

# INTERACTIVE ENGLISH LEARNING FOR HIGH SCHOOL

**Editor: Loli Safitri, M.Pd.**

Aufalina | Feni Putri Ramadhani  
Uci Julianti | Andriansyah  
Muhammad Ryan Firdaus | Dila Azhani  
Aisyah Nurul Islami | Gusti Ranti  
Miftahul Jannah | Rada Elfira  
Aulia Hidayatullah



# **INTERACTIVE ENGLISH LEARNING FOR HIGH SCHOOL**

Aufalina, Feni Putri Ramadhani, Uci Julianti, Andriansyah,  
Muhammad Ryan Firdaus, Dila Azhani, Aisyah Nurul Islami, Gusti  
Ranti, Miftahul Jannah, Rada Elfira, Aulia Hidayatullah



Hak cipta dilindungi oleh undang-undang.  
Dilarang memperbanyak maupun mengedarkan buku dalam bentuk dan dengan cara apa pun tanpa izin tertulis dari penerbit maupun penulis.

**Sanksi Pelanggaran Pasal 72  
Undang-Undang No. 19 Tahun 2002  
Tentang Hak Cipta**

- 1) Barangsiapa dengan sengaja dan tanpa hak melakukan perbuatan sebagaimana dimaksud dalam Pasal 2 ayat (1) atau Pasal 49 ayat (1) dan ayat (2) dipidana dengan pidana penjara masing-masing paling singkat 1 (satu) bulan dan/atau denda paling sedikit Rp 1.000.000,00 (satu juta rupiah), atau pidana penjara paling lama 7 (tujuh) tahun dan/atau denda paling banyak Rp 5.000.000.000,00 (lima miliar rupiah).
- 2) Barangsiapa dengan sengaja menyiarkan, memamerkan, mengedarkan, atau menjual kepada umum suatu Ciptaan atau barang hasil pelanggaran Hak Cipta atau Hak Terkait sebagaimana dimaksud pada ayat (1) dipidana dengan pidana penjara paling lama 5 (lima) tahun dan/atau denda paling banyak Rp 500.000.000,00 (lima ratus juta rupiah).

**STOP !  
BELI BUKU  
BAJAKAN**

# INTERACTIVE ENGLISH LEARNING FOR HIGH SCHOOL

**Penyusun:**

Aufalina, Feni Putri Ramadhani, Uci Julianti, Andriansyah, Muhammad Ryan Firdaus, Dila Azhani, Aisyah Nurul Islami, Gusti Ranti, Miftahul Jannah, Rada Elfira, Aulia Hidayatullah

**Editor:**

Loli Safitri, M. Pd.

**Penata Letak:**

Muhammad Haitami Aqli

**Pendesain Sampul:**

Tim Ruang Karya

**Diterbitkan pertama kali oleh:**

Ruang Karya

**Alamat:**

Jl. Martapura lama, Km. 07, RT. 07  
Kecamatan Sungai Tabuk, Kelurahan Sungai  
Lulut, Kabupaten Banjar, Kalimantan  
Selatan.

Telp. 0897-1169-692

Email: kirimnaskah@ruangkarya.net

**Hak cipta dilindungi oleh undang-undang**

Cetakan Pertama September 2022

Copyright 2022

Aufalina, dkk.

335 Halaman; 15,5 x 23 cm



Apabila menemukan kesalahan cetak dan atau kekeliruan informasi pada buku ini, harap menghubungi Penerbit. Terima kasih

## **PREFACE**

Alhamdulillahirabbil‘alamin, in the name of Allah SWT, the most precious and the most merciful who always give health and all of things so that the authors can accomplish this book and then salutation to the prophet Muhammad SAW.

Interactive English Learning for High School book is developed based on authors’ research in some high school related to English learning. This book consists of 11 articles. Each article discusses about problem in learning English at high school and the solution to create interactive English learning in high school.

This book would not have been possible without helps and supports from many parties. Authors would like to express our gratitude and thanks to supervisor, Ms. Loli Safitri, M.Pd., the headmasters, the teachers, and also the students who have helped and supported authors during collecting the data, and developing the articles. Author realized that nothing is perfect, including this whole series of articles. Therefore, authors would like to ask apologize if our readers find flaws in these articles. Hopefully this book is able to help English teachers to create interactive learning process especially English learning.

Bukittinggi, September 2022

Authors

## TABLE OF CONTENT

<b>Preface</b>	<b>1</b>
<b>Table of Content</b>	<b>2</b>
<b>Aufalina</b> : THE EFFECTIVENESS OF USING SHORT STORY TO IMPROVE STUDENTS' VOCABULARY AT GRADE VII IN SMP N 34 PEKANBARU	<b>5</b>
<b>Feni Putri Ramadhani</b> : TEACHING WRITING NARRATIVE TEXT BY USING YOUTUBE VIDEO AT MAN 1 PASAMAN BARAT	<b>22</b>
<b>Uci Julianti</b> : ANALYSIS OF TEACHER'S TEACHING STRATEGIES WITH STUDENTS' WRITING ABILITY IN GRADE EIGHT OF SMP N 2 KOTO BARU	<b>59</b>
<b>Andriansyah</b> : GROWING INTEREST OF HIGH SCHOOL STUDENTS IN ENGLISH BY USING YOUTUBE MEDIA IN KAYU TANAM, PADANG PARIAMAN	<b>94</b>
<b>Muhammad Ryan Firdaus</b> : HOLDING AN ENGLISH COURSE ABOUT GRAMMAR FOR STUDENTS IN	

TAMAN RAHAYU REGENCY, CIKETING UDIK  
VILLAGE, BANTARGEBAH, BEKASI 129

**Dila Azhani** : ENGLISH CLUB FOR SMP  
N 3 KOTO BESAR STUDENTS TO INCREASE THEIR  
LEARNING MOTIVATION IN ENGLISH SUBJECT 165

**Aisyah Nurul Islami** : IMPROVING STUDENTS"  
READING COMPREHENSION OF NARRATIVE TEXT  
THROUGH FAIRYTALE BOOK AT BOARDING  
SCHOOL DARUSSALAM AUR DURI SUMANI 197

**Gusti Ranti** : INTRODUCING  
ENGLISH FOR BEGINNERS BY USING THE  
DRILLING TECHNIQUE AT SMP N 1 LAREH SAGO  
HALABAN 206

**Miftahul Jannah** : THE STRATEGY FOR  
READING TO UNDERSTAND ENGLISH TEXT AT MAS  
PESANTREN MUS CANDUANG 221

**Rada Elfira** : LEARNING ENGLISH  
WITH ANIMATED VIDEO FOR STUDENTS"  
SPEAKING SKILL 253



**Aulia Hidayatullah** : TALANG BABUNGO  
TOURIST AREA USES ENGLISH **288**

**AUTHORS' BIOGRAPHY** **328**

# **THE EFFECTIVENESS OF USING SHORT STORY TO IMPROVE STUDENTS VOCABULARY AT GRADE VII IN SMP N 34 PEKANBARU**

**Aufalina**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## **Abstract**

Short story is a good media will be using in English learning. Using short story as media in learning and teaching students get some of benefit to mastery vocabulary. The benefit of using short story are make students interesting and motivate students to learning English language. The effectiveness of using short story in English language learning teacher can know from students understanding about vocabulary. The students understanding of short story, then students can tell the story with using their language. In SMPN 34 Pekanbaru short story can improve students ability and knowledge to mastery vocabulary. Students can interesting to reading short story with good topic. Teacher must prepare good media and planning teaching learning process be well. This important to using short story as media in learning and teaching because very effective way to improve students vocabulary.

**Keywords:** *Vocabulary, Effectiveness, Learning.*

## **A. INTRODUCTION**

Short story is a media will be using in learning teaching. Short story can help students to improve their vocabulary. Short story is a text with some paragraph and story or information. Teacher can choose a good short story as a media in learning. Then teacher must to make sure students interested to learning process. Student can read text and find difficult word in a text so to solve this problem. Students can make group or friend mate to discuss about meaning of difficult word, literally it will be fun and not bored too. Teacher must to preparing and planning be well about media and material in the class. Media and technique of learning is important to make process study became conducive. Short story can add knowledge students to understand about culture.

Then students while reading short story get information and knowledge, so students have new experience of that. In teaching vocabulary, Wilkin (1983) the teacher make task must be interesting and how to make students not felling bored in process learning vocabulary, then understand the material in the class. From those explanations above, the

researcher assumes that vocabulary is a starting material for building or making sentences. Vocabulary is a component of language that everyone uses to convey their ideas or feelings. Without know more about vocabulary, people cannot to give their idea or opinion of what they see and what they hear, because they think their vocabulary is low. Students wouldn't stay with the vocabulary when they're at elementary school or until they're at senior high school; students won't stay with the one what they have now. The students' vocabulary would keep improving as long as students found a new vocabulary in reading or heard in conversations on television. Learning English more enjoyable with using short story, and can improve student ability especially in vocabulary mastery. Short story can motivate, challenge, and can give positive impact to students then short story can lead students to focus when study English at school. Students can make their creativity, then students also can get moral value after reading short story. Using short story make students feel happy, and can enter the story. Students enjoy the class when using short story. Reading short

story is one activity can be using in teaching vocabulary to the students.

Students can get inspiration after reading short story. Especially in junior high school seven grade students only know little of vocabulary. Then short story can be good media in learning teaching researcher will search information in SMPN 34 Pekanbaru, to know what the media and technique in process learning teaching process. Researcher will interview some of teachers and students related to the problem of vocabulary. Then find the best solution to solve problem in learning teaching especially improve students vocabulary. Short story can be good media in teaching vocabulary to students. Reading a text can make students get new vocabulary and add their vocabulary. Students sometimes find difficult word and interesting to know meaning of difficult word, that can make students more active.

Teacher can apply short story as media in learning teaching. Then to make students discuss about material in text teacher can ask student to join as group. Students can discuss about the topic in short story with their friends. Study will be more interesting and make students get the meaning about

new vocabulary. Teacher must to guide students during they discussion. Students can asking to teacher if there is problem to understand difficult word. This activity can make students memories new vocabulary and get experience in learning vocabulary. Teacher also can make quiz to make learning process became interesting. Teacher must to pay attention to the other students who don't understand about the topic.

Then make sure all of students understand and pass the material. Sometimes students lazy to ask the teacher when they don't understand. Then this phenomenon of problem always teacher find in learning teaching process. Teacher must give more motivation to make students enjoy and understand when learning in the class. Then make process study be fun and interesting are the first point in learning teaching. In SMPN 34 Pekanbaru teacher make students as a group when learning new material. Then research ask teacher what the media use in learning vocabulary. Teacher answer the media use in learning vocabulary are short story, biography, and the other text. Teacher sometimes ask students to search short story and find difficult word of the short story.

## **B. METHODOLOGY**

In this research method Will be using is qualitative method. The reason why researcher use this method because qualitative method relate to this research. Researcher want to get the answer of students problem in vocabulary. Vocabulary is a important point to understand when learning English. Qualitative method involves collecting and analyzing non numerical data to understand concept, opinions or experience. Researcher want to analyzing students experience using short story to improve their vocabulary. Qualitative method can analyzing problem of this research, also help researcher to find data and information. Qualitative method are significant to collecting data and accurate when using this method. This research in SMPN 34 Pekanbaru researcher use qualitative as the method.

## **C. DISCUSSION**

Short story can help students to improve their vocabulary. Short story as a media must be interesting to reading and easy to understanding. Teacher can give short story with good topic and interesting to students. Sometimes there are problems

when using short story, so teacher must prepared good planning and technique in learning teaching. Especially for teaching learning to vocabulary mastery, teacher can guide students be more active with using short story. Students must to mastery vocabulary because can help students in understanding English learning. Short story as media in learning teaching can improve student vocabulary. Reading short story can add vocabulary of students, when their find difficult word students try to find meaning of word.

Then students get new vocabulary and can using it. Teacher better to prepare interesting of short story, then students interesting to reading. In SMPN 34 Pekanbaru short story also make students be active and creative during study. This because teacher give interesting topic and use good media in learning teaching. In brief, using short story in learning teaching very helpful technique in foreign language of students at the classes. As it is short, it makes the process of learning be effective. In brief, the using of a short story can help students to improve their ability to understanding vocabulary. As it is short, it makes the students' reading task and the teacher's be easier



in understanding difficult words. An important feature of short fiction is its being universal to students. To make it differently, students all over the world have experience stories and can relate to them.

Moreover, short story, like all other types of literature, makes contribution to the development of cognitive analytical abilities by students. Short story effective for students to know difficult vocabulary and get new vocabulary. Students be easy to understand about meaning of sentence with learning using short story. Short story introduce the students about literature and historical of story. Then make students of SMPN 34 Pekanbaru interesting when learning teaching in class. Teacher guide students to understand short story with use group and asking question related of short story. Then make students understand and active in class. Students' reading task and the teacher's coverage easier. The important of short stories is being universal . To put it differently, students all over the world have experienced stories and can relate to them.

Learning teaching process using short story give positive impact to students, because can develop their idea of students. Teacher using short story as

media and make students motivating to reading and understanding text. Then sometimes in short story there are some difficult words, students try to know meaning of words, so students focus to find meaning. This activity can help to students to get vocabulary of short story. Students can discussion with their friends to understanding topic and theme in short story. Learning process can be educative and students not bored when reading short story. Sometimes important to teacher give interesting of short story, then students interesting to reading and understanding the text.

Using short story in learning activity can make students be creative and active in the class because their can get opinion, then teacher can ask about students understanding of students. As a good teacher must prepare good planning and prepare to make interesting and efficient lesson during learning process in school. The students can enjoy the class with using short story as media, the process learning became interesting and fun, so students not fell bored in class. Teacher can use another technique when learning in class, with using short story students can enjoy the class be well. Teacher can using short story

as media to help teacher in process learning and teaching in school. Short story make students know about the other culture and know about new vocabulary.

Students get more information related to new vocabulary and knowledge about stories in short story. This is be able to students improve their vocabulary mastery, using short stories as media is a good choice to help students understand difficult word and learning process became interesting. Students more enjoy the class with learning using short story because situation of study be interesting and fun. Students sometimes felling bored with practicing and learning in the classroom with using short story as media make students interesting. Teacher can using short story in process learning and teaching in the classroom. Students have new experience of using short story, because students can get information about the culture of story. Learning with using short story can improve students vocabulary.

Before teacher give short story to students, teacher know about vocabulary of students. Then teacher can ask students about difficult word in short

story. Students will find meaning of difficult word, that can improve students ability to mastery vocabulary. Teacher can ask students to search short story, and story telling in front of the class about their short story. This activity help full to students and also make students be active in the class. Learning with short story make students be creative and get inspired. Students be active to understand difficult word and to know about the story. Teacher know about development of students vocabulary with use short story as media. Learning process will be fun and students enjoy the class. Learning process with use short story make students get positive impact. Students can improve their ability with learning using short story, so this media can help students and teacher in learning process.

The understanding of vocabulary is widely expressed by experts but basically the understanding is complementary. Based on Indonesian Big Dictionary, vocabulary is words or the number of words a language has. This opinion is in according with the opinion expressed by Tarigan (2011). According to Kridalaksana (2015) language is component with information about the meaning and

using words in language, the wealth of words that the speaker has by the language, then list of word arranged like dictionary but with short and practical exposition. Based on some of these opinions it can be concluded that vocabulary is all words contained in language. In addition, vocabulary is all words that are owned by someone who contains all the information about the meaning and usage of words in language.

Vocabulary mastery can be divided into two groups: receptive and productive vocabulary mastery. Receptive mastery is the process of understanding what is spoken by others, receptive is defined as passive mastery. Productive mastery is the process of communicating ideas, thoughts, and feelings through linguistic forms. Vocabulary mastery in activities and daily life has a very large role, because the thoughts of a person can only be clearly understood by others if expressed using vocabulary. Understanding short stories has been made and expressed by literary experts, and writers. This is not easy to make definitions about short stories. Even so, the following will be explaining by the understanding of short stories expressing with leading literary and literary experts short stories are short for a short story not

because the form is much shorter than the novel, but because the problem aspect is very limited (Sumardjo and Saini, 1986).

Short stories are one form of fiction. Short stories as the name imply, show a short nature, both the events revealed, the contents of the story, the number of actors, and the number of words used. This comparison is related to other forms of prose, such as novels. As the name implies, short stories can be interpreted as short prose-shaped. The short size in this school is relative. The short size here is finished reading in one sitting, which is approximately less than an hour. Short stories must have a single and complex effect. Understanding the short story put forward above are a small part of the understanding of short stories. Some notions of short stories that have been put forward by the experts above, the author succeeds in concluding the notion of short stories in isolation. A short story is an essay in the form of prose fiction that is read out once sitting, the purpose of reading out once sitting is not to take a long time to complete a story. Short stories also have a shortening of the constituent elements, so rich in meaning compaction.

Short story is media used to teach students and make students understand about vocabulary. Before study using short story students learning about tenses and vocabulary. After that students be easier to study with using vocabulary. Example of kind short story like narrative text. Teacher can use narrative text as media in learning teaching. Students can read narrative text and know difficult word. As a media short story be better if using good topic and interesting to reading. Then students interesting to reading short story, teacher can ask students related to theme will be study in the class. Using short story as a media is a good idea, because make students interesting and understand about vocabulary, also culture of the text. Teacher in SMPN 34 Pekanbaru using short story as media in learning teaching process. Teacher ask students to read in front of the class, and make students can know about vocabulary, pronunciation. With using this media teacher know how to improve students ability in vocabulary using short story. Using short story make students enjoy the class and understand about new vocabulary

#### **D. CONCLUSION**

Short story as media in learning can improve students ability to mastery vocabulary. Reading short story make students know about new vocabulary, they get after reading short story. Using short story in learning activity can make students be creative and active in the class because their get opinion, then teacher can ask about students understanding related of short story. A good teacher should do lots of planning and prepare to create interesting and efficient lesson in process learning at school. Students more enjoy the class with learning using short story, because situation of study will be interesting and fun. Students sometimes felling bored with practicing and learning if teacher always use same technique, then with using short story as media make students interesting.

Teacher can using short story in process learning and teaching in the classroom. Students have new experience of using short story, because students can get information about the culture of story. Learning with using short story can improve students vocabulary. Using short story text as a media in learning process, the students were not only required to remember each words, but also expected to



mastery in understanding whole the meaning based in the context. Some of students have problems in reading because of poor vocabulary. Then gap between the vocabulary that they need over time. Meanwhile, the knowledge of vocabulary also influences skill of students when learn a language, especially reading skill. The mastery vocabulary can support students in speaking when they are communicating to other people.

Students who read the story can translate the meaning to develop their sense of language, and often a love language skill that will be benefit all through in their lives. Unfortunately, lack knowledge of vocabulary will result in lack of meaningful communication. That will be influence of the other skills, like speaking, listening, reading, and writing skill. Having conducted in the research, short story was able to improve the quality in English teaching and learning process, especially in mastery vocabulary. Using short story can improve to mastery vocabulary of students, more easily to understand the meaning of words based of context. The students also become active and motivate, more interesting, then enthusiastic with following teaching learning process.

Then situation in the class alive and more enjoyable to students. Using short story make the students became active they know about the meaning of words, also how put the words based of the context. As the conclusion, short story can be solved problems in learning vocabulary or can improve students ability in mastery vocabulary.

## **BIBLIOGRAPHY**

- Hayati.(2015). Using Short Story to Improve Students Vocabulary. Makasar: Universitas Negeri Makasar.
- Hurlock.(1978).Types of Vocabulary.Adolescent Development.
- Kridlaksana.(2015).Word Classs in Indonesia. Gramedia Pustaka Utama.
- Sumardjo, J. and Saini, K. M.(1986).Literature Appreciation Understanding Short Story.
- Prace, Bakalarska., Using Stories in Teaching English., from alarskaprace.pdf from April 2014

**TEACHING WRITING NARRATIVE TEXT BY  
USING YOUTUBE VIDEO AT MAN 1 PASAMAN  
BARAT**

**Feni Putri Ramadhani**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department*

**Abstract**

Writing is one of the four skills that students must master in English. However, many of the students are less motivated in learning to write. Students' difficulties in writing are caused because they are not used to it and do not have enough time to practice their writing skills. For this reason, in addition to teaching writing techniques, media and strategies are also needed that can increase students' interest and motivation in writing. This study aims to improve students' ability to learn to write, especially in narrative text material using YouTube videos. The researcher directly Teaching writing narrative text using YouTube video with the aims to find out the students' interest of using YouTube videos on writing skills in narrative texts, as well as to find out students' opinions about writing narrative. Researcher apply YouTube video in three times. This research was strengthened by using a questionnaire that distributed to 26 twelfth students of MAN 1 Pasaman Barat, which contained their opinions about using YouTube videos to learn narrative texts. The researcher also interviewed two students, to strengthen the results of the questionnaire given. The result is that of all students who already have an interest in learning

Narrative text using YouTube Video, 20 people felt an increase in knowledge about Narrative text using YouTube videos, while 6 other people did not experience an increase. And based on the results of student interviews, students agree that the use of YouTube videos makes it easier for students to write narrative texts, because by using YouTube videos, students get a lot of new vocabulary, and easier to get ideas in writing.

**Key words:** *YouTube video, Teaching writing, Narrative text.*

## **A. INTRODUCTION**

English is an international communication language that has been used by many countries in the world, compared to other languages. English is one of the important subjects taught in Indonesia as a foreign language. In accordance with the curriculum of education in Indonesia, English has been taught starting from the Junior high school level. Harmer in (Muryani, 2019) stated that In English learning, there are 4 skills that must not only be understood but must also be mastered, which are called four language skills: speaking, listening, reading, and writing.

Writing is one of the skills in English that must be improved for students even from the junior high school level. Writing skills are skills that require complex skills. Students must have

sufficient mastery of vocabulary, have the ability to develop ideas, have mastery in the correct grammar. Robert in (Muryani, 2019) states that writing is an efficient process in learning that aims to capture and receive information, clarify thoughts, and learn new concepts and information. Writing is an activity that displays language skills in the context of communicating indirectly, which is not face to face with other people, but uses written media. Writing is a process of expressing ideas or thoughts which are then expressed in communicative language, where the resulting product is in written form. Writing is not only about thinking or choosing good and interesting words, but also involving feelings, so that readers can understand and enjoy the resulting product.

Writing skills require an intensive training and practice process. Writing is not a skill that just appears. (Harmer, 2004) explained that the ability to write is not something that is innate, but an ability that must be learned and practiced. In other words, the more training and practice, the greater the likelihood that students will be able and happy with writing activities. However, there are still many

teachers who do not attach importance to mastering writing skills in the classroom. The teacher only conveys about some of the texts in the learning module at a glance, so, students do not have enough time to practice their writing skills. Students also have the assumption that writing is a difficult thing to learn in English.

Based on the researcher's observation in preliminary research, the researcher found several problems in students' writing skills. When given a narrative text, many students do not know the type of text that they are reading. The difficulties faced by students are caused by the lack of teaching writing skills in class, students are only asked to analyze the text and work together in finding vocabulary in the text. Therefore, many students have difficulty in writing, including because of the limitations of students in mastering vocabulary, this causes ideas in writing not to be obtained, it is not uncommon for students to say they are unable even though they have not started. Another problem in writing skills is the difficulty of students in making sentences because they do not master grammar in English. Lack of time to practice writing skills in

class causes students' lack of ability to form sentences.

Based on the problem above, there is a strong connection between video and narrative text to make students understand about writing skills. as stated by Meskill (1996) Video is considered as a media that is more prominent, stronger and more comprehensive than other media in learning a second language. In addition, students can feel more interested and more motivated in language learning (Felanie, 2021). There are several advantages of using video in learning to write, including as stated by Harmer (2007) video has an audio-visual component that contains easy to understand English. through moving pictures in the video, explaining the meaning and background information of the story. Through body movements students can understand the content of the story without understanding all the words and their structure, students can also be creative in expressing ideas without being limited by words. Based on the description above, the author is interested in reintroducing material about Narrative text using YouTube Video.

## **B. METHODOLOGY**

This study uses a mixed methods design. Where researchers combine the data found by using qualitative methods and quantitative methods simultaneously. As explained by Creswell (2015) that mixed methods design is a way to collect, analyze, and combine data using both quantitative methods and qualitative methods in one study in order to find research problems. Gay (2015) added that the mixed methods research design is research that uses quantitative and qualitative approaches in one study. So mixed methods research aims to understand the phenomena that occur in a study. This research approach is in the form of qualitative and quantitative which involves philosophical opinions aimed at obtaining more comprehensive, valid, reliable, and objective data, in which the research will be clearer and complementary.

In this study, the researcher's focus is in how to increase students' interest in learning writing narrative text using YouTube video. Researcher directly teaching using YouTube video increasing of students' skills in writing narrative text in twelfth grade students of MAN 1 Pasaman Barat, with the total number of students is 26 students. The



researcher also provided a questionnaire containing 7 statements, a questionnaire containing students' opinions about learning Narrative text using YouTube videos. According to Sugiyono (2005), questionnaire is a data collection instrument that is done by giving several questions or in the form of a written statement to the object under study to be answered. (Dian & Noersanti, 2020). In addition, Cohen et al (2018) explained that The questionnaire is a numerical instrument that aims to collect information or data in a study that is easy to analyze. The questionnaire used in this study was a closed questionnaire, because respondents only had to mark one answer that was considered correct. To support the data obtained from the questionnaire, the researcher conducted Qualitative research by interviewing students who had the greatest enthusiasm in learning narrative texts by asking several supporting.

## **C. DISCUSSION**

### ***1. Writing skill***

There are four skills that students must mastered in learning English (reading, speaking,

listening, and writing). Writing is one of the language skills which is a process of communicating with each other without meeting face to face. Writing is a way for someone to express feelings or arguments in the form of words that are arranged into a sentence. These skills are used to communicate with each other by writing. Writing is one of the four most difficult skills for students to master in learning English. Writing is a complex activity. Because when writing, students are required to be able to issue their creative ideas, besides that students must also have a large vocabulary and understand correct grammar. Tangpermpoon (2005), states that writing is the most complex skill. which when writing, one needs the ability to use language and the selection of appropriate vocabulary, which is formed into good sentences, so that readers understand the product of writing. This supported by Richards in (Sitorus, 2018), In learning a second language, writing is the most difficult skill to master. Writing in learning English as a second language not only requires students to generate and organize ideas about

what they will write, but also translates these ideas into readable text. In addition, Heaton (1975) states that writing skills are complete and difficult skills to teach, writing is not only focused on mastering grammar and rhetorical devices but also conceptual and assessment elements must be mastered. In writing, students learn by doing, it takes more than one time to get all aspects of writing. Teaching writing is not only about grammar and structural knowledge of texts, but also about spelling, punctuation, and syntax to write effectively.

Writing is an activity that has stages, where a person must have an idea from the results of his own thoughts about what he will express, and know how to express it. In addition, the author must re-read what he wrote and check again what needs to be corrected, so that the article can be produced correctly. As mentioned, Writing doesn't mean just putting words on paper, writing has three steps: think about it, do it, and do it again (and again and again, as often as possible). **Thinking** is the process of selecting the subject of discussion, finding ways to

develop it, and developing organizational strategies and styles. *Do it*, usually called "composing", is the process of putting ideas into writing; and the third, is to *do it again*," otherwise known as "revising." (Kane, 1988)

According to Harmer (2004), writing cannot be instant skill, but writing takes process. there are four steps in writing processes: the first one is Planning, it is also called the pre-writing stage, writers have three things to consider: the purpose of their writing, think about the audience, and also the content of the structure to sort the facts, ideas or arguments they have decided. The second one is drafting, the draft contains the ideas that have been generated in the planning stage. this stage requires editing. The third one is editing, this is the next step after the drafting. It contains how to revise and improve the first draft. The last one is final version (Final draft), The final draft is the final result of the writing that has passed the editing stage. After passing this stage, the writer is ready to send the written text to the intended audience.

As we know, that writing is not a skill that we can master instantly, but writing is a process that takes time. As stated by (Harmer (2007) that the ability to write is not an ability that has been present since birth, but an ability that must be learned and practiced as often as possible. In the process, there are many components that can support writing activities to be successful, such as the environment, friends, family, teachers and the media used. Therefore, because learning English is learning that will be encountered from junior high school to university level, students should increase students' interest in writing, teachers can use methods that will attract students' interest, so students will produce quality writing. Most importantly, teachers should motivate students to write and encourage them to write more. As long as students are willing to write, their writing skills will improve. One of the important things to prepare when writing is a purpose. The writer must choose the purpose of what will be written so that the audience can understand from his writing. Everyone has a purpose in writing. Writing can

be used in many ways. Writing can be used by many people to convey messages, express ideas, respond to something given, persuade, and suggest in written form for a particular purpose. According to Reid (2011), the purposes of writing are: 1) to provide information to the reader. 2) To describe an event. 3) To entertain the audience; This means that the author can make the reader happy and enjoy reading his writing. In addition, John (2017) said that In learning to write, teachers have a role in writing. The teacher's role in learning is to help students develop ideas to get started (find topics, generate ideas,). drafting, for revising (adding, deleting, modifying, and rearranging ideas), and for editing (check the results and pay attention to vocabulary, sentences, structure, grammar, and mechanics). Furthermore, there are so many types of writing that should be learn by senior high school students in Indonesia: descriptive text, recount text, narrative text, procedure text, report, news item dan etc.

## **2. *Narrative text.***

Narrative text is one type of text in the form of a story. Oshima (2007), explain that Narrative is one type of text that tells a story that uses chronological words and phrases to indicate when a story occurs. According to Bal (2009) in (aulia, 2019) narrative text is a text that contains a story that has a series of events. Furthermore, Hutchinson (2005) adds that narrative text is a text that contains a series of stories (both fiction and non-fiction) that are told chronologically of events. The essence of the narrative concept is an essay in the form of a narrative that comes from observations of everyday events and stories that are set in cyberspace. Moreover, narrative text is an interesting story structure that is meant to entertain and inform the reader in an entertaining way.

Narrative text has various purposes. According to Gerot and Wignell (1994), narrative text is a text that has a purpose to entertain and to amuse the reader. The purpose of narrative text can be to entertain, influence, reflect and also to convey the intent and meaning

that the author conveys, which is sometimes in the form of a moral message.

A narrative text has generic structure that can explain the storyline of a narrative text: (1) Orientation is a scene that introduces the characters and setting of the story, (2) Evaluation is a backward step to evaluate a sad situation, (3) Complications arising from a crisis, (4) Resolution which constitutes a crisis. resolved, for better or worse and (5) Reorientation, reorientation is an option. reorientation only exists in some narrative texts. Meanwhile, Mislaini (2015), states that the structure of narrative text is as follows: (1) orientation, is an introduction to what is the story about, who is the participants, where it happened, and when the story took place; (2) complications or problems, the complication section is telling about the problems faced by the main character in the story. (3) resolution, is a problem solving. a narrative text story can be closed with a happy ending, it can be a bit of a tragic ending, and a sad ending; and (4) re-orientation, which is the last part of the narrative text, this part is optional.



This section usually contains a moral value from the story. In addition to the four elements of the narrative generic structure Anderson (1997), said that there are 5 generic structure to build the narrative are: orientation, complications, sequence of events/climax, resolution and reorientation (Prihatini et al., 2019)

Narrative text is a text that contains imaginative stories whose social function is to entertain the reader. The purpose of the narrative is very important because the purpose of the narrative determines the feasibility of the narrative. Writers often combine goals such as to narrate experiences, to inform, persuade, and to entertain. There are many different types of narrative texts that we often encounter are: fairy tales, legends, fable, folklore, romance stories etc.

Nugraha stated that there are language features of Narrative text:

- a. **Action verb**, is a verb that expresses some action or activity performed by a character. (killed, walked etc.)

b. **Dialog**, in narrative text, dialogue aims to show interaction or communication between story characters, so that the story feels more alive and interesting to read.

c. **Direct and Indirect Speech**, Direct and indirect speech are the author's communication to the reader as well as communication between characters in the story

d. **Descriptive Language**, Descriptive language aims to describe something in the story, such as: people or characters, places, forms of objects, or even describe events that occur in the story.

e. **Specific Character**, the features in this narrative text are intended to make the characters mentioned in the story specific, not general (ex: Cinderella, the ant and the grasshopper)

f. **Simple Past Tense**, the simple past tense is used to tells about events that have happened in the past. Narrative text is a text that tells about events that have happened.

g. *Time sequence*. Narrative texts always use a time sequence at the beginning of the story, such as "once upon a time"

### **3. *YouTube video in writing Narrative text***

In the learning process, there are many components that can support students' writing activities such as the environment, friends, family, teachers and the media used. An important factor that can affect student writing outcomes is the interest of the students themselves, and also the teacher. Teachers have an important role to play in motivating students to write and encouraging them to write more. As long as students are willing to write, their writing skills will improve. The use of media in teaching is very helpful in increasing students' interest in learning. Students will be more interested in learning if they use fun media. According to Anderson cited in (Nurizmawati et al., 2015), there are three kinds of teaching media. They are: visual media, it can be form of picture, animation or flashcards; Audio-Media, audio media has sound that can be listened. Audio-Visual Media, are media that has both sound and picture.

YouTube video is one example from audio-visual in teaching. Therefore, teacher can YouTube video for learning process in writing narrative text. YouTube is a modern technology to support in teaching learning process.

YouTube video is one of the communication media that contains various information, both in the form of images, pictures, and actions. The students in the class will enjoy the learning process by using YouTube videos. Learning will be successful if students enjoy the process. then by using YouTube videos the teacher can teach English in a fun way that can make students happy to learn English. According to Berk (2009) in (Kurniawati, 2013) states that utilizing YouTube videos for learning can be used to inspire or motivate students to learn so that students enjoy the material presented. As a result, students will get better achievements. The use of media and technology such as YouTube videos has a positive impact on students. Students can get used to learning to use and utilize technological advances for educational purposes. The availability of technology can

encourage students to learn independently which will affect their potential to achieve academic success positively. Shell et al. (2010) state that applying YouTube videos can change the classroom atmosphere to a more active learning environment and therefore create the atmosphere and place that students want. This has a positive influence on students who have different learning styles.

In addition, YouTube videos can be used as an additional source of textbook materials that the teacher gives in the classroom. Lynne (2001) said that student interest is one of the main factors to achieve English learning goals. YouTube video is a medium that can be used to increase student motivation in learning to write. the use of interesting media such as YouTube video can be an effective medium for learning to write narrative texts based on Wright (1976) video contains several narrative elements that explain its generic structure, such as characters, dialogue, plot, and conflict so that students can understand the generic structure of the text. narrative text with video shown (Gay, 2015). In

addition, Harmer (2003) states that one of the advantages of using video in learning is that video can touch extra dimensions. Videos will help students find ideas about what they see and make it easier to organize what they say and what they write. Not only do learners hear the language, they also see it. This is very helpful for understanding, as for example in general scenes, meaning and mood are often conveyed through expressions, gestures using visuals.

Stamp ski etc. (1990) say that video is more effective than audio. The video shows the character's body movements and positions that are used as story clues to inform, describe the background of the story. As previously mentioned, YouTube is a very popular video sharing site where anyone can save videos for private or public viewing. teaching on YouTube is similar to teaching on video. (Prihatini et al., 2019)

The advantages of using YouTube videos in learning are; easy to use. The teacher only gives instructions once to the students to open and watch the video. The video can be played,

paused, and repeated as many times as the teacher wants for his students to understand the story in the video. Then, assign students assignments or exercises based on the videos they watch. YouTube videos can even be downloaded and saved for later use. One of the research study conducted by (Prihatini et al., 2019) found that there were several improvements in students' writing skills using YouTube videos: (1) students can develop ideas; (2) students can manage participation; (3) students can choose the right word; (4) students can produce sentences that are really grammatical; (5) students can use mechanics (punctuation and spelling) in writing.

According to Prihatini et al (2019) there are several steps used by the teacher in learning to write narrative text using YouTube, as follows: first, the teacher asks some basic questions related to the material to be discussed, the goal is to activate students' background knowledge. The second one is teacher explains about writing narrative text. Then, the teacher displays a video show using YouTube media and asks students to

pay attention to the video. after that the teacher asked the students to write a narrative text based on the video that was shown. the last step, the teacher asks students to collect their writings and discuss it together.

#### ***4. Teaching writing Narrative text using YouTube video in classroom***

This research was conducted at MAN 1 Pasaman Barat. The researcher only used one class for the research sample, namely class XII IPA 1. It was because the researcher found several problems related to the topic to be studied, writing Narrative text. As previously explained, this study teaches writing narrative texts using YouTube videos.

In this study, the researcher teach uses two stages: the first one is Identifying the problems and planning actions. The second one is Implementing the action and observation.

- a. Identify the problem and planning actions.

Before planning the lesson, the first things the researcher does is to find problems related to the research



topic. or what is known as pre-research. This refers to the factor of low writing competence, or lack of knowledge of narrative texts. according to Pratiwi (2011) Problems can be identified using several ways, namely tests, interviews with teachers, and observations. In finding the problem, the researcher uses an initial test called a pre-test, which aims to determine the students' abilities.

While in the planning stage, the researcher prepares everything that will be used in the classroom. Researchers choose teaching materials that are appropriate to what will be taught, make lesson plans, and also provide media that will be used in class. In this study, the teacher uses YouTube videos as teaching media in the classroom. Then the researcher looks for videos with topics that match the material. and researchers also provide all the needs related to the

appearance of open media such as laptops, projectors and speakers.

So, in this study the researcher teaches material about the meaning of narrative text, the general purpose of narrative text, explains the generic structure of narrative text and language features of narrative text. the text used in each meeting is different.

b. Implementing the action and observation.

At this stage, the researcher implements what the previous researcher have prepared. Researchers provide materials that have been prepared using YouTube videos in accordance with the lesson plans that have been prepared. In addition, researchers observed all activities carried out during the teaching and learning process while teaching students. The following is a recap of student learning from the first meeting to the third meeting.

- The first meeting.

At the first meeting, students still adjust to the researcher as their teacher, so students are more silent when asked. At the first meeting,

First of all, the researcher asked some questions related to the topic, to activate the background knowledge of students regarding the material, for example:

- Have you ever read a fairy tale, or have you ever watched a fairy tale on tv?
- What fairy tales do you like?
- What is the fairy tale about?

Then, the researcher explained the material about narrative text supported by videos that were adopted from YouTube. That is material about the definition of narrative text, purpose of narrative text, generic

structure and also language features of narrative text. Then the students and researchers analyzed a video entitled “The Frog Prince” which was also shown in Together, such as finding the generic structure in the text, determining the purpose and linguistic elements contained in the text. At the first meeting, it was seen that students paid attention to the material enthusiastically.

- The second meeting.

At the second meeting, like the previous meeting, the researchers had prepared the material to be taught. The material for the second meeting, the researchers prepared 2 videos containing narrative text stories, namely the Toba Lake and Malin Kundang. The choice of this material is because it will make it easier for

students to analyze videos with stories they are familiar with. The activities carried out in this meeting were discussing the text based on the material previously taught. Determine the type of narrative text, find the generic structure, answer general questions such as:

- When was the story take place?
- Who is the main character of the story?
- Where did the story happen?
- What happened to the main character according to the story?
- What problem did the main character faced?
- What did the main character do to solve prolem?

This section requires students to be able to find important ideas or points contained in the story,

so that students can easily channel these ideas in written form.

- The third meeting

At the third meeting, students were more enthusiastic than the previous meeting, the researcher opened the class as usual, and gave a glimpse of the previously taught material. They were increasingly interested in the material to be taught. and have experienced an increase in their knowledge of narrative texts. At the third meeting, the researcher focused the material on how to write well. by using videos taken from youtube. After giving an explanation, students are asked to apply what the researcher has explained. The researcher provided a narrative text video, and students were asked to make

a summary of the video text that was shown.

5. *Students' perception about using video in teaching writing Narrative text.*

Based on the results of observations made by researchers when teaching in class XII IPA 1 using YouTube videos. The researcher found that there was an increase in students' knowledge, and also students' motivation in learning narrative texts using YouTube videos. This was done by a questionnaire distributed by researchers of class XIIPA 1 MAN 1 Pasaman Barat. Questionnaires were distributed on August 28th, 2022 to 26 students. The questionnaire contains 7 statements related to the use of YouTube videos. The statements given are related to students' views on the use of YouTube videos in learning to write narrative texts.

### **QUESTIONNAIRE**

School : MAN 1 Pasaman  
Barat  
Class : XII IPA 1  
Number of Students 26

NO	PERNYATAAN	YES	NO
1.	Saya pernah belajar tentang teks narrative dengan menggunakan youtube video sebelumnya	0	26
2.	Pengetahuan saya dalam materi teks narrative meningkat ketika guru menggunakan media YouTube video	20	6
3.	Pemahaman saya dalam materi teks narrative meningkat setelah penggunaan media youtube video dibandingkan ketika tidak menggunakan media Youtube Video	18	8
4.	Saya lebih paham ketika guru menggunakan media YouTube video dalam pembelajaran	21	5
5.	Saya sudah bisa menulis sebuah teks tentang naratif text	19	7
6.	Kemampuan menulis saya meningkat narrative text meningkat karena penggunaan YouTube video	24	2



7.	Saya menyukai ketika guru menggunakan YouTube video sebagai media pembelajaran	26	0
----	--------------------------------------------------------------------------------	----	---

The table above shows the students' opinions and their increasing knowledge about the use of YouTube videos in their learning to write Narrative text. In statement 1, it can be seen that students have never learned to write Narrative text using YouTube videos. This is due to the lack of use of media provided by the teacher in the classroom, in learning the teacher only explains the material through the whiteboard so that there are still many students who do not understand narrative texts. In statements 2-4, it can be concluded that students have improved in analyzing narrative texts by using YouTube videos compared to using textbook. Then in statements 5-7, it can be seen that the use of YouTube videos in narrative texts helps students to easily write narrative texts. This is because through videos students get a lot of new vocabulary that they didn't know before, students can also guess the story line by watching the video that is shown, so that the ideas in the story will be easier for students to get,

and students will find it easier to express ideas. their ideas into written form.

In addition to using a questionnaire, the researcher also interviewed two students in class XII IPA 1 about their achievements and opinions about the use of YouTube videos in narrative text learning. The results of the interviews found that both students agreed that they felt helped by the use of YouTube videos in their learning to write narrative texts. Because previously students found it difficult to understand narrative texts, such as generic structure, linguistic elements of narrative texts, so they also had difficulties in writing narrative texts. Students' difficulties in writing are also due to the difficulty in choosing vocabulary in writing, and they are difficult to conclude ideas from narrative texts. Previously, in narrative text learning, students only used textbooks provided by the school.

#### **D. CONCLUSION**

In English education, writing is one of the skills taught from junior high school to university level. Writing is a means of communication used in written form. However, many of the students find it

difficult to write in English, this is because not only because writing is a difficult skill to learn, it is also due to the lack of time for students to practice writing skills in class. Narrative text is an imaginative text that is entertaining. Narrative texts have been taught at the junior high school level, but students still find it difficult to determine the components in narrative texts. The use of YouTube videos carried out in this study aims to increase students' knowledge and abilities in writing narrative texts. By using YouTube videos, students will feel excited and interested in learning. Students will be more interested in learning if they use fun media. Learning will be successful if students enjoy the process. The advantage of using YouTube videos in learning is that they are easy to use. The teacher only gave instructions once to the students to open and watch the video. Videos can be played, paused, and repeated as many times as the teacher wants to allow students to understand the story in the video. The stages are used in learning to write narrative text using YouTube: first, the teacher asks some basic questions related to the material to be discussed, the goal is to activate students'

background knowledge. The second one is teacher explaining about writing narrative text. Then, the teacher displays a video show using YouTube media and asks students to pay attention to the video. After that the teacher asked the students to write a narrative text based on the video that was shown. the last step, the teacher asks students to collect their writings and discuss it together.

This research was conducted at MAN 1 Pasaman Barat with the aim of increasing students' interest in learning writing narrative text using YouTube video. Researcher directly teaching using YouTube video increasing of students' skills in writing narrative text in twelfth grade students of MAN 1 Pasaman Barat, with the total number of students is 26 students. The researcher also provided a questionnaire containing 7 statements to 26 students, a questionnaire containing students' opinions about learning Narrative text using YouTube videos. To support the data obtained from the questionnaire, the researcher conducted qualitative research by interviewing students who had the greatest enthusiasm in learning narrative texts.

## **BIBLIOGRAPHY**

- aulia, dea. (2019). *The Effect of Video Towards Students' Writing Narrative Text*. 1–9.
- Cohen, L., Manion, L., & Morrison, K. (2018). Case studies. In *Research Methods in Education*.
- Creswell, J. W. (2015). Educational Research - Planning, COnducting, And Evaluating Quantitative and Qualitative Research - Fifth Edition. In *AORN Journal* (Vol. 62, Issue 1).
- Dian, N., & Noersanti, L. (2020). Pengaruh Komunikasi, Disiplin, Dan Motivasi Terhadap Kinerja Karyawan Bagian Produksi Pt. Extrupack Bekasi Barat. *Sekolah Tinggi Ilmu Ekonomi Indonesia*, 3, 1–25.
- Felanie, R. (2021). *The Effect of Using Youtube Videos o n Students ' Writing Descriptive Text Across Learning Styles*. 2000, 109–118.
- Gay, L. R. (2015). Educational Research. In *Syria Studies* (Vol. 7, Issue 1).
- Harmer. (2007). Learning the Language of Practice. *Curriculum Inquiry*, 17(3), 293–318.
- Harmer, J. (2004). *How to T each Writing* (p. 162).
- John, M. A. (2017). Narrative Text. *English Education : English Journal for Teaching and Learning*, 5(2), 1.
- Kane, T. S. (1988). *The Essential Guide to Writing* (p. 464).

- Kurniawati, D. (2013). *the Effectiveness of Using Youtube Video in Teaching. 1*, 52–65.
- Mislaini. (2015). Improving students' reading comprehension of narrative text by using fable at the grade X SMAN 1 Bonai Darussalam. *Jurnal Mahasiswa FIKIP Universitas Pasir Pangaraian, 1*(0), 8.
- Muryani. (2019). *Improving Students' Writing Ability in Narrative Text through Picture Series. 6*(1), 9–25.
- Nurizmawati, C., Apriliaswati, R., & Arifin, Z. (2015). the Use of Animation Video As a Media in Teaching Narrative Text. *Jurnal Pendidikan Dan Pembelajaran, 4*(3), 1–13.
- Oshima, A. (2011). An Introduction to Academic Writing. In *Writing for Nursing and Midwifery Students*.
- Pratiwi, A. I. (2011). *Optimizing the Use of Youtube Video to Improve Students' Writing Skill (A Classroom Action Research at the Second Grade of SMP Negeri 1 Juwirang Klaten in the academic Year of 2009/2010)*No Title.
- Prihatini, F., Prihatin, Y., & Sani, N. (2019). The Use of Youtube Videos to Develop Students' Writing Skill in Narrative Text. *English Focus: Journal of English Language Education, 2*(1), 60–69.

- Reid, E. S. (2011). *Ten Ways To Think About Writing : Metaphoric Musings for College Writing Student Ten Ways To Think About Writing : Metaphoric Musings for College Writing Students. 2, 2–23.*
- Sitorus, C. J. (2018). The Effect of Using YouTube Video on the Tenth Graders' Writing Procedural Text Achievement at SMA Corpatarin. *JET (Journal of English Teaching)*, 3(1), 1.

# **ANALYSIS OF TEACHER TEACHING STRATEGIES WITH STUDENTS WRITING ABILITY IN GRADE EIGHT AT SMP N 2 KOTO BARU**

**Uci Julianti**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## ***Abstract***

Writing is one of the skills in English must achieve in order to communicate ideas, feeling in the form of written communication. Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of English skills that should be mastered by the English language learner. The teacher competence standard is a measure for obtaining teachers who are competent in achieving the school missions and purpose and basic educational goals. The main problem of this research was teacher teaching strategies with students writing ability in grade eight at SMP N 2 Koto Baru. The objectives was aimed to identify the teacher teaching strategies with student writing ability. The research is a type of descriptive qualitative with sample three students and one English teacher. Whereas for this research instruments in data collection is by conducting interviews or question and answer to the resource persons concerned are teachers of SMP N 2 Koto Baru and also with several students.

Results this study show that the teacher teaching strategy after being rewarded by the teacher in classroom learning.

**Keywords :** *Teaching Strategies, Writing.*



## **A. INTRODUCTION**

English is one of the most widely spoken language in many countries. English is also an international language that is useful for building cooperation between countries and making communication between countries easier. No wonder if in a country English and even then has increased due to the presence of outsiders who enter the country. Many also in learning the language many difficulties encountered. Indonesia is one of the countries that applies English as the language of instruction, because of the many tourist who come to Indonesia for vacation and the cooperation between Indonesia and other countries, it is not surprising that Indonesia is one of the countries that are able to learn English.

With development of English in Indonesia, Indonesians are increasingly determined to learn Indonesian, especially from parents who want their children to be able to speak English, they also take their children to English lesson. It's no wonder that nowadays in Indonesia, children can speak English even though they are not fully fluent. The existence of a phenomenon like this provides a

valuable for the children to be more willing to learn English so as not to be left behind from other countries. Being a teacher is one of the factors for the success of a students in the world education. In the learning process, a teacher is able to provide the knowledge he has to his students so that the knowledge possessed by the teacher is able to contribute a lot to students success. A teacher must have competence in teaching science to students. Competence is knowledge, skills, and basic values in science. According to Usman (1997), competence is a description given by a teacher to his teaching ability both qualitatively and quantitatively. According to Mulyasa (2005) there are several elements contained in competence; awareness, understanding, ability, value, attitude, and interest.

According to Harmer (2004), Writing is a process of expressing feelings, thoughts, and ideas in the form of graphic language and it is one of english skills that should be mastered by the english language learner. In learning English, teacher can support through media that make students interested in learning. Sudjana, et al

(2017) stated “ongoing the learning media used can be attracted students interest in learning so that they can foster a desire to learn, interesting teaching materials that make students better understand the learning objectives, and the teaching method made by the teacher must be more interesting and not only verbal communication through narration by the teacher so that students do not get bored and the teacher does not run out of energy in delivering the material.

According to the opinions of the experts, it is necessary to take into account the media that are being used to teach in order to ensure that they are interesting to students. A good teacher is competent in his fields in transferring knowledge clearly and students. Effective teaching is about reciprocity between teacher and students, the teacher communicates knowlegde clearly and students understand the teacher story.

In every teaching, both general or not the teacher must better understand the students situation and use methods and strategies that can support the learning process. By undertanding English, students bettre absorb the knowlegde conveyed by the

teacher, and learning objectives can be achieved. The writer is interested in the title that writer proposes and seeshow teaching strategies used bythe teacher with students understanding in the class can be improved.

## **B. RESEARCH METHODOLOGY**

The type of research method used is qualitative descriptive research method. According Sugiono (2012), Study qualitative description do not do comparisons between one variable and another sample. In this reseacrh, the writer wants to see the problems faced by students and teaher in learning to reading in class VIII SMP N 2 Koto Baru. Subject of this research for this article is class VIII SMP N 2 Koto Baru. The data from this study were collected through interview with an English teacher for class VIII SMP N 2 Koto Baru. Beside from that conducted interviews with three students from class VIII SMP N 2 Koto Baru.

## **C. DISCUSSION**

### **1. Theory of writing**

English is a internasional language that is used by several countries as the language of instruction in communicarting. Similarly, in Indonesia, English is also needed to

communicate with other countries, and it has many more uses. In English, there are four skills, which are reading, writing, listening and speaking. Each of these skills has its achievement in English mastering the above four skills is significant.

According to Nunan (1999), teaching writing important because it not only equips them with academic English skills, but also prepares them for life. In an interconnected world requires that they write for different purposes and using different genres. However, producing coherent, fluent and extended writing in one's second language is very challenging. Writing skills should reflect grammatical correctness, clear and precise communication, accuracy of information, and a logical flow of thought. English it is seen in the individuals ability to master these four also have their difficulties and writing is one of the English language skills that aims to make a person in learning English able to form sentences according to the rules of the English language. Some people expect that writing is difficult to learn. Despite all these opinions which say that writing is of greater difficulty than other faculties, but now we can learn to write.

When we writing, we do more than just put words together to make sentence. Good writer go through several steps to produce a pieces of writing. There are six steps of the

writing process; pre-writing ( choose a topic; before write, think about some ideas of what to write about). Gather ideas; when we have idea think about what about that topic, organise; decide which of the ideas you want to use). Drafting (what your paragraph or essay from start to finish). Reviewing and revising (read your writing silently to your self or aloud and ask your classmate to check your write and ask opinion). Rewriting; revise structure and content and proofread then make a final correction).

## **2. Aspects in Writing**

According to Brown the capability to write isn't only an exertion that transfers studies into writing written form, but also must be done in writing that's arranged duly. Mentions five aspects of jotting, videlicent.

- a. Content is the substance of jotting and the ideas described in the notes. This element relates to the author's knowledge of writing including substance, thesis judgement development, and applicability in presenting the content.

- b. Forms the arrangement or association in writing that shows the whole medication of the right notes structure on the type of textbook written.
- c. Vocabulary consideration of scholars in choosing the right words in express his identity.
- d. Alphabet or language use of grammatical forms and syntax form in notes.
- e. Mechanic of considerations in notes operations similar as punctuation and spelling.

### **3. Types of Writing**

Composing writing a the higher request useful ability incorporates different sorts as per methods of composing. These sorts of composing can likewise be named as a course of purposive composition. Such compositions are profoundly intelligent to theme, reason, time, crowd, setting, typr, and so forth. According to smalzer (2014) and tickoo (2007) in journal ...notice the accompanying

six significant kinds of composition. Enlightening composition, this sort of composing depicts some item, individuals, occasions, and so on.

- Descriptive writing

This type of writing describes an object, person, event, process, institutions, arguments, etc. Writers usually produce such types of essays according to their life experiences.

- Narrative writing

This narrative writing tells chosen subject. More appropriate topic might be stories, autobiographies, science fiction, events and themes from the distant or recent past, etc.

- Expository writing

This type of writing is to expose a topic/issue information. Generally new topics for curiosity, and lots of information available, given to increase the knowledge and curiosity of the readers.

- Argumentative writing



This type of writing contains opinions and arguments related to theme. In general, several conflicting or argumentative topics are considered more appropriate for this type of writing.

- Reflective writing

This type of writing is basically personal. Individual author's current position, both right and wrong the subject

- Persuasive writing

The main purpose of this type of writing is to put a strong emphasize on the reader. Here, the author teaches the techniques in such a way that the reader believes on what the author say. Basically, this type of writing consist of topic related to politic thoughts at advertisement instutional brochures legal documentation diplomatic dialogue, etc.

#### **4. Characteristic of good writing**

Writing is a creative conscious of outflow of ideas through mental ingenuity of a person. All the people involved in writing cannot atthes themselves as a proficient writer in the

forefront of competitive arena. In order to bridge up this requirement, a writer is needs to incorporate the following qualities in a piece of writing.

- Illustration, the writer must clarify the meaning, dimensions and purpose of the subject to be created the writing is very informative.
- Order, a writing can't exactly be great unless the increased size is real ordered. If the issues raised at the intersectional or interparagraph level are abrupt, it ruins the general semantics of the text. Therefore, any piece written on a specific topic should have real orders leading to the translation of the logical meaning in the readers.
- Relevant, a well written take must contain only such materials which a directly related to the tittle simplicity a good writer always maintains simplicity in is writing.
- Completeness everything said or sent in writing must be complete to have meaning

in itself. If some salient points or ideas are left out, it would surely spoil the work. Fluid transmission of meaning. For this, authors must pay particular attention to the maintenance completeness of their written work.

- Accuracy, all the ideas the writes should be based on reliable facts, truths and realities to readers. Nothing should be set according to personal whim or fantasy. Since teachers and other authorities involved in the evaluation of some writers can greatly benefit from the respect due to; features above . although some of the qualities mentioned are missing in a piece of writing.

It may be acceptable to some extent, provided that the expected meaning has changed to the expected one readers. Modern methodologist than on other components. Yet many of the teachers trained in the traditional framework of structural linguistic seem to emphasize on

structural accuracy and mechanics rather than on transfer.

## **5. Teacher strategies**

The teacher competence standard is a measure for obtaining teachers who are competent in achieving the school missions and purpose and basic educational goals. Teacher have several indicators; 1. Can succesfully develop a sense of responsibility, 2. Ability to perform roles and functions appropriately, 3. Able to work to achieve educational goals at school, 4. According to Mulyasa (2009), competency is ability to perform classroom learning roles and functions. Teacher competencies are the set of knowledge, skiils and behaviour that a teacher or lectureer must posses and professional duties. These competencies include mastery of materials, students comprehension, educational learning and personal then professional development.

Strategy is one of the most necessary matters when delivering gaining knowledge of in the classroom. Likewise with English strategies that need to be set by the trainer in

the study room, so that students apprehend the material extra easily. Teacher should be able to create gaining knowledge of techniques that can extend students willingness to be greater energetic in mastering English. Based on interview with one of the students, it was noted that the method applied through the teacher in the classroom was that one of the teacher asked the college students to come to the front of the category one by one then concluded the dialogue of the cloth being studied at that time then the instructor gave an evaluation of the workout routines to the students to see how properly they understood the students with the material.

According to the students, the approach utilized by using the teacher helped them analysis english, especially in appreciation the cloth because it automatically made college students have in mind extra vocabulary and the fabric took longer to keep in mind in their heads. The college students spoke back properly to the approach applied via the teacher. They said the approach

applied with the aid of the trainer was once in a position to make them apprehend the fabric being studied, no longer to mention the other students. They additionally answered well to the way the instructor delivered the material.

A teacher is required to have a pedagogy, strategy and method competencies. For learning process to be delivered more effectively, the teacher need strategy to support the learning process. Therefore, the strategy is very important is owned and mastered by a teacher, and the strategies can also assist the teacher in the process of material to students.

According to Alim Sumarno (2011) in jurnal Darussalam; jurnal pendidikan, komunikasi dan pemikiran hukum islam state teaching strategy an activity chosen by the learner or instructor in learning process that can provide accessible facilities for students to achieve specific learning objectives that have been set.

Teaching is predicted to be a complicated strategy. It is brought on by

theory and exercise ought to be balanced. Besides, the instructor must be capable of do this master interactive coaching techniques on your college students a exceptional getting to know experience, mainly in writing lessons for young learners. There are many advantages to be received from writing subjects that decorate perception and putting attitude and experienced based on diverse researst of well based sentences.

According to Sayar (2019) in journal of English language teaching stated a laugh tool, language level, normal relationship, ease of use of coaching materials teachers of use coaching materials teachers of students have taken into consideration in writing lesson. Even as here a students targeted getting to know technique is a given as one of the instructional techniques. This must be emphasized in each writing class.

### **Different teaching techniques;**

According to Killen, there are many different kinds of English teaching technique

that can be used in language instruction.

These techniques include:

a. Direct instruction

As mentioned earlier, direct instruction involves the direct transfer of knowledge from teacher to student, with the teacher conducting the majority of the talks.

b. Discussion

Students can use discussion to compare their own views to those of other students in any educational setting. If the discussion veers off course, the teacher will mediate it and steer it in the proper path.

c. Small group work.

Small group work is an activity that is centered on the students, and teachers should facilitate and offer direction to various groups. The purpose is to produce evidence of their understanding. These activities may include small group discussions,



filling out worksheets, problem solving, giving presentations.

d. Collaborative learning.

Collaborative learning can be done in small groups or between groups. Two students work together, students learn from each other and from their teachers.

e. Problem solving.

Problem solving is a strategy that is widely used in the classroom on their own based on prior knowledge leading them to solution.

f. Role play.

Role play games help students solve problems and use their acquired knowledge in situation similar to real life situation.

g. Research.

Research can be used as an educational strategy to encourage independent learning let students discover new information on their own.

After the writer made several observations in the classroom, the writer saw that when learning to write, not all students understood these skills. Students are confused when the material presented by their teacher cannot be fully understood. When learning to write, students can't make sentences with the correct structure. This may usually happen to junior high school students who are often confused about learning English. The students stated that one of the difficulties of learning english is how to write, because what the teacher says is different when we write the words, that makes it difficult to understand the lesson. And think that learning english is very boring because learning about english is difficult. Teacher is professional teaching staff in their fields, especially in english. They should be able to create a unique and not boring way they found it difficult to understand the materials, most of them answered that the perspective that had been embended in their minds considered that English was difficult to learn, vocabulary was

difficult to memorize and pronunciation that did not match the words and sentence structure was difficult. To learn to be one of the main reasons they consider this lesson difficult.

Junior high school students are early teens with different emotions and characteristics, one of the important things that teacher must pay attention to when in class. The author has made several observations in the classroom that junior high school students have various characteristics when they study. From these characteristics, the teacher knows how to teach english to them well. Understanding each of the characteristics of these students is the first step to making learning english very enjoyable for them. After knowing some of the characteristics that exist in each students, the teacher decides what methods is dominant to apply.

## 6. Component learning strategies

According to Hamruni (2011) in journal educating and learning procedures have a few parts :

- Instructor

Includes a job to make an students climate that is eventually expected for the climate that is eventually expected for the students educational experience are prepared to accomplish the normal learning results.

- Students

Students are the structure obstructs that perform learning exercises to create genuine potential to acknowledge learning objectives.

- Objectives

Are the fundamental starting point for setting systems, materials, media, illustration.

- Learning materials

Showing materials are media to acknowledge objectives through learning the texture is organized deliberately and progressively by the bearing and progress

of science and requests it misleading publicity.

- Learning exercises

To ideally understand your learning objectives, when you conclude you really want to poster a learning system normalized learning action parts educational experience.

According to Sanjaya (2011), expresses that idea of instruction is process guidelines related with public schooling principle culmination of ability.

- Pedagogics

A method for accomplishing learning goals arranged.

- Learning media

The instruments utilized for learning are anything which will be utilized to accomplish learning target.

- Learning assets

Sports or what are viewed as areas, a reference where you“ll track down course materials.

- Assesment

Might be a calculate deciding if the targets have been accomplished or not.

- Environment

Will influence the teacher in determining teaching learning strategies.

The result of analysis showed that SMP N 2 Koto Baru at eight grade, the teacher used five strategies based on finding of observation and interview did by researcher they are direct instruction, discussion, small group, co operative learning and role play. But the result of research did by the researcher, the teacher mostly used teaching strategies on teaching learning procces such as: direct instruction, discussion and small group. The reason of the teacher in choosing the strategy was due to several factors, teachers saw and read the situation and student level.

- **Grammatical error**

grammar is an important language componentenhance students language proficiency. However, many students skills make grammatical errors in writing their essay. The tendency when teaching writing is in grammar. When learning

English, students quickly feel bored because they do not understand the grammar used, this factor is one of the big obstacles when learning English. In an interview with teacher SMP N 2 Koto Baru. according Ms. Elawati S, Pd, that students often have difficulty in learning, namely understanding grammar and when writing sometimes students make messy writing. In my opinion, what students face is something that often happens when studying at the SMP N 2 Koto Baru, and also the influence of a changing curriculum is also one of the causes of students' difficulties in applying grammar.

- **Lack of Vocabulary**

in English, the vocabulary is one of the most important. When you create a paragraph, one of the things. Based on interview with teacher English that in learning English, particularly in mastering the vocabulary. Many complain that English is difficult, there is a lot of vocabulary to memorize and there are also

some that take a lot of time and processing. Each person who learns English has different method. There are also also those who memorize quickly just by listening to conversation and there are those who need to write. The basic lesson that needs to be learned is vocabulary. The more vocabulary there is, the easier it will be in the future to put together sentences and and conversations.

- **Lack of motivation**

According to Sardiman (2011) Motivation is said as a whole driving force among students who cause and provide direction for learning activities so that learning objectives can be achieved. Definition of motivation to learn a lot expressed by expert , one of whom according Dalyono (2005) explained this motivation learning is a motivation factor do something that can comes from inside and outside.

Based on a interview the author conducted by of English teacher of SMP



N 2 Koto Baru, this students is not interested in learning English beause there is no motivation to learn English and they seem to think English is difficult, and they are lazy to study in class. According to Ms. Elawita said there should be encouragement from outside and inside. To keep students interested learning. This changes the way students learn and the English lessons are still missing, so the teacher did not convey the material completely clearlywhen he delivered it.

Based on the author interview with one of the english teacher at SMP N 2 Koto Baru namely Ms. Elawita who teaches english in grade eight. She said that it was true that the first thing she did when teaching english was to convey it well to the students she understood and looking at the characteristic of each of these students, after these characteristic are seen, Ms Elawita applies the right method in the classroom. By paying attention to class conditions of course and

and classroom management arrangements that allow students to better understand what is being taught. Ms, Elawita said that the eight grades could fully understand the volume material but did not rule out the possibility that not all other students when learning started there were some who listened, some were enthusiastic and some were silent. michella wita said again that the motivation to learn english for junior high school students was also lacking because miss elawita considered that if the motivation was only given at school and there was no interference from parents, then the method that would be given was not fully absorbed by the students. the role of parents in childrens learning outside of school is very important for a child because they spend longer with their parents than at school so that when their parents teach and encourage them to study harder, it is important that they will learn more. have an effect on the child.

Nowadays to learn english is not as difficult as you think, everything we want to learn is now available on the internet. and this is one of the things that is very important for a students when they want to learn english but time at school is very limited so they are strongly advised to look for additional learning on the internet, so that the vocabulary they get will gradually become more they know and the structures in a sentence they will be able to write well in the future and pronunciation also in english is very important because when we speak people will pay attention to the words we say and this is one of the reasons that students need to add insight them when they have come home from school they need to look up all the english lessons on the internet. students in general also have a cellphone so it is possible that ther ability to learn and understand english will increase because the increased insight

they seek when at school is not fully obtained.

## LEMBAR WAWANCARA

Wawancara Guru Bahasa Inggris Kelas VIIIMs.  
Elawati S, Pd.

1. Bagaimana metode yang ibu gunakan dalam mengajarkan menulis/Writing ?
2. Mengapa ibu memilih metode tersebut untuk digunakan dalam pembelajaran menulis/writing ?
3. Apakah metode yang ibu gunakan bisa dipahami oleh siswa/siswi ibu ?
4. Bagaimana cara ibu memotivasi siswa ibu agar mereka mau belajar bahasa inggris ?
5. Bagaimana tanggapan ibu tentang teknik yang ibu gunakan dalam kelas tersebut ?
6. Adakah media yang menarik ibu gunakan / terapkan dalam pembelajaran menulis/Writing ?
7. Bagaimana cara ibu mengevaluasi kemampuan siswa dalam menulis/Writing ?
8. Apa kesulitan yang ibu hadapi saat menyampaikan materi yang berkaitan dengan menulis/writing ?

9. Menurut ibu faktor apa saja yang bisa membuat siswa tersebut kesulitan dalam belajar bahasa inggris khususnya pada kemampuan writing ?
10. Sepengetahuan ibu apakah kelemahan dan kelebihan dari siswa ibu ketika mempelajari bahasa inggris ?
11. Adakah dari siswa ibu yang menyarankan saat pembelajaran bahasa inggris menggunakan penyampain materi yang mereka mengerti ?

## LEMBAR WAWANCARA SISWA

### Wawancara Kelas VIII SMP N 2 Koto Baru

1. Bagaimana cara ananda memahami materi bahasa inggris ?
2. Adakah teknik yang ananda inginkan unuk di terapkan dalam pembelajaran bahasa nggris ?
3. Apakah ananda sangat memahami cara guru ananda dalam menyampaikan materi dikelas ?
4. Pada saat pembelajaran menulis/writing apa kesulitan yang ananda temui ?
5. Apakah sulit bagi ananda untuk mempelajari menulis/writing dalam pembelajaran ?

6. Bagaimana cara ananda menerapkan kemampuan menulis/writing dalam kelas ? adakah teknik khusus yang ananda inginkan guru untuk menerapkan didalam kelas ?
7. Ketika ananda tidak memahami materi, apa yang ananda lakukan untuk memahami materi tersebut ?
8. Terlepas dari cara mengajar guru ananda, apakah ananda bisa untuk memahami materi dengan baik dan jika ditanya guru apakah ananda bisa menjawab pertanyaan itu dengan baik ?
9. Apa kesulitan ananda dalam memahami bahasa ingris secara keseluruhan ?
10. Bagaimana solusi yang ananda inginkan agar pembelajaran bahasa inggris didalam kelas berjalan lebih baik ?

Based on the interview for several students, the difficult ies faced were one of the challeges for these students to find how they may want to more effortlessly recognize english, and the creator also saw firsthand how tough it was once for these college students to recognize the trainer is to practice approach thatcan enlarge scholar pastime in learning. Through quite a few strategies taken via the teacher are able to stability the way the

teacher provides the materials. Of route not all college students are in a position to apprehend the fabric well, but the teacher is as much as viable to be in a position to bring the cloth into students understanding.

#### **D. CONCLUSION**

This study is about improving students writing ability through teacher teaching strategies. The result of this study are to find out what strategies are used teacher and what is the problem students learn writing ability in the classroom to deliver material. Students can easily understand and motivate students minds that learning english is a difficulty that makes students bored and bored in learning English. Motivation is one of the biggest things in communicating english learning. Most of the students feel that their abilities will not be able to understand the english language, but with the persistence and desire of the teacher to make students understand in learning english various strategies and efforts are made for students to understand better in the future. Based on interview conducted by the author of the strategy or method carried out by the SMP N 2 Koto Baru teacher, it

that has been able to make the students understand the content of the English material and many of the students still do not fully understand the materials, but the teacher does not give up easily to find a method that works, able to make students more enthusiastic in learning English.

Students and considered that teaching writing combined with group work, the students were enthusiastic in the class. Moreover, by applying writing ability improved. They could express their ideas and develop them to be relevant to the topic and supporting sentences. Their grammatical mistakes also minimized. The students' improvement in writing ability has been presented in the form of a mean scores table. In terms of the process, there are some improvements on the verbal and non-verbal aspect. In the verbal aspects, the number of the students who asked questions based on the material, commented based on the material, and their response improved. Meanwhile, that of students who talked on different topics with friends, joked with friends, talked by themselves on different topics, and kept silent and did not answer the teacher's question decreased.



## **BIBLIOGRAPHY**

Copland fiona. (2018) *International perspectives on teaching the four skills in ELT*. Birmingham. Palgrave Macmillan.

Fika alisha, dkk. (2019). Student's difficulties in writing EFL. Vol 2. Hal 20.<https://journal.ikipsiliwangi.ac.id/index.php/projec/article/download/1659/pdf>.

Harmer, Jeremy. (2007). *The practice of English Language Teaching*. Fourth Edition. London. Pearson Longman

Herrero hernandez, annabelle. (2007).Journal; A tool to improve students writing skill. Vol. 7. Hal 5.<https://www.redalyc.org/articulo.oa?id=44770106>.

Hayati Rafika, anrems, dkk. (2021).Teacher's strategies in EFL class. Hal 330-335.<https://ejournal.karinosseff.org/index.php/jadila/article/view/126>.

Lillis theresa, dkk. (2010). *Academic writing in a global context*. London & Prancis. Routledge Taylor & Prancis Group.

Margana, dkk. (2020). Enhancing students writing ability through contextualization practices. Vol 19. Hal 330. <https://journal.uny.ac.id/index.php/litera/article/view/33348>.

Wigati asih, fikri. (2014). Kesulitan pada aspek writing mahasiswa dengan english proficiency levels yang berbeda. Vol 3. Hal 47. <https://journal.unsika.ac.id/index.php/solusi/article/download/57/57>.

Wawancara guru SMP N 2 Koto Baru. Pada tanggal. 20 Agustus. 2022.

Wawancara siswa kelas VIII. 24 Agustus 2022.

**THE GROWING INTEREST OF JUNIOR HIGH  
SCHOOL STUDENT'S IN ENGLISH ON YOUTUBE  
MEDIA IN THE VILLAGE OF KAYUTANAM,  
PADANG PARIAMAN**

**Andriansyah**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

**Abstract**

The research was intended to stimulate students' interest in English at the high school level in Kayutanam village, Padang Pariaman. English is a foreign language and is the subject of choice for Indonesian education. English begins in junior high school. Therefore, this study is intended to foster high school students' interest in English by using youtube media. As we know, students are more likely to play gadgets than study. The use of video-based learning media that can attract students' interest in learning. Through this media, researchers will see whether using this media will attract junior high school students' interest in English. The results of the research found that changes in school students' interest in study groups at Kayutanam were followed by the use of YouTube as a tool or medium to introduce English. The results of the study found that there had been an increase in the average results of the pretest and posttest completed questionnaires. In the final test, the average score increased by 7.67 with an average of 30.78 compared to the initial test which only obtained 23.11. The use of youtube media in

high school students can grow and increase their interest in English.

**Keywords :** *Learning Media, Interest, Youtube*

## **A. INTRODUCTION**

English is a second language to Indonesian people, because this language is a foreign language that entered to Indonesia. English is an international languages, so that important to us to learn about that language. Learning and mastering English now is a necessary. For Indonesian children learning English is very difficult for them. Even become a painful thing for some circles.

English is the international language that is required to be taught to students in Indonesia. English itself has been known as a foreign language in Indonesia since 1955 (Rintaningrum, 2015). On the KTSP class of education curriculum (KTSP) English subjects belong to local mulok (mulok) classes taught from elementary school to high school. Learning was certainly not an easy thing to teach or learn. As it is known, English is a foreign language that is not used to communicate for the day in Indonesia.

Technology plays a crucial role in today's and can's lives used in various aspects of life. For example, today's societies tend using technology to engage in activities and search the internet for information. The internet has grown with Rapidly, through the internet media, everyone can access a variety of information that beneficial for each individual development.

Learning media began to be developed by utilizing the internet network. The internet is the best technological and communication process today, the sophistication of which is still being developed to find something better than what already exists. The widespread use of the internet among the public through computers, laptops, mobile phones, tabs or even modern communication tools that continue to emerge indicates that the wave of communication between humans is now experiencing a fairly rapid and widespread acceleration.

In this era of globalization, there are many media that can be used by utilizing the internet, both video and sound media. The media chosen in this study is video media. The video media

selected for use in learning activities need to pay attention to the curriculum. The use of media must be able to support learning activities that make it easier for students to achieve the desired competencies. The use of instructional video media should be able to facilitate students in achieving learning objectives. Audio visual media such as video and multimedia can be used to help students learn information and knowledge about a process or procedure.

The kind of information found on the internet can be used for teaching and teaching materials via her public internet more up to date, so many of the trainees are interested in reading and accessing it. The discussion of the video will trigger a name in people's mind today, its youtube.

Youtube is a video sharing service (media, 2009, h.82) most dominant today. CNN Indonesia also adds that the Youtube app is the most popular app in Indonesia (Ayuwuragil, 2018). An estimated 146 million subscribe customer of the Indonesia internet in 2018, youtube has approximately 50 million active users. Yudhistira

(2019) from Katadata, cites a “We are social” survey, Reports that of 150 million social media users in Indonesia, 88% gain access to Youtube. The figure at 88% is unchanged in the report written by Katadata journalist jayani (2020), In the February 2020. This shows that youtube is well known in Indonesia.

YouTube is a very well-known media and is also often used to watch various videos such as English learning videos. Lots of people watch English learning videos on YouTube because they are more effective and don't have to cost a lot. The videos on YouTube are very fun and interesting for students to watch. Therefore learning English using YouTube videos can foster the interest of junior high school students to learn English. For this reason, researchers are interested in researching how to grow and attract students' interest in English in junior high schools. In this article, the researcher wants to grow the interest of students at the junior high school level in English through YouTube video media. Where through this media the researcher hopes that elementary school students can be interested and

interested in knowing and learning English effectively and efficiently.

## **B. METHODOLOGY**

The kind of research used in this study is quantitative research with experimental method. According to the Sugiono, experimental method of research can be interpreted as a study method based on positive philosophy, used to assess on a particular population or sample retrieval techniques are generally random, data collecting using a research instrument, a quantitative/statistical data analysis with a purpose to test a prescribed hypothesis (Sugiyono, 2016). In other words the experimental method may be referred to as a method used to find the effect of a treatment of a particular group in a controlled condition.

From the description it could be concluded that studies could be called experimental research should provide treatment on research subjects then see the effect of treatment. The design used in this experimental research (which execution experimental) which



involves one class as an experimental class without any control class. The pre-experiment form used in this research is one group pretest-posttest design. In this study the researcher formed a single study group (class) of between five and ten (5-10) junior high school students in the village of Kayutanam.

## **C. DISCUSSION**

The Growing Interest of Junior High School students“ In English on Youtube Media In the Village of Kayutanam, Padang Pariaman.

### **1. Junior High School**

Junior high school is the formal primary school after going through elementary school. The average student at this level is 12 to 15 years of age. Where at the age the child could already be called a teenager. Santrock says that youth are a transition period, a transition from childhood to adulthood (2011:299). Teenagers have a very important role critical to the achieving of future national

ideals. Therefore, it is vital that an education be provided for that youth.

Education given to youth is not enough formal education is required only, but it is also necessary for non-formal education. Such informal education could be either moral or cultural education. Both the school and the family could provide non-formal education is necessary to provide children with an understanding of human life as social creatures that are not far from its norm.

Youth is a stage in which a child will feel a lot of new things, both a change in him and in his surroundings. It is a season of error in determining purpose in life, since it is a season of identify searching for youth. It takes complete attention to provide guidance to keep the child from walking in the path of error and knowledge.

In transition, youth who comes from childhood undergo fairly noticeable changes, be they physical, biological and

cognitive changes. The obvious changes that are common to the teenager and those around him are physical changes. Similar changes were common at their early teens. Specifically the class VII students ages 12-13 years of age and VIII class students from 13-14 years of age. When comes to puberty, youth begin to feel that there are differences in their body because of developments.

## **2. Junior High School Student's Interest in the English language**

Interest is a test of preference, a desire or interest in something without any compulsion. The basically interest is the acceptance of something outside the self, the stronger or the closer the relationship the greater the interest (Hamid in the Indonesian clever dictionary, 2010). Weber said interest is dependent on other internal factors, such as attention, curiosity, motivation and needs (Nofiyana, 2018 ).

Interest has a tremendous impact on study activity, students who are interested in learning. Here are the elements contained in interest :

- a) Interest is a psychological symptom
- b) It focuses attention, feeling, and thought on the subject interest
- c) The feeling of pleasure with the object being targeted
- d) There is a willingness and tendency to engage in activities to achieve a purpose (Nofiyana, 2018 ).

Interest can stem from encouragement, motivation, guidance. Encouragement and guidance can also be done by using a learning media that matches the student's personality. Students at junior high school are students with an age of 13-16.

The research was entitled the growing interest of junior high school

students in English on Youtube at Village of Kayutanam. Where this research was done on students at a Junior high School in village of Kayutanam. The research was intended to see how the students interest in the middle school and to cultivate their interest in English through youtube media.

### **3. Using Media Youtube**

The media when teaching is a thing that promotes achieving the purpose of learning. Media can be used as a media to dispense knowledge. Youtube is a media that can be used to teach junior high school students lessons. The media in the study divided into three types of audio, visual, and visual media. Audio Media, which is a learning media that can only be heard, such as music or voice recording. Visual are visible media only but do not have sound of a printed a book. While audio-visual is a learning media has audible voice and visible objects. Youtube are learning media because animation

videos are audio videos as well as moving and visible images.

The following explains the advantages and weaknesses of using Youtube as a learning media :

**Table 1. Advantages and Weaknesses of Youtube**

Advantages	Weaknesses
Get information related to the learning materials	The network is slow, so the video is blocked the teaching
Facilitates discussion or questioning by a review learning videos	Image resolution is unclear when a video is downloaded with an appropriate capacity low
Makes learning English easier by looking at the learning video	Learners are easily bored when their learning videos are less attractive
Learners are easily memorized when their learning materials are audio-visual/video	When there is no internet, teachers must download the video his learning before teaching

Source : (Kartika Yulianti Wandari, 2017)

From the table above on Youtube's strengths and weaknesses, it can be concluded that youtube has several benefits and can be used as an innovative learning media. In addition to some its excess youtube also has a few drawbacks that can make it a hindrance when it comes to learning media. Using youtube as a learning media can be viewed as an innovative method and can grow the students creativity.

The following steps designed to collect data linked to the application of youtube methods as media to grow the interest of junior high school students in the English at Village of Kayutanam, Padang Pariaman :

- a) Researcher formed a study group of nine junior high school students. Those students consist of students sitting in grades 1 – 3 of Junior high School

b) Before forming study group. Researcher prepared a two or three video in youtube. Selected videos are videos of simple vocabulary that are suitable for students at a Junior high School level.

c) Researcher prepare pretest and posttest before they form study groups where pretest will be given to study groups before treatment of Youtube when the learning process and the posttest will be given after the students are implemented. Here are details about the pretest and posttest that used to collect data :

1. *Pretest* is a questionnaire given before the application of Youtube media. The questionnaire on the pretest consists of 10 questionnaires. In order to understand the interest of the there is a study English



2. *Posttest* is a questionnaire given after the application of youtube was implemented. The questionnaire on the posttest was to understand the change ins students“ interest in the study group in English after the application of Youtube.

To know the growth or increased interest of Junior high School students in Kayutanam, Padang Pariaman, researcher compares the results of pretest abd posttest that has been given.

d) The use of Youtube media methods to grow students“ interest at the Junior High School level is applied twice and with the study time in two days. Where on the first day given the questionnaire as pretest associated with the interest of students to English to the Junior high School students in the study

group after that in rotating Youtube videos of two videos. The students are asked to watch the video. On the second day of the researcher twin in the next two videos and after that given a questionnaire associated with the opinion of the students to use of Youtube media as posttest.

There are many videos that can be shown during the lesson that are tailored to the topic discussed every week. In addition, other videos are also shown, for example, types of animals and fruits making it easier for junior high school students to learn English by enriching their vocabulary. All these videos are available for free with good picture and sound quality. At the beginning of the semester students get a complete syllabus with mandatory reference books and addition. Videos from Youtube that are watched in class are adjusted to the subject being discussed already planned.

Students are assigned to read mandatory reference books and Youtube videos played in class as additional information, case examples, and data sources. Video playing from the teacher's laptop and beamed with focus to the screen available in front of the class and sound is heard from the classroom speakers. Videos that are short or below 10 minutes played live and only then discussed. Long video divided into several impressions and interspersed with discussions.

Learning activities using YouTube media like this still need to get the attention of researchers, namely researchers need to provide more time and energy for training procedures for students in the future. The delivery of instructions turned out to be confusing for students when class started. Even though the previous researcher had asked students to do the experiment before class, not all students were able to do that considering the steps in class.

#### 4. Result of the Research

##### a. Analysis of Result *pretest* and *posttest*

The results of pre-test data and final test of questionnaire on this study are intended to know students' in study groups. Questionnaire measure are made consistent with Likert-scale surveys with interval scores of the four with the following description :

4 = Agree Strongly (SS)

3 = Agree (S)

2 = Disagree (TS)

1 = Highly disagree (STS)

The likert scale is often used to measure someone perception of something. The above measures were done on positive issues, such as the questionnaire on pretest number 1-8 and the number 1-10 posstest number. For items on the number 9-10 pretest done inverted at he top scale, which is 1 = highly agree, 2 = agree, 3 =

disagree, 4 = strongly disagree. This was done because of the negative problem item.

To know the impact of before and after Youtube are used on students' interest in English learning, scoring on a questionnaire made of the following 10 questionnaires :

$$\text{Highest score : } 4 \times 10 = 40$$

$$\text{Lowest score : } 1 \times 10 = 10$$

To know the ideal average of the results given, in a way :

$$\frac{\text{Highest score} + \text{Lowest score}}{2}$$
$$= \frac{40+10}{2} = \frac{50}{2} = 25$$

Thus, the average of pretest and posttest assessment is a questionnaire is 25.

From data analysis on the pretest and posttest regarding the interest of Junior high School students at Kayutanam in English, it is concluded that the lowest scores obtained on pretest were only 12 from

40 points for perfect results, and only 30 points for the highest score on pretest. The result has been an improvement in the posstest results where the highest score is 36. The average value in the study group also rose from 23.11 to 30.78

Here is the score table of the pretest an posttest in the study group :

**Table 2. Result pretest and posttest**

<b>No</b>	<b>Pretest</b>	<b>Posttest</b>
1	23	33
2	16	29
3	27	30
4	27	29
5	27	33
6	30	31
7	24	32
8	22	24
9	12	36
Total	208	277
Average	23.11	30.78

**Table 3. Description Pretest and Posttest**

### Descriptive Statistics

	N	Min	Max	Mean	Std. Deviation
Pre	9	12	30	23.11	5.798
Post	9	24	36	30.78	3.383
Valid N (listwise)	9				

From the table above can provide an overview of students' interest in English through the following analysis that will be grouped into two sections of pretest and posttest data presentation :

- 1) A description of pretest Junior high School students on the study group at Kayutanam, Padang Pariaman before applying Youtube media.

Based on the research done by researchers at Kayutanam, Padang Pariaman. Before pretest researcher made an observation first to see the students' interest in English. The observation was made by observing students at the time of the treatment. Where researcher observe the students seriousness at the time of considering the play during learning. The result of researcher

observations may conclude that the students' interest in English was low. This was known at the time of the problem and at the beginning of application of the students' treatment of not paying serious attention and joking one another.

Based on analysis of pretest data used to see students interest at Junior high School level in Village of Kayutanam, Padang Pariaman. Research was conducted by forming a study group of nine (9) Junior high School students from first and third grade (1-3). Data obtained can be illustrated that students' interest in English was still low. This conclusion can be seen from no student who can answer the pretest question perfectly by the number 40. The highest scores obtained in study groups reach only 30 obtained by two students, the same score as or below average is obtained by four and the lowest score on pretest is obtained by one person with 12. The average value of pretest obtained in this study group is 23.11. This can be deduced with the average score in the average score in the pretest results of the below average ideal of  $23.11 < 25$ .



- 1) A description of Junior high School students posttest results on the study group at Kayutanam, Padang Pariaman after applying Youtube Media.

Posttest is done after treatment or application of Youtube to the study group. Treatment was done by featuring four videos on the basic English vocabulary. Posttest results indicate changes in students' understanding of English. They seem more enthusiastic about answering the posttest than pretest. This is of course evidence that the students' growth or increased interest in the English language.

Based on analysis of the English interested data on the Junior high School student study group at Kayutanam, Padang Pariaman made up of nine (9) was enhanced after treatment of the video on the laptop. Thus provided the following description : There is one student who received the highest score with the number 36 and the lowest score on the final test being below the average of 24. The average score of the posttest also has an increase of around 7.67 figures compares with pretest from 23.11 to 30.78. It may

be concluded that the average score of the final test is a large questionnaire of the ideal average is  $30.78 > 25$ .

Based on the above description it is clear that the average amount of value from the posstest (after treatment) is higher than the pretest (prior to treatment) obtained by the Junior high School students study group at Kayutanam, Padang pariaman.

To find out wheather the results of pretest and posttest have been given to students in the study group. Researcher have done a data normality test using SPSP. To compare the results of pretest and posttest researcher do by doing T-test with paired-test results using SPSS. Here is the table of the normality test and T-test :

**Table 4. Test Normality Data**

**Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pre	.202	9	.200 <sup>**</sup>	.897	9	.238
Post	.189	9	.200 <sup>**</sup>	.954	9	.730

**Table 5. T-test with Paired Samples Test**

### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre	23.11	9	5.798	1.933
	Post	30.78	9	3.383	1.128

### Paired Samples Test

		Paired Differences				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	
					Lower	Upper
Pair 1	Pre - Post	-7.667	7.365	2.455	-13.328	-2.005

### Paired Samples Test

		T	df	Sig. (2-tailed)
Pair 1	Pre - Post	-3.123	8	.014

## 5. Study Results

In this section the researcher will describe the results found in the research. The result is a conclusion drawn from data

collected from data analysis. The main focus that will be discussed in this section is student interest at Junior high School level in Kayutanam, Padang Pariaman towards the English language of the Youtube media video to explain some of the basic English vocabulary. Before applying treatment by treating students with video in Youtube media, researcher formed a study group of nine Junior high School students all of whom were students at the Junior high School 1 of Kayutanam.

Researcher took Junior high School students as subject researcher because they were aware of the fact that there was no English learning in the 2013 curriculum at elementary school level. This affected students' interest in learning and knowing English.

English which is an international language has become a foreign language in Indonesia. English is considered a foreign language because it is not a common language like Indonesian. As we

know English is not taught at a elementary school level, so of course, Junior high School students in a particular year have not understood what English is and have no Interest in knowing it. Researcher realized that English is important to teach students at an elementary school.

The interest of Junior high School students that researchers have created in one study group at Kayutanam, Padang Pariaman has improved in English. Researcher assume that the students growth in interest is viewed by the average result of the class on the final test higher than the treatment given in the pretest, which is in introducing English through Youtube media.

Based on the table 3 associated with descriptions of pretest and posttest. The score of the posttest was 23.11, while the pretest average was 30.78 from 40.00. Although the average result has only increased by 7.67 figures, researcher can conclude that a growing students' interest

in English learning through the media of Youtube applied by researcher.

To analyze the results of pretest and posttest of completed the questionnaire, researcher conducted data normality test. The normality test were made to see if the data it had obtained was normally distributed. This normality test is held as a condition for conducting T-test with verifiable test using SPSS. The T-test was conduct to find out the change or growth in the interest of Junior high School students in English through the Youtube media at Kayutanam, Padang Pariaman.

Based on the normalilty data that has been done, which can be viewed as described at table 4 above. From table 4 on data normality tests, it is concluded that data from pretest and posttest are distributed normally with Shapiro-wilk sig on pretest score by 0.238 and the score at the posttest by 0.730. Both of the values known in the pretest and posttest of the

test questionnaire are normal because its sig score is large from 0.05 which is 0.238 and 0.730. Because the data obtained is normally distributed, it can be done with T-test with paired sample test.

At the table *paired samples statistics* show about an average score change (mean) in which the average posttest rate is higher than the average in the pretest. According to the increased data results on the final test researcher have a temporary preconception that students' interest in English in the study group is growing through media application of Youtube. Next on the table *paired sample test* known that there has been an average increase between the results of pretest and posttest of questionnaire of 7.667. The score was derived from the average difference in pretest and posttest on the table mean paired difference with a negative result of -7.667. This means that there is a change in students' interest in the English

language following the application of Youtube media at Kayutanam, Padang Pariaman which is formed into a group of nine. It is known that the result of sig „value (2-tailed) is  $0.014 < 0.05$  so the preconceived opinion that researcher assume to be accepted means that there is a change in students interest after the application of animated video media to foster students interest, in other words the student growth in Kayutanam, Padang Pariaman.

Based on the results research above can be concluded that the use of Youtube media to grow students“ interest at the Junior high School level can be achieved. In other words, the interest of Junior high School students in a group of learning of nine people can change with their increasing interest in English. This is in line with research conducted by (Nazmi, 2017) which states that the application of animated video media can affect student interest, where students“



interest can increase after treatment by applying youtube media in the learning process. Youtube media is an innovative and interactive media for learning English.

#### **D. CONCLUSION**

Based on research results and research discussions they may conclude that Youtube media can be a new strategy to foster student interest at Junior high School level. As we know English is no longer a subject required to be taught in primary school. Researcher therefore conducted a study of Junior high School students interest in the English language. The research was more focused on promoting Junior high school interest in English through the Youtube media. Junior high School students with a range of 13-16 years old with operational think levels of kongkrit by Piaget. At his stage children reflect logical thinking by considering the facts of perception, which means they are able to think logically but still be limited to the kongkrit objects they can observe.

Interest has a tremendous impact on study activity, students who are interested in learning.

Interest can stem from encouragement, motivation and guidance can also be done using a learning media that matches the student's personality. Youtube videos can be used as a learning media. The use of youtube video as a merging as a learning media can be viewed as an innovative method and can foster creativity.

Research done by researcher has found that it engages students' interest in the English language by forming a study group of nine people at Village of Kayutanam, Padang Pariaman has had a positive results of research that has been done. Researcher conducted experimental research with preexperimental ones group preposstest. The research carried out with pre and final test for the study group. Pretest are administrated before treatment to the learning process, whereas final test are administrated after treatment. The pretest and the posttest given to the students in the questionnaire shaped study group of 10 individual questionnaires.

This change of interest can be known through the results of the pretest on study groups prior to the application of Youtube video media only up

to 23.11 from 40.00. These results indicate that students' interest has not reached the 25.00 average ideal. After the application of the Youtube video media, students' interest in English was changed. It is known that the average number of posttest students receive has increased to 30.78. Compared with the previous preliminary results of only 23.11 increased by 7.67 to 30.78 on the final test results. The average score obtained at the end of the test also exceeds the ideal average results of pretest and posttest. The impact of Youtube video media application on students' interest is also known to reflect significance results on paired samples test where sig value (2-tailed) is  $0.014 < 0.05$ . This suggests that any hypothesis or preconceived research is accepted.

## **BIBLIOGRAPHY**

### ***Text Book***

Sugiyono, P. D. (2016). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung: PT alfabet.

### ***Jurnal Article***

Ayuwuragil, K. 2018. *Youtube* Jadi Aplikasi Media Paling Populer di Indonesia. CNN Indonesia.

<https://www.cnnindonesia.com/teknologi/20180406202852-213-288967/youtube-jadi-aplikasi-media-paling-populer-di-indonesia>. 23 November 2020. 19:47.

- Cakir, I. 2006. The Use of Video As An Audio-visual Material In Foreign Language Teaching Classroom. *Turkish Online Journal of Educational Technology-TOJET*5(4),6772.<https://files.eric.ed.gov/fulltext/ED501362.pdf>.
- Dewi, N. L. D. S. dan N. P. S. E. Carniasih. 2018. Pengaruh Media Pembelajaran Berbasis Youtube Dalam Pembelajaran Tata Bahasa Inggris. ISBN: 978-602-53420-0-4 *Seminar Ilmiah Nasional Teknologi, Sains, dan Sosial Humaniora (SINTESA)*1(1).<https://jurnal.unthirabali.ac.id/index.php/sintesa/article/view/508>
- Indrini, D. S. (2014). Keefektifan model think pair share terhadap akifitas dan hasil belajar IPS. *Journal of Elementary Education*, 22.
- Maili, S. N. (2018). Bahasa Inggris Pada Sekolah Dasar: Mengapa Perlu dan Mengapa dipersoalkan. *Judika (Jurnal Pendidikan UNSIKA) Volume 6 Nomor 1*, 25.
- Nazmi, M. (2017). Penerapan Media Animasi untuk Meningkatkan Minat Belajar Peserta Didik pada mata pelajaran Geografi di SMA PGII 2 Bandung. *Jurnal Pendidikan Geografi*, 55.
- Nofiyana, s. B. (2018 ). Minat Belajar Siswa Terhadap Mata Pelajaran Bahasa Indonesia Kelas X Di SMA Negeri 1 Balaesang. *Jurnal Bahasa dan Sastra Volume 3 No 9*, 2.

- Nurdiyantoro, B. (2015). Tahapan Perkembangan Anak dan Pemilihan Bacaan Sastra Anak. *Cakrawala Pendidikan*, 201.
- Reddy, M. Samanth. 2016. Importance of English Language in today's World. *International Journal of Academic Research* 3 (4(2)), ISSN: 2348-7666.
- Rintaningrum, R. (2015). Bahasa Inggris Tidak Perlu Dihapus dari Kurikulum 2013 Sekolah Dasar. *Proceeding Seminar Nasional ADPISI "Membangun Indonesia Berbasis Nilai-Nilai Agama*. Surabaya: ADPISI, 128.

**HOLDING AN ENGLISH COURSE ABOUT  
GRAMMAR FOR STUDENTS IN TAMAN RAHAYU  
REGENCY, CIKETING UDIK VILLAGE,  
BANTARGEBAWANG DISTRICT, BEKASI CITY**

**Muhammad Ryan Firdaus**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

**Abstract**

This paper is entitled Holding an English Course About Grammar for Students in Taman Rahayu Regency, Ciketing Udik Village, Bantargebang District, Bekasi City. This paper uses the method that used is a socialization approach and the type of research research used is descriptive qualitative research that aims to describe or provide an overview of how the form of efforts to build an English club. Based on results of discussion, English is the prevailing or official language in various nations, including numerous previous British Empire regions. The ascent of the British Empire offers many pieces of information with respect to why the English language is so well known. Interest is an internal component within the individual that greatly influences his actions. According to Slameto (2003: 180) "Interest is a sense of preference and a sense of interest in something without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest." Grammar's function in language instruction has changed. Previously, grammar teaching formed such an essential part of language instruction that other aspects of language learning were ignored (Richards

and Renandya 2022). Language teaching was dominated by analyzing structures and applying rules under the argument that if you knew the grammatical rules of the language, you would be able to communicate in the language.

**Keywords:** *English language, students interested, and grammar*

## A. INTRODUCTION

Language is our essential wellspring of correspondence. It is the strategy through which we share our thoughts and contemplations with others. There are large number of language on the planet. Each nation has their own public language notwithstanding various nearby dialects spoken and comprehend by their kin in various locales a few dialects are spoken by a large number of individuals and others by a couple thousand. In worldwide world the significance of English can't be denied and disregarded since English is the most well-known language spoken all over. English is one of the most involved language on the planet.

Language is a means of communication for humans. Without language, humans cannot communicate with each other. So humans need a way to communicate so that the goals and objectives to be conveyed can be understood by others. In social life,

of course someone will need help from others. When we can speak politely, be friendly, and help each other with neighbors, that person will live in peace, security, and peace in society.

English as a foreign language for Indonesian people, this is a special difficulty for students. With different language structures, different pronunciations and so on. This becomes a problem for students. The problem that is often faced by students is that it is difficult to learn a foreign language, so sometimes students are reluctant to learn English. Sometimes when students hear the word English, it becomes a scourge for them because they think English is a very difficult language to learn.

English is now widely used in many corporate and cultural contexts that are dominated by nations that were actively involved in British imperialism. As a result, knowing it is helpful and sometimes even required. People all around the world chose to study English as a second language because learning English is vital. Children begin studying English at an early age and many countries include it in their school curricula as a second language. The languages of science, aviation, computing, diplomacy, and



tourism are all in English. Your chances of landing a decent job at a multinational corporation enhance if you know English.

The pupils' own interest is essential because English is a foreign language that they study in Indonesia. Students will favor the lessons taught by the teacher as a result of their interest. Semiawan (Susilowati, 2010:29) defines interest as a mental state that results in a targeted reaction to a certain circumstance or item that is pleasurable and provides him with satisfaction (satisfiers). According to this definition, interest serves as a motivating factor that propels a person to engage in a particular set of activities. However, it is challenging to pique pupils' enthusiasm in studying because English is a foreign language that they must acquire. As a result, it requires assistance from those in the immediate area, particularly from teachers and the community at large.

Success in learning English as a second or foreign language shows in the capacity to use a variety of skills necessary for oral and written communication. Along with speaking and writing, these language abilities also include listening and

reading (receptive skills) (productive skills). However, the ability to successfully perform these four language abilities is largely dependent upon certain "ingredients for language learning," such as grammar, vocabulary, and pronunciation, which are typically referred to as language elements. The foundation for learning increasingly complex languages, grammar is regarded as the most significant of these three language components.

Grammar is like the foundation of the home if language acquisition is like building a house. Once it is robustly constructed, it could serve as a foundation.

Grammar's function in language instruction has changed. Previously, grammar teaching formed such an essential part of language instruction that other aspects of language learning were ignored (Richards and Renandya 2022). Language teaching was dominated by analyzing structures and applying rules under the argument that if you knew the grammatical rules of the language, you would be able to communicate in the language.

Taman Rahayu Regency is a residential area located in West Java, precisely in the Ciketing Udik Village, Bantargebang District, Bekasi City. The

majority of the population here comes from the area of West Java. West Java has a regional language, namely Sundanese. Therefore, the researchers saw that in the Taman Rahayu Regency environment, students mostly used their mother tongue or their first language, Sundanese. When the researcher asked them to use Indonesian, they stammered in speaking Indonesian. Because they are very familiar with their own mother tongue. When the researcher tried to give basic questions to some students in English about determining the tenses in a sentence. Almost of those who do not know and can not answer it. They just kept quiet and smiled when they were asked the basic grammar questions. The researcher concluded that some of them did not understand in learning grammar, more precisely in determining the tension in a sentence.

Therefore, seeing the lack of course places and students in learning English in this environment. So we need a way to improve students' ability in learning English. The researcher plans to hold an English Club in the Taman Rahayu Regency environment. This English club aims for students to easily understand and improve their skills in English

and prove that learning English is easy and fun and not as difficult as they imagine.

## **B. METHODOLOGY**

The type of this research used is descriptive qualitative research that aims to describe or provide an overview of how the form of efforts to build an English club. Data were collected through question and answer to several students at Taman Rahayu about learning English.

Furthermore, the research used is a socialization approach. The socialization approach in communication studies discusses how various existing understandings, meanings, norms, roles, and rules work and interact with each other in the discourse process. This approach emphasizes the idea that reality is constructed through a process of interaction that occurs in groups, communities, and cultures.

## **C. DISCUSSION**

### **a. Definition of English Language**

Language is a tool by which a person can share his thoughts and feelings with others. This

is the media, which is where he runs his business in society. This is the transfer, which is where the different subject matter is transmitted. One must know something about the structure of the language, its position in the world and its relationship to other languages.

English is the prevailing or official language in various nations, including numerous previous British Empire regions. The ascent of the British Empire offers many pieces of information with respect to why the English language is so well known. Individuals frequently need to know the best language to figure out how to get ahead throughout everyday life. Many think that learning English, the worldwide language, is the most ideal choice. It is difficult to picture a youngster these days who doesn't talk or learn no less than one language other than their primary language. Globalization powers such countless individuals to convey and participate more in an assortment of business. In any case, each language significant. It relies upon the circumstance. You want a world language to speak with individuals all over the planet without

learning their territorial language. English is the world language and it helps you all over the place.

The most important of the English language is undeniable. English is an international language in the world. For some people this language to communicate with people from other countries. English is a language that is often used by outsiders to interact with each other. In the current era, people are required to master this foreign language. English has a major role in the global language. By mastering this foreign language people will be able to learn more knowledge and gather more information. And with this foreign language, many people get accepted in the field of work easily.

English is also hugely important as an international language and plays an important part even in countries where the UK has historically had little influence. If you have the basics of English language you can make yourself understood in nearly every corner of the world.

1. English is the language of the media industry

Because of the prominence of Hollywood in global media, an enormous amount of films, tv shows and popular songs are written in English.

2. English is the language of the Internet

English is particularly important language online with more than half the content on internet written in English. As well as this, some of the world largest tech companies are based in English speaking countries.

3. Travelling is a lot easier with a good knowledge in English

Imagine you are Spanish person on holiday in Thailand, while your hotel receptionist might not be able to answer your question in Spanish .It is likely they will be able to answer your question in English.

4. English is one of the most important language for business

Whether you are a business owner, student or employee, English is incredible important in the business world. English is

considered to be one of the most important business language due to being the defector language of the United States and the official language of the the UK ,Canada, India and South America.

5. With English, you can study all over the world

Since English is spoken in so many different counties there are thousands of schools and universities around the world that offer programmers in English.

6. English gives you access to multiple cultures

Good knowledge of English will allow you to access films music and literature from hundreds of counties around the globe.

#### **b. Students Interest**

Interest is an internal component within the individual that greatly influences his actions. An individual will feel like and even need to do something or explore something if there is an interest in him. Similarly, stated by Slameto (2003: 180) namely: "Interest is a sense of



preference and a sense of interest in something without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest.”

Anything that intrigues others may not be guaranteed to intrigue a specific individual as long as something doesn't exactly measure up for their requirements. Understudies who are keen on an example will concentrate on it truly in light of the fact that there is a fascination for him. Interest isn't brought from birth, yet at the same obtained later. Interest in something is learned and impacts further learning.

Based on the quotations above, it can be concluded that the notion of interest is interest, a person's full involvement in a particular field of study and feels like, enjoys studying the material to gain new knowledge, attitudes, and skills. Thus, interest in learning can be characterized by:

- (1) a sense of pleasure and liking for the lesson;
- (2) attention in the teaching and learning process;
- (3) curiosity about mathematics more than other disciplines;
- (4) his perseverance in learning; and

(5) willingness to be more involved in various activities.

**c. Definition of Grammar**

Grammar is the most important thing in learning English. When studying English can't understand properly what grammar is, it will be confused to set the fifth in English. Related to that, the following is the understanding of grammar according to several experts.

According to Hirai (2010), grammar is a technique for compiling sentences and making good language. In addition, according to gerot and Wignel (1994) states that grammar is a language theory that shows the process of the occurrence of a language.

According to Thornbury (1999), grammar is the elaboration of sentence forms that have meaning. In addition, grammar is the making of meaning from a combination of words and the work of language (Ur, 1991). According to Crystal (2004), grammar is a way to express our feelings through the structural results of language.

From the description above, the writer concludes that grammar is related to the form of

words and sentences. It also shows the process of forming the structural meaning of language.

In teaching grammar, there are 2 main approaches that can be used by teachers, namely the deductive approach and the inductive approach. The deductive approach emphasizes the teaching delivered by the teacher about grammatical matters which is then followed by examples. While the inductive approach emphasizes more on learning for grammatical rules from the nature of the teacher. So students better understand the rules by themselves.

In the researcher conclusion, teacher must consider in both approaches. The difference is deductive approach emphasizes the role of teacher to explain the rules but in inductive approach, learners get information about the rules by themselves from the examples. Teacher can implement those approaches based on the situation and the condition of teaching and learning.

There are three points to discuss about grammar teaching in the Indonesian context.

a) Grammar teaching from the perspectives of the curricula

The teaching of English in Indonesia started in the Dutch occupation era, but there has been no detailed description on how English teaching which was mostly conducted by expatriates from the Netherland was implemented. In 1945, the “old-style” curriculum was introduced, applying the grammar-translation method and then, in 1958, it was replaced by the “new style” audiolingually-based curriculum (Jazadi 2004). Thus, based on the establishment of structurally-based syllabus and the use of structural textbooks; it seemed clear that the teaching of English under the 1975 curriculum was conducted much through pattern practice, reflecting the dominance of grammar teaching.

However, the curriculum does not explicitly indicate which grammar items to teach. Rather, teachers are expected to sensitively decide which grammar items

learners need most in relation to each genre. This will surely result in the variety of grammar points to teach from schools to schools. Regardless of the variety of grammatical items to emphasize for a particular genre, the curriculum seems to highlight the argument that grammar teaching does aid foreign language acquisition. Formal grammar teaching is likely happen during the first stage of the four subsequent stages of the teaching cycle: Building knowledge of the field, modelling of the text, joint construction of the text, and independent construction of the text (Agustien,Anugerahwati, and Wachidah 2004).

This sub-section has sketched grammar teaching in the indonesian context from the perspective of the curriculum. It suggest that although emphasis on grammar teaching fluctuates from curriculum to curriculum, grammar, in some point of time, has been over emphasized, deemphasize, and then

revitalized in the current mode of english teaching. In addition to seeing grammar teaching from the curricular perspective, the real practice of grammar teaching from the curricular perspective, the real practice of grammar teaching in the context can be seen from the following section, which reports various theoretical and practical ideas of researchers and teachers in indonesia who have been concerned with grammar teaching.

b) The practice of grammar teaching

In his examination of the grammatical contents of Indonesian high school textbooks, Collins (2006) found that a number of textbooks contain errors i the explanation of grammatical usage. In order to present Collins' point of view more clearly, the errors are listed as follows:

- 1) "Grammatical analyses are often presented that are out of step with those now widely accepted in contemporary

Descriptive Linguistics"  
(analytical soundness).

- 2) "Often fine balance between accuracy and simplicity/ pedagogical effectiveness topples in favour of the latter" (simplicity at the expense of accuracy).
- 3) "Some of the books surveyed were noted to rely heavily upon notional (solely meaning-based) definitions of grammatical categories" (reliance on notional definitions).
- 4) "A failure to maintain the fundamental distinction between grammatical class and grammatical function" (maintenance of the class vs function distinction)
- 5) "Traditional Grammars are noted for their inclusion of categories which are derived

from Latin grammar but which have no place in the grammar of contemporary English" (Latin bias).

- 6) "Some of the authors are influenced by conservative prescriptive analyses which are out of touch with the facts of contemporary usage" (prescriptive bias).
- 7) There was an alarming incidence of factual errors in the textbooks examined" (factual errors).
- 8) The textbooks contained many instances of non-idiomatic English" (non-idiomatic English). (Collins 2006:4-8)

Stated briefly, the practice of grammar teaching varies from one level of education to another. At the secondary level, grammar-teaching practice is greatly influenced by some normative approaches recommended by the



government and disseminated through teachers' forums, as well as by grammar presentation in secondary school textbooks. At the tertiary level, grammar presentation may vary across departments or purposes of presentation.

c) Proposed ideas of grammar teaching

In addition to the description of grammar-teaching practice as demanded by the curriculum, as prescribed by English teaching policies, or as presented in English textbooks as outlined above, literature has also been examined to find out what ideas regarding grammar teaching have been proposed in the Indonesian context. The proposed ideas are usually reported by instructors of grammar courses based on their observation or classroom experiences. Accordingly, the ideas proposed have some sound basis, and thus, they are worth-discussing.

Similarly, Suryato (2005) reported the use of meaning-based approach to teach

English grammar, more particularly, subject-verb agreement, through the use of reading texts (i.e., articles on crime in big cities and travelers' health tips). The students' attention was especially drawn to sentences containing subject-verb agreements and then these constructions were explained in relation to their meanings. Following the explanation, the teacher referred to the students' own construction of subject-verb agreements from their essays that were submitted earlier. This way, the teacher raised the students' awareness in using subject-verb agreements. Based on the students' performance after treatment, Suryanto (2005) concluded that meaning-based approach can be used to minimize students' errors in using subject-verb agreement.

In sum, this sub-section indicates that various ideas need to be examined further by looking into the benefits they offer before being applied for the improvement

of grammar-teaching practice in a wider Indonesian context. Hariyanto's (1997) and Antoni's (2003) proposals are answers for the tendency of discrete grammar teaching as it not only sensitizes the learners in using accurate rule of grammar but also helps induce communicative activities and topics, in grammar instruction. While Sugiharto (2004) reminds us of matching the grammar points taught to the students' level of competency in using language, Suryanto (2005) reminds us of including meaning when explaining grammar. It is interesting to note that, long before genre approach becomes a favorable fashion in this country recently, Widiati (1995) emphasized the use of various genre-based materials in order to support students' grammar mastery. Artini's (2001) recommendation seems to be an interesting offer to cope with problems of variety and uncertainty regarding what lexicogrammatical features should be

taught at a particular point of time as the 2004 English curriculum is not keen with uniformity regarding grammar points to teach.

Overall, drawing on the discussion of grammar teaching in this section, it is clear that there has been a great variety and ideas regarding grammar teaching practice in Indonesia. This section suggests that what has been prescriptively advocated in the curricula does not necessarily lead to uniform practice in the field, notwithstanding grammar teaching in the secondary schools. As a normative standard, the curriculum has served its purpose in providing curricular guidelines of grammar teaching, although it can be translated differently into practical application in English textbooks. Moreover, while curriculum is on its way of implementation, ideas regarding grammar teaching have emerged, bringing some suggested approach when teaching grammar. Although the knowledge of the

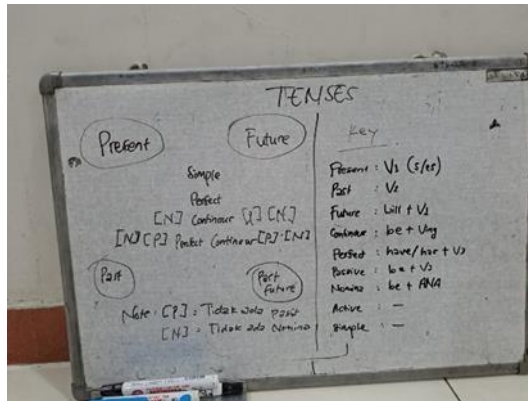
curricular perspectives and insights of the teaching of grammar as explained in this section will make us better informed when actually determining what grammatical points to teach and how to teach them in the classroom, our knowledge will not be complete without knowing what research studies related to grammar teaching have shown, an issue which is discussed in the following section.

#### **d. Field Result**

In an effort to teach grammar lessons to students in the Taman Rahayu Regency, the author teaches the basics of grammar learning, more precisely teaching tenses material to students. These tenses greatly facilitate them in learning writing. This English course is held from August 6 to August 12, 2022. The author conducts courses from 19.00 to 21.00 at night. Due to the limited number of students in Taman Rahayu Regency, the writer only collected 9 students, consisting of junior high and senior high school. For junior high school, namely: Reva (grade 9), Aisyah (grade 9), Afdhan (grade 8),

Duan (grade 8), and Haikal (grade 8). For senior high school, they are: Shadam (grade 11), Ferdi (grade 12), Angga (grade 10), and Arif (grade 12).

The first day, the writer gave greetings and introductions to the students. Then the author gives a little motivation about learning English, that English is very important for the future. After that, the author provides the basics in learning grammar, namely about tenses. The author gives a brief explanation related to tenses, because this is very useful when students are going to make a sentence or in learning writing. After that, the writer gives the formulas in these tenses. Basically at school, maybe students only know 16 tenses, that's because students are not taught in the form of active, passive, and nouns. If followed by active, passive, and noun sentences, the total becomes 34 tenses. Therefore, the author provides an easy way to memorize these tenses, namely by body movements. After the students memorized, the writer also gave the basic keys in making the formulas in the 34 tenses.



The second day, the author provides an explanation related to the adverb of time in the Present (usually). In the Present, there are 4 tenses, namely: Present Simple, Present Perfect, Present Continuous, and Present Perfect Continuous. The author provides an explanation and description of the time of each of the tenses formulas using videos on youtube and also on the blackboard, so that students can understand the differences between the 4 tenses. The author also explains with examples how to determine if the question is in the form of an active, passive, or noun sentence. After they understood everything, the writer gave practice questions to strengthen students' memory and increase students' understanding.



On the third day, the author gave another explanation related to the next time information, namely Past (past). In the past there are 4 tenses, namely: Past Simple, Past Perfect, Past Continuous, and Past Perfect Continuous. The author also provides an explanation of each of these events through videos and whiteboards. The author also gives examples of questions in determining whether the sentences are active, passive, and nouns. The author also emphasizes that if there are students who don't understand, just ask and don't be shy. If you are embarrassed by a friend, you can ask at the end of the lesson when it is finished. After the author provides explanations and examples of questions, the author provides retraining.





The fourth day, the author reviews again. Do they still remember the adverbs of present and past time? After that, the author continues the next material, namely Future. In this Future there are 4 tenses, namely: Future Simple, Future Perfect, Future Continuous, and Future Perfect Continuous. The author explains the material through videos and whiteboards. After they understand the explanation, the author as usual gives examples of questions first. Then, the writer gives practice questions. For those who get the highest score, the author will give them a prize. The fifth day, the author provides the last material on tenses, namely Past Future. In the past future, there are also 4 tenses, namely: Past Future Simple, Past Future Perfect, Past Future Continuous, and Past Future Perfect Continuous. In this past future, the author explains the material through videos and whiteboards. After

they watched and listened to the author's explanation, the author gave examples of questions related to the material. Then, the author gives practice questions to students. For those who get the best score, the writer will give a prize.



The following are videos that the author shows students:

1. [https://youtu.be/p-S\\_DcrZLTg](https://youtu.be/p-S_DcrZLTg)
2. <https://youtu.be/xuuC4peaozQ>
3. <https://youtu.be/B2IldXHBDA0>

#### **D. CONCLUSION**

English is the prevailing or official language in various nations, including numerous previous British Empire regions. The ascent of the British Empire offers many pieces of information with respect to why the English language is so well

known. Individuals frequently need to know the best language to figure out how to get ahead throughout everyday life. Many think that learning English, the worldwide language, is the most ideal choice. It is difficult to picture a youngster these days who doesn't talk or learn no less than one language other than their primary language. If you have the basics of English language you can make yourself understood in nearly every corner of the world.

- 1) English is the language of the media industry
- 2) English is the language of the Internet
- 3) Travelling is a lot easier with a good knowledge in English
- 4) English is one of the most important language for business
- 5) With English, you can study all over the world
- 6) English gives you access to multiple cultures

Interest is an internal component within the individual that greatly influences his actions. An individual will feel like and even need to do something or explore something if there is an interest

in him. Similarly, stated by Slameto (2003: 180) namely: "Interest is a sense of preference and a sense of interest in something without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest."

There are three points to discuss about grammar teaching in the Indonesian context.

- a) Grammar teaching from the perspectives of the curricula

The teaching of English in Indonesia started in the Dutch occupation era, but there has been no detailed description on how English teaching which was mostly conducted by expatriates from the Netherlands was implemented. In 1945, the "old-style" curriculum was introduced, applying the grammar-translation method and then, in 1958, it was replaced by the "new style" audiolingually-based curriculum (Jazadi 2004).

- b) The practice of grammar teaching

The practice of grammar teaching varies from one level of education to another. At the secondary level, grammar-teaching practice is greatly influenced by some normative approaches recommended by the government and disseminated through teachers' forums, as well as by grammar presentation in secondary school textbooks. At the tertiary level, grammar presentation may vary across departments or purposes of presentation.

c) Proposed ideas of grammar teaching

In addition to the description of grammar-teaching practice as demanded by the curriculum, as prescribed by English teaching policies, or as presented in English textbooks as outlined above, literature has also been examined to find out what ideas regarding grammar teaching have been proposed in the Indonesian context. The proposed ideas are usually reported by instructors of grammar courses based on their observation or classroom experiences.

Accordingly, the ideas proposed have some sound basis, and thus, they are worth-discussing.

In an effort to teach grammar lessons to students in the Taman Rahayu Regency, the author teaches the basics of grammar learning, more precisely teaching tenses material to students. These tenses greatly facilitate them in learning writing. This English course is held from August 6 to August 12, 2022. The author conducts courses from 19.00 to 21.00 at night. The first day, the writer gave greetings and introductions to the students. The second day, the author provides an explanation related to the adverb of time in the Present (usually). The third day, the author gave another explanation related to the next time information, namely Past. The fourth day, the author continues the next material, namely Future. And the last, the author provides the last material on tenses, namely Past Future.

## **BIBLIOGRAPHY**

Amaliah., & Retno, Widya. *Peningkatan Kemampuan Bahasa Inggris Siswa Melalui Program Teras Belajar*

*di Desa Kotanegara Ilr, Universitas Muhammadiyah  
Kotabumi.*

Aziza. *The Importance of English Language*. Volume: 02  
Issue: 01 | Jul-Aug 2020 www.researchparks.org p-  
ISSN: 2615-7071.

[file:///C:/Users/Desktop/Downloads/CHAPTER%202\\_Ema  
%20Rohmah\\_12431009\\_Bhs.Inggris.pdf](file:///C:/Users/Desktop/Downloads/CHAPTER%202_Ema%20Rohmah_12431009_Bhs.Inggris.pdf)

Hastusi, Neli & Roviati, Evi. (2020). *Pendampingan Belajar  
Pengenalan Bahasa Inggris Menyenangkan Dari  
Rumah Di Masa Pandemi Covid 19*. Al Khidmat :  
Jurnal Ilmiah Pengabdian Kepada Masyarakat. Vol.3  
No. 2 Tahun 2020

Manurang, Sulastari & Marpuan., J., E. (2017). *Bimbingan  
Belajar Bahasa Inggris Untuk Anak Usia Dini Di  
Kelurahan Buliang Rw 18*. E-ISSN 2614-5944 Minda  
Baharu, Volume 1, Desember 2017 Hal. 33-41.

Matondang, Asnawati. (2018). *Pengaruh Antara Minat Dan  
Motivasi Dengan Prestasi Belajar*. ISSN: 2550-0848;  
ISSN Online : 2614-2988 Vol. 2, No. 2, Maret 2018.

Rabiah, Sitti. *Language as a Tool for Communication and Cultural Reality Discloser*. Faculty of Letter Universitas Muslim Indonesia, Makassar.

Reddy, M., S., (2016). *Importance of English Language in today's World*. International Journal of Academic Research ISSN: 2348-7666; Vol.3, Issue-4(2), April, 2016. Impact Factor: 3.075; Email: [drtvramana@yahoo.co.in](mailto:drtvramana@yahoo.co.in)

Sugiharto, Setiono. *Why We Should Teach Grammar: Insights For Efl Classroom Teachers*. Atma Jaya Catholic: University, Jakarta, Indonesia.

Syarifa. *Integrasi Bahasa Inggris Dalam Proses Pembelajaran*. Jurnal Efisiensi – Kajian Ilmu Administrasi Edisi Agustus 2018, Vol. XV No. 2, ISSN 1412-1131, e-ISSN 2528-5750, Hal. 43-50

Widiati, utami. *The teaching of english grammar in the indonesia context: the state of the art*.

Yulianto, Yusuf. *Boosting Students' Interest In Learning Grammar By Using Quizlet*. SSN 2549-5607 The 2nd International Conference on Language, Literature and Teaching.



Yulita, dkk. (2019). *Pemberdayaan Masyarakat Miliran, Muja Muju, Umbulharjo, Yogyakarta Program Pengembangan Bimbingan Belajar Masyarakat. Daerah Istimewa Yogyakarta.*

# **ENGLISH CLUB FOR SMPN 3 KOTO BESAR TO INCREASE THEIR LEARNING MOTIVATION IN ENGLISH SUBJECT**

**Dila Azhani**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## **Abstract**

Lack of students motivation in learn English causes a decrease in students' enthusiasm for learning English and low of their scores. Motivation is needed to encourage students to do assignments and task. This article analyzes the difficulties of students in learning English which causes the low of students motivation in learning English. The objective of this research is to give a solution to students' problem. Based on the results of the questionnaire distributed on August 5<sup>th</sup>, 2022 to students in Eight Grade at SMPN 3 Koto Besar. There were several problem that reseacher found, then the reseacher tried to provide the best solution for those problem.. The reseacher used action research method, with participatory design for this research. Reseacher used games to increse students' motivation, because students at Junior High School level is enjoy to plays game. Game are suitable strategy to increse their learning motivation, because games are a fun and enjoyable learning strategy for students to do. This article describes what the positive effect of using game on students' learning motivation in English. Learning English using games makes students interested and

enthusiastic in participating in learning process. Then, students are easier to understand all of the material if they play the game, Playing English games fosters a sense of competition among students, they are encouraged to be the best in the games. This article not only explains how games can increase students' learning motivation but also explains how students think about the English subject, it can be consideration in the teaching learning process.

**Keywords:** *Motivation, learning English, game, English club*

## **A. INTRODUCTION**

English is one of important language in this world. Nowadays, billion peoples using English for communicate with other. English needed in all aspects of life, in education, business, work, and etc. People who have the ability in English have a great opportunities in various kinds of job. English language has an important role in many sector in this life and it is used worldwide as international language, eventhough English is a foreign language for our language. Because of that the government is trying to support their population to be master in English (Harlina, Yusuf, 2020). Thus, English be a subject in the school of Indonesia, students start to learn English in Junior High School level.

In the learning English process, there are many skills that students must be master, like

speaking, reading, writing, listening, and also grammar, pronunciation, and vocabulary. To ensure students can achieve the goals of English learning, there is one important aspect in learning English that needs to be considered, namely students' motivation in learning, without motivation students don't have reason and power or energy to be a participant in learning process.

Motivation is a complex part of human psychology and behavior that impacts how people select to alter their time, how much energy they apply in any given assignment and tasks, how they think and feel about the assignment and the task, and how long they continue within the assignment and the task. Motivation reflects in students' choices of learning assignments, the time and exertion they commit to them, their determination on learning assignment and in adapting with the deterrents they experience within the learning process (Filgona, Sakiy, Gwany, 2020).

Yulfi, Aalayina (2021) stated that motivation is a powerful figure within the teaching-learning process. Without motivation, learning is challenging to be come to since the students' exertion and want

influence them in achieving the learning objectives or goals. The students will be motivated by the enjoyment of the learning process itself or by their integrative desire. They want to learn English because it gives them delight and creates a specific expertise, effectively in communicating with other individuals from a different country.

According to Maulida (2022) game implementation can enhance students' motivation in learning English. The game provides fun and enjoyable ways to practice English. Learning English with games can positively improve high school students' motivation to learn English. Students' interest to join the learning process when they are playing a game, it is easier for them to understand the lesson because they directly practice it into the game application in their study.

Kamra (2010) stated that using games is an efficient way to instruct English within the classroom. This way makes you get the best results in the classroom, it stirs students' motivation. Games can increase students' motivation in the learning process. It is because the characteristic of a game is fun, which gives students enjoyment and pleasure so

that the students is imperceptible when they are learning.

SMPN 3 Koto Besar is one of the junior high schools level in Koto Besar area, this school has been established since 2007 and has C accreditation. This school has the full address, Jr. Koto Agung, Nagari Koto Tinggi, Kecamatan Koto Besar, Kabupaten Dharmasraya, Provinsi Sumatera Barat. Based on my preliminary research in SMPN 3 Koto Besar at Eight grade on August 5<sup>th</sup> 2022 , I found several problem. First, students had low motivaton to learn English, the English teacher said that it can be seen from their low ability and low grades.

Second, students had a perception that English is hard subject. This perception already exist before they learn English. After they start learning English they still had a thought that English is really hard subject.

Third, students didn<sup>o</sup>t really understand about English material that taught by the teacher. Students often didn<sup>o</sup>t pay attention when the teacher explains the material. English material is hard for them to understand it.

Fourth, students didn't interest in teacher's explanation. While the teacher explain about the English material, many students did other activities, such as talking with their friends in the class, sleep in the class, and did the other activity.

The purpose of this research is to find out the problems with students' motivation in learning English and provide best solutions to the problems experienced by students, the researcher want to increasing students' motivation in learning English with English Club with name English Fun, which is learning English by using games.

## **B. METHODOLOGY**

The kind of this research is Action research, researcher found out the problem with students motivation and want to provide a solution to increase students' motivation in learning English in English Club with name "English Fun" by using games. The kind of this action research that researcher used is participatory research design, because the researcher don't have the class. The reseacher is English student who did a research for the service of KKN and the reseacher come into the class to did treatments as a form of cycle of this action research. The cycle was

carried out in one cycle with fourth meetings. The researcher did a reserach at SMPN 3 Koto Besar, with address at Nagari Koto Tinggi, Kecamatan Koto Besar, Kabupaten Dharmasraya, Provinsi Sumatera Barat. The sample of this research is Eight grade students of SMPN 3 Koto Besar, there are two class VIII A and VIII B with 45 students and the population is all of students in SMPN 3 Koto Besar. The type of instruments of this research are interview and questionnaire. The researcher used interview and questionnaire for collected the data as a comparison between before students join the English Club and after they join the English Club.

## **C. DISCUSSION**

### **a. The Important of Motivation in Learning English**

Motivation has a big impact for students learning process. Students who are very interested in English subjects or have high motivation to learns English. They would be very enthusiastic about the English language learning process ( Yulfi, Aalayina, 2021).

According to Wasty (2006, p. 12-15) there are five roles of motivation. First, the role of



motivation as a driving force for learning activities. Motivation in this case acts as a power for students to do a learning, both from internally and from externally to carry out the learning process.

Second, the role of motivation is to clarify the learning objectives. Motivation is relate to a goal, without a goal, there will be no one's motivation. Therefore, motivation plays an important role in achieving students learning outcomes. Thus, motivation can provide direction and activities for students that must be done in accordance with these goals.

Third, the role of motivation in selecting the direction of manufacture. Motivation play a role to select the direction of manufacture for students what must be done in order to achieve the goals.

Fourth, the role of internal and external motivation in learning. In learning activities, internal motivation usually arises from within students, while students' external motivation in general learning comes from teachers (educators).

Fifth, the role of motivation is to give birth to achievement. The high and low learning achievement of a student is always associated with the high and low learning motivation of students.

Those are the five roles of motivation, which makes motivation be important. There are as a driving force for learning activities, to clarify the learning objectives, to selecting the direction of manufacture, the role of internal and external motivation in learning, and to give birth to achievement.

Motivation is very useful for students, motivation makes students aware of the position of students at the beginning of learning, process, and results. Learning motivation is also important for teachers, how to awakening, improving, and maintaining the enthusiasm of students to be participants in learning (Rumhadi, 2017).

#### **b. The type of Students Learning Motivation**

Kasmirah (2018) said that motivation divided into two main type, there are intrinsic and extrinsic motivation. First, intrinsic motivation. global intrinsic motivation is the

generalized desire to invest effort in the learning for its own sake is largely rooted in the previous attitudes of the learners. Whether they see the learning as worthwhile, whether they like the language and its cultural, political and ethnic association. Intrinsic motivation is a motive that becomes active and functioning does not need to be stimulated from the outside, because in each individual manage something. Intrinsic motivations are inherent in the learning situations and meet students' need and purposes.

Types of intrinsic motivation divided into two main types that are integrative motivation and instrumental motivations. First, integrative motivation is employed when learner wish to integrate themselves within the culture of the second language group, to identify themselves and become a part of society. For example immigration or marriage.

Second, instrumental motivation, learner wishes to achieve goals utilizing second language. Instrumental motivation refer to motivation to acquire a language as means for attaining instrumental goals furthering a career,

reading technical material, translation and so forth. This describes a situation in which the students believe that by mastering of the target language, they will be instrumental in getting a better job, position and status.

The second type of motivation is extrinsic motivation. Extrinsic motivation refers to behavior that is driven by external factors, such as reward or avoidance of negative outcomes. Extrinsic motivation factors can be either tangible and intangible. Tangible factors are factors with physical form. Any type of financial reward can be an example of a tangible factor. Conversely, intangible factors are abstract in their nature and lack a physical form. Example of intangible external motivations include fame and praise.

**c. The Function of Motivation**

There are four functions of motivation according to Yamin (2008, 161-162). First, encourage the emergence of behavior or act. Without motivation there will not be an act as learning. Second, motivation serves as a director. It means that motivation drives to an act of achieving desire. Third, motivation as the

activator. This is like the engine that drives a car. The size of motivation will determine the speed of a job. Fourth, the theory of motivation is closely linked to the concept of learning. A lot of need is obtained from culture need for achievement, need for affiliation, and need for power. When someone needs is very urgent then they will try hard to motivate theirself. Motivation is a crucial aspect in teaching learning process. Without motivation students can't do their best in learning process.

Those are the five function of motivation. There are encourage the emergence of behavior or act, motivation serves as a director, motivation as the activator, and the theory of motivation is closely linked to the concept of learning.

#### **d. Increasing Students' Learning Motivation in English with Games**

A game is a system in which players engage in an artificial conflict, defined by rules, that results in a quantifiable outcome (Salen, K., Zimmerman, E. 2003). Game are defined as “ an organized activity that usually has the following properties, a particular task or objective, a set of

rules, competition between players and communication between players by spoken or written language” (Richards, J.C., Platt, J., Platt, H. 1995).

According to Mahmoud and Tanni (2012) applying and choosing a game is a challenging task as it requires planning and effort as well as preparation. Game can help learners sustain interest all over the class. The games are effective as energizers and educational tools that can provide enjoyment, pleasure intense, passionate, involvement, structure, motivation among other benefits.

Kamra (2010) stated that using game is an efficient way to English in the classroom. This way you get the best results in the classroom, it arouses students’ motivation. Game can increase students’ motivation in the learning process. It because the characteristic of game is fun, which is gives students enjoyment and pleasure so that the students is imperceptible when they are learning.

#### **D. FINDING**

This research tried to give a solution to increase students’ learning motivation in English.

The researcher gave a questionnaire to the students for preliminary research at August 5<sup>th</sup>, 2022. There were 25 statements with yes or no answer. The researcher sent the questionnaire via gform . Based on the data of questionnaire, researcher found several problem, such as what researcher write in the introduction part. Here the explanation of reseacher analysis to the students responses for several statemens in the questionnaire.

For Statement number 2, *pembelajaran Bahasa Inggris lebih sulit dari yang saya bayangkan*. 54,8% of students chose “Yes” for this statement. More than half students thought that English is hard subject for them. It’s means students had many difficulties in learning English and English is really hard out of they thought.

For Statement number 12, *saya sangat memahami setiap materi bahasa Inggris yang disampaikan guru saya*. 61,3% of students chose “No” for this statement, it’s more than half of students. The reseacher can concluded that students not really understanding about the English material. Students didn’t understand about the material because several things, such as students didn’t pay attention to

the teacher explanation, students didn't interested to the teacher explanation, students felt lazy to learn English.

Based on the problem above, the researcher made a program English Club for students to increase their motivation in learning English. This research was conducted in one cycle with four meetings with different games for each meetings.

- First Meeting

At the first meeting, the researcher used "Guess words" game. The researcher chose vocabulary as the material for this meeting, this focus on students vocabulary mastery and their pronunciation. The researcher divided the students into 4 groups. Each group was instructed to write 10 objects around the school in English, both in the classroom and outside the classroom. Then, all of the groups wrote down the things they have written on the whiteboard. The researcher helped students to pronounce each word correctly. After



the researcher make sure that all of the students were able to pronounce each word correctly, the researcher gave the students 10 minutes to memorize each word, there were 40 words that students needed to memorize. For the first tried, the researcher asked group by group each word in Indonesian and all of students in the group had to answer in English, and all of the group answered correctly. The researcher gave candy as a reward to all students so that students were more enthusiastic for this game. For the second tried, the researcher asked students to line up by group in order. The researcher asked the students one word in Indonesian and students had to answer in English. Every wrong answer, the researcher scribbled on students' hands. The group with the most correct answer will be the winner, and the group with the fewest answer will lose. In the last game,

there were two groups left, then the researcher did a battle between two groups, and the group with the most answered win. The researcher gave rewards to the group who wins the game, there were the first and second winner.

- Second Meeting

At the second meeting, the researcher used “Arrange the sentences” game. For this meeting the researcher chose simple past tense for the material, this meeting focus on grammar. First step, the researcher explained the material about the simple past tense, after the researcher felt that the students had understood. The researcher tried to make sure it by asking students one by one examples of simple past tense sentences based on their holiday experiences. After all of students understood about the simple past tense, the researcher move to the second step. At the second step,

students played a game, the researcher divided students into 6 groups. There were two part at this game, in the first part there were 1,2,3 groups who will play and in the second part 4,5,6 groups will play. The researcher provided 4 paper envelopes for each group which consisted of subjects, verbs, objects, and adv of place and time. The students were instructed to arrange the papers into simple past tense sentences, previously the researcher had entered the verb form 1,2 and 3 in the verb envelope as a distractor. All of groups had 3 minutes to arrange the paper as many as possible, the group that arranges the most correctly is the winner. At the last game, there were three winner, first winner, second winner and the third winner. The reseacher gave each winner a reward for their win.

- Third Meeting

At the third meeting, the researcher used “whispering” game. The researcher chose simple present tense as the material for this meeting. For the first step, the researcher gave explanation about simple present tense. Then, the researcher asked each student to give one example of simple present tense sentences. After the researcher had made sure all of the students understood about simple present tense, the researcher divided the students into 6 groups. This game had divided into two parts, in the first part groups 1,2,3 will be a player and groups 4,5,6 will play in the second part. The researcher asked students to line up in order, and the first player in each group must come forward and other players must face backwards. The researcher gave a paper to each first player, they had to memorize the sentences correctly. The researcher gave them 1 minute for memorize

that, if they didn't know how to pronounce the sentences they could ask the researcher about that. After 1 minute left, the researcher give them 5 minutes to whispering the sentences each by each player. If after 5 minutes the last player has not been given a whisper at all, the researcher gives them 30 second opportunity to whisper. The first group who answer correctly will be the winner. There were several groups who took a 30 second opportunity because the last player hasn't been whispered at all. This game was played three times for each part. There were 2 winners in this game. The researcher gave the winner a reward for their win, and also the researcher gave punishment for the group who lost.

- Fourth Meeting

At the last meeting, the researcher used "who I am" game, with descriptive text material. For the

first step, the researcher gave explanation about descriptive text and how to describe things using a descriptive text. Then, the researcher make sure all the students understood how to describing things. After that, the researcher showed examples of word that people usually used when they want to describe thing, such as people, animal and things around them. After that, the researcher divided students into 6 groups. There were six part of this game, the first part the group one had be player, and the second part the group second had be player, until the last group. The reseacher provided many “thing” in paper that students needed to describe, each group need to came forward one by one to describe the “thing”, if the students didn’t know how to describe that, the students can say “next”. If the other player of the group can’t gave the answer, the player one can say

past, and back to the group, and the second player will continue the game, it will be run until the last player, each player can describe one thing in this game. Each groups just had 5 minutes to answer the “thing” that their friend describe, the group with the most correct answered will be a winner. There were two winners in this game, there were the first and the second winner. The reseacher gave the winners a reward and gave the punishment to the loser of this game.

After the treatments as a cycle of this research, the reseacher did a interview with students to compare students opinion that related to their motivation between before they joining the English Club and after they joining the English Club. Based on the interview with fourth students at the last meeting. The reseacher found out the positive significant effect of using

game toward students learning motivation.

Question number 1, *apakah kamu masih memiliki pemikiran yang sama bahwa bahasa Inggris itu sulit setelah mengikuti program English Club?* Three of four students answer no to this question. Students said that after they join the English Club, English is more fun for them, they think English not really hard as before. Playing a fun game with their friends make them challenging in every game to be a winner. Playing a game in learning English make them more easy to understand each material of English. And for the one student he answer that before he joining the English Club, he didn't really think that English is really hard. English is difficult subject for him, but he tried to pay attention to each English material to makesure he can understand about the material. Eventhough, when he



joining the English Club, he think that English is more easy to understand.

Question number 2, *apakah menurutmu belajar bahasa Inggris sambil bermain game itu menyenangkan dan menarik?*All of the students answer yes to this question. Learning English by using game is really fun and enjoyable for them. They said that playing English game is really interested. They pay attention to each English material that related to the game, because they want to be a good participant in each game, and they want to be a winner of each game.

Question number 3, *apakah kamu merasa lebih semangat belajar bahasa Inggris ketika memainkan game?* All of the students answered yes to this question. The students felt challenging when learning English with game, they wanted to be a winner of each game. They wanted to got the

reward, and they didn't want to be a loser of the game. Learning English while playing games made them not felt sleepy and bored, they felt excited to follow the process of learning.

Question number 4, *apakah kamu berperan aktif dalam aktivitas English Club?* Three of students answered yes to this question, they were very interested in every game that would be played in English Club, so they tried to pay attention to every activity and explanation. They played an active role in every process, such as answer the questions, give their opinions, and also correcting their friends if their friends give a wrong answer. They wanted to be a winner in every game, that's why they tried be active in English Club activity. Meanwhile, one of students answered sometimes to this question. He said that sometimes he felt not enthusiast to answered the questions because there

were many students who tried to answer too.

Question number 5, *apakah kamu merasa antusias ketika game akan dimulai?* All of the students answered yes to this question. The students interested and excited to play English games, besides the games were fun, they felt very challenged because there would be punishments and rewards for those who lost and who won. Listening too long to the material also made students feel bored quickly. There was the reason why students very enthusiastic when the material ends and the game start to play.

Question number 6, *apakah English Club ini membuat anda terdorong untuk belajar bahasa Inggris?*All of the students answered yes to this question. When the students join the English Club, it raised their interest in English and this program

also increased their knowledge about English and English material. Learning English with game is easier for them, they felt compelled to be able to learn English as much as possible, because their perspective about English is hard subject has begun to decrease.

Question number 7, *apakah pendapat anda mengenai program English club ini?* The students think that English Club is a good club, interested, fun and enjoyable. There is many a funny game that they play in English Club. In the English club all of the game is teamwork game. They need to be able to work with their friends as a teamwork, it make them more closer with their friends who were previosly not too close before, because the division of each team is done randomly. Then, in the English Club they are also taught the material that related to their lessons, thus this

English Club increasing their knowledge of English material.

Question number 8, *apakah anda memiliki keinginan program ini dijadikan program tetap?*All of students answered yes to this question, they think English Club is interested extracurricular, it is so fun to follow all of English game in English Club. If it is possible, they want to be a member of English Club.

## **CONSLUSION**

English is foreign language for our country and also be a subject in the school. Students usually start to learn English from junior high school level. English is one of difficult subjects for students in the school, because previosly students have never studied it before or used this language in their daily lives. Therefore, to be able to make students want to learn English, a great learning motivation is really needed.

The students who have high learning motivation will have a good learning outcomes, meanwhile students who have low learning motivation will have a bad learning outcomes. These are because motivation plays a

big role in the learning process. The students will be encouraged to do assignments and tasks, pay attention to the teacher explanations, and be active in the learning process and activity, if they have a good motivation to learn. Students who do not have the motivation to learn do not have goals to be achieved. Meanwhile students who are motivated in learning have goals they want to achieve, such as a high scores, or skill that they want to be master.

One way to increase students' motivation in learning English is learning English by using games. Games are one of the fun learning strategies to be applied to increase students' learning motivation. Learning with games makes students more interested in learning materials. Based on the reseacher's finding, the reseacher can conclude that using game has a big effect for students learning motivation in English subject.

Students felt excited when they are learning English with games. Students really enjoy participating in all activities that related to the games. Learning English by using games is more easier for them to understand. In addition to being fun, students pay attention to each English material because they want to be the best player of each game. Students who were

previously not interested in learning English, starting to have an interest in English.

There are several results from this research. First, the English Club which provides many kinds of games in its program can increase students' motivation in learning English. Second, learning English using games makes students interested and enthusiastic in participating in learning process. Third, students are easier to understand the material if they play the game in the learning activity, because it is interesting for them. Also, students have a clear goal to pay attention to each English material, because they want to be able to play the game well and they want to become a winner of each game. Fourth, playing English games fosters a sense of competition among students, they are encouraged to be the best in the game. The results of this research indicate that the English Club with name "English Fun" in which students learning English by using games can increase students' motivation in learning English.

## **BIBLIOGRAPHY**

Filgona, J., Sakiyo, J., Gwany, D.M. (2020). Motivation in Learning. *Asian Journal Education and Social Studies*, 10(4).

- Harlina, H., Yusuf, F.N. (2020). Challenges of Learning English in Rural School. *Jurnal Penelitian pendidikan*, 20(3).
- Kamra, R. (2010). The Importance of Using Games in the English Classroom. Accessed from <https://englishtips.org>
- Kasmirah. (2018). *A Descriptive Study on the Students' Motivation in Learning English at SMA Muhammadiyah Makasar in Academic Year 2017/2018*. (Thesis Strata One, Universities Muhammadiyah Makassar, 2018). Accessed from <https://digilibadmin.unismuh.ac.id>
- Mahmoud, A.A., Tanni, Z.A. (2014). Using Games to Promote Students' Motivation Towards Learning English. *Journal for Educational & Psychological Research & Studies*. 2(5).
- Maulida, A. (2022). *Improving Students' Motivation in Learning English by Using Games for Efl Adult Learners*. ( Thesis strata one, UIN Syarif Hidayatullah Jakarta) Accessed from <https://repository.uinjkt.ac.id>
- Richards, J.C., Platt, J., & Platt, H. (1995). *Longman Dictionary of Language Teaching & Applied*



- Linguistics*. Beijing: Foreign Language Teaching and Research Press.
- Salen, K., Zimmerman, E. (2003). *Game Design Fundamentals*. Cambridge: The MIT Press.
- Wasty, S. (2006). *Psikologi Pendidikan*. Jakarta: Asdi Mahasatya.
- Yamin, M. (2008). *Profesionalisme Guru dan Implementasi KTSP*. Jakarta: Gaung Persada Press.
- Yulfi, Aalayina, A.W. (2021). Students Motivation in Learning English. *Journal Education and Art*. 4(2).

**IMPROVING STUDENTS' READING  
COMPREHENSION OF NARRATIVE TEXT  
THROUGH FAIRY TALE BOOK AT BOARDING  
SCHOOL DARUSSALAM AUR DURI SUMANI**

**Aisyah Nurul Islami**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

**Abstract**

The ability to read comprehension in class VII B MTS Pondok Pesantren Darussalam Aur Duri Sumani is currently still lacking due to the lack of interest in reading students, the lack of story book facilities provided in schools and dormitories so that students are still reluctant to read. With this, the researcher invites students to improve their understanding of reading narrative texts through fairy tale books. The purpose of this study was to improve the ability to read narrative texts through fairy tales in class VII B MTS Pondok Pesantren Darussalam. The research uses data collection techniques by asking written questions to be answered in writing and interviews with students. The results showed that some students still find it difficult to understand narrative text reading, because when studying at school they are fixated on the material and also need story books to improve understanding of narrative text.

**Keywords:** *Reading comprehension skills, fairy tale books.*

## **A. INTRODUCTION**

In this technological era, we are required to always keep up to date information. Unfortunately the absorption of information through reading in our country is still very low. In fact, people or children prefer to watch TV or play cellphones (WA, Instagram, etc.) rather than reading books/e-books. Reading is a way to hack and develop knowledge by acquiring and spreading it. Interest in reading is a high desire or tendency to read. It can be explained that the reading interest of the Indonesian population, especially among school children, is still very low. To achieve basic competence and standard competence in reading, many strategies can be applied by teachers to maximize their role in the classroom, but most of them do not try to find various methods and any way to make it more interesting. Where improving the quality of teachers can be a positive contribution to improving student achievement, which means how teachers direct student-centered learning, so teachers need to motivate and facilitate students in learning English.

Reading is one of the language skills that places an important role for students to get input from

written texts. By reading, students will get a lot of information from various sources. For example, books, newspapers, magazines, advertisements, and letters. So, reading can add to their insight into the world and its development. "There are five aspects of reading that help students to understand English text well, they are: main idea, specific information, references, and vocabulary" (Natal, 1995). There are several factors that cause students difficulty in understanding texts: (1) lack of students' vocabulary and grammar, (2) students' interest in reading texts, (3) teacher's inability to guide and manage the class, (4) inappropriate reading strategies.

Reading is the process by which people obtain information and ideas from books, newspapers, magazines, letters, advertisements, and a number of other materials (Blackhowick & Ogle. 2008: 15). Reading is one of the skills that must be possessed in everyday life by educated people to gain knowledge. According to Nuttal (2000: 2) reading means the result of the interaction between the mind of the writer and the mind of the reader. This is the way how the reader tries to get the atsu message which is intended meaning from the writer.

Reading comprehension is the process of connecting the text and students' prior knowledge about the topic of the text (Guthrie, 2008). Finding the topic of the text is not easy for students because they do not understand the meaning.

Reading comprehension is the level of understanding of a text/message. Understanding comes from the interaction between written words, and how they trigger knowledge beyond the text/message, David P & Mark, S (2001). Comprehension includes recognizing and understanding the main idea and related details.

## **B. METHODOLOGY**

This research was conducted at Darussalam Aur Duri Sumani Islamic Boarding School. The research process only involved students of class 7A, where the number of students in one class was 20 students. This research was conducted through interviews and filling out a questionnaire aimed at these students.

## **C. DISCUSSION**

English has become the most widely spoken language in the world and is used for face-to-face communication by people of various native languages and nationalities. Reading is one of the four skills taught in English classes, along with listening, speaking, and writing. Reading has many benefits for language learners, including reading for specific information. Harmer stated that reading gives students a good model for writing English, an opportunity to learn vocabulary, grammar, punctuation, and also provides real illustrations of how to construct sentences, paragraphs, or sections.

One of the reading materials taught in schools is narrative text. Narrative text is the most interesting text to study compared to other texts, because the purpose of the text is to entertain the reader. Mainly sharing and entertaining factual experiences with different methods. The narrative deals with problematic events that lead to some kind of crisis or turning point, which in turn finds a solution. Narrative text contains a story by presenting a sequence of events and actors who have each character.

However, besides narrative text is an interesting text, narrative text is also a complicated text. There are several things to consider in understanding narrative text, such as text elements, text comprehension, word analysis, etc. compared to other types of text, the linguistic features and generic structure of narrative text are more complex. In addition, students' prior knowledge such as grammar, vocabulary, and background knowledge affected their reading achievement as well.

Among other types of text, narrative text is the most complicated text that students face. Students have some problems in understanding the story text. One of the obstacles is the lack of a collection of story books in the school library, teachers prefer to use the method of teaching materials that watch, the lack of encouragement from teachers to tell students to read diligently, create a number of reading groups, and others. This causes students not interested in learning the material. And also makes it difficult for students to understand the meaning of the text, especially the simple past tense used in narrative text and the moral value of narrative text which makes narrative text difficult for students.

By choosing appropriate teaching methods that are possible, students can understand the text well, anticipate and understand the meaning of the text, and the teacher can increase student participation in class.

From the explanation above, it is in line with the condition of students in class VII A MTS PP Darussalam Aur thorn sumani. Currently, these students still lack understanding in reading, one of which is the lack of encouragement in the students to read like story books based on fairy tales. At school and in the dormitory they still lack facilities for reading such as a mini library at school which is provided in every class or outside of school as well as in their dormitory. In the learning process, the preparation of students to take part in learning is quite good, but there are still students who do not prepare learning tools, and some students are easily distracted because their friends are invited to chat with them.

There are also some students who do not sit in their place and students are less active when the teacher is doing questions and answers about the contents of the story text. Based on these problems,



the teacher must make more efforts to be able to attract the attention of students at the beginning of learning, so that after students are interested, activities can run more calmly and so that students can be more active, the teacher must ask questions so that students can be motivated to ask, answer and argue.

#### **D. CONCLUSION**

If the understanding of reading narrative texts through fairy tales uses pictorial media, the students' ability in reading comprehension of fairy tales increases. Researchers hope that the parties involved are generally prospective teachers and other parties in an effort to improve the quality of the teaching and learning process carried out at schools and parents so that they can provide a level of understanding for students who are still not able to read and write well using picture media and maybe this should be applied in school and outside of school such as in the dormitory as well.

#### **BIBLIOGRAPHY**

Blackhowick, C & Ogle, D. (2008). *Reading Comprehension*. New York: Guildford France.

Nuttal, C.(1985). *Mengajar Keterampilan Membaca Dalam Bahasa Asing*. Oxford: Macmillan Heineman.

Edward, Bernadi Fry Dr, PhD.(2007). *Cara mengajar membaca untuk guru, orang tua dan tutor*. New York:Person Collage.

Harmer, J. (2002).*The Practice of English Language Teaching*. Harlow: Longman, p. 183

# **INTRODUCING ENGLISH FOR BEGINNERS USING THE DRILLING TECHNIQUE IN SMPN 1 LAREH SAGO HALABAN**

**Gusti Ranti**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## **Abstract**

Education is an important thing, one of which is learning English correctly from an early age to improve the quality of life. Teaching English beginners will help improve memory, problem solving skills, critical thinking skills, and develop the ability to multitask. . The purpose of this research is to improve understanding and teaching about how to learn English by using drilling techniques. The research method used is descriptive qualitative which describes how to learn English using drilling techniques in junior high schools. Learning English is very important, it should be started as early as possible. One of the most important aspects of teaching English to beginners is creating a fun and creative learning environment. Teaching English to beginners requires good teaching skills, creativity, thorough preparation, and patience. The author chooses beginners to introduce learning English to them, by using the drilling technique the author will see the effectiveness of the technique during teaching. With this technique, it is hoped that beginners can understand learning English more easily,

quickly and precisely. Because English is the language used throughout the world so that it can facilitate business in all aspects both now and in the future.

**Keywords:** *Education, Drilling Technique, Understanding*

## **A. INTRODUCTION**

English education is a compulsory learning that must be passed by a student in the world of education, one of which is in Junior High School. With English language education, it is hoped that students will be able to gain expertise and understand English, so that one day they can interact with foreign people. Currently, many students cannot speak and pronounce English properly. Using drilling techniques while teaching English will help them to improve their English skills. In community service activities, I went to the field, namely SMPN 1 Lareh Sago Halaban, located in Gadut, Kec. Lareh Sago Halaban, Kab. 50 Cities. I introduced learning English to see how they understand and prove that learning English is important and should be started as early as possible. Increased reader's understanding of how to introduce English to beginners using drilling techniques, so that readers also understand how to apply it properly.

The method used in this study is a qualitative descriptive method, where a description is carried out on how to introduce English to beginners using drilling techniques for junior high school students. The purpose of this research is to improve the teaching of English language education to junior high school students by using drilling technique. The limitation of the problem in this study is that the research focuses on a description of how to introduce English to beginners using drilling techniques for junior high school students. The sampling technique in this study used the Purposive Sampling Method.

## **THEORITICAL REVIEW**

### **1. ENGLISH FOR BEGINNERS USING DRILLING TECHNIQUES**

#### **a. English learning**

Learning English is a learning that has become a national standard at every school level in Indonesia, starting from the elementary level to the final high school level which has become a local content lesson (Wijaya, 2015: 121). Thus learning

English is very important to be understood and taught to students from an early age. This is due to the fact that international communication carried out by humans between countries is required to use English as the common language used. In addition, English is also referred to as a language for obtaining science and technology, because if one does not use English, one will have difficulty in interacting with a world that continues to experience change and sophistication (Yamin, 2017: 82).

A. Drilling Technique

The drilling technique is a method of learning English in the way of pronunciation which is done by pronunciation or re-spelling related to what is read by educators, namely English teachers. This technique is very good to do and is a basic technique to train students' conversation to become better at

speaking English. (Melati, et al., 2019: 398). This drilling technique prioritizes fluency in spoken English conversation and pronunciation. This is done because Indonesians generally have difficulties in pronouncing sentences and vocabulary in English, so sometimes it sounds funny.

## **B. METHODOLOGY**

### **1. Research design**

This research is descriptive qualitative, because this study highlights the discussion about how to introduce English to beginners using drilling techniques at SMP Negeri 1 Lareh Sago Halaban. As according to Augina (2020: 146), qualitative research is research that explores and understand the meaning of something and can describe a problem in research by making observations, and conducting interviews with research experts. With qualitative research will help researchers easily in conducting the research that is being done.

## **2. Data collection**

This research is a research in the field of education that describes how to introduce English to beginners using drilling techniques. Where this research was conducted in a junior high school in West Sumatra. The data collection starts from July to August 2022.

## **3. Data Collection Techniques**

In this study, the data collection technique used was purposive sampling as a research sampling method. Purposive sampling will facilitate research conducted because researchers can determine their own specific criteria for the research sample (Priyono, 2008). There are two data used in this research, namely primary data and secondary data.

Primary data is data that can be obtained directly. Where in this study, the primary data researchers obtained through direct observations made. While secondary data is data obtained indirectly that is sourced from the historical use of drilling techniques in education to teach English.

## **4. Stages of data processing**



Can be seen in the flowchart are the stages in data processing this description.

**a. The First Stage: Observing Students During the Teaching and Learning Process**

The data collected is about how the classroom atmosphere in the learning process, how the abilities and characteristics of students in learning. This is done to get an appropriate way of teaching students

**b. Second Stage: Using Drilling Techniques as an Effort to Learn English for Students**

Based on previous observations, educators can find out what the problem is and map out solutions to overcome it. One of the appropriate ways to use the drilling technique with a focus on the fluency of conversation and pronunciation of students.

## **C. DISCUSSION**

## **1. Observing Students During the Teaching and Learning Process**

Learning English as a foreign language can be given starting at the elementary school level but in some areas learning English has begun to be applied at the junior high school level so it is commonly referred to as beginners. Learning English in Indonesia in early education can be categorized as young learners and novice learners. Where these elementary school students are called young learners, referring to their young age, between the ages of 6-12 years. Meanwhile, students are also referred to as beginner English learners (beginners) because most elementary school students in Indonesia have only learned English as a foreign language in elementary school. Generally, English learners in schools are young learners. Like other young learners, young English learners are also easily bored and tend to be impatient especially with activities that take a long time. Likewise, those who get bored quickly with activities that are less interesting or less in accordance with their interests and thinking power.

With an understanding of the boredom felt by students, researchers also saw based on direct observation that it really happened. Where the focal point or concentration given by students in the process of learning English only lasts for a short time, namely thirty minutes. Therefore, it is necessary to do a way of learning that can make students focus and not feel bored with the learning being carried out. Early childhood education basically aims to provide stimulation to all aspects of child development including physical, intellectual, social, emotional and language development. This is done so that the development that occurs in a person can develop optimally, meaning that it can balance the left brain and right brain. Every aspect of their child's development influences each other. As an early childhood education teacher, you must realize that you should not look too much at a child's age as the basis for maturity. There are several factors that influence a child's maturity, including culture, the environment in which they live (in the city or in the village), gender, parental expectations and so on. Thus, whatever

activities we provide to early childhood, including the provision of English lessons, we must adjust them to their abilities and stages of development. using a variety of spoken and written English texts. English is taught as a subject in schools and has four basic language skills that must be mastered, namely: listening, writing, reading and speaking.

Based on observations that have been made, namely learning conditions that are less conducive, students are uncomfortable and easily bored, the teacher must be more active in understanding or explaining to students. Therefore, in learning English in junior high schools, a renewal in the form of improvements in the learning process must be carried out, one of which is the learning techniques provided. Where these improvements are made so that students can focus and understand the related learning materials.

## **2. Using Drilling Techniques as an Effort to Learn English for Students**

Drilling technique is a technique of repetition of pronunciation carried out by

students and teachers at school. Where during the teaching and learning process, the teacher spells out readings, words, and sentences which are then re-spelled by the students. This drilling technique is carried out to be able to develop and hone students' abilities in dialogue and speak good and correct English pronunciation. . This drilling technique in the learning process that researchers have tried to apply in learning turns out to be able to make students remember a lot of vocabulary in English. Good teacher supervision is very necessary. The main purpose of practice is to actually do and experience, which is one way learning takes place. According to Allen and Campbell, drilling is a technique that many teachers still use when introducing new language items to their students. The drill has two parts, namely what students hear (stimulus) and what they say (response). A pair of convenient substitutes are input, referring to information provided to the learner, whether orally or visually and output for what the learner has to produce himself. Drilling is a technique used in teaching new languages and has two parts; stimulus and

student response. It was concluded that drilling is one of the suitable techniques used in teaching pronunciation for foreign students by emphasizing repetition of words or sentences through oral exercises to improve students' ability in learning pronunciation. In this study, researchers only used one type of drilling technique, namely repetition exercises.

In the implementation of learning using this drilling technique, the teacher has a more active role than the students and the teacher must also be more creative by involving the media in the learning process. Researchers in the learning process also use sound recording media in the form of audio to be heard and also repeated by students. This is also done to prevent boredom that occurs. In addition, the media used can also be in the form of animation on a power point screen that shows a narration in English and a spelling and memorizing of vocabulary is made as a task. Thus it can help students to be better at learning and dialogue using English starting from the junior high school level and even starting from elementary school.

## **ANALYSIS**

Implementation The indicators used to assess the success of this research are:

The results of research related to learning English using drilling techniques for students of SMPN 1 Lareh Sago Halaban which have been completed successfully describe how the current conditions or learning process are where students have problems in English, get bored easily in the learning process, and also have a high level of concentration. which is lacking. For this reason, improvements are made in learning, namely by drilling techniques that help students remember vocabulary and make conversations in English better. The research that has been carried out is in line with the research conducted by Melati et al., (2019), where Melati et al., also succeeded in describing how to teach using the drilling technique, but Melati et al., did it in elementary schools.

## **D. CONCLUSIONS AND RECOMMENDATIONS**

### **1. Conclusions**

Based on the results of the research that has been done, the following conclusions can be drawn:

Research that describes how to learn English using the drilling technique that has been carried out has succeeded in making students more focused and understanding learning faster than before. So that this drilling technique needs to be continuously applied in the teaching and learning process in schools. In addition, in the future it is also necessary to evaluate this drilling technique to make it even better.

## **2. *Recommendations***

This research focuses on one aspect, namely how to learn English using drilling techniques in secondary schools, so it is better for further research to compare several techniques in learning English that can be applied. Thus, a comparison can be made between one learning technique and another, so that a better technique can be chosen.

## **BIBLIOGRAPHY**

Augina, M. A. (2020). Data Validity Checking Techniques in Qualitative Research in the Public Health Sector.



Scientific Journal of Public Health, 13(3), 145-151.

<https://doi.org/10.52022/jikm.v12i3.102>

Melati, A. N., & Nila, A. (2019). Drilling Technique Training in Teaching English Pronunciation in Elementary Schools. Proceedings of the National Seminar, 2(1), 397-401.

Priyono. (2008). Quantitative Research Methods. Sidoarjo. Zifatama Publishing.

Wijaya, I. K. (2015). Learning English in Elementary School. Journal of Language and Literature Education, 14(2), 120 - 128.

<https://doi.org/10.21009/BAHTERA.142.02>

Yamin, M. (2017). Methods of Learning English at Elementary Level. Journal of Basic Enchantment, 1(5), 82-97.

<https://doi.org/10.21831/jppfa.v8i2.38823>

**THE STRATEGY FOR READING TO  
UNDERSTANDING ENGLISH TEXT AT MAS  
PESANTREN MIFTAHUL ‘ULUMI SYAR’IYYAH  
CANDUANG**

**Miftahul Jannah**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

**Abstract**

English is the national language in several countries in this world. In Indonesia, English is a subject taught in school. English has four main skills, one of all is reading. Reading is a skill that must be mastered by students when learning English. Many students get difficulties to understanding and reading the text. Because of that this research aims to provide and introduce strategies to students, so that they can easily when reading the text also understand what they are reading. This research conducted under descriptive qualitative design research. In other word this research is a kind of qualitative research. The technique of data collection is by observation in class and also by interview English teacher, and the results of the interview are written in the notes. The results of this research indicate that there are ten strategies to understanding English text by Brown that researcher provide to the students at MAS Pesantren Miftahul „Ulumi Syar“iyah Canduang.

**Keywords:** *Reading, Strategy, Understanding English Text*

## **A. INTRODUCTION**

English is the national language in several countries in this world, and English also the language used for communication between one country to another country.

In Indonesia, English is a subject taught in school. English has four main skills, one of all is reading. Reading is a skill that must be mastered by students when learning English. Reading is an activity to read a text with the goal of obtaining information and knowledge from the text (Grabe & Stoller, 2013). With reading we can know anything that discussed in the text. To understanding a text we have to read the text before it. Many people feel that reading is an activity that bored, spend more time and make their sleepy. Because of that to make reading a fun activity we have to understand what we read.

As mention previously, one of the main skills in English is reading. (Nunan et al., 2003) explained that reading is the activity to combine information and knowledge from the text to create the meaning by the readers. Meanwhile, (Grabe & Stoller, 2013) explained that reading is the ability to understand the meaning of the text and can explain whatever

information from the text. (Patel & Jain, 2017) also explain that reading is the most important and useful ability for all of the people. This ability is more important than writing or speaking. Reading is a source of joy. Good reading encourages students to read books regularly, bringing them both pleasure and benefit. Reading is not just as a fun activity or to source of information, but also reading means of strengthening and expanding language skills. To conclude, reading is the process or ability to get information and create the meaning of the text, and reading is not only to get information but reading is a fun activity.

In addition, reading English texts help students understand English well while improving their English skills. To expand and improve vocabulary and writing skills. (Macleod, 2017). The meaning of reading comprehension is, reading comprehension is a process of constructing meaning and simultaneously extracting through engagement and interaction with the written language (Robertson, 2017).

The general purposes of reading is not to memorize most of the specific details, but to become

familiar with the main ideas and the ideas that support them, and relate these main ideas to background knowledge when necessary (Grabe & Stoller, 2013). It means that the purpose of reading is to become familiar with the idea of reading a text, not only to memorize information or something important in reading text. Some purposes of reading: reading to find simple information and reading to skim, reading learned from texts, reading to synthesize information, write texts and critique, and reading to general comprehension (Grabe & Stoller, 2013).

Reading have four types, there are: intensive reading, extensive reading, aloud reading and silent reading. Each of all have advantages and disadvantages in reading (Patel & Jain, 2017).

Based on preliminary research by conducting interview and observation at MAS Pesantren Miftahul „Ulumi Syar“iyah Canduang, on August 21th 2022, the researcher found several problems in reading, there are: many students when reading english text they are find the meaning of the word without understanding the meaning of the text before it, sometimes the word that their get the meaning

from dictionary is appropriate and sometimes is not appropriate with the text. Many students get difficulties to understanding and reading the text.

In order to overcome this situation there are some strategy to reading the text and then can understand the text. (Frazier & Brown, 2001) explained that ten strategies for reading, there are know the purpose in reading, use oral and rules patterns (for beginning levels), use technique of silent reading for relatively rapid comprehension (for intermediate to advanced levels), skim the text for main ideas, scan the text for specific information, use semantic clustering or mapping, try to guess when you aren't certain, analyze vocabulary, differentiate between implied and literal meanings, and relationship process using discourse markers.

## **B. METHODOLOGY**

This research conducted under descriptive qualitative design research. In other word this research is a kind of qualitative research. This research conducted by descriptive qualitative design research because this research will be describe how the strategy to understanding English text in English

lessons taught by Miss Rahmah Yunita, S.Pd at MAS Pesantren Miftahul „Ulumi Syar“iyah Canduang, and the researcher also give the other strategies to understanding English text to students. The technique of data collection is by observation in class when the students studying English about reading, and also by interview English teacher, and the results of the interview are written in the notes.

## **C. DISCUSSION**

### **1. Definition of Reading**

(Nunan et al., 2003) explained that reading is the activity to combine information and knowledge from the text to create the meaning by the readers. Meanwhile, (Grabe & Stoller, 2013) explained that reading is the ability to understand the meaning of the text and can explain whatever information from the text. (Patel & Jain, 2017) also explain that reading is the most useful and important skill for all of the people. This skill is more important than speaking or writing. Reading is a source of joy. Good reading encourages students to read books regularly, bringing them

both pleasure and benefit. Reading is not just as a fun activity or to source of information, but also reading means of strengthening and expanding language skills. To conclude, reading is the process or ability to get information and create the meaning of the text, and reading is not only to get information but reading is a fun activity.

## **2. Definition of Understanding English Text**

Reading English texts help students understand English well while improving their English skills. To expand and improve vocabulary and writing skills. (Macleod, 2017). It means that to understanding English text the students have to read the text before it, so the students can understanding and get the meaning and other information from the text.

In addition, the meaning of reading comprehension is, reading comprehension as a process of simultaneously extracting and constructing meaning through interaction and engagement with the written language (Robertson, 2017). Meanwhile reading for common understanding is, in the most obvious



sense, the ability to comprehend and appropriately interpret information in texts (Grabe & Stoller, 2013). In other words reading comprehension is the ability to read and understand the text.

### **3. The Purposes of Reading**

The common purposes for reading is not to memorize most of the specific details, but to become familiar with the main ideas and the ideas that support the text, and relate these main ideas to background knowledge when necessary (Grabe & Stoller, 2013). It means that the purposes for reading is to be accustomed with the ideas in reading text, not only to memorize information or something important in reading text. Some purposes of reading:

*a. Reading to find simple information and reading to skim.*

Reading to find simple information its a relatively independent cognitive skill, and also a common reading ability, although some researchers consider (Guthrie & Kirsch, 1987 in (Grabe & Stoller, 2013)).

Similarly, reading skims (that is, experimenting with text passages for common understanding is a common part of many reading tasks and a skill that useful in its own right (Grabe & Stoller, 2013). Skimming means quickly scanning an entire text, such as an article or essay, to find the main ideas in the text. (Frazier & Brown, 2001). Basically, it is applying basic reading comprehension to those segments of the text until a general idea emerges and involves a combination of strategies for guessing the location of important information in a text and.

*b. Reading learned from texts*

Reading for learning usually takes place in a professional and academic contexts and one must learn a considerable amount of information from the text (Grabe & Stoller, 2013). It means that reading learned from texts is doing when the reader want to get more information from the text. Reading

learned from texts need the following skills:

- Remember many details from the text, not just to remember the main idea but also remember supporting ideas within the text.
- Identify and create a rhetorical framework that organizes information in text
- Make sure the text is relevant to the reader's background or to background knowledge of the readers.

Reading for learning is usually done at a reading speed slightly slower than general reading comprehension (mainly through reflective and rereading strategies to retain information). Besides, it does inference requirements stronger than common understanding for establishing connections textual information that provides background knowledge.

c. *Reading to synthesize information, write texts and critique*

Reading to consolidate information requires additional of choices regarding: Possibility to incorporate information from multiple sources and reconstruct the rhetorical framework.

The ability to synthesize information, write, and critique reading requires the reader to critically evaluate the information obtained from the text.

d. *Reading for general comprehension*

The most basic purpose of reading and underlies and underpins most other purposes of reading is reading for general comprehension (Grabe & Stoller, 2013). It means that the purpose of the people to reading is to get understanding from reading text and also to get all of information and knowledge of the text. Reading comprehension in general is actually more complicated than is commonly

believed. Reading for general understanding by experienced and fluent readers requires strong skills to process words very quickly and automatically and to express the general meaning of the main idea. In addition, many processes must be efficiently coordinated under very limited.

These skills are often taken for granted by fluent readers because they usually occur automatically. So if you're good at reading, use that skill without thinking too much.

However, the difficulties students face to become fluent in reading are: long texts under the time pressure show the complexity of reading for general comprehension. Due to processing efficiency requirements, it may be more difficult to read for general understanding. Master rather than read to learn. A difficult extension of general cognition. (This misconception is most likely due to the way reading

comprehension and reading for learning are commonly tested in schools) (Grabe & Stoller, 2013).

#### **4. The Process of Reading**

The process of reading divided into three phases:

*The first phase is*, „The recognition phase“. At this phase, the learner simply recognizes the corresponding shapes of the phonological elements. For example, the learner recognizes spoken and written words. The level of difficulty at this phase depends on the difference between the the spelling conventions of the two languages and learner's native language and English.

*The second phase is*, 'The structuring phase'. The learners in this stage look at the syntactic relationships of items to understand the structural meaning of syntactic units.

*The third phase is*, „The interpretation phase“. This is the highest phase of the reading process. The learners understand the meaning of a word, phrase, or sentence within the overall context of the disorder. For example, the

learners understand how to use serious and joking language, between an expression of opinion and a statement of fact. It is at this stage the learners really reads for information or for enjoyment (Patel & Jain, 2017).

## **5. Types of Reading**

(Patel & Jain, 2017) explained that there are four types of reading:

### *a.* Intensive Reading

Intensive reading sometimes called “Narrow reading”, this type allows students to read selections by the same author or read some texts on the same topic. In this case, the content and grammatical structure are repetitive, giving students many opportunities to understand the meaning of the text. The success of “Narrow reading” comprehension in improving reading comprehension is based on the premise that the more a reading becomes familiar with the text, either from the subject or from reading other works by the same author (Macleod, 2017).

Intensive reading is reading a text or reading material. Intensive reading is an activity to read the text carefully. In intensive reading Students read the text and gain knowledge and more information from the text. In intensive reading the students read selected text provided by the teacher. The reading materials chosen must be according to level of students ability (Patel & Jain, 2017). It means that in intensive reading all of the students in the same class have same text for reading text that chosen by teacher, and reading text that chosen by teacher must be according to level of students in reading, for example: if the students is in intermediate level their reading text also to students in intermediate level. The purpose of intensive reading is to get information or knowledge in specific and detail.

Some characteristics of intensive reading:

*First*, to helps the students to develop their vocabulary.



*Second*, in intensive reading teacher as the main role.

*Third*, language element are developed.

*Fourth*, with reading activity the students are expected to be active in language.

*Fifth*, intensive reading also known as reading aloud.

*Sixth*, intensive reading highlights speech quirks and corrects accents, intonation, and rhythm.

*b.* Extensive Reading

Materials with a lower difficulty level are selected for in-depth reading comprehension than for intensive reading comprehension. The purpose of Extensive Reading is to train students to read directly and fluently in the target language. Have fun when reading activity, without the help of a teacher. Extensive reading can be used as a verbal report to the rest of the class or as a basis for discussion throughout the class. Can be a source of written details for

students to address specific questions arising from the content of the book. Sometimes, the teacher can divide the class into groups and read related materials. Each group prepares some part of the project while the other group presents the the group's report to the rest of the class. These types of class projects give meaning and purpose to extensive reading by incorporating reading exercises into a matrix of purposeful activities. The reader's attention is thus drawn to extracting information from the text, rather than the process of reading itself.

Task of extensive reading can lead students to article that interesting currently in foreign language newspapers and magazines. To prevent students from getting caught in overly complicated readings, teachers are encouraged to discuss the context of the article that they read, taking into account the specific interests of their readers (Patel & Jain, 2017). It means, although in extensive reading the reading

material is not chosen by teacher but chosen by students that appropriate with their level in reading but the teacher have to guided the students when choose the reading material.

Extensive reading is reading for fun. Readers want to know something. Readers don't worry about specific or important information after reading. People usually read books for information, just for fun.

The characteristics of extensive reading are:

*First*, learners can be helped to develop an active vocabulary.

*Second*, extensive reading also known as silent reading.

*Third*, extensive reading emphasizes material.

*Fourth*, extensive reading requires action, so the learner takes the main role.

*Fifth*, idea can be developed through extensive reading.

*Sixth*, the purpose of Extensive Reading is to enrich students' knowledge.

*Seventh*, Extensive Reading helps students improve their reading comprehension (Patel & Jain, 2017).

c. Aloud Reading

Reading aloud to students means not only reading directly from the text, but also discussing and modelling language deconstruction techniques (Hirai et al., 2013).

Reading aloud also plays an important role in English classes. The Teacher have to know that reading aloud should be taught in primary school because reading aloud is the basis for pronouncing words. If you don't train them, it will be difficult in secondary level in the school.

**To create reading aloud interesting:**

Teaching English is a task that very important at secondary level in the school. Because at this phase the students has to come into contact with others and talk and read about all the topics. Therefore it is very important for students to speak English

well. In academic colleges, reading and writing are required, so the ability to read becomes very important for the students. Some effective reading instruction:

*First*, the materials that teacher present to students should be based on the students previous knowledge or their own experience.

*Second*, teachers should emphasize students stress.

*Third*, teachers should pay attention to the reading process. If the students makes a mistake, it should be corrected. Corrections must to be productive and friendly.

*Fourth*, teachers must to pay attention to all of the students. The teacher should also pay attention to weak students.

*Fifth*, When the teacher introduces a reading example should be at the students level so that the reader can understand it very well.

### **Advantages of reading aloud:**

*First*, by speaking and expressing thoughts, learners can develop their reading ability very well.

*Second*, learners can develop their pronunciation ability very well.

*Third*, reading is a lot of fun while teachers use reinforcement while reading.

*Fourth*, language learning is a kind of imitation. When the teacher says something or reads a text, the learners try to imitate it. Because of that, the teachers have to come up with innovative ideas to be able to do it, this activity is very influential.

### **Disadvantages of reading aloud:**

*First*, crowded classes are a huge problem. Teachers cannot provide enough opportunities for all students.

*Second*, in the early stages, reading aloud is very necessary. If you don't have enough reading practice in elementary school, reading aloud in junior high school will be difficult.

*Third*, only intelligent and smart students who learn to read well because

they have the opportunity to read often, whereas the average student rarely has the opportunity to read. This is how they become passive learners.

*Fourth*, it takes time. Classroom management is impossible because not all of the students can read at the same time.

*d.* Silent Reading

Silent reading also a very main ability in English classes. This reading have to be used to improve the reading comprehension of learners. Silent reading is done to get a lot of information. The teacher should have them read quietly as soon as they can read without difficulty. This is the kind of routine that allows learners to read without listening to whispers.

**To create reading interesting:**

Teaching reading is a very main skill this is the phase when the learner's knowledge begins to build. The learners choice of material for reading must to be authentic. Reasons why teachers can't read lessons effectively:

*First*, the teacher should explain the topic to the learners. Teachers must motivate students. Teachers should have students

*Second*, the teachers should not allow students to complain while reading.

*Third*, materials for reading have to be interesting and effective, and have to be chosen from reading material developed for that purpose.

*Fourth*, an eclectic approach can be used by teachers to develop understanding and comprehension.

### **Advantages of silent reading:**

*First*, silent reading make the students very accurate and active.

*Second*, silent reading focuses the learner's concentration to the material and makes learning natural.

*Third*, this activity is done in one go, saving the time. All of the students have to participate in this activity at the same time.

*Fourth*, it's very beneficial to improve learners reading comprehension quickly.



*Fifth*, this skill play a major role in expanding a student's knowledge.

**Disadvantages of silent reading:**

*First*, this types is useless in the early stages of language learning.

*Second*, can learn pronunciation through this skill.

*Third*, this ability allows learners to cheat the teacher if the material is not interesting.

*Fourth*, this skill can only be mastered by smart and intelligent students, but rarely by the average student. (Patel & Jain, 2017).

## **6. The Students Difficulties and Problems When Reading Activity**

Based on interview to English teacher and observation at MAS Pesantren Miftahul „Ulumi Syar‘iyyah, the researcher found several difficulties and problem when reading activity, there are:

- 1) Many students when reading english text they are find the meaning of the

word without understanding what is discussed in the text before it, sometimes the word that their get the meaning from dictionary is appropriate and sometimes is not appropriate with the text.

2) Students had difficulty to understanding and reading the text.

## **7. Strategies to Understanding English Text**

What is strategy?

Strategy is often defined as a set of skills under the conscious control of the reader, but this general definition is probably not entirely accurate (Grabe & Stoller, 2013).

Based on interview to English teacher and observation at MAS Pesantren Miftahul „Ulumi Syar“iyah Canduang, the researcher found that there are several strategies that teacher used:

*First*, the teacher ask the students to read the text.

*Second*, if the students get difficult to translated into bahasa when reading a text the teacher ask the students to find the meaning in dictionary and then guided them if the students

not find the meaning in dictionary or the students difficult to understand the text.

Based on strategy that teacher used when teaching reading, the researcher wants to introduce to the students to use strategy by Brown, with the purpose students can understanding English text that read to get information and other important things and to make reading as fun activity.

There are ten strategies to reading and to understand what is read:

*a. Know the purpose of reading*

With knowing the purpose in reading students prefer the reading and students can focus to reading and to find the important information and rule out the information that is unnecessary.

*b. Use oral and rules patterns (for beginning levels)*

The difficulties for students at the beginning level in reading is get the difficulties when synchronization between written and spoken language.

- c. *Use technique of silent reading for relatively rapid comprehension (for intermediate to advanced levels)*

For silent reading students not have to pronounce every word, but try to pay attention to several word at the time, especially phrases. Don't pay attention to word that not important, but try to guess the meaning from the context.

- d. *Skim the text for main ideas*

Skimming is quickly running one's eyes across a whole text such as essay, article, etc. To find out the main idea from the text.

- e. *Scan the text for specific information*

If skimming to read the text to find the main idea, then scanning is read the text to find out specific information. The purpose of scanning is to find out specific information without read all of the text.

- f. *Use semantic clustering or mapping*

It helps the students or reader to order the points in the text until can

helps the students or reader to get sequence when reading a text.

g. *Try to guess when you're not certain*

Students can guess the meaning of a word, grammatical relationship, discourse relationship, inferimplied meaning, cultural reference content messages.

The teacher can help the students become a better guesser by motivating them to use effective compensatory strategies. Effective compensation strategies is strategy which is the students use available instruction.

h. *Analyze vocabulary*

Some ways to analyze vocabulary are look for prefixes, suffixes, roots, grammatical contexts and look for clues in the semantic context (topics).

i. *Differentiate between implied and literal meanings*

To use this strategy the students must to have sophisticated top-down processing skills.

*j. Relationship process using discourse markers.*

Many accent markers in English show relationships between ideas expressed through words, clauses, and sentences (Frazier & Brown, 2001).

#### **D. CONCLUSION**

Reading is an activity to get knowledge or information or just for fun to fill in free time. With reading the reader can know and understand what are discussed in text. To understanding English text the reader can using several strategies, one of all is with using strategy by Brown.

Based on discussion above the researcher found that several strategies that the teacher used in reading or understanding text:

*First*, the teacher ask the students to read the text.

*Second*, if the students get difficult to translated into bahasa when reading a text the teacher ask the students to find the meaning in dictionary and then guided them if the students not find the meaning in dictionary or the students difficult to understand the text.

In this research the researcher giving or introducing to the students to use strategy by Brown, with the purpose students can understanding English text that read to get information and other important things and to make reading as fun activity.

There are ten strategies to reading and understanding English text:

- 1) Know the purpose in reading.
- 2) Use oral and rules patterns (for beginning levels).
- 3) Use technique of silent reading for relatively rapid comprehension (for intermediate to advanced levels).
- 4) Skim the text for main ideas.
- 5) Scan the text for specific information.
- 6) Use semantic clustering or mapping
- 7) Try to guess when you aren't certain.
- 8) Analyze vocabulary.
- 9) Differentiate between implied and literal meanings.
- 10) Relationship process using discourse markers.

In this case the problem of the students when reading activity is read the text without understanding

what is discussed in the text before it, so the students get difficult when translate the text into bahasa because sometimes the meaning that they find in dictionary appropriate with the text and sometimes not appropriate.

Reading divided into three phases, there are: the recognition phase, the structuring phase and the interpretation phase.

Reading also have four types there are: first is, intensive reading is read the text and gain knowledge and more information from the text, and the reading material for intensive reading is provided by the teacher that according to level of the students. Second is, extensive reading, the reading material in extensive reading is not chosen by teacher but chosen by students that appropriate with their level in reading but the teacher have to guided the students when choose the reading material. Third is, aloud reading, is play important role in reading because with reading aloud can practice and increase pronunciation of the students. The last is silent reading, is reading quietly without speaking.

## **BIBLIOGRAPHY**

Frazier, S., & Brown, H. D. (2001). *Teaching by Principles:*



- An Interactive Approach to Language Pedagogy. In *TESOL Quarterly* (Vol. 35, Issue 2, p. 341).  
<https://doi.org/10.2307/3587655>
- Grabe, W., & Stoller, F. L. (2013). *Teaching and Researching Reading* (second edi).
- Hirai, D. L. C., Borrego, I., Garza, E., & Kloock, C. (2013). Academic Language/Literacy Strategies for Adolescents. In *Academic Language/Literacy Strategies for Adolescents*.  
<https://doi.org/10.4324/9780203859575>
- Macleod, M. (2017). *Types of Reading Overview : 21*(1982), 1–17.
- Nunan, D., Terrell, T. D., & Brown, H. D. (2003). Practical English Language Teaching. In *Language* (Vol. 57, Issue 3).
- Patel, D. M. F., & Jain, P. M. (2017). English language teaching. In *History of Oxford University Press: Volume IV 1970 to 2004*.  
<https://doi.org/10.1093/acprof:oso/9780199574797.003.0018>
- Robertson, S. (2017). Reading for Understanding in ASD. In *The ASHA Leader* (Vol. 22, Issue 10).  
<https://doi.org/10.1044/leader.ov.22102017.np>

# LEARNING ENGLISH WITH ANIMATED VIDEOS FOR STUDENTS SPEAKING SKILLS

**Rada Elfira**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## **Abstract**

Media also has implication for the learning process in the classroom, which can assist teachers in delivering subject matter, and can create an active, innovative, creative, and fun learning situation. The purpose of this study was to determine the effectiveness of using animated videos as a medium in improving students' skills, especially in speaking skills. This research is mixed research, with qualitative and quantitative explanations methods, which examine VII grade students of MTS 2 Bukittinggi. Data was collected through interviews and questionnaires data. Interviews were conducted with students who showed their responses to learning without using animated videos. Interviews used 10 students grade seventh. Meanwhile, questionnaires were distributed to students to show the results of using animated videos in learning. Questionnaire has been given to 23 students grade seventh. The results showed that learning using animated videos could increase the interest of class VII MTS Bukittinggi students speaking skills.

**Keywords:** *Media, Animated Videos, Speaking*

## **A. INTRODUCTION**

In learning classroom in addition to the right learning method, teachers also need to use the right

learning media. Learning media is media used a tool to convey material or information from teachers to students. Learning media in the learning process aims to equalized students perception of the material presented. Currently, there are still many teachers who have not utilized technology in the learning process optimally. This is marked by the lack of knowledge and ability of teachers in understanding and knowing the benefits that can be taken from the use of technology as a learning medium and also the limited availability of media in schools.

However, the limitations of providing media, especially in terms of educational facilities in schools, require innovative and creative teacher steps to make strategies in carriedout varied learning processes according to school conditions so that learning is more optimal for learning participants.

Improving the quality of the learning is one of the important things that must be considered in a learning process to improve the quality of education. This is the duty of each school and the most important thing for teachers as teaching staff. Teachers must always be creative and innovative in carrying out learning so that students more easily

understand the material presented and are enthusiastic in participating in the teaching and learning process, so that the learning carried out is of high quality and the achieved by students are satisfactory.

Regarding the effectiveness of the use media with inside the gaining knowledge of technique, the Ministry of Education and culture (1992:79) that said the usage of media with inside the gaining knowledge of technique can generate hobby and motivation in college students“ gaining knowledge of, lessen or keep away from the incidence of verbalism, generate regular, systematic reasoning, and to foster expertise and growing values in college students.

Media additionally has implication for the gaining knowledge of technique with inside the classroom, which could help instructors in handing over concern matter, and may create an active, innovative, creative, and amusing gaining knowledge of situations, it's miles stated that due to the fact with coaching aids college students may be greater interested by gaining knowledge of actively, innovatively, creatively, and having amusing.

According to Brown and Yule (1993), speaking is the ability that be college students can be

judged upon maximum in actual-existence situations. It is an crucial a part of normal interplay and most customarily the primary affect of someone is primarily based totally on his or her cap potential to talk fluently and comprehensively. So, instructors have a obligation to put together the scholars as lots as feasible to have the ability to talk in English with inside the actual global outdoor the classroom.

In the getting to know process, the trainer now no longer handiest conveys the cloth however additionally has to perform numerous efforts on the way to stimulated college students to enhance the exceptional of getting to know English approximately speaking. One of powerful English getting to know is taking note of lively movies significantly due to the fact it could assist in getting to know pronunciation or vocabulary pronunciation can be smooth to understand. Learners also can realize how to talk the proper pronunciation from local speakers, in order that through the years they may get used to announcing it actually and correctly.

Learning media is media used a device to deliver fabric or facts from instructors to college students. Learning media with inside the studying

technique targets to equalized college students notion of the fabric presented. Currently, there are nonetheless many instructors who've now no longer applied generation with inside the studying technique optimally. This is marked via way of means of the lack of understanding and capacity of instructors in know-how and understanding the blessings that may be taken from using generation as a studying medium and additionally the restricted availability of media in schools.

Based on interview with an English teacher at MTS 2 Bukittinggi stated that learning English for students' speaking skills is still not optimal. This is because teachers do not use media that can make students interested, so teachers only used media with the ability to use media they know. Teachers only use books as media. This causes students to be less interested in learning English, and find it difficult to learn it, especially in the development of students' speaking skills.

There are many media that can be use in learning, but if teachers and students cannot apply learning through these media, it is also difficult to learn, understood by some students in learning.

Therefore, providing learning with effective and unique media must be done by the teacher. An effective learning process is a determinant of learning success. This article discusses learning English by using animated videos for students' speaking skills.

## **B. METHODOLOGY**

The research method used is mixed methods. According to Creswell (2008), mixed method research is a procedure carried out by collecting, analyzing, and mixing qualitative and quantitative method in research, with the aim of understanding the research. Researchers used mixed research with qualitative and quantitative explanation methods to determine the improvement of student learning, especially in speaking skills. The qualitative with interviewed 10 students to show their response to learning without using animated videos, and also using quantitative research by distributing questionnaires to 23 students containing 15 questions that show students' response to the use of animated videos in learning English.

## **C. DISSCUSION**

### **a. Learning Media**

According to Rosyada (2008:7) stated that the word „media“ is commonly detected in the teaching and learning method. The existence of media during a learning process can't be separated. The word media comes from Latin word “medius” that is virtually understood because the middle, the introduction or the go-between which suggest being in two positions between the teacher and also the language. Teacher used media as a method to show which might stimulate students to learn. In the teaching and learning process, teacher may choose varied types of media. The media chosen by the teacher depends on his desires and functions in teaching. The teaching and learning method are fascinating if the teacher use the acceptable media which might attract student's attention.

Media has a big function in coaching and studying process. Media can assist college students to get hold of the instruction or understanding easily. the problem language as said earlier than may be solved with the aid of using the usage of a device that is known as media. According to Budiarmo (2017) in Arsyad



stated that instructor must have enough understanding and knowledge of the studying media which included, first, media as a conversation method for the effectiveness of coaching and studying process. Second, the characteristic of media the allowed you to gain academic goals Third, the information of studying process. Fourth, the connection among coaching. Media of studying is certainly considered one among vital issue rather than the purpose, materials, techniques, and assessment in studying process.

According Department of National Education (2005) said that there are 5 classes of median may be utilized by instructors in English gaining knowledge of process. First, visual: pictures, sketches, illustrations, patterns, charts, painting, journey brochures, tables, tapes, and etc. second, audio ( music, words, sounds, and sounds effect): records, tapes, radio, stories, poetry and drama, musical devices and oral report. Third, audio-visual: images, motion, television, puppet ( stick, gloves, string), dramatization, position play, LCD, computer, etc. fourth, tactile: specimens,

item of things, exhibits, models, sculptured figures, stay and crammed animals, experiments, toys, puppet shows, courtyard, etc. last, virtual: internet, website, email, audio-video streaming, chat, messaging, audio-video conferencing, e-information group, cyber information, etc.

From numerous forms of media above, manner of media choice is vital due to the fact the media will boom the significant mastering with inside the class. Based on a few theories said above, it could be concluded that media is helping contraptions in coaching manner that“s used to ship messages from instructor to college students“ to encourage and create college students“ attentions. The innovative and new media is typically greater exciting for college kids including the usage of internet.

Media is one of the communication components, particularly as a messenger from the communicator to communiqué. Learning media is wanted due to the fact is essence the coaching and gaining knowledge of method is a communiqué method, handing over messages from the advent to the recipient. The message is the shape of

fabric this is poured into communiqué symbols each verbally ( phrases and writing) and nonverbally.

This media is referred to as encoding. The interpretation of those conversation symbols via way of means of college students is referred to as decoding. Media served to direct college students to benefit numerous getting to know experiences. Learning level in relies upon at the interplay of college students with media. The proper media and accordance with the getting to know goals may be capable of enhance the getting to know level in so that scholars can beautify getting to know outcomes.

Learning media is a device for the getting to know process, specifically a instructor's device in coaching in addition to a method a carried messages from getting to know sources to recipient, of getting to know messages, as a presenters and distribution of messages, getting to know media in positive instances can represented instructors or students. the instructor supplied getting to know facts to students. getting to know media is likewise something that may be used to

deliver messages and inspired thoughts, feel, concerned, and abilities or abilities of novices so they recommended the getting to know process. Thus the getting to know media occupied essential role as a element of the getting to know device and might have an effect on the powerful of getting to know.

According to Arsyad (2011:4) said that studying media is an intermediated that bring messages or facts for academic cause or include coaching among supply and received. Learning media is an method of added the studying message is associated with the direct studying model, specifically via way of means of the instructor function as a transmitter of facts and in this example the academics have to use appropriate media.

Knowledge might be extra summary if the message is handiest conveyed via verbal phrases, as a result, pupil will handiest recognize know-how with inside the shape of phrases, with out information the which means of phrases contained with inside the know-how. That"s why college students need to have a extra concrete

enjoy in order now no longer to misperceive the know-how being taught. One of manner for college kids to have concrete reviews is to apply mastering media with inside the coaching and mastering process.

**b. Animated Videos**

Animated Video in pictures is an audio-visible paintings of artwork that features to carry messaged via tale media, in addition to education, records and persuasion media. Several lively motion pictures whose storylines are clean to recall incorporated factors of educating, presenting steering and producing motivation to examine and helping the intellectual improvements of students. Animated video pictures also can be an attempt to growth students' hobby and abilities in speaking.

English situation count via lively video in English that is complete of creations, amusing and acquainted in order that it is simple to understand. The lively video that is modify to the extent of problem and the targets of the situation count. The instructor conveys the targets and

outlines of the sports that need to be carried out, via worksheet or on others paper.

Animated video talked a bit slower however sounds clearer, so that scholars can apprehend the storyline of the video that's fun, interesting, smooth to remember, and now no longer long-winded, precise song results and soundtracks, lively video are shaped from narrative factors associated with elements of the tale due to the fact there are characters, problem (conflict), location, and time and cinematic, is carefully associated with setting, lighting, appearing and motion of players.

Animated video with the identical subtitles as what the gamers said are capable of pick out a way to specific and pronounce English textual content without delay from the Native speaker, that is where in college students research English pronunciation better. Animated video also are a very good opportunity for mastering pronunciation, that is the manner the speaker voices or sounds every phrase in English, the sounding of letters and the phrase as a whole.

According to Agina (2003) in Farizawati stated that the subsequent benefits of animation as a device of training. First, ability and capacity improvement: the interactive animation took much less time to educate college students complicated things. Using an interactive animation will clear up the trouble of the imagination-ability in training. Furthermore, animation video improved the ability and talents of teachers due to the fact they to capable of enhanced and alternate their manner of coaching to be better.

Second, interactivity: interactivity is a mutual motion among the learner, studying system, studying material. Learners could be quicker to examined, and featured higher attitudes in the direction of studying whilst the used of interactive animation mainly if the opposite strategies like audio, and video are used. Third. Engagement: interactive studying with live-motion animation, simulation, video, audio, graphics, feedback, professional advice, and questions and solutions hold beginners involved and reinforces skills. Through persistent practice,

studying is absorbed and incorporated into everyday performance. Fourth, motivation: because the animations is stimulated and interactive manner for training, beginners could be extra influenced to examine extra. Learners gets extra skills, that is the principle purpose to cause them to extra influenced.

Disadvantages of animation video in coaching vocabulary. First, distracts the learner to look at the cool animated video repeatedly: looking animation to train vocabulary to keep in mind college students hobby approximately the animation itself. Animation is funny, thrilling video that the stimulate college students“ interest of watch cool animated video simplest or pay interested of mastering substances from the animation video. Second, to make animation video, writer thought to mastery of pc application like mastery of macromedia flash as a device to make animation,etc.

### **c. Speaking**

Speaking skills is maximum critical than different the English language. In their school, the trainer of the facilitator to assist in the scholars in



examine approximately English. Speaking is a gear to communicate the human beings. Speaking is the primary factors that should had via way of means of the scholars. The scholars studying approximately speaking to communicate with their buddies of their environment.

According to Annakotta et al in Nashruddin (2013) stated that speaking is a effective talent. Students can mastered the English language, if their desired to realize and examine approximately English the way to made a very good pronounce. It is the approach through which human beings can speak with others to perform sure desired or to specific their feelings, opinions, intentions, hopes and viewpoints.

Student's problem in speaking are seen from their product. The demanding situations are associated with their speaking skill. The college students make had fewer vocabularies to set up sentences to speak. Speaking is a manufacturing in the used of the language. Speaking additionally has any other cause this is an interested to apply the language to talk amongst contributors in

society as a manifestation of one's language competence.

According to Nunan (2005) stated that speaking included make systematic verbal expressions to deliver sense. First, speaking need to be listened, it has transient and set off acceptance. Listening to others, rhythm, and intonation. It must be intermediate comments for directs communication. In the speaking interest, the speaker need to have the ability to devise and edit the channel.

According to Ramlannaire (2011) in Hartiwi et al stated that speaking is a questioning manner and reasoning in order that the communication a person to be customary and understood nicely through other or listener, speaking has intently associated with talent listen, each are one unified unity.

Speaking became a one of the 4 language mastering. Were very critical in foreign language mastering. Speaking English became now no longer clan due to the fact a speaker must be capable of grasp the factors of speaking, including grammar, vocabulary, pronunciation,

intonation, and fluency. In coaching English, there have been many beneficial strategies the ones may be carried out with inside the mastering process. Practicing speaking became an important aspect in mastering language which have been college students can inspire themselves for speaking in day by day conversations, it became an lively and innovative process. However earlier than the scholars have been can a position to talk correctly and fluently, they must have already got a terrific information approximately language components including grammar, pronunciation, and vocabulary, so as they could communicate English well.

According to Luoma (2008) stated that increase college students' communicative in speaking, a facilitator can integrate language enter, dependent output, and talk output. First, language enter comes from trainer speak, listening activities, studying texts, and the language heard. It offers college students the want to provide language. Second, dependent output attention on accurate form. In this part, college students had alternative to response, but all alternative

requires them to use the shaped that the trainer has already presented. It is designed to make college students generating language gadgets introduced, a few at the same time as in mixture with found out gadgets.

The language reason is communication, and the context of talking goal is to sell communicative efficiency. Speaking English is neither an smooth nor a quick technique to learn. The facilitator had a method to growth pupil speaking skill. Furthermore, speaking called for that novices now no longer simplest realize a way to advantaged a particular factor of language, grammar, pronunciation or vocabulary. However also, they have to apprehend the manner to supply the language. Speaking is efficient oral skill. Speaking in a overseas language is a complicated attempt which implicates adopting all of the distinct language levels.

According to Hughes (2003) stated that offers an intensive rationalization summarized into 5 elements that have to be worried in assessing speaking skills. First, accessory consist of a vowel, segmental function and intonation

pattern. The listener had to practice it correctly. Second, grammar is the position in spoken language and written language. Third, vocabulary is one of the linguistics elements where in the phrases wide variety make to vocabulary. It is critical due to the fact the speaker can not talk greater if constrained vocabulary. Fourth, fluency a very good criterion in speaking English properly and fluently. Speaking fluently right here method the velocity of speaking. However, speaking rapid does now no longer continually suggest speaking correctly. Someone may be stated fluent speaking be able to said the phrases fluently with a right grammar with excessive speed.

Communication in overseas language inclusive of English is exciting for the one's who have mastered this language. In contrast, it is not always exciting if the freshmen are not influenced and feature little self – confidence in making conversations to communicate the college students has trouble in explored their thoughts due to the fact they are fearful of make mistakes with inside the presence in their classmates. The

cleared and fluent pronunciation are different motives why the scholars have a tendency to be passive speaker, as opposed to the energetic ones. Speaking is an interactive procedure where in shared the information, concept, and feeling. As one of the language skills speaking is essential to be obtained as it enable us to share, create and broaden that means in communicated to others. Through speaking we are capable of shared the concept and thoughts. Learned to talks second language, inclusive of English, might be facilitated whilst freshmen are actively engaged in trying to communicate.

According to Brown (2001) stated that there are few classes that can be used because the function of of novices in growing speaking skills in the study room. First, imitative: a completely constrained part of study room speaking time can also additionally legitimately be speech generating “human tapes recorder speech, for example, learner exercise an intonation contour to attempt to pinpoint a sure vowel sound. Imitation of this type is accomplished nit the motive significance interaction, however for that

specialized in a few precise detail of language shaped.

Second, intensive: it is going one step past imitative to consist of any talking performances which might be designed to exercise a few phonological or grammatical components of language. Third, responsive: it include quick replies to instructor or pupil initiated questions or comments. Fourth, transactional (dialogue): transactional language, accomplished for the motive of conveying or changing precise. Fifth, interpersonal (dialogue): it completed extra the reason of retaining social courting than for the transmission of a reality and information.

These communication are little trickier for beginners due to the fact they are able to contain a few or all the following factors-a informal sign in, colloquial language, emotionally charged language, slang and sarcasm. Last, extensive (monolog): right here the sign in is extra formal and deliberative. It may be deliberate or impromptu. Students at intermediate to superior ranges are known as on to offer prolonged

monologues within the shape of oral reviews summaries of possibly brief speeches.

According to Nunan (2005) said that teaching speaking has a few principles, there are: be privy to the variations among 2nd language and overseas language gaining knowledge of contexts. (as a overseas language contexts is one in which the goal language is not the language of verbal exchange within the society, then a second language contexts is one in which the goal language is the language of verbal exchange within the society).

The college students exercise with each fluency and accuracy. (accuracy is the volume to which college students' speech suits what humans definitely say after they use the goal language, and fluency is the volume to which speaker use the language fast and confidently, with few hesitations of unnatural pauses, fake starts, and phrase searches), offer possibilities for college students to speak with the aid of using the usage of organization paintings on pair paintings and proscribing creator talk, plan, talking



responsibilities that contain negotiation for meaning.

According to Richard (2003:187) affords function of communicative competence including: First, information of grammar and vocabulary of the language, information of rule of talking e.g. understanding a way to start and quit conversations, understanding what subjects that may be pointed out in one of a kind forms of speech events, understanding which deal with shape ought to be used with one of a kind situations. Second, information of a way to use and reply to one of a kind forms of speech acts including request, apologies, thanks, and invitation. Last, information of a way to use language appropriately.

In speaking what needs to be considered not only means speaking fluently, but must also pay attention to the method of delivery which can also be done by short, concise but clear information conveyed and in a way that impressive. Impressive in this case means attract the attention of listeners.

According to Fulcher and Davidson (2006;94) in Farizawati said that there are 5 additives of speaking ability that may be described as follows: First, Pronunciation, pronunciation is the manner for college students to provide clearer language whilst they may be talking. It approach that the scholars can speak successfully after they have proper pronunciation and intonation despite the fact that they have got constrained vocabulary and grammar.

Second, Grammar, grammar is described as a scientific manner of accounting for and predicting an excellent speaker's or hearer's expertise of the language. Grammar is wanted for the scholars to set up accurate sentence in communicate each in written an oral forms. Third, vocabulary, vocabulary is fundamental constructing block of language mastering. Students want to recognize words, their meanings, how they may be spelt and the way they may be pronounced.

Fourth, fluency, fluency commonly refers to explicit oral language freely with out interruption. In coaching and mastering

procedure, if the author lets in college students to explicit themselves freely with out interruption. Last, comprehension, comprehension is an capacity to understand and procedure stretches of discourse, to formulate representations the that means of sentences.

**d. Application of Animated Videos for student's speaking skills**

Interviews were conducted on August 2022 to 10 students related to learning responses without using animated videos or other media. From the interview questions, most of the students did not like English because they did not understand and felt bored as well as the lack of detail from the teacher's explanation so that students did not feel confident in what they understood. Therefore, from the result of the interview, the researcher suggested the teacher to use animated videos in learning to improve English language kills, especialy speaking skills.

On August 14, 2022 the researcher entered the classroom to carry out the learning process. The class contains 23 students. Researchers brought animated videos related to

congratulation material that had been downloaded from YouTube to be used as learning media. Researchers also use existing facilities at the school to display the animated video in front of the class.

Before playing the animated video, the researcher directed the student to listen and watch carefully and then write down the congratulations that were mentioned by the animation in the video. This video contains expressions of congratulations and also explains how to congratulate someone who congratulates. The video uses animations that are light and also attractive.

When the video was played, the researcher saw that the students were very enthusiastic to watch the animated video, and some of them even tried to imitate the sentences conveyed by the animation. Videos are only less than 4 minutes long. The researcher took a short video so that the students did not feel difficult and bored. After the video is finished, the student have written a few congratulation sentences.

The researcher saw that most of the students wrote two sentences of congratulations in the animated video. And also some of them wrote sentences of congratulations along with someone's response if someone said congratulations. Then the researcher wrote some congratulations in the animation and asked the students to read it together. After reading together student are directed to make a short dialogue in which there are sentences expressing congratulations in pairs.

The researcher directed all students to come forward to display their dialogue . Of the 11 pairs of students in the class, there were 7 pairs of students who come forward. Others are still trying to make dialogues using congratulatory expressions. From the experiment using animated videos for the first time in grade VII which contained 23 researchers felt that there was a slight improvement to use this animated video media were carried out by researchers several times to get good results.

The second trial of using animated videos in learning English on August 21, 2022 went

smoothly as usual. Researchers used different short animated videos but the material was the same. In the second experiment, all students in grade vii with 11 groups or pairs managed to dare display the dialogue they made. Researchers saw their confidence to present and speak in front of the class had increased.

The students also understand the meaning of the video and also know the vocabulary used the animation. The researcher tried to test the student by expressing congratulations to some student then the students would respond by using good responses. The student managed to give a good response or response when the researcher expressed congratulations and also answered confidently.

From these experiments, the researcher felt that using animated video media could affect student's interest in learning English, especially in speaking skills. To strengthen the students improvement results in learning, especially in speaking skills, the researchers provided a questionnaire related to the student's responses after using animated videos in learning. The

questionnaire contained 15 questions, and was distributed to 23 students.

	Questions	Yes	No
1	Do you like learning English with Animated Videos?	23 students	
2	Do you understand the material for looking for Animated Videos?	23 students	
3	Learning using Animated Videos is interesting and not boring?	20 students	
4	Learning using Animated Videos increases enthusiasm for learning?	16 students	
5	Learning using Animated Videos is easier to understand?	18 students	
6	Learning using Animated Videos is more fun than just using the lecture method?	20 students	
7	Do you feel happy with the Animated Videos lessons that you follow?	23 students	
8	With the Animated Videos learning model, I don't feel enthusiastic about learning English	5 students	
9	With the Animated Videos learning model, I feel very excited about learning English	18 students	
10	Are you motivated to learn?	22 students	
11	Can the media used help to understand the material being explained?	18 students	

12	Is the Animation display in the video interesting?	20 students	
13	I want to learn the material more deeply by using Animated Videos	22 students	
14	Does the narration in the Animated Video match the illustrations shown?	14 students	
15	Is the duration of the Animated Video too long?	7 students	

The table above collects student's answers to animated videos. Several questions posed by researchers related to student's motivation to learn English through animated videos. Most students really like learning by using animated videos. The student feel enthusiastic about learning to use animated videos. An attractive animation display and also the sound of the animation is clear and not too fast to make students motivated to continue learning English. This will make it easier for them to learn English more deeply. Many were found to respond positively to visuals after using animated videos in learning.

#### **D. CONCLUSION**

This research was conducted with the aim of knowing whether the use of animated videos in



learning English can improve the speaking skills of seventh grade students at MTS 2 Bukittinggi. This research uses mixed methods. Data obtained by interviews, questionnaires. For interviews, questions were asked to 10 students related to students' responses before using animated videos in learning. From the data obtained, students feel bored, do not understand the explanation, and lack confidence in what they understand. Therefore, from the result of the interview, little used animated videos. In learning to improved students' speaking skills. The video used light animation and also very attractive. Most of the students were enthusiastic to listen and observe the animated videos.

The material is packaged as attractively as possible in animated videos. Some of the students even tried to imitate what the animation said. Feel the video being played by students writing down the essence of the material being explained. Then collect the result of students observations. Then using questionnaire data, pins used a questionnaire to collect students responses after using animated videos in learning. From the data obtained, most students feel very excited about learning to use animated

videos. An attractive animation display and clear animation sound make students understand the material explained faster, this will make it easier for them to learn English more deeply.

Improving the quality of learning is one of the important things that must be considered in a learning process to improve the quality of education. This is the duty of each school and most important things is for teacher as teaching staff. Teacher must always be creative and innovative in carried out learning, so thae students more easily understand the material presented and are enthusiastic in participating in teaching learning process, so that learning carried out is of high quality and the achievements achieved by students are satisfactory.

Animated videos made the students understand the story line of the video which is fun, interesting easy to remember, and not long-winded, good music effects and soundtracks, animated videos, are formed from narrative elements related to aspects of the story because there are characters, problem(conflicts), location, and time and cinematic is closely related to setting, lighting, costumes, acting and movement of players. Animated videos with the

some subtitled as what the players said are able to identified how to express and pronounced English directly from the Native speaker, this is where students learned English pronunciation better.

According to Andresta (2018) stated that learning media that are in accordance with educational skills can helped teachers and students to achieved certain goals in education. The researcher concluded that using animated videos in learning can improve the speaking skills of seventh grade students at MTS 2 Bukittinggi.

## **BIBLIOGRAPHY**

### **Book**

Arsyad, Azhar. (2011). *Media Pembelajaran*. Jakarta: Rajawali Pers

Creswell, J. w. (2008). *Educational Research: Planning, Conducting, and evaluating Quantitative and Qualitative Research. Third Edition*. New Jersey: Pearson Education

Hughes, Arthur. (2003). *Testing for Language Teachers*. United Kingdom: Cambridge University Press

- Luoma, S. (2008). *Assessing Speaking*. United Kingdom: Cambridge University Press
- Nashruddin, Wahid. (2013). *Understanding The Teaching of Listening and Speaking*. Malang: State of University of Malang
- Nunan, D. (1991). *Language Teaching Methodology*. New York: Pearson Education
- Nunan, D. (2005). *Practical English Language Teaching 1<sup>st</sup>*. Singapore: Mc Graw Hill
- Richards, R. (2003). *Approach and Methods in language Teaching*. Cambridge: Cambridge University Press
- Rosyada, D. (2008). *Media Pembelajaran*. Jakarta: Persada Pers

### **Journal**

- Budiarso, Iwan. (2017). Analisis Speaking Siswa Kampung Bahasa Bloom Bank melalui Threatment Permainan 2 Dimensi. *Jurnal SAP* 1 (13)

# TALANG BABUNGO TOURIST AREA USES ENGLISH

**Aulia Hidayatullah**

*Faculty of Tarbiyah and Teacher Training, English  
Education Department.*

## **Abstract**

Language is an important tool to communicate with each other. Without language, people may only use body language to express their feelings and thoughts. Language is also very important to communicate when traveling, especially with foreign tourists who use foreign languages, most of whom speak English. English is a very important language to master, especially for the tourism sector. English is a medium of communication between tourism actors and tourists as well as between fellow tourists. The purpose of this study is to explain the importance of English in tourist areas, to know, and to teach the use of basic English communication which is commonly used in the tourist area of Nagari Talang Babungo. This research uses descriptive qualitative method, with data collection techniques of observation and interviews. The results of the study show that people are aware of the importance of using English for tourist areas but they are still very rarely or almost never use English in tourist areas due to lack of learning and knowledge. The results also show that with the awareness of the community managing the Nagari Talang Babungo tourist area of the importance of English, they learn and they can use basic English communication which is commonly used in tourist areas.

**Keywords:** *Tourism Area, Use of English, Talang Babungo*

## **A. INTRODUCTION**

Language is an important tool to communicate with each other. Without language, people may only use body language to express their feelings and thoughts. Kracht say that language used to communicate he associated with sign and symbol system. There are two types of communication; they are verbal and nonverbal as a means of exchanging information. Verbal communication is communication through oral and written language. When, nonverbal communication is communication without words and try to communicate with use, like as face expression, attitude, show, and attitude. Therefore, language is a important tool to communicate between people.

In addition, that difference in language will because difficulty to communicate between people. He it is important to know the global language that understood by most people in the world. Because the global language will be guidelines to make communication easier around the world. Crystal said that English has become a global language because it has an important role to convey with other country

around that world and oral by a a little country. This means that every country in the world uses English to communicate each other in addition to using their mother tongue to speak. In conclusion, global language is required to convey among people in that world.

Language is a spoken or written system of symbols that can be communicate ideas, emotions and experiences .Understanding the role of language, organizations can improve coordination skills, better operate new technologies, develop customer satisfaction and have effective management in the tourism industry.

Language has great importance in dialogue and understanding between tourists and tourist facilities. English is currently the international language, and most tourist establishments require employees to speak English in addition to the country's local language because English has now become a foreign language for almost all humans. There are many institutions that provide courses in the language. Collaboration between education providers and tourism organizations is necessary if they are to compete in the global market.

The tourism sector in Indonesia is currently considered to have an effective role in increase the country's foreign exchange. This is inseparable from the development of tourism needs, not only in Indonesia, but throughout the world. The growth of human need for tourism causes this sector to have great prospects in the future. The tourism sector is able to revive the economy of the surrounding community, tourism is also positioned as an important means in order to introduce the culture and natural beauty of the related area (Kurniawan, 2015).

Based on Law no. 109 of 2009 Tourism is a variety of tourism activities and is supported by various facilities and services provided by the community, businessmen, government, and local governments. Tourism is considered as a strategic asset to encourage development in certain areas that have tourism potential.

Nagari Talang Babungo is a village that has an agricultural and forest landscape that has tourism potential, Nagari Talang Babungo is surrounded by hills and there are many waterfalls and natural resources that have an attraction for tourists, one of which is Pincuran Puti is located in Jorong Kayu



Bajangguik, Hiliran Gumanti District, Solok Regency which relies on the concept of nature. This geotourism is located at an altitude of 1400 MDPL and covers an area of 1.5 hectares. This place is said to be a bathing place for the daughters of the descendants of ancient kings. The journey to get there is quite challenging and impressive. You have to walk about 1.5 KM to reach Pincuran Puti. But along the way, you are presented with beautiful natural scenery and paid for by interesting geotourism.

And also the Sagittigo Pine Tourism Area which is a tourist spot in Nagari Talang Babungo which consists of a triangular Camp Area in the Pine Forest and then continues with trucking tours to Aia Taburo (water that comes out of the reef and becomes a river and there is a limestone gordam that unique and lively), from Aia Taburo followed by trucking to Aia Malancia where there are several waterfalls and water flowing through the rock so it is called Aia Malancia (surfing water). and maintained its beauty is another attraction for this natural tourism.

In Nagari Talang Babungo, as usual, tourist area managers often only use Indonesian and local or Minang languages as the language of instruction for tourism there. However, if the tourists are foreign tourists who sometimes still do not bring a guide or who do not understand Indonesian. So, English is the main choice that must be learned by the community managing the Nagari Talang Babungo tourist attraction. (Muhammadong, 2011) Understanding learning is "a process carried out by individuals to obtain a new behavior change as a whole as a result of the individual's own experience in interaction with his environment. In learning a language, of course there is communication as the main requirement. Communicating is a way to understand and express information, thoughts, feelings, and develop science and knowledge, technology and culture. The ability to communicate in a complete sense is the ability to understand and or be realized into four language skills, namely; listening, speaking, reading and writing. These four skills are used to respond or create discourse in social life. Therefore, learning English is directed at developing language skills for the community managing the Nagari Talang

Babungo tourist attraction to be able to communicate in English at a certain literacy level. And based on information from the Secretary of the Wali Nagari Talang Babungo, for that matter or the Nagari Talang Babungo tour guide who uses English only one person.

Based on the above phenomenon, of course, Nagari Talang Babungo needs to improve learning and English users as a tour guide for Nagari Talang Babungo, because there are not only one tourist area in the Nagari Talang Babungo area. Based on this background, it is formulated the problem of the lack of tour guides in Nagari Talang Babungo who use English.

## **B. METHODOLOGY**

The method used in this research is qualitative. (Cohen, 2007) there are three types of case studies, namely descriptive, interpretative and evaluative. Therefore, the researcher will use a descriptive case study method that describes the expected needs of Nagari Talang Babungo in terms of the use of English in the tourist area of Nagari Talang Babungo. The data sources used are primary

data sources, namely research data sources obtained directly in the field and secondary data obtained from literature reviews and other sources related to this research. The population used is Nagari BUMNAG which found 5 individuals. There are several steps of research conducted by the author. First, conducting direct field observations related to the use of English in the Nagari Talang Babungo tourist area. Second, conduct direct interviews with related parties. Third, prepare the results of observations and interviews obtained (Sutopo, 2006).

### **C. DISCUSSION**

The role of English in terms of tourism objects, including tourism promotion, reservation services, accommodation services, namely for hotels and travel, services when guiding, communication with the community. Tourist actors should master a foreign language, namely English because it is an international language . The minimum target for mastery of mastery of English is simple conversation in connection with tourist needs, as well as mastery of grammar and basic conversation.

When someone has to communicate with people who come from other countries who have

different languages , mastery of a foreign language must be done where both can understand each other and that is an absolute thing. In terms of tourism services, foreign tourists who come to Indonesia are guests who must be served, while tourism actors are servants who must serve guests like kings.

That's why communication with foreign tourists is very important. It is the tourism actors in Indonesia who must master a foreign language, namely English so that they can communicate and serve guests well. Basically the whole process of communication with foreign tourists, requires the ability and mastery of a foreign language, namely English (Ismayanti, 2010).

## **1. The background of the Nagari Talang Babungo tourist area**

According to (KBBI), tourism is an activity of traveling together, to expand knowledge or have fun.

The definition of tourism (Meyers, 2009), is a travel activity carried out by a person, outside his place of residence and only temporarily.

In English, the tour is called "tour". The etymological understanding of tourism comes from the word "torah" (Hebrew) which means to study, "tornus" (Latin) means a tool to make a circle and "tour" (Old French) means to go around a circuit.

While the definition of tourism according to Law No. 10 of 2009 is a travel activity of a person or group of people, who visits certain places for recreational purposes, personal development or to learn the uniqueness of tourist attractions visited in a temporary period.

Definition of tourism according to experts

1. UN Economic and Social Council Resolution, No. 870 Article 5, tourist or visitor is any person who visits a country other than his place of residence for any reason other than seeking work.
2. J. Norwal said, a tourist is someone who enters the territory of another country for any purpose other than seeking work and permanent residence and spending money in the country of visit and money spent not from that country.

3. Presidential Instruction No. 9 of 1969, tourists are people who travel from their place of residence to visit other places or areas to enjoy tourist trips.
4. (Suryadana, 2013), tourists mean people who travel by visiting certain places with the aim of vacationing, doing business, sports, medical treatment and even studying.
5. According to the World Tourism Organization (WTO), tourists are travelers who make short trips, to a foreign region or country and stay, for a minimum of 24 hours, a maximum of 6 months.
6. (Wahid, 2015), tourism is a snack from one place to another, temporary in nature, carried out individually or in groups, as an effort to find balance or harmony and happiness with the environment in the social, cultural, natural and scientific dimensions.
7. (Pitana, 2005), tourism is an activity of temporarily moving people to destinations outside their places of residence and work and carrying out activities while at the destination

and also preparing facilities to meet their needs.

8. (Muljadi, 2009), tourism is a series of travel activities carried out by individuals or families or groups from their place of origin to various other places with the aim of making tourist visits and not to work or earn income at the destination. The visit in question is temporary and will return to its original place of residence in time.
9. (Suwanto, 2004), tourism is a process of temporary departure from one or more persons to a place other than their place of residence. The impetus for his departure was due to various interests, whether due to economic, social, cultural, political, religious, health or other interests such as simply wanting to know, adding experience or learning.
10. (Sugiyama, 2013), tourism is a series of activities, and the provision of services both for the needs of tourist attractions, transportation, accommodation, and other services aimed at meeting the travel needs of



a person or group of people. The trip he does only temporarily leaves his place of residence with the intention of resting, doing business, or for other purposes.

### Forms of Tourism

(Muljadi, 2009), tourism is classified into several forms, namely:

- a. Tourism by number of people traveling
  1. Individual/individual tourism (individual tourism), namely when a person or group of people in carrying out their own tourism trips and chooses tourist destinations and programs and the implementation is carried out by themselves.
  2. Collective tourism, which is a travel business that sells packages to anyone who is interested, with the obligation to pay a predetermined amount of money.
- b. Tourism based on travel motivation
  1. Recreational tourism is a form of tourism to rest in order to restore

physical and spiritual freshness and eliminate fatigue.

2. Tourism to enjoy the trip (pleasure tourism) is a form of tourism carried out by people who leave their homes for vacation, to find fresh air, to fulfill their curiosity, to enjoy entertainment and others.
3. Cultural tourism is a form of tourism characterized by a series of motivations such as the desire to learn the customs and ways of life of the people of other countries, studies/research on discoveries, visiting ancient/historic heritage sites and others.
4. Sports tourism (sports tourism). This form of tourism can be divided into two categories; 1) Big Sports Events, namely major sporting events that attract attention, both the athletes themselves and their fans (supporters) and 2) Sporting Tourism of the Practitioners, which is a form of sport

for those who want to practice or practice on their own, such as; mountain climbing, horseback riding, hunting, fishing and others.

5. Tourism for business (business tourism) is a form of tourism carried out by entrepreneurs or industrialists, but on the way only to see exhibitions or exhibitions and often take and take advantage of time to enjoy attractions in the countries visited.
  6. Convention tourism is a form of tourism carried out by people who will attend professional and political scientific meetings. Conference venues are required to provide complete, modern and sophisticated facilities, both the venue, along with the equipment, lodging and others related to the organization of the tour (tourist visit).
- c. Tourism by time of visit
1. Seasonal tourism is a type of tourism whose activities take place in certain

seasons. Included in this group are summer (summer tourism) and winter (winter tourism).

2. Occasional tourism is a tourism activity organized by linking certain events or events, such as Galungan in Bali and Sekaten in Jogja.

d. Tourism by object

1. Cultural tourism is a type of tourism that is caused by the attraction of art and culture in an area/place, such as relics of ancestors, ancient objects and so on.
2. Recuperational tourism is people who travel for the purpose of curing a disease.
3. Commercial tourism is travel related to trade such as organizing expos, fairs, exhibitions and so on.
4. Political tourism is a journey carried out with the aim of seeing and witnessing events or events related to the activities of a country.

e. Tourism by means of transportation

1. Land tourism is a type of tourism which in carrying out
  2. its activities use land vehicles such as buses, trains, private cars or taxis and other land vehicles.
  3. Sea or river tourism is a tourism activity that uses water transportation facilities such as ships, ferries and so on.
  4. Air tourism is a tourism activity that uses air transportation facilities such as airplanes, helicopters and so on.
- f. Tourism by age
1. Youth tourism or youth tourism is a type of tourism that is developed for teenagers and is generally relatively cheap and uses youth hostel accommodation facilities.
  2. Adult tourism is a tourism activity that is followed by elderly people. In general, the people who make this trip are those who are in retirement.

## Types of Tourism

1. (Ismayanti, Pengantar Pariwisata, 2010), based on the types of tourism objects, tourism is divided into several types, namely: Beach tourism (Marine tourism) . Is a tourism activity that is supported by facilities and infrastructure for swimming, fishing, diving, and other water sports, including accommodation, eating and drinking facilities and infrastructure.
2. Ethnic Tourism (Ethnic tourism) . It is a journey to observe the manifestation of the culture and lifestyle of the people who are considered interesting.
3. Nature Reserve Tourism (Ecotourism) . Is a tour that is widely associated with a penchant for natural beauty, the freshness of the air in the mountains, the wonders of rare animal (wildlife) life, and plants that are rarely found in other places.
4. Buru Tourism . This is a tour carried out in countries that do have areas or forests where hunting is justified by the government and promoted by various travel agents or agencies.

5. Sports Tourism . This tour combines sports activities with tourist activities. Activities in this tour can be in the form of active sports activities that require tourists to do body movements directly. Other activities can be in the form of passive sports activities. Where tourists do not do body movements, but only become connoisseurs and sports lovers.
6. Culinary Tourism . The motivation in this type of tourism is not merely to fill and pamper the stomach with a variety of special dishes from tourist destinations, but an interesting experience is also the motivation. The experience of eating and cooking from a variety of special foods from each region makes the experience even more special.
7. Religious Tourism . This tour is carried out for religious, religious, and divine activities.
8. Agro Tourism . This tourism utilizes agro-business as a tourist attraction with the aim of expanding knowledge, experience,

and recreation. Where the agro businesses that are usually used can be in the form of businesses in the fields of agriculture, animal husbandry, plantations, forestry, and fisheries.

9. Cave Tour . Cave tourism is an activity to explore into the cave and enjoy the scenery in the cave.
10. Shopping Tour . This tour makes shopping the main attraction.
11. Ecological Tourism . This type of tourism is a form of tourism that attracts tourists to care about natural and social ecology.
12. Cultural Tourism . Archaeological heritage and monuments, this tour includes cultural groups, national monuments, historic buildings, cities, villages, religious buildings, and other historical places.

Nagari Talang Babungo is a village that has agricultural and forest landscapes, Nagari Talang Babungo is surrounded by hills and there are many waterfalls and natural resources that have an attraction for tourists .



This has become something that can become a potential tourist area, with many natural attractions that are formed naturally such as Pinus Sagitigo, namely a row of pine trees that are naturally shaped into a triangle with a pincuran puti, namely a waterfall that flows in the forest that forms a beauty to the eye of the beholder. And the existence of Jorong Tabek which has been named as an astra-radiated village where Jorong Tabek is a fostered area of PT Astra Internasional TBK, and Jorong Tabek is formed into several zones where each zone has a gate and along the road in Jorong Tabek there are flower plants with their beauties adorning the road, and many artists from the capital have visited this place to shoot related television programs such as the “Si Bolang” program, the “My Trip My Adventure” program and the Metro TV program that was launched by Deva Mahendra. With so many tourism potentials in Nagari Talang Babungo, the Nagari Talang Babungo Government took very good action, namely developing various tourism potentials

that already existed. The program issued by the Nagari Talang Babungo Government is one jorong one tourist area. As seen, the Nagari Talang Babungo Government has started the program starting from Pincuran Puti, namely in Jorong Taratak Rarely. The Pincuran Puti area is located at an altitude of 1400 MDPL and covers an area of 1.5 hectares. This place is said to be a bathing place for the daughters of the descendants of ancient kings. After being confirmed with the Nagari Talang Babungo Government program, Mr. Wali Nagari, Hafizur Rahman began to mobilize the community to carry out the process of working on this tourist area by working together. The community is also happy to work on it together not because of material or anything else, but for the realization of a shared dream of building a beautiful tourist area in Nagari Talang Babungo. This development process will take place from mid-2021 with the design of the layout of tourist sites assisted by Nagari Talang Babungo youths who care about

tourist areas. In the process of developing this tourism, the community takes advantage of the nature around Pincuran Puti as well as the wood in the forest which is of very good quality and uses the water of Pincuran Puti for the tour. During the development process, of course there are many obstacles and obstacles that hinder the development process such as funding and sometimes unfriendly weather until the construction is finally completed. On Sunday, December 26, 2021, the Pincuran Puti Tourism Area was inaugurated by the Deputy Governor of West Sumatra Audy Joinaldy with ribbon cutting and also visits from other important people such as the Regent and television programs covering this tourist area (Suwantoro, 2004). Besides this, tourism is also very useful, such as:

For tourist attractions : the benefits are more pronounced from an economic point of view. Because, those who live near tourist attractions will usually sell, participate as parking attendants, tour guides and so on. The

economy will lift. They also feel proud when they tell tourists something about their area.

For tourists : traveling can entertain themselves ( self healing ), enjoy different sights, seek new experiences and knowledge, taste other regional foods and so on.

For the government : tourism is a source of state income, increasing foreign exchange. The proof is, when the covid-19 pandemic, tourism is closed, the economy collapses (Sugiama, 2013).

## **2. English in the tourist area of Nagari Talang Babungo**

Nagari Talang Babungo has tremendous potential in the tourism sector, especially nature tourism. With these various things, it is possible that tourist areas in Nagari Talang Babungo will be exposed to foreign countries and bring in many tourists from abroad. Of course this will be a balance for Nagari Talang Babungo to improve in terms of foreign language communication or foreign languages. In the context of this communication, of course, the foreign language communication that will be chosen is the most

effective and most widely used or what we call the majority language. English is the language most widely used by the majority of foreign people or foreign tourists, because it is the official international language. That is why English is important and needs to be mastered so that it can be used, especially in tourist areas.

Based on the results of interviews conducted by researchers in Nagari Talang Babungo related to the use of English in tourist areas in Pincuran Puti, namely, the community managing the tourist area of Pincuran Puti Nagari Talang Babungo still lacks or can say very rarely uses English. The manager of the Pincuran Puti tourist area stated that they knew English and received English lessons only at school. Likewise, the use of English by the manager has only been done at school, while during the Pincuran Puti tourist area the management community very rarely used English and almost never because tourists who came only recently came from the area around Nagari Talang Babungo , West Sumatra, Sumatra. North and other local tourists there are no tourists who come

from abroad. So the language used in the Pincuran Puti Nagari Talang Babungo tourist area is only Indonesian and the Minang language has no use of English. English is very important for the world of tourism as explained by experts:

The important role of English in the world of tourism according to Joseph, Munghate, Arts and College .

Communicative/Interactive role is the main role of English in the world of tourism. English is a medium of communication between tourism actors and tourists as well as between fellow tourists. For example, if someone travels to a country, they cannot use the original language, which not everyone understands. Therefore, the role of English is very important in this case because English is the language of instruction or the medium of communication between the two parties, namely tourism actors and local communities.

Intergrative role where in addition to having a role as a medium of communication, English is a unifier. As we know tourism involves many customs, tribes, races and

cultures. English takes a role in integrating everyone regardless of the background of the person.

Lingua –Franca role where the role of English as a lingua franca has similarities to the role as a medium of communication between parties in the world of communication. Lingua franca can be interpreted as a language of instruction or association for people who are in the environment in various languages.

Relationship fostering role is defined as English helps humans to form or strengthen relationships between humans, especially relationships that are global.

Economic / business role , globalization to make it easier for workers from various countries to come and work in a country. Even cross-border trade can be done easily nowadays. The role of English is very large in economics and business. English is an introduction to business, especially in the tourism business.

Functional Role , this role helps tourists and local communities in obtaining certain

information, asking for help and other functions needed in traveling.

English has a very important role in the communication process that occurs in the tourism industry, both communication between tourism actors with other tourists and with local communities. English is a unifier that can unite people with different backgrounds. Seeing the importance of English in the world of tourism, it is very important for the community, government and educational institutions engaged in tourism such as high schools and tourism campuses to train and prepare their students to face global competition by providing them with fluent English skills. Learning a foreign language is like the world is in our hands. Tourism actors are required to master English to provide comfort to guests so that there is no miscommunication between the two parties (Diarta, 2009).

With many programs that support the community's learning process to learn English, it is hoped that the public's attractiveness for learning is also very high so that we can achieve common goals. Frank Smith a psycholinguist



once said that “One language sets you in a corridor for life. Two languages open the door along the way”. Where by mastering only one language you will continue to be in the same corridor, while by mastering two languages the door will always be open for you to reach the things you want with smooth communication and interaction with all people, both local and foreign (Pitana, 2005).

The community managing the Pincuran Puti Nagari tourist area Talang Babungo realizes that the use of English in tourist attractions is very important because when there are foreigners or foreigners visiting these tourist attractions, the main communication is in English. And with this awareness, the community managing the Pincuran Puti Nagari Talang Babungo tourist area has an argument as well as the hope that they can and can use English in tourist areas.

### **3. Learning and using English in the tourist area of Nagari Talang Babungo**

English is a language that is very popular to learn because it has the main advantage, namely as an international

language. So it will be very useful if you can use English. In learning English there are many methods and learning steps. As explained below:

English Learning Method

(Mahfuddin, 2007) define learning as a complicated process that creates difficulties for young people and adults, but differs from children due to different learning processes.

Linguists suggest methods of language learning as follows:

1. The Gouin Method (La Methode Gouin) by a French named Gouin. According to Gouin, language learning should begin with conversing and reading, and not start with grammar lessons. The advantage of this method is to practice speaking and listening.
2. Berlitz Method, which is also called the direct method, the natural method, the oral method, or the modern method. Suggests that in learning a language do not use translation unless it is forced. This method is almost the same as Gouin's

method, only objects or items must be considered.

3. La Methode intuitive, also called the method of the five senses, that is, the teacher speaks and then is heard and imitated by the students.
4. The electric method is a collection of techniques for presenting subject matter adapted to: certain learning materials, specific students, and the intended results. In this method, the teacher determines the technique in helping and making it easier for students to learn the subject matter by paying attention to and taking into account the abilities, desires, and circumstances of the students.
5. The all-in-one system or unitary method is a way of language learning that should not be separated. The purpose of this method is that students must understand what they hear, say, and read. This method is in accordance with Gestalt, where the teacher mentions the subject matter, while students listen carefully,

imitate, practice, read, then write.

### Steps to How to Teach a Language

(Mahfuddin, 2007), the steps for teaching a language include:

1. The first step
  - a. Does not provide text or reading.
  - b. Don't teach grammar first.
  - c. Do not use a foreign language of instruction (for beginners) because it will confuse students.
  - d. Teaching English or other communicative foreign languages, starting from greetings, thanks, parting, getting acquainted, apologizing, asking for directions, offering something, and others.
2. Second step
  - a. The teacher conveys the vocabulary by reading it over and over again, but not writing it down, then the students imitate what the teacher reads. Although not sequentially, the

important thing is that students memorize it and then write it down.

- b. At the grammar learning stage, the teacher must first summarize all the foreign grammar that will be studied so that students know the end of the grammar lesson. Next, the teacher explains to the students in Indonesian. If you have understood, the teacher can provide conversational and written training and homework.
- c. Students who have gone through and understand the steps above can proceed to simple writing lessons and reading simple (not classical) English texts.

### 3. Third step

The third step is the final stage of language learning. Students can start using foreign language introductory books as well as scientific books, novels,

magazines, and foreign language newspapers.

Based on the methods and steps that have been understood by the expert, the researcher conducts English language teaching so that it can be used in the Nagari Talang Babungo tourist area. In teaching English, researchers only teach basic things to communicate in tourist areas. The following is the material that researchers teach to the community managing the Nagari Talang Babungo tourist area, especially BUMNAG.

English Learning Materials in the Nagari Talang Babungo Tourism Area.

Some of the materials taught to the community managing the Nagari Talang Babungo tourist area are as follows:

1. Expressing for greeting and welcoming tourists
  - a. Using the right expressions for greeting and welcoming tourist
  - b. Demonstrating how to greet and welcome tourists appropriately

- c. Introducing ourself to tourists adequately
- 2. Asking and giving tourists information
  - a. Using appropriate expressions to ask and give information to tourists.
  - b. Demonstrating how to ask and give information to tourists.
  - c. Demonstrating how to give sufficient information needed by tourists.
- 3. Preparing tour itineraries
  - a. Identifying the content of tour itinerary.
  - b. Showing an example of a tour itinerary.
  - c. Creating an itinerary for Tourists Area Object.
- 4. Explaining tourism object
  - a. Identifying places of interest in Tourists Area Object.
  - b. Informing tourists places of interest Tourists Area Object.
  - c. Suggesting tourists where to go in Tourists area Object .

After studying the material above several times, the community managing the Nagari Talang Babungo BUMNAG tourist area can already use basic English or basic communication for use in tourist areas. During the learning process, the management community realized that this was very important to learn because of course it would be very useful later when they had tourists from abroad. And also with the basic English that they have learned and they have during their education at school and in lectures although not specifically, but it really helps them and they don't get any significant obstacles even though they have to be studied again so that they can be used more smoothly again.

#### **D. CONCLUSION**

English is a very important language to master, especially for the tourism sector. English is a medium of communication between tourism actors and tourists as well as between fellow tourists. Of course, if there are foreign tourists who come to local tourist attractions, the main communication that must exist is English because it is an international



language. Tourism actors are required to master English to provide comfort to guests so that there is no miscommunication between the two parties. Seeing the importance of English in the world of tourism, it is very important for the community, government and educational institutions engaged in tourism such as high schools and tourism campuses to train and prepare their students or tourism area managers in facing global competition by providing them with English language skills. fluent.

Managers of tourist areas must at least be able to carry out basic English communication which is commonly used in tourist areas. As in the Nagari Talang Babungo tourist area, the community managing the Nagari Talang Babungo tourist area uses English. This of course will make significant progress for the development of tourist areas in terms of communication. The community managing tourist areas already has the basics of English communication which is commonly used in tourist areas.

The community managing the Nagari Talang Babungo tourist area will continue to learn and develop the English communication skills they

already have for the realization of an ideal tourist area. With the awareness and enthusiasm that they have this will of course be a way to get to a better direction.

## **BIBLIOGRAPHY**

Cohen, Louis. 2007. *Research Methods in education*. New York: Routledge Taylor& Francis Group

Enjelita. *Wawancara*. Penggunaan Bahasa Inggris di Daerah Wisata Nagari Talang Babungo. Sabtu 20 Agustus 2022

Erni Nurrafika. *Wawancara*. Penggunaan Bahasa Inggris di Daerah Wisata Nagari Talang Babungo. Rabu 24 Agustus 2022

H.B. Sutopo. 2006. *Metodologi Penelitian Kualitatif: Dasar Teori dan Terapannya dalam Penelitian*. Surakarta : UNS Press

Helvi Kurnia Ilahi. *Wawancara*. Penggunaan Bahasa Inggris di Daerah Wisata Nagari Talang Babungo. Sabtu 20 Agustus 2022

Ismayanti. 2010. *Pengantar Pariwisata*. Jakarta: Gramedia Widisarana.

- Kurniawan, wawan. 2015. *Dampak Sosial Ekonomi Pembangunan Pariwisata Umbul Sidomukti Kecamatan Bandungan Kabupaten Semarang*. Semarang: Universitas Negeri Semarang.
- Muhammadong. (2011). *Pembangunan Pembelajaran PKn dan Habitiasi Terhadap Pembangunan Karakter Siswa*. Bandung : Tesis SPs UPI
- Muljadi, A.J. 2009. *Kepariwisata dan Perjalanan*. Jakarta: Raja Grafindo Persada.
- Pitana dan Diarta. 2009. *Pengantar Ilmu Pariwisata*. Yogyakarta : Penerbit Andi.
- Pitana, I. Gede dan Gayatri, Putu G. 2005. *Sosiologi Pariwisata*. Yogyakarta: Andi.
- Sugiyama, A Gima. 2013. *Manajemen Aset Pariwisata: Pelayanan Berkualitas Agar Wisatawan Puas dan Loyal*. Bandung: Guardaya Intimarta.
- Sugiyono. 2009. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung : Alfabeta
- Suwantoro, Gamal. 2004. *Dasar-dasar Pariwisata*. Yogyakarta: Andi.

Wahid, Abdul. 2015. *Strategi Pengembangan Wisata Nusa Tenggara Barat Menuju Destinasi Utama Wisata Islami*. Yogyakarta: UMY

## **AUTHORS' BIOGRAPHY**

### **THE EFFECTIVENESS OF USING SHORT STORY TO IMPROVE STUDENTS' VOCABULARY AT GRADE VII IN SMP N 34 PEKANBARU**



Name : AUFALINA  
Date and Place of Birth : Pekanbaru, March 29, 1999  
Address : Jl. Pahlawan Gg. Kerja Damai 3,  
Pekanbaru  
Email : [aufalinajk99@gmail.com](mailto:aufalinajk99@gmail.com)  
Motto : Jangan ragu untuk memulai

### **TEACHING WRITING NARRATIVE TEXT BY USING YOUTUBE VIDEO AT MAN 1 PASAMAN BARAT**



Name : Feni Putri Ramadhani  
Date and Place of Birth : Air Bangis, November 30, 2000  
Address : Air Bangis, Pasaman Barat

Email : [feniputriramadhani67@gmail.com](mailto:feniputriramadhani67@gmail.com)  
Motto : Mencoba sedikit lebih keras untuk menjadi  
sedikit lebih baik

**ANALYSIS OF TEACHER'S TEACHING STRATEGIES  
WITH STUENTS' WRITING ABILITY IN GRADE  
EIGHT OF SMP N 2 KOTO BARU**



Name : Uci Julianti  
Date and Place of Birth : Swl/Sjj, July 8, 2000  
Address : Koto Baru, Dharmasraya  
Email : [ucijulianti5@gmail.com](mailto:ucijulianti5@gmail.com)  
Motto : Kesuksesan itu bukan milik si kaya, tetapi  
milik dia yang berusaha

**GROWING INTEREST OF HIGH SCHOL STUDENTS  
IN ENGLISH BY USING YOUTUBE MEDIA IN KAYU  
TANAM, PADANG PARIAMAN**



Name : Andriansyah  
Place and Date of Birth : Kayutanam, September 9, 2000  
Address : Pasa Tengah, Kayutanam  
Email : [andriansyah230900@gmail.com](mailto:andriansyah230900@gmail.com)  
Motto : Orang-orang bisa, apalagi kita

**HOLDING AN ENGLISH COURSE ABOUT  
GRAMMAR FOR STUDENTS IN TAMAN RAHAYU  
REGENCY, CIKETING UDIK VILLAGE,  
BANTARGEBAWANG, BEKASI**



Name : Muhammad Ryan Firdaus  
Date and Place of Birth : Jakarta, June 29, 2001  
Address : Taman Rahayu Regency, Blok A11 No. 229  
Email : [ryanfirdaus900@gmail.com](mailto:ryanfirdaus900@gmail.com)  
Motto : Opportunities don't come twice, but opportunities come to those who keep trying

**ENGLISH CLUB FOR SMP N 3 KOTO BESAR  
STUDENTS TO INCREASE THEIR LEARNING  
MOTIVATION IN ENGLISH SUBJECT**



Name : Dila Azhani  
Date and Place of Birth : Maninjau, October 12, 2001  
Address : Koto Besar, Dharmasraya  
Email : [dilaazani52@gmail.com](mailto:dilaazani52@gmail.com)  
Motto : Sekali maju tak akan mundur

**IMPROVING STUDENTS' READING  
COMPREHENSION OF NARRATIVE TEXT THROUGH  
FAIRYTALE BOOK AT BOARDING SCHOOL  
DARUSSALAM AUR DURI SUMANI**



Name : Aisyah Nurul Islami  
Date and Place of Birth : Solok, July 13, 2001



Address : Sumani, X Koto Singkarak, Kab. Solok  
Motto : Tak perlu pikirkan bagaimana kamu  
terjatuh, tapi pikirkan bagaimana kamu  
mampu terbangun

**INTRODUCING ENGLISH FOR BEGINNERS BY  
USING THE DRILLING TECHNIQUE AT SMP N 1  
LAREH SAGO HALABAN**



Name : Gusti Ranti  
Date and Place of Birth : Batang Tabik, August 15, 2000  
Address : Kabupaten 50 Kota  
Email : [gustiranti15@gmail.com](mailto:gustiranti15@gmail.com)  
Motto : As many friends, as many foes

**THE STRATEGY FOR READING TO UNDERSTAND  
ENGLISH TEXT AT MAS PESANTREN MUS  
CANDUANG**



Name : Miftahul Jannah  
Date and Place of Birth : Bukittinggi, October 17, 1999  
Address : Canduang, Kab. Agam  
Email : [miftahulmj179@gmail.com](mailto:miftahulmj179@gmail.com)  
Motto : Man Jadda Wajada

## LEARNING ENGLISH WITH ANIMATED VIDEO FOR STUDENTS' SPEAKING SKILL



Name : Rada Elfira  
Date and Place of Birth : Medan, July 13, 2002  
Address : Sungai Limau, Padang Pariaman  
Email : [elfirarada25@gmail.com](mailto:elfirarada25@gmail.com)  
Motto : -

## TALANG BABUNGO TOURIST AREA USES ENGLISH



Name : Aulia Hidayatullah  
Date and Place of Birth : Talang Babungo, December 14, 2000  
Address : Talang Babungo, Solok  
Email : [dayat310700@gmail.com](mailto:dayat310700@gmail.com)  
Motto : Better Than Before



# INTERACTIVE ENGLISH LEARNING FOR HIGH SCHOOL

This book is the compilation of articles as the result of Community Service Activity (KKN) that is written by English Education Department students, Faculty of Tarbiyah and Teacher Training, Islamic State University of Sjech M. Djamil Djambek, Bukittinggi.

Commonly, English is taught start form High School stage. Some students argue that English is quite difficult subject. Therefore this book discuss some interactive English learning for high school students. Hopefully, this book will help English teacher to eliminate that bad paradigm about English learning among high school subject



**RUANG KARYA**  
Jl. Martapura Lama km. 07 Kec. Sungai Tabuk,  
Kel. Sungai Lulut. Kab. Banjar. Kalimantan Selatan.  
Komplek Karya Budi Utama Raya 2.  
Blok A No. 17  
Instagram: @ruangkar\_ya  
Whatsapp: 08971169692

