45
S.9	50	45	45	40	55	235	47
S.10	55	55	55	50	60	275	55
Total						2768	55.36
Highest Score						342	68.4
Lowest Score						205	41

The post-test results indicated that no students had achieved the score of 70 which is considered as a satisfactory grade for English lessons. However, after undergoing the treatment, there was an increase in students' scores on each aspect of the speaking assessment. It can be seen from the rate percentage and complete classification of the students' speaking scores from

the post-test. The table of the students' post-test showed a variety of scores. The table shows that, out of 10, 4 students (or 40%) were given a "fair" score, and six students (or 60%) were given a "poor" score.

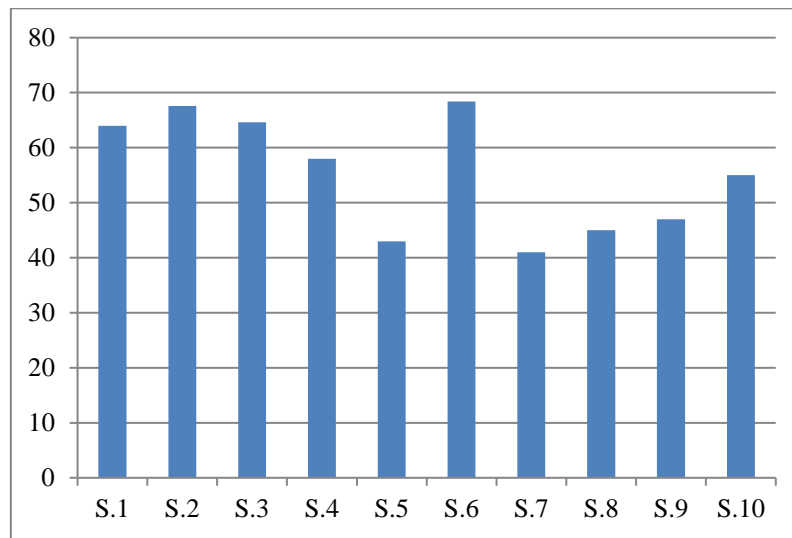


Figure 2. the mean score of students' post-tests

According to research findings presented in figure 2, students who got a "fair" score frequently used the local language in class and rarely practiced it, which caused them to stumble when speaking each word. The correct pronunciation of words is difficult for "poor" students, who frequently mispronounce words. This study pays attention to the students' pronunciation as the lesson focused on whether the students can pronounce the words correctly.

3. The Classification of the Students Speaking Ability in Terms of Pronunciation in Pre-Test and Post-Test

The rate of students' scores obtained through the test was calculated to determine the increase in students' speaking after receiving treatment.

Table 3. Rate percentage and frequency pre-test and post-test of students speaking ability scores in terms of pronunciation

No	Classification	Score	Pre-Test		Post-Test	
			Frequency	Percentage	Frequency	Percentage
1	Very Good	85-100	0	0	0	0
2	Good	75-84	0	0	0	0
3	Fair	60-74	2	20%	5	50%
4	Poor	40-59	6	60%	5	50%
5	Very Poor	0-39	2	20%	0	0
Total			10	100%	10	100%

Table 3 shows that from the classification of students' speaking ability scores in terms of pronunciation aspect in the pre-test, there are 6 (60%) students who got poor grades, 2 (20%) students who got inferior grades, and 2 (20%) students who got fair grades. None of them got a very good grade. Whereas, the rate percentage and frequency of the students' pronunciation in speaking gained from post-test, 5 (50%) students got fair, and 5 (50%) got poor. None of them got perfect, reasonable, and destitute.

4. The Improvement of Students Speaking Tests in Terms of Pronunciation

Table 4. the improvement of students speaking tests in terms of pronunciation

Indicator	Students Mean Score	Improvement
Pre-Test	46.5	16.55%
Post-Test	54.2	

The data in table 4 above show that there had been an improvement in the mean score of the students (16.5%) from the pre-test (46.5) to the post-test (54.2) in terms of pronunciation findings. Based on the analysis result, the post-test score in the pronunciation findings was higher than the pre-test grade.

5. T-Test of Value

The results of the t-test calculation are shown in the following table:

Table 5. Result of T-Test

Variable	Mean Score		T-Test	T-Table	Comparison	Classification
	Pre-Test	Post-Test				
Pronunciation	46.5	54.2	2.65	1.833	T-Test > T-Table 2.65 > 1.833	Significance

Table 5 indicates that the t-test value for speaking ability in terms of pronunciation was higher than the t-table value $2.65 > 1.833$. There is a significant difference between the students' speaking in the class before and after using short storytelling in the speaking process in the tenth-grade students of MAN 1 Bima.

Discussion

As mentioned in the previous section, the data obtained from the speaking test showed that students' scores have increased from the pre-test and the scores obtained in the post-test. As (Yen, 2013) say, the use of short story improved the students speaking. The average score, the total score, and the percentage improvement between the pre-test and post-test scores for the students all confirmed this. According to the research, using short storytelling increases students' average scores. It is because the use of short storytelling was effortless to learn, and students were delighted when taught using short storytelling. This further strengthen what Ellis and Brewster (1991) had claimed. Ellis and Brewster (1991) stated that "stories are motivating and fun; they can help students develop positive attitudes towards the foreign language and enrich their learning experiences." Similarly, Pardede (2011) also claimed that short stories can also be a powerful and motivating source for teaching speaking.

Based on the findings, it is proven that the students' speaking ability improvement who taught by using short storytelling got better. It means that the effectiveness of short storytelling in teaching speaking can achieve. The average score and percentage of the students' pre-test and post-test results support this.

During the pre-test, due to students' lack of practice practice and frequent use of their native tongue in class, students were often stammered when speaking. The most obvious finding can be seen from the students' poor pronunciation. Students often struggled with pronouncing words and phrases correctly. Furthermore, some students found it difficult to barely communicate in English that sometimes their story telling were intelligible.

Despite no student had achieved the score of 70 which is considered as a satisfactory grade for English lesson during the post test, a significant improvement on each aspect of



speaking assessment is obvious. It can be seen from the mean score of 50.08 in pre-test to 55.36 in post-test.

Finally, in terms of pronunciation the t-Test result was higher than the t-table value $2.65 > 1.833$. This result indicates that there is a significant difference between the students' speaking in the class before and after using short storytelling in the speaking process in the tenth-grade students of MAN 1 Bima.

Students' Speaking Ability in Terms of Pronunciation

Based on the above problems, the researchers provided a short storytelling treatment that allowed students to show progress in the post-test. A speaking test was conducted in the pre-test to determine the students' speaking ability before treatment. In the beginning, the student's verbal ability was abysmal. They do not know how to say words well. Researchers offer short storytelling treatment. As a result, students become more active and like to talk; they can pronounce the words better after using short storytelling. In using short storytelling in speaking, it was found that students scored higher on the post-test than on the pre-test, which is supported by the difference in scores between the pre-test and post-test.

On one hand, during the pre-test, there are 6 (60%) students got "poor" grades, 2 (20%) students got "very poor" grades, and 2 (20%) students got "fair" grades. None of them got a very good. While, in the post-test, there are 5 (50%) students got "fair" and 5 (50%) got "poor". None of them got satisfactory results. The analysis above tells us the mean score of the students' test results on the pre-test is the total row score on the pre-test (465) divided by ten students = 4.65, and the mean score of the students' test result on the post-test is the total row on post-test (542) divided ten students' = 54.2. It shows that the mean score of the post-test is greater than the pre-test. The gain of means scores of the pre-test and the post-test groups is 16.55. The result of the data indicates a significant difference between the result of the pre-test and post-test, at the level of significance (α) = 0.05 and (df-N) = 10-1, the value of the T-table = 1.833, T-test value = 2.65.

The findings of this study have shown that the use of short stories can improve students' speaking skills, especially in terms of the pronunciation. It has shown that the students' speaking skills improved after the treatment because they actively participated in the class and were consistently well done. As a result, the researchers found significant differences in pre-test and post-test scores when students spoke through short storytelling.

CONCLUSION

Based on the discussion and the results of this study the conclusions are as follow. Firstly, there is a significant difference between the result of the pre-test and post-test, at the level of significance (α) = 0.05 and (df-N) = 10-1, the value of the T-table = 1.833, t-Test value = 2.65. This means, the use of short storytelling is effective in improving the students' speaking ability. Secondly, the use of short storytelling can improve the ability of the tenth-grade students of MAN 1 Bima on short storytelling especially in pronunciation. Finally, there was a significant difference between the students' speaking ability before and after using short storytelling on each aspect of the speaking assessment.

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**SPELLING ERROR ANALYSIS IN WRITING RECOUNT TEXT BY THE NINTH-GRADE STUDENTS OF SMP NEGERI 1 SUMBAWA ACADEMIC YEAR 2022/2023**M. Givan Fachrezzy^{1*}, Sahuddin², Baharuddin³^{1 2 3} English Education Department, Faculty of Teacher Training and Education,
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Abstract: The aims of this study are to find out the types of spelling errors made by the ninth-grade students of SMPN 1 Sumbawa by determining students writing and to find out the causes of spelling error made by students. In addition, this study uses the theory from Bestgen and Granger (2011) in their journal entitled “Categorizing Spelling Error to Assess L2 Writing” that discussed about the category of spelling errors. Furthermore, this research applies descriptive qualitative in which the researchers collected the data from students writing tasks and found the spelling error of three words classification which are adjective, noun and verb. The researchers found six types of spelling errors which are addition, omission, substitution, transposition, word segmentation, and multiple error letter. In addition, there are three main causes of spelling error found such as the influence of Indonesian spelling, lack of vocabulary, and spelling difficulties.

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INTRODUCTION

In English, as well as in other languages, there are four skills that should be mastered, i.e., the listening, speaking, reading and writing (Brown, 2007) which are very important for students. Harmer (2007:265) states that speaking and writing are categorized into productive skill. Related to those 4 skills, the vocabulary is also considered significant because students have to memorize a lot of vocabularies in order to support the success of English language learning.

Vocabulary is a collection of words that are part of particular language and are used to construct sentences. The spelling error may lead to the misleading of writing vocabulary because it can lead to a different meaning. Banca (2013) states that conveying letters effectively needs a correct spelling. It can be inferred that spelling is a significant and crucial component in writing because it can change the meaning of a word or even a sentence. Learning vocabulary and how to spell it correctly is a basic thing to be studied since the early learning of the English language. Therefore, the researchers choose junior high school students as the object of data.

The researchers conducted two observations in SMPN 1 Sumbawa and found that the main case of spelling error lies on the complexity in English phonemes that have 44 phonemes but only have 26 letters (Cook, 2004). Phoneme can be defined as a smallest unit of voice which can distinguish the meaning of each word based on the sound of its pronunciation. According to glossary of linguistic terms, phoneme is the smallest contrastive unit in the sound



system of a language. For example, the alphabet (letter) of “I” is spelled “ai” in the word of “wide”, on the other hand it is spelled “i” in the word of “fish”. Other common error found is the spelling of the vocabulary based on their mother tongue, the *Bahasa Indonesia* alphabet rules, for example, the students spelled “kes” in the word of “case”. According to Elliot and Johnson (2008:6), this error is called sound-based. However, according to Elliot and Johnson (2006), there are seven types of spelling error namely the sound-based error, rule-based error, omission, commission, transposition, writing error, and multiple errors.

As mentioned previously, the ninth-grade students at SMPN 1 Sumbawa were chosen as the object of this research. This topic is worthy due to the fix the students’ spelling error while they have an adequate skill in writing but the lack of spelling ability. Specifically, this research focuses on spelling error through writing test. Thus, the researchers applied the methodology of error analysis by Ellis (1994:48) that states 4 main steps to analyse the error such as identification, description, explanation and evaluation. However, the benefit of this method for the student is that they can learn the spelling error that they have made in the writing test.

One of studies came from Bestgen and Granger (2011) that identify the types of spelling error. Bestgen and Granger assessed 223 non-native learners (L2) in their essay. The learners were from three different mother tongues; German, French and Spanish. Another research about spelling error was conducted by Yanyan Liu (2015) entitled Spelling Error Analysis in College English Writing. The novelty of Liu’s research lies on Chinese college non-English major as the subject of data and the categorization of spelling errors. Liu assessment on the essays comes after the writing of the students already spell-checked by Microsoft 2007. In this research, Liu analysed the spelling error on junior high school students who use Bahasa Indonesia as their mother tongue and assessed the recount text produced by the students that has different sets of grammatical rules compared to essay in golden rule (i.e., to analyse the handwriting of the students manually not by the automated spell checker).

RESEARCH METHOD

This research is descriptive qualitative which employs the analysis of both descriptive and qualitative method. Silverman (2005: 303) reveals that qualitative research is often related to narrative or stories what people tell to another (and researcher). Moreover, Gay (2006: 399) states that qualitative research is about collecting, analyzing and interpreting comprehensive narrative and visual data in order to get insight into a particular phenomenon of interest. The purpose of this research to describe the types of spelling error through writing skill of students of SMPN 1 Sumbawa. In brief, the procedures of this research started from collecting the data of students’ writing of recount text and analyzing the spelling error then presenting all of the data.

The researchers collected the main data from students writing tasks and to collect the additional data, some of articles, journals, and books. In addition, another additional data was obtained from interview from the teachers of ninth-grade class of SMPN 1 Sumbawa. As a result, the teacher described the causes of spelling error in SMPN 1 Sumbawa mostly as less literacy in learning English, less concentration when writing the English words, lack of confidence, difficulties in spelling, low understanding of English text, and the influence of dialect related to pronunciation.

After the data was gathered, the descriptive analysis method was applied. In this case, the researchers applied the Corder's error analysis method (1981:51).

The steps to analyze the error are explained as the following:

1. Investigating the errors

The researchers found the error categories from the students’ works by highlighting the errors.

2. Categorizing the error
The errors were categorized related to Bestgen and Granger's theory.
3. Showing the errors
The researcher revealed why the words were categorized as a spelling error based on the theory.
4. Calculating and identifying the dominant error
The calculation of the error percentage using the formula by Sudjiono (2010 : 43).

$$P = F/N \times 100\%$$

Whereas: P = error percentage
 F = frequency of error
 N = number of case(s)

5. Drawing conclusion and suggestion regarding errors that often occurred in spelling words in students writing.

FINDINGS AND DISCUSSION

In collecting the data, there were 32 students asked to write a recount text about certain topic. The result showed some of categories of spelling errors. The following table shows the percentage of spelling errors from each category.

Table 3. Percentages of the types of error in the students writing test.

No	Types of spelling error	Occurrence of Error	Percentage (%)
1	Addition	11	20.37%
2	Omission	9	16.67%
3	Substitution	13	24.07%
4	Transposition	3	5.56%
5	Multiple Error letter	12	22.22%
6	Word Segmentation Error	6	11.11%
Total		54	100%

1) Addition

Addition is the type of error when the students add one or more letters in a word. According to Wing and Baddely (1980), addition (insertion) is adding an extra letter into a word. The percentage of addition in this study is 20.37%- or 11-times occurrences. This error occurred when the students wrote one or more additional letters in a word. The following are the examples of addition error from students' tasks.

- the **prince** per entry ticket is 150.

The word "price" is written to "prince" and it explains how much the entry ticket for MXGP Samota was. This kind of addition could make a different understanding because the word "prince" means a person in royal family while the word "price" is something related to the worth of something. This error occurs because the student wrote the word wrong (spontaneous error). Spontaneous errors can happen to everyone even though they have heard or wrote the correct spelling word before.

2) Omission

Omission can be defined as an error happening when students omit letter in a word. According to Wing and Baddely (1980), omission is a deleting a letter or missing the letter(s)

in a word. Omission happened in 9 occurrences or 16.67% in the students writing test result. This error occurred when one or more letters of a word was not written by the students.

- After I weth MXGP, I go **homwuth** my femeliy

The students wrote “hom” instead of “home”. This occurred because the letter “e” is not written from the original word “home”. Therefore, students who have limited vocabulary write the word only based on what they hear. In the example above, omission occurs because the word “home” contains a silent letter, namely the letter “e” so that the letter “e” is not heard when someone says the word “home”. In this case the student wrote the word “hom” because the student did not hear or did not know that there is an “e” in the word “home”. However, almost all words in English that end in “e” are silent letters such as the words “take”, “stone”, “price”, etc.

3) Substitution

Substitution is a situation when a letter is replaced by another letter in a word (Wing and Baddely, 1980). Substitution error occurred 13 times or 24.07%. It can be seen from the data collected whereas the word explore, excited, exciting and watch were written into “eksplore”, “exsited”, “exsiting”.

- I was there to **eksplore** the nature of Moyo Island
- I was very **exsited**, in the afternoon me and the family went to visit the Matajitu waterfall.
- A very **exsiting** vacation.

The errors occurred due to the use of the letter “x” which was replaced by the letter “ks”. Another example was when students replaced the use of the letter “c” which is replaced with the letter “s”. This happened because of the influence of the mother tongue. In other word, students who are already familiar with the similarity on how to write and read Indonesia words. So, in writing their English words, students still use their Bahasa Indonesia alphabet rules.

4) Transposition

Transposition is defined as a situation when the letter is transposed in a single word. It relevant to Wing and Baddely (1980) that states transposition occurred when two neighboring letters are transposed. However, in this study, transposition is the lowest occurrence from all of the six types aforementioned. It occurred around 3 times or 5.56%. It happened because the students replace a letter in a word. However, the example of transposition can be seen in word “take” and “feel”. The following are the further explanation of those to examples.

- After that I and my friend **teak** a photo.
- I wethfameliy**tek**aphoto andradersmxgp

The students change the word take into teak and “teka” which means in word “teak” students change the position of 3 letters where the correct order of the letters is a, k and e to e, a and k. Meanwhile, in word “teka” the transposition occurred on the letter e and a. This type of error occurred because the students have lack of vocabulary so that they do not know how to write the word correctly. In addition, this can also occur due to students' misunderstandings about writing the word so that errors in writing made by students are included in spontaneous errors.

- I **flee** happy because I can watch MXGP Samota and slank band.

From the example sentences above, the error made by students are spontaneous errors. This can be seen from the example of the word "flee" where students actually wanted to write "feel" instead of "flee". As in the previous discussion, spontaneous error can happen to anyone where in this case students were just lack concentration in writing.

5) Word segmentation error

Word segmentation is the error type that happens because the word that is supposed to be compounded is separated into two or more words. According to Wing and Baddely (1980), word segmentation error (word space) is separating a compound word with a space or without word space left between words. The percentage of word segmentation error is 11.11% with the total of 6 errors. Word segmentation error separates a compound word with a space or where there is no word space left between words. It can be seen from student works when they split the word "motorcycle" into "motor cycle" and "waterfall" into "water fall".

- We got there by **motor cycle**, when we arrive we park **motor cycle**
- Before we went to water **fall**, we had a **break fast**

The three words above are categorized as error because each of them should not have a space in the middle. According to the Oxford and Cambridge dictionary, the correct spelling of the three words is "motorcycle", "waterfall" and "breakfast". This type of error occurred because the students have lack of vocabulary so that they do not know how to write the word correctly. One other factor is that the words above, if separated, still have their respective meanings. For example, the word "waterfall" will still have some meaning even though the words "water" and "fall" are separated so that students think that the word they wrote is correct.

6) Multiple errors letter

According to Bestgen and Granger (2011:5), multiple error letter is a situation when there are two or more errors in a single word while it has the same type or different type of errors. Multiple errors letter occurred 12 times with the percentage of 22.22%. This kind of error occurred because there is more than one type of error in a single word. The following are the example from multiple errors.

- I and my family I went to **woch** MXGP at Samota in Satutday.

In this case, the students wrote "woch" instead of "watch". There are two types of errors, namely the substitution and omission. The substitution is in the second letter in the word "watch" whereas the second letter is "a" replaced with "o". The omission occurred because there is no letter "t" in the word "woch".

- We walk to do **sirkuite** when we arrive we see a **sirkuite**

The type of error on the example above is substitution and addition error in the word "circuit". The students wrote "sirkuite" instead of "circuit" which means that the substitution occurred on the two "c" letters whereas the first "c" letter is substituted with the "s" letter and the second "c" letter is substituted with "k" letter. Meanwhile, the addition occurred when the students added the letter "e" on the last letter of the word.

- When I got there, I was vary **surspised** how many audience came from various regions.

To sum up, in this multiple error letters, there are also several types of error in a single word such as in the word "surspised" instead of "surprised". There are addition and omission errors. The addition error lies in the letter "s" (surspised) while the omission error occurs in the missing letter "r" (sursp_ised).



In multiple errors, there are three factors that can be the main cause of spelling error. The first is the influence of Indonesian spelling which means that the students commonly spell the vocabulary based on their Bahasa Indonesia alphabet rules. The second is lack of vocabulary which means students do not have enough of vocabulary. The last is spelling difficulties which means that the students do not know how to spell the English words accurately. One of the examples that represented these multiple errors lies on word “motor saikel”.

The causes of spelling error

Most causes of spelling error in writing recount text which made by the 32 students in SMPN 1 Sumbawa at class 9.6 are presented further in the following.

1. The Influence of Indonesian Spelling

There are differences in Bahasa Indonesia and English from the category of the two, English is Indo European Language while Bahasa Indonesia is Austronesian Language. The system of both two languages is also fundamentally different for example in term of spelling system. In Bahasa Indonesia, a certain spelling represents certain sound (e.g. „satu“ is spelled (satu) (Fanani, 2011)), while in English a certain spelling does not always represent a distinctive sound (e.g. „answer“ is spelled (/ˈænt .sə/)). Therefore, the difference in the system causes someone, in this case students, to have difficulty both in pronouncing and spelling sentences or words in English.

Bahasa Indonesia is a language that is often used by students in communicating. The influence of the Indonesian language can also be seen when they learn English. One example is in terms of pronunciation when students’ pronunciation is still influenced by Indonesian language. For example, in the word *motorcycle* this is pronounced as “motor saikel”. This could be caused by their misunderstanding in listening to the word "*motorcycle*" into *m o t o r s a i k e l*. This happened because the structure of the English spelling is different from the language they use. It also supported by Nursalikhah (2017) that states word spelling is not always the as its pronunciation so that the written form will be different. The researchers also indicated that the mother tongue word spelling system includes that error trigger. It is certain that students also need solutions in considering the presence of sounds and their representations in the spelling of words because they are not familiar to those of the original word spellings whose sounds represent the letters as if we compare them to the Indonesian spelling mechanism system.

2. Lack of Vocabulary

The lack of vocabulary can happen because of the lack of activities carried out by students in terms of reading, listening, or writing in English. In addition, students still feel unfamiliar with a certain word from reading or writing so that it is the reason for the lack of student literacy in learning English. This causes students to become less knowledgeable about the structure or spelling in English and causes errors in word writing. Apart from the limited vocabulary, these errors can occur due to the spontaneous actions of students who even before they have heard or written the correct spelling word. In other words, this error can occur to anyone because it is an error that happens by accident. In addition, spontaneous error can occur due to internal and external factors. The internal factors are such as difficulty in concentrating in writing the word, the lack of confidence and the lack of student interest in adding new English vocabulary. In other hand, the external factors can be caused by the influence of a class environment that is not conducive, the lack of time given to students to write which causes students to rush and finally learning methods that are less attractive.

3. Spelling difficulties

There are several factors that cause students to have difficulty spelling the English word including to students' low understanding of English texts, not having proper English learning strategies, the lack of understanding of grammar and not forming a good reading habit. This causes the experience of students in learning English is not enough to increase the spelling the correctly. In other words, the fewer students learn English, the more likely it is that students have difficulty spelling the English word.

However, another factor that causes students to have difficulty spelling the word is dialect. Dialect is a language variation from a relative number of speakers who are in a certain place or region (Chaer, 1995; 63). For example, the pronunciation of English spoken by Indians is different from Middle Eastern people. All types of errors indicated lie in the sounds and letters that make up the word. Undoubtedly, sounds and letters in a word are represented by each other which results in inconsistent patterns in English spelling (Brington and Adoniou et al, 2019). This inconsistency can be found in a letter that is pronounced with a different sound (Proofed, 2019). One or more letter in a word spelling can be an auxiliary silent letter (Nursalikah, 2017) or a digraph letter (Turkel and Petterson, 2016) also there are two words which has similar letter construction yet different meaning (James, 2017).

CONCLUSION

As the final results, the researchers found six types of spelling error made by 32 students of the ninth class (9.2) SMPN 1 Sumbawa. They are Addition with 11 cases (20.37%), Omission with 9 cases (16.67%), Substitution 13 cases (24.07%), Transposition 3 cases (5.56%), Multiple Error Letter 12 cases (22.22%), and Word Segmentation Error with 6 cases (11.11%).

Spelling errors happen because of three factors namely the influence of Indonesian language spelling, the lack of vocabulary, and spelling difficulties. Based on the first factor, many errors occurred because students still use Indonesian alphabet rules both in reading and writing as the influence of the difference between Bahasa Indonesia and English spelling system. The second factor is related to the students' lack of learning experience and interest in reading English texts. The last factor is connected to the difficulties on spelling English word correctly based on their capability or experience in certain English word.

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