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TEXTBOOK EVALUATION: HOW DOES IT ASSIST INTERCULTURAL COMMUNICATIVE COMPETENCE?

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Abstract

Textbooks are powerful tools to deliver content and meaning in instruction. To be able to benefit from the usefulness of textbooks, textbook evaluation is needed so that the use of a textbook is appropriate in certain context. Using the framework proposed by Cortazzi and Jin (1999), this study evaluates the potential use of the textbook English on Sky to assist intercultural communicative competence in Instruction as evidenced by the occurrence of three types of cultural elements: source culture, target culture, and international culture contained in the textbook. Conducted in Islamic boarding school context, this descriptive study collected data through a checklist from Cortazzi and Jin (1999), questionnaires distributed to students, and an interview conducted to an English teacher who used the textbook. The findings reveal that the textbook contains all types of cultural elements represented in reading texts, dialogues, pictures, and tasks. Even though the presentations of local, target, and international culture are not balanced in quantities, English on Sky has potential to assist intercultural communicative competence in instruction since all types of cultures contained do not conflict with the value of the Islamic context. Pedagogically, teachers can use the textbook as the main source for teaching materials in Islamic schools so that students' Intercultural Communicative Competence can be enhanced.

Keywords: *Cultural elements, Intercultural communicative competence, Textbook evaluation*

INTRODUCTION

Language and culture are two closely related terms. Learning language means learning how to think and act properly in harmony with the culture where the language is used. It is impossible for learners to think in one language without considering the culture behind it, so language learning is culture-bound (Al-Sofi, 2018). Miscommunication can appear if one is able to use

the language but not able to know its culture (Dahmardeh & Kim, 2021; Graves, 2000; Lee & Li, 2020). In other words, the ability to use a language means that the competence to master is not only the linguistic elements of the language but also the culture, context, and value of the community using the language. Students need to be able to have effective intercultural communication and interaction as well as sociocultural adaptation (Lee & Li, 2020). Skills related to intercultural communication needs to be enriched by gaining students' understanding of the target language setting in order for them to convey meanings and participate well in contextual communication.

In addition, the status of English as Lingua Franca requires learners to have exposure towards intercultural understanding. English speakers face not only the culture of Americans and British people but also the culture of non-native speakers and incorporate their own culture (Xiao, 2010). Thus, as suggested by Cortazzi and Jin (1999) that source, target, and international cultures need to be integrated in language learning. Scholars mentioned that 80% of communication used in today's global world happens between speakers whose English is their foreign language (Cogo, 2012)

This leads to the growth of English use in education, business, trade, culture, and diplomacy (Ariawan et al., 2022; Dahmardeh & Kim, 2021). Therefore, conducting monoculture language teaching should be avoided in order to help learners master the language which later can be used to think and communicate contextually. This means that intercultural communicative competence (henceforth ICC) serves as one crucial competence in today's demand for English. Celce-Murcia (2008) stated that to achieve the communicative aim of language learning, cultural and cross-cultural instruction must be integrated within. Similarly, Agustin and Wirza (2020) explained that opportunities for students to learn language both linguistically and pragmatically should be provided. Those should encourage learners' intercultural communicative competence.

In regards to this issue, one tool which helps teachers in delivering cultural content is needed. McGrath (2002) stated that textbooks carry cultural content as valuable inputs in order to expose students to cultural expressions and culture diversity. Textbooks serve as a concrete measurement of students' progress and achievement as lessons are conducted through the book (Haycroft, 1998; O'Neill, 1982). Moreover, textbooks are good sources to deliver not only language skills to students but also morals, character, and cultural values (Sulistiyo et al., 2020). Some educationalists are in the conclusion that the proper use of systematic and comprehensive textbooks can serve as a great way for effective and everlasting change (Haycroft, 1998). Even though textbooks cannot cover everything, they serve as a major source for teaching content since reflection of values and senses for individuals and nations can be obtained from the textbook content (Juan, 2010).

Furthermore, textbooks contain reflection of cultural systems and a social construction resulting in learners' view of culture (Aliakbari, 2004). Textbooks hold a crucial role since it has authority to show and strengthen one's identity. Materials, activities, and tasks contained in textbooks are able to guide teachers to deliver meaning to students (Arslan, 2016). Thus, using textbooks can support teachers to organize students' learning activities both in and outside the classroom (Setyono & Widodo, 2019). Therefore, integrating ICC in textbooks as one of useful teaching

aids is one way to present culture in language learning.

However, textbooks, considered as ready-made materials, need to be evaluated in order to make sure its appropriateness in terms of delivering ICC materials. There are no designed textbooks suitable for every type of learners, yet the goal is to find the best possible fit, as well as the potential for adapting or supplementing parts of the material where it is appropriate (Cunningsworth, 1995). Richards (2001) stated a textbook may be suitable for particular learners; however, the same books may be not. Textbook evaluation is needed to make decisions on selecting materials and take control over the use (Sheldon, 1988).

Therefore, textbook evaluation must be conducted in regard to its content in giving exposure to cultural and real-life environments. Knowing whether textbooks are superficial in culture presentation or weak in assisting learners' ICC will be useful in raising cultural awareness for both teachers and students. This will later result in the appropriateness and effectiveness of using textbooks in order to meet expected outcomes.

Regarding the importance of textbooks and textbook evaluation, existing studies have shown that many scholars are concerned about cultural elements, in English language teaching and learning, which are delivered through textbooks. Sugianto and Wirza (2021) found out that cultural elements contained in an English textbook in Indonesia are able to support students' development of ICC. Similarly, Setyono and Widodo (2019) revealed that English textbooks in Indonesia present cultural aspects which are diversified and show respect to culture differences within Indonesia. More specifically, there have been previous researchers who conducted textbook evaluation study to *English on Sky*, the same book used in this research. Silvia (2015) revealed that the occurrence of types of cultures presented in *English on Sky* does not show comparison and contrast among cultures so that the ICC is not achieved. Besides, Yansyah (2017) figured out that there is an unbalanced proportion and presentation of local and target culture in sentences and pictures contained in *English on Sky* textbook. Similarly, Huda (2019) indicated that there is unbalanced culture representation in junior high school textbooks in Indonesia, and there is little attention in promoting ICC. The previous studies focused more on the quantities of culture types presented then conclusion was made in relation to the promotion of ICC. Meanwhile, this research is more perspectival in that it does not only reveal the occurrences of culture types presented in the textbook but also gain some voices from teacher and students regarding the role of textbook in assisting ICC. In addition, the fact that this study was conducted in an Islamic boarding school where it has certain values and culture makes this research worth-conducting.

Therefore, the present study aims to answer these two questions: (1) To what extent are the source culture, target culture, and international culture represented in the contents of the textbook? and (2) How is the English teacher and students' perception towards the role of the textbook in assisting ICC in instruction?

METHOD
Research design
Consistent with the purpose of the present study, a qualitative approach was utilized. A qualitative approach is used to know the participants' perceptions, feelings, and values that influence

their behavior. This approach is also appropriate to understand the process of meaning-making. Besides, Creswell (2014) stated that a qualitative approach is used to explore and understand a central phenomenon. Since this study explored how the textbook *English on Sky* is perceived in assisting ICC, a qualitative approach is appropriate to be used. In addition, this study used a descriptive qualitative method attempting to "investigate quality of relationships, activities, situations, or materials" (Fraenkel et al., 2012). Besides, content analysis was done at the first stage in order to reveal types of cultures presented in the textbook and to provide initial data before interviewing the teacher.

Research data and participants

The main source of data in this research is the English textbook *English on Sky* for grade 8th students used in an Islamic boarding school in West Sumatera. The book was written by Dr. Mukarto M.Sc, Sujatmiko S.Pd., Josephine S.M. S.Pd., and Widya Kiswara S.Pd. The book was chosen because it is popularly used in many schools. In addition, there has been limited research on the use of the textbook in the Islamic context. It is important to be scrutinized in order to see how it delivers ICC in the teaching and learning process. Regarding this, the cultural contents (source, target, and international cultures) of the textbook will be the initial focus to analyze. In addition, questionnaires were distributed to 15 students selected from classes in grade 8th of the school in order to find out their perception towards the role of the textbook in delivering ICC in English learning. Furthermore, an English teacher was interviewed to get their perceptions on the use of the textbook in accommodating ICC in instruction.

Data collection and analysis

Content analysis, student questionnaire, and teacher interviews were three instruments used to collect the data and to make the most of data validation. Content analysis aims to assess numbers of cultural representation in the textbook chosen by using an analysis checklist from Cortazzi and Jin (1999). The checklist consists of local, target, and international culture. It was chosen because it focuses on cultural materials and it has been widely used by many researchers in the same field to explore the degree to which a textbook has an emphasis on each of the items as well as the manner in which it does so. Results from content analysis were categorized into reading texts, dialogues, pictures, and tasks presented. The process was done by the two researchers who each analyzed the types of culture presented in the textbook then the results were compared so that mutual agreement is achieved. The findings were presented in the form of tables and the results were described qualitatively in order to answer the first research question.

In addition, the student questionnaire adapted from Xiao (2010) and Kilickaya (2004) was distributed to students in order to get their perception towards the role of the textbook in delivering ICC in instruction. The questionnaire was used since it focuses on students' perspectives towards four indicators: cultural contents in general, source culture, target culture, and international culture. In addition, the items in the questionnaires relate in detail to how cultural contents in terms of source, target, and local culture, support the process of learning. The data were analyzed by converting its result to percentages to see students' tendency on each item of the questionnaire.

Lastly, teacher perception was also revealed by using interview items. The items include teacher's perception on overall occurrence of culture presentation in the textbook, the importance of integrating cultures in learning, consideration in delivering textbook's materials, and judgment

on how the textbook can assist ICC. Some steps were used in the process of analyzing the data as suggested by Creswell (2014): recorded interview transcription, data coding, data description, and data interpretation. In addition, the data obtained from the interview were confirmed to the participant in order to check the interview content and to avoid misunderstanding.

To sum up, data gathered from content analysis aims were displayed in the table form to answer research question number 1; meanwhile, student questionnaire and teacher interview results were described qualitatively in order to answer the second research question. Conclusion on how the textbook can deliver ICC is thoroughly described.

FINDINGS AND DISCUSSION

The results obtained in this study focus on two aspects. First, it reveals the ICC features in *English on Sky* textbook. Second, it finds out the teacher' and students' perception towards the role of the textbook in delivering ICC in instruction. The results are described in two parts: cultural representations in *English on Sky* and perception of Students and Teacher towards the Cultural Contents in the textbook. In order to answer the first research question, the occurrence of cultural types in the *English on Sky* was tallied. To answer the second research question, the findings from questionnaires distributed to students and the interview conducted to the teacher are described. All findings are presented below.

Cultural presentations in *English on Sky*

In conducting content analysis, the three types of cultures presented by Cortazzi and Jin (1999) were taken into account to indicate the numbers of cultures occurring in the textbook *English on Sky*. They are local culture, target culture, and international. The data obtained were categorized into learning activities contained in the textbook: reading texts, dialogues, pictures, and tasks. All of these parts were analyzed and the overall occurrence of each can be seen in table 1 below.

Table 1: Summary of the Occurrence of Cultural Contents

Items	Reading Texts	Dialogues	Pictures	Tasks	Total
Source culture	10	2	21	9	42
Target culture	1	0	25	4	30
International culture	2	1	0	8	17

As can be seen in the table 1 above, three types of cultures categorized by Cortazzi and Jin (1999) are presented in the textbook *English on Sky*. Source culture has the most occurrences in the textbook, target culture takes the second place, and international culture appears at least.

Regarding the source culture, it was found that there are reading texts, dialogues, pictures, and tasks related to students' culture. In this case, the source culture refers to Indonesian culture which might be in the form of various ethnicities that existed in Indonesia such as Javanese, Sundanese, Minangnese, and other ethnicities. The presented elements of cultures can be through stories about Indonesian legend, pictures of Indonesian figures, explanations related to Indonesian traditional games, pictures of Indonesian local products, and other elements. Below are the samples for the source culture presented in the *English on Sky*.

Source culture
Samples of source culture can be seen in Figures 1, 2, and 3.
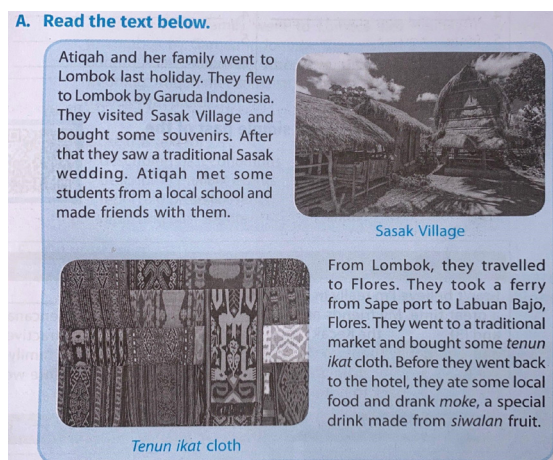
Figure 1. Sample of Source Culture in a Reading Text
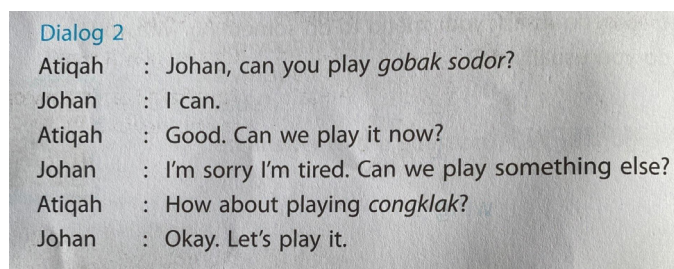
Figure 2. Sample of Source Culture in a Dialogue
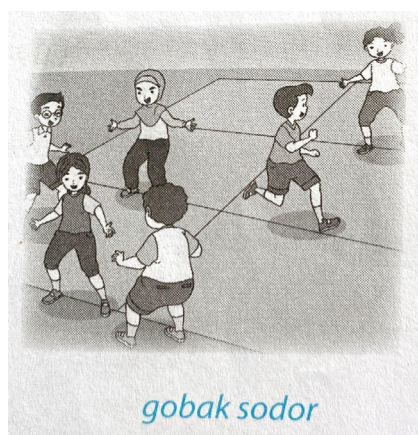
Figure 3. Sample of Source Culture in a Picture

Figure 4. Sample of Source Culture in a Task

As can be seen from figure 1 to figure 4 above, some topics related to Indonesian culture are presented in the textbook. In the sample of reading text, a visit to one of the tourism destinations, Sasak Village located in Lombok, is presented. Orders of events experienced by Atiqah and her family were exposed, and they not only include places they visited but also include the transportation they traveled with, souvenirs they bought, and traditional occasions they saw. That the text mentions *Garuda Indonesia* serves as a source culture for students regarding Indonesian brand of transportation. Moreover, they get knowledge about traditional weddings in Sasak village after seeing the wedding. Besides showing the cultures of Sasak village in Lombok, the cultures of another island, Flores, are also presented including *Tenun Ikat* cloth as one of traditional souvenirs in Flores and local food and drink called *moke* made from *Siwalan* fruit. Through the events and experiences presented, the students can see the cultural representation of Lombok and Flores.

In addition, in figure 2 and 3, *Gobak Sodor*, a traditional game for children in Indonesia is presented. This increases students' awareness of Indonesian traditional games which are still maintained in Indonesia today amidst many others of more tempting digital games. For students who are already familiar with the game of *Gobak Sodor*, they can directly relate to their experiences doing the game. On the other hand, for students who are not yet familiar with the game, they picture presented consisting of children playing *Gobak Sodor* can stimulate them to think of what kind of game is it, and if they are still not able to identify the game, the picture help them to ask question related to for example the game setting and procedures to peers and teacher.

In figure 4, students are required to fill in the blanks of information related to Bali's culture. This activity increases students' knowledge about cultures outside their origin, *Minangnese*. In the blank texts, some information of traditional cultures of Bali is presented. One of them is *Garuda Wishnu Kencana*, a park where traditional events often take place. In the text, it is presented that the writer watched a traditional dance of Bali called *Kecak*. In addition to this information, traditional food and drink of Bali are also presented. Two samples mentioned are *Ayam Betutu* and *Daluman*. These terms may be a little bit strange for students since there is no further explanation provided, however, this is good in order to increase students' awareness of Indonesian traditional food and drink, and stimulate them to have further discussion on the topics with peers and teachers.

Target Culture

Samples of target culture can be seen in Figures 5 and 6.

Figure 5. Sample of Target Culture in a Picture

Figure 6. Sample of Target Culture in a Task

Figure 5 and 6 above show the samples of target cultures presented in picture and task in the textbook. In figure 5, A popular figure best known as Mr. Bean is shown. Since Mr. Bean's cartoon and movie were very popular on Indonesian television, some students may be familiar with him, but some students may not. Regarding this, the presentation of a picture of Mr. Bean helps students to be more curious of who exactly the figure is. Furthermore, this will encourage students to know where he comes from, what he is known for, and many other cultures underlying his background.

In addition, in figure 6, one of west's popular movies called *Jurrasic Park* is being the topic of conversation in the dialogue. The students who both have watched and have not yet watched the movie will be helped in understanding the culture presented in the movie like the adventures experienced by the actors and conflicts challenge them. Through understanding of these, students' knowledge about western life increases.

International Culture

Samples of international culture can be seen in Figures 7, 8, 9, and 10.
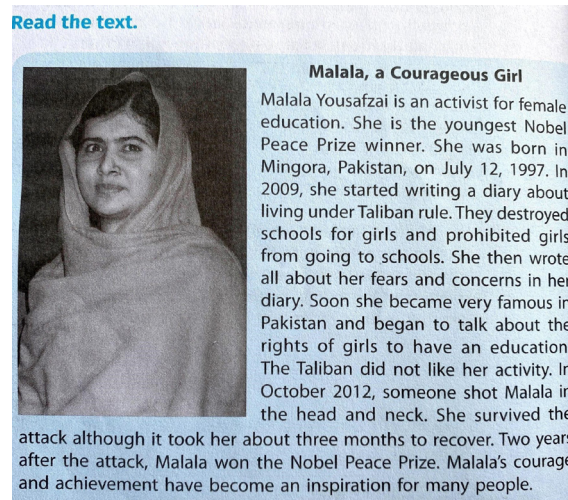
Figure 7. Sample of International Culture in a Reading Text
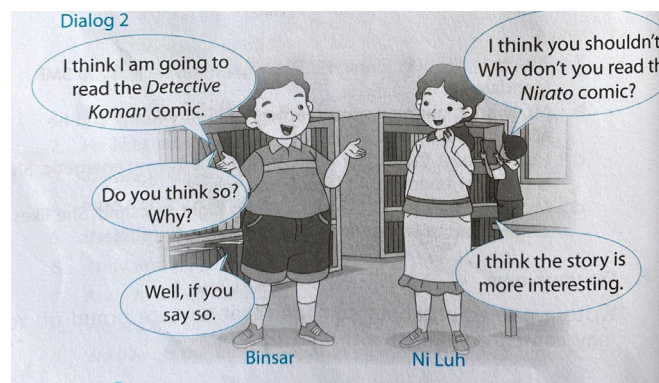
Figure 8. Sample of International Culture in a Dialogue
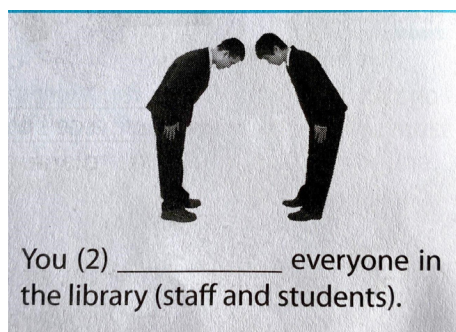
Figure 9. Sample of International Culture in a Picture

Figure 10. Sample of International Culture in a Task

Moreover, the *English on Sky textbook* contains information and activities related to international culture. Figure 7 above shows a biographical text about one of the courageous women in the world, Malala. She is originally from Pakistan. The text is presented together with the picture of Malala. Furthermore, the text mentions cultural background of her including where and when she was born, achievement she got, and how Malala's career starts. In addition, information regarding her death; she was shot in the head and neck. Through this information, students will be helped to have knowledge on how a career woman used to live in Pakistan, what kind of life the woman had, and the tragic death that happened. The students can also make comparisons with the cultures of women's life today in Pakistan and in other parts of the world.

Figure 8 presents a picture related to how people in China greet others. The picture is useful for students to understand different ways people interact around the world. The single picture presented, similarly, can be the source for students to make comparisons on how people in the other parts of the world greet each other

Figure 9 contains information about a special day, Mother's Day, that all people in the world often celebrate, including Indonesia. However, the celebration held is different for different countries. In the text, Mother Day celebrations in New Zealand, United Kingdom, and Mexico are presented. It is mentioned in the text that generally people often hoist the national flag on their houses and important buildings to honor their mothers. Students who are not yet familiar with this culture may be surprised since Indonesia does not celebrate in the same way, yet this is a good source to understand the cultures different to theirs. Specifically, it is discussed that people in New Zealand have picnics to celebrate Mother's day, people in the United Kingdom give flowers and cakes to their mothers, and people in Mexico play music and give traditional food to their mothers. These differences raise students' awareness of differences towards cultures.

Perception of Students and Teacher towards the Cultural Contents *in English on Sky*
The second research question aims to reveal teachers and students' perception towards the role of the textbook in delivering ICC in instruction. The findings are presented below.

Students' Perception on Cultural Contents in the textbook English on Sky
In addition to the content analysis, the results of the questionnaire given to students are presented below

Table 2. Questionnaire Results

No	Item	%
1	Cultural knowledge contents are included in most reading texts, dialogs, pictures, and tasks.	73.33
2	The cultures of English-speaking countries are mainly focused upon.	78.33
3	A variety of different cultures were presented.	80.00
4	Compared with cultural learning, the tasks were designed with a focus on linguistic learning.	71.67
5	The cultures of non-English-speaking countries are mainly focused.	90.00
6	Indonesian/ local culture is mainly focused upon.	85.00
7	I want to learn cultural contents as well as linguistic knowledge.	91.67
8	It is very important for me to know the culture of English-speaking countries, such as England, America, and Australia.	85.00
9	It is very important for me to know the culture of non-English-speaking countries, such as Thailand, India, or Brazil.	53.33
10	It is very important for me to know about daily living and culture patterns, such as food, holidays, lifestyles and customs.	73.33
11	I can communicate with English native speakers at a better level if I know about their culture.	85.00
12	As an Indonesian, knowing our own culture is a "must"	88.33
13	Indonesian culture is necessary for me when I communicate with Foreigners	86.67
14	International culture is not very important for my English learning, so I am not interested in it.	50.00
15	There is no much chance for me to encounter the international culture for my future career. It's far away from my actual life.	90.00

The responses given are in line with the content analysis conducted. The majority of students agreed that the textbook *English on Sky* contains cultural elements. Moreover, they agreed that the cultural elements contained are various, thus, they are aware that the textbook contains local, target, and international culture. It can be seen from the items number 1, 2, and 3 which get high percentages. Related to the tasks (as can be seen in item 4), the majority of students (71.67%) stated that the tasks were designed to focus on linguistic rather than cultural contents. It is true that compared to reading texts, dialogues, and pictures, tasks occur less in terms of presenting local, target, and international cultures as can be seen in Table 1 (Summary of the Occurrence of Cultural Contents).

Related to students' views on the importance of learning cultural contents, 85% of students gave positive views on the importance of knowing the culture of English-speaking countries

(target culture). A quite average percentage of 53.33% is related to the urgency of learning international cultures. The students felt that international culture is not that important for them due the fact that there is no chance for them to encounter the international, and it is not related to their actual lives. This strong argument can be seen in item 15 which gets a high percentage of 90%. For local culture, there is no doubt that 83.33% of the students knew the urge to learn it.

In relation to English learning, the majority of students strongly agreed that they want to learn cultural contents as well as linguistic knowledge. Moreover, positive responses towards local (86.67%) and target cultures (85%) were received. They agreed that Indonesian culture is necessary to communicate with foreigners, and they can communicate with English native speakers at a better level if they know about their culture. However, the students agreed that international culture is not very important for their English learning. As a result, they become not interested in learning it.

Teacher's Perception on Cultural Contents in the Textbook English on Sky
In line with the results of previous content analysis and students' questionnaire, teacher voices show that the textbook *English on Sky* contains various cultural elements (local, target, and international culture).

> *"...kebanyakan memang budaya lokal, kemudian juga ada budaya target. Kalo budaya Internasional, menurut saya tidak ada."* (the textbook mostly contains source culture, then target culture also exists, but in my opinion there is no international culture)

The teacher stated that the main focus in the textbook is on local culture. The topics are various such as popular places, tourism attractions, and games. The second place is on target culture. Meanwhile, the textbook contains almost no international culture. This reflects that since the occurrence number of international culture contained is less, it is not being much on the spot by the teacher, yet the international culture occurs in the textbook as previously presented in table 1.

In order to find out whether the textbook *English on Sky* suits the islamic context of the school, the teachers were asked about any related materials they need to omit in instruction.

> *"...budaya lokal di Indonesia juga kebanyakan tidak bertentangan dengan nilai-nilai Islam. Kalo untuk ilustrasi budaya luar juga banyak ya disini. sejauh ini masih dalam kategori sopan dan anak-anak juga sejauh ini juga mengerti kalau yang ditampilkan disitu bukan muslim."* (...most Indonesian cultures do not conflict to Islamic values. Many illustrations about target culture are contained, but so far they are categorized as acceptable. The students also understand that those cultures do not belong to Muslim)

The answers show that the textbook suits the context of learning very well since there is no material removed. The teacher mentioned that the source culture contained in the textbook did not contradict the value of Islam, and the illustrations presented were categorized as acceptable. Besides the source culture, the target culture is presented in the textbook through appropriate

pictures, texts, and dialogs so that the students respect the culture very much. They also understood that those target cultures do not belong to Islamic values. Since the textbook contains high numbers of local culture, Indonesia culture, and since the majority of culture in Indonesia does not conflict with Islamic context, all materials contained become relevant. In addition, the teacher mentioned that the existence of various cultures which show a variety of cultural elements serves an important function as increasing the value of students' tolerance for cultures which are not the same as the culture they own.

> *"...ini juga meningkatkan toleransi karena kan kita di Indonesia juga tidak semuanya muslim jadi kita juga harus menerima."* (...it increases tolerance since in Indonesia many religions exist)

From the response, it can be seen that the existence of Indonesian culture, which also contains many varieties of ethnic, customs, and values, helps students to be open to the existence of other cultures (target and international cultures) and their tolerance increases. Thus, the findings mean that cultural elements contained have positive impacts to students' awareness of cultural diversity. Instead of judging and removing the materials, it needs to be delivered in order to open students' eyes to cultural diversity not only in Indonesia but also to various cultures in the world.

Moreover, the teacher strongly agreed that learning language means learning the cultures since language is a product of culture. They thought that delivering linguistics elements only does not contribute well to students' communicative competences. Meanwhile, delivering cultures in language learning have positive effects on students' communicative competence. In response to the cultural elements contained in *English on Sky*, the teacher expected that there will be more target and international cultures, if possible, presented in the revised version of the textbook. This is due to the fact that many students asked about them in the classroom, and some students may want to continue their study abroad in the future. By mastering ICC skills containing diversified culture, it is expected that students will be assisted a lot in communicating to people from different culture and functioning well by owning communicative competence in life.

There are two main findings highlighted in this research. *Firstly*, the textbook *English on Sky* contains three types of cultural elements (local, target, and international cultures) as proposed by Cortazzi and Jin (1999) in the reading texts, dialogs, pictures, and tasks. Secondly, the content analysis conducted, questionnaires distributed to students, and the interview conducted to the teacher proves the fact that the textbook functions as a tool to deliver ICC in English instruction. The following paragraphs discuss each finding.

To begin, the first finding shows that the occurrence of culture types contained in the textbook is unbalanced. The result is aligned with Silvia (2015) who found out that in *English on Sky*, the most prominently culture presented is source culture, followed by target culture, and international culture contents. In line, Yansyah (2017) figured out that there is an unbalanced proportion and presentation of local and target culture in sentences and pictures contained in the same textbook. However, even though the number for each culture occurrence is not balanced, the variety of culture presentations still suits the needs of learners who feel the urge of learning cultures in language. Regarding this, Sugianto and Wirza (2021) revealed that the variety of

cultures presented in an Indonesia commercial English textbook for vocational school can assist the delivery of students' ICC. Similarly, Setyono and Widodo (2019) found that the representation of cultures in English textbooks in Indonesia is diversified and encourages students to have high tolerance.

This is also corroborated by Cortazzi and Jin (1999) in that integrating various cultural elements in language learning is crucially important; therefore, the target culture should be taught along with the teaching of the target language. In addition, the language should also enable non-native speakers to describe their own norms and culture by using this international language since English nowadays is considered as an international language or a Lingua Franca (McKay, 2003).

Based on the findings that have been explained, the type of culture prominently presented is the source culture. It is in harmony with many studies on culture types contained in English textbooks that revealed that source culture is mostly presented. Dahmardeh and Kim (2021) found out that source culture is favored in coursebooks used in schools of Iran. In addition, Xiang and Yenika-Agbaw (2021) revealed that the English textbook in ethnic Mongol in China contains various cultures from many countries, however discourses in the textbook mainly represents inner circle countries.

Regarding the issue, Byram and Morgan (1994) argued that even though learners are good and proficient in learning the target language, their learning process is constantly affected by the cultures of their native languages. By not denying students' native language culture, their own identity is not denied too. Integrating students' cultural background into various learning materials encourages learners to communicate to others about their own culture by using the target language. In addition, the finding is consistent with Widdowson (1998) who stated that delivering materials integrating source culture may help students to be able to activate their local knowledge such as being familiar with preoccupations and customs of the community they live in.

The next type of culture prominently presented in the textbook is the target culture. Even though the previous discussion encourages the integration of different cultures in textbooks, McKay and Bokhorst-Heng (2017) suggested that the inclusion of culture from countries using English as the local language can cause students to discontent with their own culture. It can lead students to have a sense of dissatisfaction with their own culture and judge their source culture against the western culture. Thus, McKay and Bokhorst-Heng (2017) encouraged that English learning should be in the context of learners' country and culture.

However, at the same time, many researchers have suggested that integrating cultural aspects in the textbook and teaching materials gain students' competence to communicate and interact in foreign language. Similarly, Brown (2007) mentioned that the knowledge about target language culture is a crucial factor contributing to the success of English learning and teaching in a contextual and meaningful way. Intercultural communication competence enables students to communicate effectively in intercultural contexts and to comprehend communication patterns, expectations, and interpretations of others.

Next, regarding the role of the textbook in assisting ICC and even though there is an unbalanced

proportion of culture types contained, the findings from the teacher interview indicate that the textbook *English on Sky* can assist the delivery of ICC in English language teaching and learning. The teacher using the textbook teaches by using culture based teaching by emphasizing on different cultural topics delivered through the textbook. This finding is contrary to that from Silvia (2015) mentioning that *English on Sky* does not qualitatively achieve ICC due to its artificial content instead of substantial. These contradictory results may be affected by some other factors – one of which is the teacher factor.

McKay (2003) argued that teachers should be able to select appropriate pedagogy that meets the needs of learners, including choosing suitable textbook topics. That the textbook contains high numbers of local cultures ease teachers to deliver ICC in the classroom. Local literature such as cultural, aesthetic, religious, and socio-political experiences serve as a tool to express students' identity and can then be communicated to the global community. Additionally, it increases students' knowledge development as well as awareness of other cultures (Cortazzi and Jin, 1999).

In the EFL Indonesia context, specifically since the current curriculum (*Kurikulum Merdeka*) expects students to perform and live well in a global and industry context where intercultural interaction involves, teaching culture integrated in English learning can facilitate this need. Tedjasukmana (2013) stated that English is a mediator to promote the unity of different ethnic groups in Indonesia and is able to expose the students to have a global perspective about the diversity and how to live with it. Furthermore, the textbook assists ICC delivering in that it integrates language and cultures which the teacher also emphasizes in the teaching process, fosters explicit connection between language and cultures, and emphasizes the learning context to intercultural communicative competence rather than native-speaker competence. Thus, these result in students' ability to interact with people from different cultures (Byram, 1997). EFL teaching and learning experience should be able to facilitate learners to communicate in a multicultural world by equipping the class with different intercultural perspectives.

Finally, both the teacher and students recommend that it will be more suitable if the textbook contains more target and international cultures in order to meet the students' needs. In using learning materials and developing the materials in teaching practice, the students' needs should be accommodated. Textbook evaluation is inevitably subjective, that it 'focuses on the users of the materials' and attempts to measure the potential or actual effects of the materials on their users. Thus, some adaptation by adding materials outside the textbook is an alternative way teachers can choose in delivering cultural contents in teaching and learning practices.

CONCLUSION
The textbook *English on Sky* is considered suitable for the students in grade 8 of junior high school in Islamic boarding school context, and the textbook is a good source and tool to assist ICC in language learning. This is due to the fact that the textbook consists of different types of cultural elements: source culture, target culture, and international culture. Even though the presentation of each type of culture is not balanced, indeed there is no theory suggesting they should be quantitatively balanced, the teacher's emphasis on cultural aspects while delivering learning materials can promote ICC in learning. Thus, students' awareness on their own culture and the culture difference to theirs (target and international culture) can increase. As a result, students can function effectively in regional and global context.

Based on the findings, discussion, and conclusion of this research, first, it is suggested that English materials developers, especially English textbook authors include and vary more target and international cultures in the English textbook. In addition, it is suggested that culture should be delivered in a non-judgmental way, like the one in the textbook *English on Sky*, where all cultures are treated equally, and students are led to have tolerance to diversity not only to foreign culture but also to Indonesian culture which also varies. Furthermore, for future research, classroom observation and analysis on how the textbook is used in the classroom to deliver ICC is recommended so that the textbook can be employed to fully support ICC in language learning.

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THE CORRELATION BETWEEN UNIVERSITY STUDENTS' PERSONALITY AND MASTERY OF WRITING SKILLS

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Abstract

This study seeks to examine whether university students' personalities and writing skills are correlated. This study used correlational research as its methodology. The researchers examined two variables, university students' personality and writing skills, to establish a statistical correlation between them. This study's respondent sample consists of 38 students majoring in English education. This study was conducted in the English Education Department of Universitas Tidar's Faculty of Teacher Training and Education. Using an International Personality Item Pool (IPIP) questionnaire makes it simple to ascertain the personality scores of each respondent, regardless of whether they are high-extroversion or low-extroversion learners. In addition, the participants' writing skills were shown by their mid-semester essay writing course test scores. Quantitative data exists for both extroversion and writing scores. Therefore, Pearson product-moment and SPSS were used to analyze the data. Based on the results of this study, the researchers conclude that there is only a weak correlation between university students' personalities and their mastery of writing skills. Because the findings of this study contrast with those of other studies, it is hoped that further research will be conducted to provide a more nuanced and comprehensive understanding.

Keywords: *Students' Personality, Writing Skill*

INTRODUCTION

Four skills should be mastered in learning English, such as listening, speaking, writing, and reading. Among these skills, writing is one of the most important. According to Said (2018), writing is a crucial skill for the acquisition of the English language because vocabulary and grammar can be enhanced through effective writing. Writing is not only an important component of learning in the classroom, but students also seek to apply their writing skills to their

academic and personal lives. In addition, it is emphasized that writing plays a crucial role in the production of global knowledge-mediating languages (Fareed et al., 2016). Through writing, students learn everything and can freely express their thoughts and feelings to others. If learners cannot verbally communicate their perspective, belief, or emotion, they can do it in writing. Learners can improve their written expression of their thoughts, opinions, and emotions and revise their work before it is read by others. Then, writing enhances their learning and understanding (Kafryawan, 2020). It encourages conversation and makes room for contemplation. According to Baron & Byrne (1987), writing is the formation or production of visual symbols on the surface of a flat object. Writing in the upper class, such as among university students, involves more than the random arrangement of graphic symbols. It should adhere to a specific pattern for forming words and sentences, arranging them in a particular sequence, and connecting them.

Students find it challenging to write in English since it demands much practice, a wide vocabulary, and perfect grammar. It also requires focus, intelligence, and perseverance (Dhanya & Alamelu, 2019). In addition to having trouble expressing their views in the text (Bilal et al., 2013), students frequently struggle with vocabulary grammar, and syntax (Fareed et al., 2016). Sometimes, internal elements, such as the students' personalities, affect their writing abilities (Faisal, 2019). Personality traits contribute to a language learner's success (Brown, 2000). Each student has a distinct personality that differs from that of other students, which frequently poses a challenge because different learning outcomes are expected of each student (Dewaele, 2005). Extrovert and introvert personalities are examined in this article since they are the most-studied personality traits in language education research.

An extrovert, as defined by Zhang (2009), is someone who would rather focus on the actions of others than reflect on his feelings and ideas. A person who is an extrovert learns about the world mostly via their interactions with others and through shared experiences, rather than through introspection or analysis. An introvert, on the other hand, is more focused within than outward and is often reserved and reluctant to participate in group activities or speak in front of a crowd. Similar to how Brown (2000) characterizes an introvert, an extroverted person needs the approval of others to feel complete. The difference between an extrovert and an introvert is the degree to which the former finds meaning and completion in things other than the approval of those around them. They need the stimulation of others to function, hence extroverts are often the last to leave a party. The opposite is true for introverts, who thrive with minimal social interaction outside of a tight-knit group of friends and alone time (Adamopoulos, 1982).

Learning a new language has always favored extroverted people. According to linguists like Brown (2000), extroverts are superior language learners because they have more chances to use the provided data and produce more output, making them better able to learn the language. Extroverts, who tend to be more successful overall, should have an easier time picking up a new language than introverts. "Extroversion is harmful to language development," Cook (2002) writes. Compared to introverts, extroverts have lower levels of cortical arousal, making them more vulnerable to mental distractions. Furthermore, introverts have a longer memory span than extroverted people do (Eysenck et al., 1981). In addition, Eysenck & Eysenck, (1985) discovered that introverts outperform extroverts in written research exams, which suggests that introverts are stronger language learners. The differences in behavior between the two groups

can be traced back to these innate distinctions.

Different personality types tend to have varying degrees of success in writing, according to several studies. According to Sangkala, (2012), Students' Extraversion personality trait correlates significantly with their writing ability in the second semester of university. Research from Aquariza & Authar (2020) demonstrated that introverted student tends to write chronologically and in-depth, whereas extroverted student tends to write concisely and expressively. Students' ability to write persuasive essays also correlates with their level of extroversion, as suggested by the research of Marwa & Thamrin (2016). More extroverted students received a perfect score on the argumentative essay than introverted students. However, research (Zainuddin, 2016) found that introverted EFL students outperformed their extroverted peers in sentence production (syntax). In addition, they showed introverts outscored extroverts significantly in all writing components, except the grouping and structuring of their writing (Boroujeni et al., 2015). Additionally, introverted personality types have superior writing skills compared to extroverted personality types (Sutrisno et al., 2018). In contrast, Azzuhria (2017) found no correlation or influence between personality type and the writing performance of undergraduate EFL students. Similarly, Zafar et al. (2017) revealed that students with high extroversion scores perform better in speaking and reading, whereas introverts perform better in listening. However, none of these personality traits was significantly correlated with writing ability.

Since earlier studies have yielded conflicting results, the current investigation investigates whether there is a correlation between students' personalities and their skills in writing across a range of instruments and subjects. This research is essential because it is anticipated that by understanding their personality type, students will be able to improve their ability to write and their writing performance. In addition, teachers can use this knowledge to motivate students with various personality traits to write more and to modify class activities with appropriate strategies to improve students' mastery of writing skills during the learning process. This is because teachers should give more attention to writing and provide effective teaching and learning techniques to enhance student skills (Wahyuni et al., 2020). Therefore, the goal of this study is to determine whether there is a correlation between the personalities of English Department students at Universitas Tidar and their mastery of writing skills. This research is expected to be beneficial for further research, especially regarding the students' personality and writing skills.

METHODS

Regarding research studies, methodology is strongly associated with them. A research method, according to Sugiyono (2011) is a scientific strategy for collecting data for specific purposes. It is a crucial component that cannot be eliminated from a research study. In this study, correlational methodology was utilized. The correlation method investigates the association between variables (Arikunto, 2007). The statistical correlation test is used to define and assess the level of correlation (or relationship) between two or more variables or score sets in correlational research designs (Creswell, 2012). Researchers in this study did not seek to manipulate or control any of the variables. However, they used correlation statistics to find an association between the participants' scores on two or more measures. Students from Universitas Tidar in Magelang, Indonesia comprised the research population. Thirty-eight English Education majors were selected as representative samples. They come from different backgrounds and have unique personalities. All of them consist of 19- to 22-year-old males and females.

Twenty-five items from the International Personality Item Pool (IPIP) indicators questionnaire were used in this research (Akhtar & Azwar, 2018). It consists of questions about personality traits to determine the extroversion score of the participants. Participants with low extroversion scores will be classified as introverts, while those with high scores will be classified as extroverts. The participants' writing abilities were determined by their mid-semester test scores in an essay writing course. Data on extroversion and data on writing skills are thus both quantifiable. There were two stages of analysis for these data. At first, we had to manually assess and merge the data from the personality questionnaire with the students' writing results. The data was then analyzed using Pearson Product Moment to establish a correlation between the variables of interest. The data was analyzed using two ways, using manual and SPSS version 25. The answer to the problem is derived from a comparison of the Null Hypothesis (H0) and the Alternative Hypothesis (H1). In this study, we hypothesize as follows. Two hypotheses are tested: (H1) University students' personalities have a correlation to their mastery of writing skills, and (H0) University students' personalities do not have a correlation to their mastery of writing skills.

FINDINGS AND DISCUSSION
After the researcher gathered the data, the students' extroversion scores from International Personality Item Pool (IPIP) questionnaires and their writing scores are presented in the table below:

Table 1. The Student's Result

Respondents	X	Y	X2	Y2	XY
Student 1	12	70	144	4900	840
Student 2	15	57	225	3249	855
Student 3	18	70	324	4900	1260
Student 4	14	70	196	4900	980
Student 5	13	85	169	7225	1105
Student 6	22	67	484	4489	1474
Student 7	12	82	144	6724	984
Student 8	16	70	256	4900	1120
Student 9	16	73	256	5329	1168
Student 10	15	88	225	7744	1320
Student 11	19	80	361	6400	1520
Student 12	15	80	225	6400	1200
Student 13	13	88	169	7744	1144
Student 14	12	67	144	4489	804
Student 15	18	83	324	6889	1494
Student 16	18	80	324	6400	1440
Student 17	18	78	324	6084	1404
Student 18	10	85	100	7225	850
Student 19	17	82	289	6724	1394
Student 20	9	67	81	4489	603
Student 21	12	77	144	5929	924
Student 22	22	79	484	6241	1738
Student 23	15	78	225	6084	1170

Student	∑X	∑Y	∑X2	∑Y2	∑XY
Student 24	9	82	81	6724	738
Student 25	14	86	196	7396	1204
Student 26	9	90	81	8100	810
Student 27	17	84	289	7056	1428
Student 28	16	80	256	6400	1280
Student 29	17	90	289	8100	1530
Student 30	7	83	49	6889	581
Student 31	16	72	256	5184	1152
Student 32	15	90	225	8100	1350
Student 33	20	77	400	5929	1540
Student 34	18	73	324	5329	1314
Student 35	15	85	225	7225	1275
Student 36	14	83	196	6889	1162
Student 37	18	70	324	4900	1260
Student 38	15	75	225	5625	1125
N	**∑X**	**∑Y**	**∑X2**	**∑Y2**	**∑XY**
38	**571**	**2976**	**9033**	**235304**	**44540**

By utilizing Pearson Product Moment formulas (Ary et al., 2010), here is the description of each symbol used in the table above:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{N}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{N}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{N}\right)}}$$

Where:
r = Pearson r (correlation coefficient)
N = total of the students
X = distribution of students' extroversion scores
Y = distribution of students' writing skills
∑X = sum of students' extroversion scores
∑Y = sum of students' writing skills
∑X2 = sum of the squared scores in X distribution
∑Y2 = sum of the squared scores in Y distribution
∑XY = sum of X and Y distribution

The purpose of this study was to discover whether there is a correlation between university students' personalities and their writing skills. The Pearson Product Moment was employed to establish a correlation between the two quantitative data sets. The analysis of Table 1 concluded that N (38), X (571), Y (2976), X2 (9033), Y2 (235304), and XY (44540). Finally, it was determined that the correlation coefficient (r) had a value of - 0.177. To increase the validity of the result, the researcher also evaluated the data using SPSS as shown in the table below:

Table 2. Correlation

		Extroversion	Writing Score
Extroversion	Pearson Correlation	1	-.177
	Sig. (2-tailed)		.287
	N	38	38
Writing Score	Pearson Correlation	-.177	1
	Sig. (2-tailed)	.287	
	N	38	38

Based on the results above, the researcher then interpreted the correlation coefficient based on Dancey & Reidy (2007), as shown in the table below:

Table 3. Interpretation of Pearson's Correlation Coefficients

Correlation Coefficient		Interpretation
+ 1	- 1	Perfect
+ 0.9	- 0.9	Strong
+ 0.8	- 0.8	Strong
+ 0.7	- 0.7	Strong
+ 0.6	- 0.6	Moderate
+ 0.5	- 0.5	Moderate
+ 0.4	- 0.4	Moderate
+ 0.3	- 0.3	Weak
+ 0.2	- 0.2	Weak
+ 0.1	- 0.1	Weak
0	0	Zero

According to the numbers, the calculated range for the correlation coefficient is between -0.1 to -0.2. Consequently, the coefficient is suggestive of a "Weak" correlation. The correlation between university students' personalities and their writing skills is weak at best. Furthermore, the finding reflected a negative direction for the association investigated. According to Arkkelin (2014), whether the r value is positive (+) or negative (-), the sign of the r value makes the direction very evident (-). When one variable predicts another positively, it suggests that the two are highly correlated. A negative correlation, on the other hand, indicates a correlation between extremes of one measure and the other. In this analysis, the correlation coefficient is -0.177. It indicates that students with high personality scores also tend to have lower writing abilities, and vice versa. However, this correlation is still classified as "Weak," with zero being a plausible interpretation. Based on the explanation, it can be concluded that the alternative hypothesis (H1) is still accepted, while the null hypothesis (H0) is rejected. Therefore, university students' personalities correlate with their mastery of writing skills.

As explained previously, personality can be classified into two categories: extrovert and introvert. Each category possesses characteristics. However, the instrument used in this study, the IPIP personality questionnaire, only gives a score in the form of extroversion. Nevertheless,

the extroversion score presented by this questionnaire has already related to the quantity and intensity of interpersonal interaction, the activities carried out, the need for stimulation, doing things that please, social interest, and confidence. Based on IPIP-Big Five Factor Markers 25, individuals with a high score tend to be active, optimistic, sociable, and enthusiastic and prefer large groups. These characteristics represent someone who has an extroverted personality. On the contrary, individuals with low scores tend to be introverted, quiet, authoritative, focused on tasks, and prefer standing alone or with a few close friends (Akhtar & Azwar, 2018). These characteristics are also closely related to someone who has an introverted personality. That means when person A gets a higher extroversion score, a higher possibility that he/she is an extrovert. In other words, an individual who got a high score can be considered an extrovert and the other who got a low score belongs to an introvert.

Compared to the previous study, such as Marwa & Thamrin (2016) which successfully demonstrated that more extroverted students earned greater argumentative essay grades than introverted students. Also, according to a 2016 study by Zainuddin, introverted EFL students build sentences better than extroverted EFL students (syntax). Both previous studies can successfully determine whether extroverts and introverts have a certain influence on writing skills. Meanwhile, this present study only limited the fact that students' personality correlates with their mastery of writing skills. This present study needs to answer the question about which is superior between introverts and extroverts in a particular writing skill. It is clear from this study's result that the more students' extroversion scores, the less their writing mastery. On the other words, high-extroversion score students have better writing skills than low-extroversion scores, even though it is so subtle. In addition, Brown (2000) suggested that extroversion plays a role in the development of general oral communicative skills, which is dependent on face-to-face interaction but not on listening, reading, and writing. Since the correlation between the two variables is "weak," this finding shows that the hypothesis contradicts the findings of this theory, although not significantly. This study's findings are consistent with those of Zafar et al. (2017) and Azzuhria (2017), who found no significant correlation between writing abilities and personality traits. Therefore, future comprehensive studies with a larger and more diverse sample size are required to produce clearer and more extensive findings on this topic.

In conclusion, where there is a correlation between the two analyzed variables that indicated the high-extroversion score students have better writing skills than low-extroversion scores, the researcher suggested some implications of the results of this study to language teaching. Firstly, the teacher does not just teach in class but also must be able to identify the personality of the students that unquestionably various backgrounds and provide what students need based on the results of observations of their personality. In this case, it means that the teacher must choose the right teaching approach by considering the differences in the personalities of these students. But it does not mean that teachers can teach by discriminating against them. The teachers should consider equality and togetherness. If necessary, teachers can try many learning strategies until they find which strategy is most suitable and effective, in this case, for teaching writing. Apart from that, teachers can also try to look for other factors that affect students' mastery of writing skills, since the results of this study only showed a "weak" correlation between students' personality and their writing mastery.

CONCLUSION

The results of this study indicated that there is a correlation between university students' personality and their mastery of writing skills. According to the analysis, the correlation coefficient indicated on - 0.177 value. H1 is proven to be accepted, but the correlation between the two variables is still relatively weak. In addition, since the correlation coefficient is negative, it means that the high-extroversion score students have better writing skills than those with low-extroversion scores. Still, further research is needed to make a clearer and broader analysis since this study showed a contrasting result to some studies. It is also hoped that with this research, teachers can become good facilitators for their students. The teacher can provide learning strategies that adapt to all the personalities of students in their class so that they can produce effective learning, especially teaching writing.

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ONLINE AND OFFLINE READING MATERIALS FROM STUDENTS' PERSPECTIVE

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Abstract

In this digital era, reading can be done anywhere and anytime. Nowadays, with the rapid development of technology, there are many learning sources available on online platforms such as websites. As a result, it also affected students' habits in reading. Moreover, reading online is different from reading offline. In reading offline, the students need printed reading materials such as books, novels, newspapers, or magazines. However, offline reading does not need any printed materials, except a computer, laptop, or smartphone. Students often have difficulties in choosing their reading materials when they are given the freedom to choose their materials from online or offline sources. In this article, the researcher aimed to find out the students' perspective on reading using online and offline materials as well as its benefits and drawbacks. This research used a descriptive qualitative research method. The researcher obtained the data from questionnaires, interviews, and field observation. There were 25 students involved in this research. The findings indicated that students usually read in their free time, they are familiar with e-book materials, students' reading motivation is affected by the formal features of a book, the printed book is easier to understand, both online and offline materials are interesting, the online platform is more update in giving news, and they like to read a book from both Indonesian and foreign authors.

Keywords: *Online, Offline, Reading materials*

INTRODUCTION

Reading is one of the skills that should be acquired by students in mastering English proficiency. In this digital age, the rapid growth of technology cannot be avoided. Thus, it also affected people's reading habits. Reading can be done not only through printed materials. The presence of electronic reading or e-reading has changed people's reading habits. Nowadays, they can

read through their laptops, smartphones, or tablets. In today's digital age, the nature of reading printed paper is shifting because of the escalating presence of e-reading or electronic reading (Tajuddin & Mohamad, 2019). It is in line with (Dahlstrom et al., 2013) study that 70% of undergraduate students around the world use laptops, 59% use smartphones, and 35% use tablets in class for academic purposes.

In Indonesia, reading plays an important role as one the of ways to measure students' understanding of English competency. It is expected that the existence of e-books will assist students in obtaining more resources escalating their reading competence. Ready access to academic e-books is also improving, although title availability is not sufficiently ubiquitous, and licensing arrangements are too challenging to make academic e-books a comprehensive solution for academic libraries at present (Walters, 2013). Both printed and e-books complete each other to provide detailed resources.

The teaching of reading at the university level nowadays also started to integrate printed and screen reading materials. The reason behind this is because of the easy access to technology where both students and lecturers are engaged in the use of technology. (Rockinson- Szapkiw et al., 2013) described how university students are increasingly using e-books rather than printed paper. It is due to the development of technology, and it automatically also influences how they learn to read. Besides, e-books provide an effective way of reading where students can read anywhere and everywhere. There is no barrier for them to access reading materials. Moreover, e-books are available online and can be accessed 24/7 from one's laptop or desktop, and more than one person can access the same e-book at any one time (Tajuddin & Mohamad, 2019). Moreover, online reading is an important skill for foreign language learners since there are many reading materials provided online (Son, 2013).

There have been several studies that supported the increase in the use of screen reading. A study by (Mangen et al., 2019) recommended that reading through computers had a good impact on the eyes because of the nature of the screen. (Rockinson- Szapkiw et al., 2013) described how electronic documents that optimize hypertext and multimedia to engage students can lead to improved learning outcomes. In addition, (Staiger, 2012) reviewed studies on the usage of e-books among academic communities and found that there is an agreement among the readers on the benefit of being able to access e-books from anywhere, at any time.

E-books provide several benefits for the readers. On the contrary, some people propose that screen reading materials are not efficient for reading materials and they prefer to read printed materials to comprehend the materials. The research by (Rockinson- Szapkiw et al., 2013) revealed that students chose to read e-text due to its cost and portability, yet the remaining students in the same study preferred to read printed text due to familiarity with print versions and the ability to highlight text and jot down their footnotes. It means that not all students agree that e-books or e-texts will ease them in comprehending reading materials.

The choice to use printed or screen reading materials is not only about its effectiveness and how students comprehend the materials. Recent studies prove that paper still continues to be the preferred means for reading activities (Solak, 2014). However, it is also related to health, when students engage too long with the screen, it will affect their eyes condition. The computer screen itself is not good for the eyes because the screen resolution, backlighting and LCD (liq-

uid-crystal display) screen that projects an adverse effect to students' visual processing of text (Mangen et al., 2019). Besides, the students disliked reading hypertext on computer screens and cited eyestrain, font size, web page backdrop colors, inability to take notes, and skipping lines as factors impacting their online reading performance (Son, 2013). The study concluded that laptops and desktop computers may not be much better for reading.

There are several studies conducted to dig more information about students' preference on reading printed version. (Tajuddin & Mohamad, 2019) conducted a study for several art students about their reading habits. The result found that students prefer to print e-books because it is difficult for them to comprehend the reading materials and computers strained their eyes. The research also concluded that many students found printed documents are easier to map-read and missed the ability to browse print books and journals. Some people say that reading an e-book is not like reading a printed book because the sensations when reading a printed book, such as the smell of the book, the weight of a book, the feeling when opening the next page, are missing when they read an e-book (Srirahayu, 2020). It is also in line with (Kuzmičová et al., 2017) that actions like turning a page or feeling the paper of a book produce a multisensory experience that increases the cognitive, affective, and emotional insertion in the subject matter. The changing nature and circumstances of reading, as digitization is growing, is a subject of debate that might influence our reading process (Bresó-Grancha et al., 2022).

This research aimed to find the result of students' perspectives of reading using printed and screen versions. It is expected that the result will be able to help both students and teachers in finding appropriate and suitable reading materials.

METHODS

This research used a descriptive qualitative research design. The design follows the requirements proposed by Bogdan and Biklen (1992) which has an actual setting as a direct data source. The researcher serves as the key instrument in this research. This research is descriptive because the data are in the form of words recorded in interview transcripts, field notes, and personal documents. The researcher used a descriptive method to collect information and provide an overview of the student's views about online and offline reading materials. The participants of this study were 26 students from the third semester of the English Department involved in this study. In this study there are two instruments used, they are questionnaires and interviews. A questionnaire is a data collection method that is carried out by providing a series of written questions to be answered by the respondents. The questionnaire consisted of 10 open-ended questions aimed at collecting data from each participant. The questions in the questionnaire include the perceptions of English Education students about online and offline reading materials.

FINDINGS AND DISCUSSION

The result of the questionnaire is various based on students' experiences in learning reading.

Table 1. Result of questionnaire

Statement	SA	A	D	SD
I like reading in my leisure time.	26.9%	65.4%	7.7%	-
I usually read the book in electronic version (E-books)	23.1%	46.2%	23.1%	-
Formal features of a book (thickness, font size, illustrations, etc.) affect my motivation in reading	38.5%	57.7%	-	-
I like reading a printed version of book because it can be understood easily	26.9%	57.7%	11.5%	-
Online articles or books are more interesting.	7.7%	61.5%	26.9%	-
Reading a printed version of book is boring	-	19.2%	53.8%	23.1%
I like reading news from online sources because it is more update	23.1%	65.4%	11.5%	-
I like reading textbook of foreign writers.	-	56%	40%	-
I like reading textbook of Indonesian writers.	30.8%	30.8%	7.7%	-

The table above only presents the data from the questionnaire. A detailed explanation will be given in the discussion below.

The total number of respondents who agree with the statement about reading in their free time was 65.4%. It means, most of the students agree to choose reading as their activity in their leisure time. Then, the next statement is about reading e-books. 46.2% of students agreed with this. This is due to the easy access to the internet, so they are familiar with the use of e-books in their daily activity. Most of their subject material is also provided in e-book versions. It is also supported (Son, 2013) that online reading is an important skill for foreign language learners since there are many reading materials provided online.

Furthermore, they also agree that the formal features of books influence their reading motivation. As many as 38.5% of students strongly agree and 57.7% of them agree with this statement. It proved that their reading motivation was mostly affected by the thickness, font size, and illustration of the book. From the interview results, they said that usually, they choose the book because of the title and the first cover of the book. Moreover, according to them, the interesting cover and title will attract them for further reading. It also works for choosing an e-book. (Budnyk et al., 2021) result of the study found that more than 70% of respondents said that a printed book is more convenient for the perception, processing, and memorization of information, 55.6% said that such reading "creates the feeling of a book", fascinates artistic design, etc.

Then, the statement about their preferences in reading printed books also obtained 26.9% strongly agree, 57.7% agree, and 11.5% disagree. Some students still prefer reading printed books to the electronic version. In the interview, they said that by reading printed books, they can underline and highlight important information easily. Thus, reading printed books gives them experiences such as touching and smelling the paper, and bringing it that they cannot find in reading e-books. The experience of flipping paper and physically touching the book directly is an experience that cannot be obtained from reading an eBook (Srirahayu, 2020). These recent

studies prove that paper continues to be the preferred means for reading activities (Solak, 2014).

On the contrary, some students said that they prefer e-books or online articles to printed versions. The distribution of percentage is 7.7% strongly agree, 61.5% agree, and 26.9% disagree with the statement. Reading e-books are more practical since they do not need to bring the book. The students can open the file of reading materials from their smartphones or laptops. A study done by (Rockinson- Szapkiw et al., 2013) revealed that students chose to read e-text due to its cost and portability. Another study by (Noyes & Garland, 2006) proposed that reading from paper led to better information retention and knowledge. In addition, (Tajuddin & Mohamad, 2019) found that e-books are available online and can be accessed 24/7 from one's laptop or desktop, and more than one person can access the same e-book at any one time.

Next, the statement that printed book makes them boring obtained the highest percentage on the disagree option with 53.8% and strongly disagree with 23.1%. It means that according to them, reading printed books is not a boring activity or in other words, they are interested in reading the printed version. The result of (Rockinson- Szapkiw et al., 2013) stated that the remaining students in the same study preferred to read printed text due to familiarity with print versions and the ability to highlight text and jot down their footnotes. Some people say that reading an e-book is not like reading a printed book because the sensations when reading a printed book, such as the smell of the book, the weight of a book, and the feeling when opening the next page, are missing when they read an e-book (Srirahayu, 2020). However, 19.2% of the respondents agreed with the statement. It means that they are not interested in reading the printed version of the book since it leads to eyestrain in reading long text (Son, 2013).

In this digital era, people is easier to update the news from online media. According to students', they prefer to read news from online media since it is more updated. The highest percentage was the agreeing option with 65.4%, while strongly agree obtained 23.1%. It showed that they are already familiar with the use of online media to upgrade the news or information. However, 11.5% of the students stated that they disagree with the statement since they do not engage with their laptops or smartphones all the time. It was discovered that media technologies which are more impressive and efficient in the dissemination of information have continued to replace print methods of information delivery more rapidly (Anyim, 2021). Furthermore, students' responses toward the authors of the book also varied. It can be concluded that students are interested in both foreign and Indonesian books. By reading English books they improve not only their English reading skills but also their knowledge and general English skills (Zur et al., 2022).

All the data above is a good consideration for knowing students' reading perspectives through online and offline materials. The results are varied based on students' experiences in reading. Thus, analyzing students' reading preferences is important to help us decide on reading materials that are suitable for students' needs.

CONCLUSION
The findings of this study indicate that students' perspectives toward reading materials both online and offline are varied. They like to read in their leisure time. The reading materials also varied, several students preferred to read e-books, while the rest preferred to read printed book

versions. Based on the questionnaire and interview, the formal features of the book affect students' motivation to read. According to them, reading news from online media give more updated information for them than from printed media, such as magazine and newspaper. Moreover, they also like to read books by foreign authors, while the rest of the students often read books by Indonesian authors because they can understand the context easily.

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GROUP WORK FOR ENHANCING STUDENTS' UNDERSTANDING OF SIMPLE PAST MATERIALS AND DEVELOPING SOCIAL SKILLS

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Abstract

The teaching-learning process at schools has been a big challenge after the COVID-19 pandemic. Some of the various schemata before going to new material, material understanding, and social activities. This study tried to discover whether group work is effective in helping the students better understand the materials and being more active and sociable in class. This study was conducted for the sixth grade of SD Tarakanita Bumijo Yogyakarta in July-August 2022. This study would implement group work by conducting heterogeneous groups. The data gathered came from combined observation data, a quantitative questionnaire using a 5-point Likert scale, and reflection notes. After the data were analyzed, it was found that 1). this group work activity was influential in helping the students to get a better understanding of the material; 2) with this activity, the students learned, helped, and encouraged each other during the study time and project test time; 3) this group work activity was able to create good bonds for the students and their friends. They were not picky in socializing. They also felt closer after the group work. They learned together, helped each other, and most did not argue or fight during the group work. This research recommended that the teacher set the rules as clearly as possible to avoid the students playing around and set an exemplary communication environment before starting the group work.

Keywords: *Group work, Heterogeneous group, Observation, Quantitative data*

INTRODUCTION

Covid 19 pandemic has influenced all aspects of life, including education. During the pandemic, teachers and students were forced to have a limited teaching-learning process at home. Teachers should also find ways to enable students to learn effectively at home. In addition, engaging with transitioned and simplified curriculum in online or hybrid classes significantly impacted the stu-

dent's abilities. Not all students could absorb the lesson well during the online class. The learning process results vary and differ. Those who had access to educational resources differed from the ones who did not. They also developed less socialised personalities that influenced their relationship with their teachers and friends. This statement is per the situation that happened, especially in classes 6A and 6B at SD Tarakanita Bumijo. Based on observation conducted in two weeks, the students in both classes had various understandings of a lesson, even from the review materials. The material discussed was the development of Simple Past with to be, which had been taught previously in 5th grade. Regarding social skills, some remained silent or needed to mingle better with their friends.

The rapid change in the teaching-learning process will continue once we reach a new era after the pandemic. Today, teachers should find ways to provide better and proper teaching activities to balance the students' loss during the pandemic. Teachers should also consider the way sixth graders develop. Some of the sixth graders' characteristics are understanding abstract thought and solving problems more logically. Though they still have egocentric thoughts, they start to understand other people's perspectives. They want to solve their problem and work more freely. In addition, they like to make peer groups to play together. Some of them can tolerate and work together better than others (Astuti, 2016). As there are two significant problems dealing with cognitive and socialization after the pandemic, teachers should provide opportunities for students by actively involving them in the teaching process (Davis, 1993). In addition, Hall and Hewings (2001) suggested that learning a language is a process that develops through interaction between learners, teachers, texts, and activities. Thus, a collaborative environment helped students to be more active and creative (Murphy et al., 2005). One possible technique to be applied is group work.

Group work is a discussion of academic work that allows students to organize their thinking by comparing ideas and interpretations with each other and to express their understanding of a subject (Dunkin, 1987). Brown and Lee (2015) stated that group work is a generic term covering a multiplicity in which two or more students are assigned a task that involves collaboration and self-initiated language. There are four benefits of group work:

1. Group work generates interactive language.
2. Group work offers an embracing effective climate.
3. Group work promotes learner responsibility and autonomy.
4. Group work is a step toward individualizing instruction.

There are some more benefits of group work. Nelson-LeGall (1992) stated that engaging in activity and social support, in this case from friends, made the students think they could perform the task. Encouragement within the group is essential to keep them going and enhance their participation. In addition, Webb (1982) also mentioned that this group work lead the students to a higher level of thinking skills. When students usually listen and pay attention to the teacher and do the task, group work enables them to share their ideas, discuss, solve problems, and give and receive feedback from their group friends simultaneously.

However, some problems might be considered in group work, like the possible distraction, the ideal number in a group, and grouping itself. An Oracle study showed that the number of

distractions in English and Math lessons differs based on their task. The students might have 80% distraction as they work individually. When they work as a class or a registered group, they have 12 % distraction; when they work co-operative or in a small group, they have 9% distraction. Thus, the lowest level of distraction was found when the students were working in a group (Galton & Williamson, 1992).

Some problems might occur before and during grouping. Some students only wanted to work with friends they liked. Some who didn't have close friends might have yet to have their group. Some students were bossy, some were good leaders, and some were silent. That is why the chance of unequal working distribution was big, and some students with a weaker understanding might be left behind. Since there were differences in schemata, material understanding, and ways of socializing after the pandemic, teachers need to arrange groups and set the rules to create an effective study environment.

First, the teacher should remind the students that they work as a group and that what they achieve is not an individual but a group achievement. They should also take responsibility (Gödek, 2004).

Second, the teacher should arrange the group work. Research showed by Barr and Dreeben (1977) showed that teachers could arrange a group structure to avoid inappropriate talk. A study by Bennet (1993) showed that a standard group consisted of four or five students. Three students could isolate one student from joining the discussion, and more than five students made the task monitoring harder. The author also divided the group into two: homogenous, with almost the same ability students, and heterogeneous, with different students' abilities. Homogeneous groups brought advantages to high-level students. A heterogeneous group brought advantages to students with weaker understanding and, at the same time, created better interaction. That is why this study conducted heterogeneous groups.

Third, the teacher is a facilitator and supervisor. The group works with teacher supervision worked more successfully than the one the teacher did not help or supervise. In short, this study applied the three rules of group work.

Thus, this study tried to discover whether group work is effective in helping the students better understand the materials and be more active and sociable in class. Thus, the study aims to answer these questions :

1. Does group work give the students a better understanding of the material?
2. How does group work make the students have a better understanding of the material?
3. How does group work affect the student's relationship with their friends?

This study was conducted for the sixth grade of SD Tarakanita Bumijo Yogyakarta in July-August 2022. This study may contribute to giving a modified way to implement group work in primary schools, especially in Indonesia, and it may enrich existing research sources in English Language Teaching.

METHODS

This study implemented group work by conducting heterogeneous groups of four and five students. The teacher chooses the captains of the group, and they choose their friends based on the lottery. So the group consisted of high-level understanding and lower-level understanding students. According to Bennet (1993), heterogeneous groups brought an advantage to students with weaker understanding and, at the same time, created better interaction. It brought an effective exchange of opinion and collective thought, and the development of socio-cognitive conflict and problem-solving are expected in this group.

The students would have the same task, discuss, and work together to create the product and solve the problem. At the end of the group work, the students would reflect and share their feelings about the group task process. The teaching-learning steps are :

1. The teacher set the rules for the group work. Setting the rule is essential to highlight the bond of group work with clear rules like the score is a group score, so one's mistake is a group mistake, help each other, and many more.
2. The students and teachers review the use of simple past with to-be.
3. Six groups consisting of 4 students are assigned to work in a group. The group will study together for some time.
4. The group then will make ten numbers of fill-in-the-blank test paper; they should also make the key answers. The teacher will observe and assist them if they need help or check.
5. Each group will submit the test paper and randomly assign one of the other groups' test papers. Next, they will work together to solve the test paper.
6. The solved test paper is returned to the group that made it to be checked and scored.
7. After announcing the score, the students will share their experiences and feelings when assigned the task.
8. The students then fill in the questionnaire consisting of grading and open-ended questions, to individually answer these questions :
   a. Does group work give the students a better understanding of the material?
   b. How does group work make the students have a better understanding of the material?
   c. How does group work affect the students' relationship with their friends?
9. The author will score and analyze the data of the questionnaire.

This study combined qualitative and quantitative research. By combining these two methods, it was expected that more data could be analyzed and interpreted, leading to more effective results. In this study, the questionnaire was used to gather numerical data, while observation and reflection were used to see the behaviour and inputs.

Quantitative Questionnaire

Quantitative research sets out to gather data using measurement, analyze this data for trends and relationships, and verify the measurements made. Thus, quantitative data is used to analyze numerical data. In this study, the data was converted using the 5 Likert scales to acknowledge the Group Work activity. The five scales were described as follows:

Strongly Agree	(SA)	score 5
Agree	(A)	score 4
Average	(AV)	score 3

Disagree   (D)   score 2
Strongly Disagree   (SD)   score 1

The five-scale conversion used a Criterion-Referenced Test developed by Widoyoko (2009), as presented in the table.

Table 1. Referenced Criterion dan and Scoring

Quantitative Data	Score		Criteria
	Formula	**Average Score**	
5	$X > \underline{Xi} + 1{,}8\,S_{bi}$	$X > 4{,}2$	Strongly Agree
4	$\underline{Xi} + 0{,}6\,S_{bi} < X \leq \underline{Xi} + 1{,}8\,S_{bi}$	$3{,}4 < X \leq 4{,}2$	Agree
3	$\underline{Xi} - 0{,}6\,S_{bi} < X \leq \underline{Xi} + 0{,}6\,S_{bi}$	$2{,}6 < X \leq 3{,}4$	Average
2	$\underline{Xi} - 0{,}6\,S_{bi} < X \leq \underline{Xi} - 0{,}6\,S_{bi}$	$1{,}8 < X \leq 2{,}6$	Disagree
1	$X \leq \underline{Xi} - 1{,}8\,S_{bi}$	$X \leq 1{,}8$	Strongly Disagree

Description:

$\underline{Xi}$ (*Average Score*) = ½ (*Max score + Min score*) = ½ (5 + 1) = 3

S_{bi} (*Standar Deviation*) = ⅙ (*Max score - Min score*) = ⅙ (5 - 1) = 0,67
X = *Empirical score*

Average formula:
Average = $\frac{average\ score}{number\ of\ indicators}$

First, the formula worked to find the average score from the range score. Second, as the questionnaire indicators had been set, the average that played as the minimum score was found with the formulation. The standard deviation was the possible dispersion of the set of values. In this research, the group work would be stated as successful in helping students understand the materials and socialize better with a minimum score of "3.4" with an "Agree" predicate.

Observation
Observation has the fundamental function of seeing through behaviours during the activity. The teacher observed what happened before, during, and after the activity and took notes. In this study, observation was beneficial to see how the students interacted in the group, solved the problem, managed time, problems that appeared, and their strategy to finish the project. As the teacher has set the rules, their obedience can be seen from the observation. The data gathered from the observation proceeded to see the behaviour pattern and answer this study's problems.

Reflection
According to Goldie (2008), a reflective learning style can increase engagement with learning that surrounds complex relationships between clinical facts, clinical practice, and professional identity. Clandinin and Cave (2008) stated that reflection in the teaching-learning process was a learning environment, both physical and emotional space, that promoted students' awareness. In this study, the students took time to reflect and reflect on what they have done in group work activities. They answered the guided questions and freely wrote whatever they felt or got during

the lesson. The data gathered from the reflection answered the study problems and would be used as inputs and feedback for the teacher for the next group activity or other activities.

FINDINGS AND DISCUSSION
Activities
There were 62 students from 2 classes participated in this research. However, due to time limitation, the teaching-learning and testing steps were changed as follow:

Table 2. Changed Steps

Previous Steps	Adjusted Steps
Step number 4: The group then will make ten numbers of fill-in-the-blank test paper; they should also make the key answers. The teacher will observe and assist them if they need help or check.	Step number 4: The group then will make 10 numbers of fill-in-the-blank test paper; they should also make the key answers. The teacher will observe and assist them if they need help or check. The teacher then gives a score to the test paper they made.
Step number 6 : The solved test paper is returned to the group that made it to be checked and scored.	Step number 6 : The teacher graded the test paper. Next, the score of the test paper created by the students and the score of the answer sheet were combined to create the average score.

The time needed to be more because the students only had 70 minutes to study in a group and do the group work. Thus, the activities were adjusted.

Does group work give the students a better understanding of the material?
Based on the result of questionnaires 1-3, with an average score of 4.26, It was concluded that this group work activity was successful in helping the students have a better understanding of the material. The students could understand the material, and they had better scores. Since the group work project was to create test papers and keywords, the students felt they could deliver the task well. This finding follows Brown and Lee (2015) stated that some benefits of group work were generating interactive language, embracing affection, and individualizing instruction that supports the activity. In addition, Bennet's (1993) study found that heterogeneous groups helped the weak understanding of students. Furthermore, supervision from teachers would help create successful group work that resulted in better scores.

How does group work make the students have a better understanding of the material?
Based on the result of questionnaires numbers 4-5 with an average score of 4.33, the observation during group work activities helped the students better understand the materials. The students helped each other during the study time; the ones who mastered the materials helped the ones who did not. They reminded each other of the proper form of the Simple past. They also encourage each other to make proper test questions or answer correctly.

The results from the reflection questionnaire stated that group work learning and testing is fun as the students encourage, teach, and mentor each other. In this case, the heterogeneous group worked well, as how Bennet (1993) stated.

One student stated that what was more exciting was creating the test paper itself. It strengthens Murphy et al.'s (2005) theory that stated collaborative environment helps students to be more active and creative.

One student stated she became braver in voicing her opinion. Some students stated that as captains, they felt more responsible, and one captain stated it had boosted his social skills and leadership. He continued that this activity gave a unique spin on tests other than sitting in the classroom and doing the test by answering the questions provided. Brown and Lee (2015) stated that group work is a generic term covering a multiplicity in which two or more students are assigned a task that involves collaboration and self-initiated language with some benefits: Group work generates interactive language, embraces affective climate, promotes learner responsibility, and autonomy, and a step toward individualizing instruction, thus, how the students reflected on the activity following Brown's and Lee's (2015) statement.

How does group work affect the students' relationship with their friends?
Based on the result of questionnaire number 6-8, students' reflections on the questionnaire, and the observation notes. It was concluded that this group work activity was able to create a good bond for the students and their friends. They helped each other, and most did not argue or fight during the group work. They also felt closer after the group work.

One student stated that she did not master the material. However, surprisingly, her male friends patiently helped her to understand the materials, and others encouraged her to make the test questions. She felt happy when her group of friends clapped happily to congratulate her. Another student also stated that he felt happy knowing that his friends trusted his lead, and he learned how to be responsible in the group. The noisy members he thought would make a fuss turned out to be supported ones too. One of the smart students stated, that the group work activity did not make his score better, as he almost always had great to perfect sores, but it taught him to be more patient in assisting other friends who had difficulties and helping them made him happy.

Those reflections' findings followed Brown and Lee (2015), stating that some benefits of group work were generating interactive language and embracing affection. According to Gödek (2004), group work also helped shy or silenced students to join conversations and discussions. This collaborative work made the students get closer as they worked toward the same goal. Thus, they become more sociable. After some weeks of observation, the students changed attitude was observable. They were not picky with their friends, and they had better interactions.

CONCLUSION
One important note before conducting the group work is to set the rules as clearly as possible. The rules set in this research were: the score is a group score, so one's mistake is a group mistake, help each other, and penalty score for not accomplishing the task and messing around. These rules made the students aware of teamwork.

Based on the questionnaire, reflection, and observation data, group work gave the students a better understanding of the material. The students had a better understanding as in the group work, they helped each other during the study time, and the ones who mastered the materials helped the ones who had not. They reminded each other of the proper form of the Simple past.

They also encouraged each other to make good test questions or answer correctly.

Nevertheless, there were some points to be considered in conducting group work. First, the group activities can be varied based on the students' needs. Second, The time should be set longer, or the task can be more straightforward. Furthermore, as most students enjoyed this activity, teachers may consider group work in teaching-learning.

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APPENDICES
Appendix 1. Questionnaire and Observation Results

Table 3. Questionnaire Recap

No	Statement	Average Score	Predicate
1.	Group work makes me understand the materials better.	4,14	Agree
2.	I got a good or better score in Group Work.	4,35	Agree
3.	I was able to make and answer questions in Group Work.	4,27	Agree
4.	I'm happier when I study and do my tests with Group Work.	4,46	Agree
5.	I worked well with my group mates.	4,24	Agree
6.	Our group members help and support each other in doing our tasks.	4,33	Agree
7.	Our group members fought when we did the tasks.	1,42	Disagree
8.	I am closer to my friends after Group Work activities.	4,14	Agree

Appendix 2. Observation Recap

Table 4 Observation Recap

1.	Before grouping, some students only want to sit and interact well with their good friends.
2.	Set clear rules: the score is a group score, so one's mistake is a group mistake, help each other, penalty score for not accomplishing the task and messing around. These rules made the students aware of teamwork.
3.	After grouping they have to sit with the group with the member they chose. Not all members were their good friends and they had to work on the group.
4.	Surprise fact: one or two captains didn't choose some of their good friends to be in the group, they chose the ones who can work well, potentially avoiding being noisy.
5.	The captains helped with the learning review. Students in the same group helped each other to understand the materials and reminded each other of the materials.
6.	Some captains encouraged the students who had less understanding to give more ideas for the test paper.
7.	Some students who previously had less understanding of the material got a better understanding. Some of them happily jumped when they could make question-and-answer questions correctly.
8.	The students were trying hard not to be noisy.
9.	Some students are proactive in checking their progress and ask the teacher if they don't understand something.

THE USE OF GRAPHIC ORGANIZER STRATEGIES TO IMPROVE STUDENTS' WRITING SKILLS IN ENGLISH LANGUAGE TEACHING

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Abstract

This research is motivated by the weak ability of students' writing skills in learning English. This research was conducted to improve English language skills, especially writing skills using the graphic organizer strategy. This research was conducted on first-semester students at the University of Billfath Lamongan. This research uses Classroom Action Research with a two-cycle design by Kemmis and Mc Taggart model in four stages, namely planning, implementing the action, observing, and reflecting. The results of the preliminary test showed that students' writing skills were still low. The results of the assessment on the practice of writing texts using the assessment rubric show that there are still many students who have not reached the mark according to the criteria. The results of this research prove that the use of the graphic organizer strategy significantly improves students' writing skills from the students' pretest score which has not yet reached the specified minimum completeness criteria (KKM). While the results of the posttest in cycle II already met the indicators of success of the action, namely more than 80% of students had obtained writing practice scores of more than 70 as minimum completeness criteria (KKM).

Keywords: *Graphic Organizer Strategy, Writing Skills, English Language Teaching (ELT)*

INTRODUCTION

Educational activities, especially the teaching and learning process, cannot be separated from writing activities. Students are required to be able to write works, starting from writing paragraphs, essays, and other written products. Writing skills require continuous practice because it is a productive skill. Writing needs to be honed and trained so that students' skills develop (Hyland, 2019). This writing activity involves many aspects. Therefore, students need to be

guided from an early age on how to write well, organize writing, and choose appropriate topics.

Writing skills are skills that must be developed in addition to listening and speaking skills. When people read or listen to a story, they can retell the story in writing (Asrifan et al., 2020; Sadiku, 2015). However, in practice, many people have difficulty getting used to learning to write. The reason is mistakes in terms of teaching that are too rigid giving the impression that writing is difficult, and even someone is reluctant to write because they don't know what they are writing for, feel they don't know how to write, and they also have difficulty in constructing sentences, lack of imagination to think while writing, as well as the experience of learning to write that is less motivating (Gollins & Gentner, 2016).

According to Çavdar and Doe (2012), writing is a skill that can make someone think critically, take initiative, and improve academic intelligence. For this reason, this writing skill is critical to learn, especially for students. Student productivity and language skills will be honed and increased. A writer is considered to have good writing skills if he meets the following categories. First, the writer must be able to determine the problem that will be the topic of his writing. Second, after determining the topic, the writer determines the readers of his writing. Third, the writer must also be able to make a writing framework conforming to the structure of the text to be written. Fourth, the writer can use the right vocabulary, grammar, use of spelling, and punctuation following the provisions. Fifth, the writer can develop the topic he chooses into sentences that form meaningful paragraphs. Sixth, after the writing is finished, the writer must be able to check or carry out the editing process (Graham et al., 2012).

Based on the observation conducted by the researcher, there are several problems found in students learning to write. First, the difficulty in organizing ideas. Many students stated that they were confused about where to start, and what to write next. Based on the writing samples collected during the preliminary research, most of the writings did not show a good level of coherence and cohesion. Second, the difficulty when developing ideas. The ideas raised are not developed properly as the paragraph seems to repeat the same idea. Third, less able to use diction correctly. The choice of words used is often inaccurate, thus affecting the effectiveness of the sentences written.

A deeper investigation showed that the main cause of the students' weak writing ability was traditional strategies. The use of this kind of strategy is certainly very unproductive and does not motivate students. This is what also causes students' attitudes to be negative toward writing. This is very unfortunate considering the ability to write as a popular scientific paper is very important. It is said that way because writing teaches students how to organize ideas in a discourse. If this ability is well mastered by students, it will greatly assist them in writing more complex scientific discourses, such as scientific articles (Bean & Melzer, 2021; Bereiter, 2016).

Meanwhile, based on the results of brief interviews conducted by the researcher with several samples, it was stated that there were several factors caused the low writing ability of students, including (1) most students needed a long time to be able to express their ideas and ideas when writing in the form of words about an object, (2) students have not been able to express ideas with writing traditions in any written form, (3) students are not used to developing language, (4) learning is still teacher-centered, (5) in delivering material the teacher tends to be monoto-

nous, (6) students are also less enthusiastic in the learning process, and (7) the teacher does not choose the right media so that learning to write is less noticed by students.

The teacher's role in solving the problems above is to be able to apply effective and efficient teaching strategies, be able to involve students to actively participate, and being able to create a learning atmosphere that supports the achievement of educational goals (Al Halim & Arifin, 2022). This writing skill will not come by itself, but it takes lots and regular practice and practice (Hyland, 2019). In addition, the teacher must also be able to provide direction to students thus they can write well and also be able to create learning media that can help develop students' imagination. It helps students to think and express their ideas well in their writing (Puspitarini & Hanif, 2019; Sa'diyah, 2017).

An innovative technique is needed to make learning to write more productive and not boring. Related to these problems, the graphic organizer strategy can be used as a solution to overcome the problem of weaknesses in learning to write. A graphic organizer is a tool in the form of visualization that uses visual symbols to describe ideas and concepts to convey something. These graphics can be in the form of lines, circles, arrows, or images that serve to visualize ideas that will be developed or written (Daniels, 2020; Moline, 2013; Pratama et al., 2017).

Graphic organizer is an image, outline, sketch, or image that is displayed to help students get a perception or mental picture quickly of a topic (Praveen & Rajan, 2013). According to (Evmenova et al., 2016) graphic organizers can also visualize material or concepts in a simpler form so that students can understand them quickly. Learning is not just a process of remembering something but learning in receiving and understanding the new knowledge being learned. Knowledge is presented in non-textual language, namely by visualizing an understanding of knowledge that will be easily accepted and processed in human memory. Images which are a form of visual representation will make it easier for students to understand the material well.

Graphic organizers are rooted in schema theory which states that when students learn something new, they must be able to "call" back the information or knowledge they have previously learned for later use (Shoari & Farrokhi, 2014; Wangzom, 2019). Our knowledge in the brain is stored in a hierarchy as a way to organize information. The use of a graphic organizer will make it easier for students to connect knowledge/information that has previously been known with information/concepts that will be included in the writing to be made. If previous knowledge/ information has been activated, the scheme will create a framework for the information to be written, so that writing skills can be improved.

It can be concluded that the graphic organizer is a learning medium that coordinates ideas and concepts into a visual form. A graphic organizer is made of lines, arrows, and circles that show the relationship between main ideas. It helps students organize their thoughts, knowledge, and ideas. Graphic Organizer is useful for improving students' ability to write because organizers can explore initial ideas, compare and draw similarities between two or more things, and plan a sequence of processes. Some studies that have been conducted by several researchers reveal that the graphic organizer strategy is an innovative strategy that can improve students' language skills (Cole & Feng, 2015; Maharani, 2018; Moline, 2013; Pratama et al., 2017; Shoari & Farrokhi, 2014). This is what then makes the researcher more interested in applying graphic orga-

nizer strategies to improve students' writing skills which are still low. The researcher assumes that the application of graphic organizer strategies can improve students' writing skills as well as foster a positive attitude toward learning to write.

METHODS
Research design
This research uses a Classroom Action Research design with two cycles. This research strategy has an applied focus on gathering information about the weaknesses of classroom teaching practices and thereafter improving the way their educational domains work, their teaching, and their students' learning (Glanz, 2014). Thus, it can be said that the orientation of this research is to "improve" teaching practices in the classroom through a series that is carried out systematically to improve the quality of student learning outcomes.

This research applies the model put forward by (Latief, 2016) that describes the research model in four stages, namely planning, implementing action, observing, and reflecting). Planning; The planning stage is carried out by preparing an action plan based on problem identification in the initial research before the research was carried out. This action plan includes all the action steps for implementing the graphic organizer strategy to improve students' writing skills. In detail, at this stage, all the needs of implementing classroom action research are prepared, starting from teaching materials, and lesson plans, to learning media. 2). Action; The implementation of the action is adjusted to the plan that has been made before. 3). Observation; Observation is observing the results or impact of actions taken or imposed on students. The observation stage is the activity of direct observation of the implementation of the actions taken in classroom action. The main objective of the observation is to find out whether there are changes that occur before and after using the graphic organizer strategy. 4). Reflection; At this stage, an assessment of the results or impact of actions from various criteria is carried out. Based on the results of this reflection, the teacher will be able to determine what has been achieved as well as what has not been achieved, and what needs to be improved in the next lesson. The stages can be illustrated below.
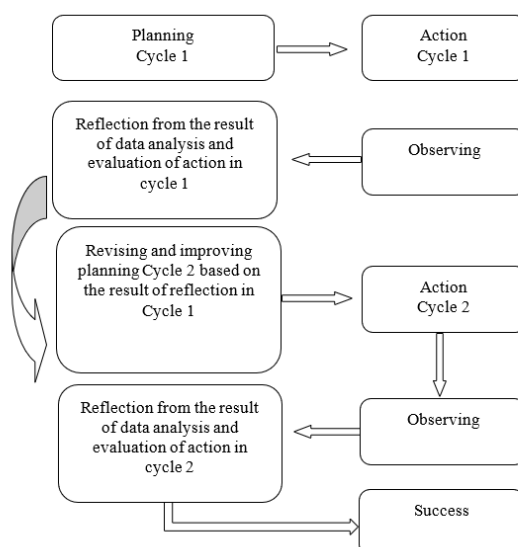
Figure 1. The Stages of Classroom Action Research

Participants

This research was conducted on first-semester students at the University of Billfath Lamongan. The subjects of this research were 34 students, consisting of 22 female students and 12 male students.

Instruments

In this research, the researcher used two research instruments. The first is the Observation Sheet. The observation sheet is used to see how far the effect of the action has reached the goal. This instrument is used to obtain data related to learning during research. This observation sheet is in the form of a checklist consisting of several items relating to the observation of teacher and student activities during the teaching and learning process. The second is a matter of test. There are two tests given by the researcher in this research, namely the preliminary test and the final test. Preliminary tests are conducted to determine students' initial abilities regarding the material to be taught. Then the final test was carried out to find out the students' abilities after using the graphic organizer strategy. The test questions created by the researcher were in the form of instructions for writing descriptive texts. The assessment of student learning outcomes in each cycle is divided into 5 criteria; 1) paragraph organization, 2) cohesion (grammatical-lexical relationship), 3) structure and mechanics (tenses, spelling, punctuation), 4) vocabulary use, and 5) content. The tests were carried out to obtain data on the results of students' writing skills (Hyland, 2019).

Data analysis

First, the analysis obtained through the student activity observation sheet is used to see the process and development of activities that occur during learning. Data on student activities were analyzed using percentages and then described in the form of descriptions.

Second, data analysis from the results of students' writing skills. This test was conducted to determine students' writing skills after being taught how far students have mastered learning. The benefits obtained by this test are that it can be used to improve the quality of input and can be used to measure the strengths and weaknesses of the previous teaching and learning process. Data on students' writing skills were analyzed using descriptive statistics. The results of this test data were obtained from the answer sheets which took place at the end of the learning process. The test data was analyzed using descriptive statistics and presented in the form of a percentage which is useful for knowing the increase in students' writing skills using the graphic organizer strategy. The researcher used a rating scale to describe students' writing abilities, namely excellent, good, fair, poor, and very poor.

FINDINGS AND DISCUSSION

The researcher first carried out the pre-action. The researcher applied a pretest for students to write a text. In addition, the researcher also conducted short interviews with students. This interview is used as reference material to find out the initial motivation of students and also the problems they face.

The results of the pre-test showed that students' writing skills were still low. The results of the assessment on the practice of writing texts using the assessment criteria (paragraph organization, cohesion (grammatical-lexical relationship), structure and mechanics (tenses, spelling,

punctuation), vocabulary use, and 5) content) show that there are still many students who have not reached the mark according to the criteria. These results can be seen from the percentage of data below:

Table 1. The Result of Pretest

Classification	Score	Percentage
Excellent	86-100	0%
Good	71-85	18%
Fair	56-70	32%
Poor	41-55	41%
Very Poor	0-40	9%

Pretest

9% 18% 41% 32%

Excellent (86-100)
Good (71-85)
Fair (56-70)
Poor (41-55)
Very Poor (0-40)
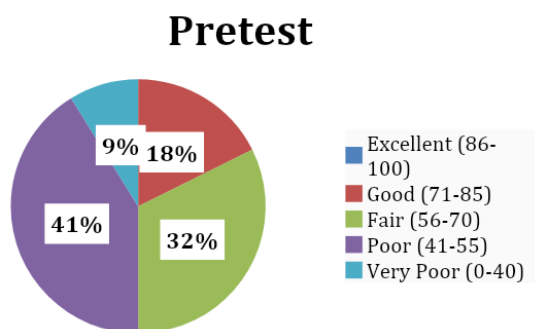
Figure 2. Percentage of Students' Writing Skills

The cycle and action on the assessment obtained from the results of the pretest did not find students' writing skills in excellent percentage, but 18% good, 32% fair, 41% poor, and 9% very poor. Meanwhile, the results of the cycle show improvement in the level of the students' writing skills with 9% excellent, 24% good, 35% fair, 26% poor, and 6% very poor. The details can be seen in the table and figure below.

Table 2. The Result of Cycle I

Classification	Score	Percentage
Excellent	86-100	9%
Good	71-85	24%
Fair	56-70	35%
Poor	41-55	26%
Very Poor	0-40	6%
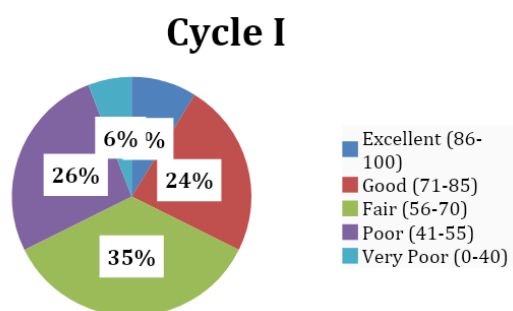
Cycle I

Figure 3. Percentage of students' writing skills

In cycle II, several improvements were made so that learning proceeded according to the optimal scenario and time by forming groups before class began (assigned at the previous meeting). Based on the results of observations and assessments of the implementation of the actions in cycle II, some of the deficiencies in cycle I can be corrected. The learning process can be said to be going well, and the available time allocation can be utilized optimally. The ability to organize and develop ideas based on the results of observations is better than before in cycle I. Students' responses to learning using graphic organizers are also very good. This is evidenced by the existence of a sufficient increase in score. In other words, the competence regarding the ability to write in descriptive text using a graphic organizer has reached the specified minimum completeness criteria (KKM). This is evidenced by the percentage of scores obtained by students. The details can be seen in the table and figure below.

Table 3. The result of cycle II

Classification	Score	Percentage
Excellent	86-100	32%
Good	71-85	50%
Fair	56-70	18%
Poor	41-55	0%
Very Poor	0-40	0%
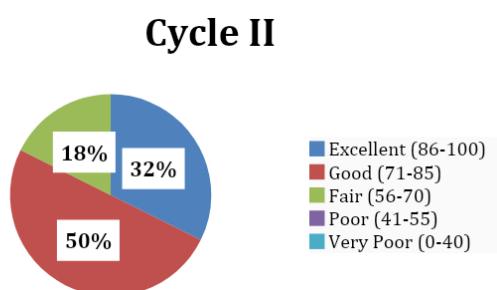
Cycle II

Figure 4. Percentage of students' writing skills

The results of writing skills in cycle II found that the percentage of students' writing skills in excellent percentage was 32%, the good percentage with 50%, and the fair percentage with 18%. Meanwhile, in poor and very poor assessments, no percentage was found at all. The re-

sults of this research prove that the use of the graphic organizer strategy significantly improves students' writing skills and also has a positive impact on student's attitudes toward learning to write. These results indicate that the use of the graphic organizer strategy can effectively support learning to write descriptive text.

The implementation of a graphic organizer strategy in learning to write shows an increase in learning outcomes in each cycle. Based on the results of observation and reflection, the implementation of the actions in cycle I was not maximized. Many deficiencies were found in the implementation of learning, such as the application of inappropriate learning scenarios, and less than optimal use of time. In addition, based on the results of the student test analysis, there are still many shortcomings, such as a lack of developing ideas, and many errors in spelling.

Based on the data obtained from the learning outcomes of the cycle I, it can be concluded that the student's writing ability in descriptive text using a graphic organizer strategy has not yet reached the specified minimum completeness criteria (KKM). This is evidenced by the percentage of scores obtained by students that are dominated by the "sufficient" criterion.

The researcher then planned to return to cycle II. From the results of reflection on cycle II, it was concluded that the learning carried out in cycle II was good. Cycle I problems such as a lack of developing ideas and many errors in spelling have also been fixed. Learning cycle II was more enjoyable than cycle I. The results of cycle II already met the indicators of success of the action, namely more than 80% of students had obtained writing practice scores of more than 70. The above results were also supported by interview results which showed that students felt happy participating in learning to write using the Graphic Organizer strategy. Students feel that learning using the Graphic Organizer strategy through the Venn Diagram simplifies the process of writing the text, creates enthusiasm in learning, does not give difficulties, motivates writing, gives a positive impression, and makes learning interesting and fun. Students also consider that the Graphic Organizer strategy through the Venn Diagram is suitable and needs to be implemented in schools.

The results of this research indicated that the Graphic Organizer strategy through Venn Diagram can improve the quality of students' writing skills. It is because, with this strategy, students will write through a process of planning, drafting, and evaluating during the writing process. The planning process is a basic skill of students in writing. By planning using Venn diagrams, the results of their writing will also be well organized because students also determine the purpose of writing and can allocate writing time appropriately. Next is the drafting process, in this process students can arrange their writing according to the plan described in the Venn diagrams to be able to organize the grammar of their writing that becomes better. The last is evaluation, in this process, students can evaluate their writing as a whole, and thus students get perfect writing results. This strategy can also control the cognitive activities of students that make their learning objectives are achieved. Thus, students can use this strategy to find out the writing process, both in planning, drafting, and evaluating the results of their writing. Explicitly, with these abilities, students can design what they will write, direct themselves so that their writing is of high quality, and evaluate the results of their writing.

A teacher must provide the best means for students to learn to write well. Academic writing is

an academic ability to consolidate students' understanding and becomes the heart of professionals in higher education. Thus, students must always get used to writing to produce coherent and cohesive writing in a foreign language.

CONCLUSION

Based on the findings in this research, it can be concluded that graphic organizer strategies can be used to improve students' writing descriptive text skills. The use of a graphic organizer can also build student's confidence and student's motivation during the learning process. Graphic organizers are a very effective and efficient teaching and learning tool. Furthermore, if the graphic organizer strategy is used as a medium for learning writing skills, students will be interested in learning. With this strategy, students will be trained to learn to write by imagining it in written form based on the graphics they like. Thus, the use of this strategy will be able to foster students' interest in learning and can express ideas and creativity in writing.

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DEVELOPING ENGLISH INTERACTIVE MULTIMEDIA-BASED E-LEARNING IN TEACHING READING

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Abstract

The teaching phenomenon during the COVID-19 pandemic demanded teachers use platforms for online learning. Teaching via online learning causes student learning motivation to decrease. Students were passive while learning English reading text. Teachers generally use two platforms for online learning, namely, Google Classroom and WhatsApp. They were not allowed to upload large files which burdened the students. Thus, producing interactive learning multimedia that suits the demands of the learner can be a suitable choice to assist the instructor in teaching reading to tenth-grade pupils. An e-learning system was used to integrate multimedia material. Teachers can improve their instructional tools by using an e-learning system. The research aims to develop English learning interactive multimedia-based e-learning in teaching reading to senior high school students. This Research and Development (R&D) applied the ADDIE model by Taylor which consists of Analysis, Design, Development, Implementation, and Evaluation. The subjects were 22 tenth-grade students of SMAN 3 Bantul. The researcher employed observation, questionnaires, interviews, and documentation to obtain the Need Analysis (NA). After three experts reviewed the interactive multimedia, it was found to be valid in terms of content and construction. The mean score for the content aspect was 3.86, and the media aspect was 3.625. They were both categorized as "very good". The mean of the implementation and interview to the student's response is 87.75/100 points. In conclusion, interactive multimedia is appropriate and feasible in teaching and learning English reading for senior high school students.

INTRODUCTION

The issue of education quality in Indonesia is presently facing challenges as a result of the pandemic. Covid-19. The minister of education and culture has urged all educational institutions

to adopt online learning during the virus's spread crisis, which is regulated in Circular Letter Number 4 of 2020 (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2020).

According to an interview with English teachers at SMA N 3 Bantul, only a small percentage of pupils actively participate in online learning because their enthusiasm to learn declines during this time. Teachers only used two platforms for online learning, namely, Google Classroom and WhatsApp. Teachers were not allowed to upload files that were too large so that burdened the students. The types of files that could be sent on the two platforms were also very limited. Not only teachers who experienced problems in online learning but also the students had trouble. They have many obstacles, including inadequate facilities (mobile phones, computers, etc.), unstable internet networks, and a less conducive learning environment. Besides that, in distance learning, students have difficulty understanding the material presented by the teacher, which was usually done face-to-face, now it must be done online. Not all students have good facilities in their homes for online learning such as computers, laptops, cellphones, good signal, and pleasant and comfortable environmental conditions. Learning through Google Classroom and WhatsApp Group seems boring. Students are unable to understand the material that the teacher conveys clearly. Therefore, it became reasonable for the researcher to design interactive learning multimedia for teaching reading that is attractive and up-to-date materials-based e-learning.

The goal of this research is to create interactive multimedia that meets the requirements of both teachers and students in online learning. Researchers utilize PowerPoint as a medium to be developed with the input expected by teachers and students. It is expected that interactive learning multimedia can be an appropriate choice to help the teacher teach reading to tenth-grade students by providing interesting and advanced material. E-learning system has been used to be integrated with multimedia content. Through the e-learning system, teachers have a chance to enhance teaching tools. The way students learn is affected by multimedia usage in e-learning such as learning media that is transformed into networked, easily accessible available, and participated forms. The introduction of multimedia has benefited students by allowing for the distribution of interchangeable material likewise with the adaptation of pupils to the various ways of studying (Alsadhan et al., 2014).

Incorporating interactive multimedia into the classroom has several benefits, including letting each student work independently at a workstation and following their own requirements, facilitating the instructors' management of a large class of students, improving the introduction and presentation of content, motivating students more because the activities are interactive, and teaching them how to self-regulate and self-assess (Mayora, 2006).

Here, using interactive multimedia is also beneficial and appropriate for the students who learn reading as one of the skills in learning English for Senior High School students. Some more advantages that are acquired when using interactive multimedia are also stated. The benefits of using interactive multimedia include supporting interactive learning by presenting text, image, sound, video, and animation; reducing the amount of time spent learning; flexibility (potential for any time and anywhere); boosting students' motivation for learning; and accommodating different learning preferences (Asih, 2013).

A "multimedia" can be described as a material presentation through many media (images,

sound, video animation, and text). Face-to-face instruction, video recording, and slideshows are all used in presentations. There is some "interactivity" reward. Individuals may adjust the speed of presentations and pick which path to travel through the material, as well as the system's capacity to collect user input and offer relevant responses for that input (Mishra & Sharma, 2005).

In the current e-learning environment, multimedia is one of the most effective methods for facilitating learning. Traditional media like books, figures, and written content have been turned into online, easily accessible, and interactive forms with it. As a result, the introduction had a favorable impact on students by making interactive study material available and allowing learners to learn differently. It helps learners feel at ease in learning in a short time for each student to comprehend the learning framework, allowing them to devote more time to comprehending the course's content (Alsadhan et al., 2014).

Interactive multimedia is an effective means to improve students' learning achievement to reach better learning. The students' outcomes and interest in learning English were enhanced (Sari, 2018). They also can get new experiences in learning by using media that is attractive and interactive. They can use the learning media anytime in their home. Leaners are interested in using learning media because it can make the presentation of messages and information clearer to aid and improve learners' practice and outcomes; it can enhance and focus a child's attention to inspire motivation for more direct learning interactions; it can get around the limitations of the senses, space, and time; and it can give students similar experiences about their environmental event (Dewi et al., 2018).

One of the key abilities for learning a language is reading. It is a receptive ability that has to be coped with by learners of English as a second language. Reading is the process of understanding written symbols by relating them to the reader's prior knowledge so that the reader can understand the text's information (Farha & Rohani, 2019). Moreover, A language skill is reading. It is a receptive talent that's similar to hearing. It entails responding to rather than creating a text. It also entails deciphering text because while reading, readers must connect the text's message to their prior knowledge of the world (Spratt et al., 2005).

Reading is a fairly complicated activity that requires brain and eye coordination. The brain must determine the meaning of the data that the eyes receive before it can act. Because it can help students gain knowledge from the information they learn from printed materials, reading can be a beneficial activity (Harmer, 2010).

One of the texts that are learned by tenth-grader students is Narrative Text. It is a sort of literature that tells a series of connected or chronologically organized events. The majority of narrative writings are imaginary, that is, not based on reality or the author's imagination. Stories about an individual or a group of individuals overcoming challenges make up narratives. They also clarify how tales investigate social and cultural values, depict how people respond to situations, and amuse the audience (Mulyaningsih, 2013).

Therefore, based on current curriculum standards, it is vital to create products that incorporate the nature and traits of learners. Several factors are taken into account when creating educational materials that meet the student's needs. This instructional goal is to address the learners'

problems with learning (Imron et al., 2022).

METHODS

Research design

The research conducted is categorized as R&D. The process of research and development is utilized to create and verify educational materials. The main goal of research and development is to create products that can be effectively employed in educational programs rather than to build or test theories. Items are created to meet a particular demand and under precise specifications. The finished items must additionally undergo field testing and revisions until the desired degree of efficacy is attained (Gay et al., 2012).

The researcher designed the product based on the findings of the need analysis. The ADDIE model was used in the research to create interactive multimedia. Analysis, Design, Development, Execution, and Evaluation is abbreviated as ADDIE. The ADDIE model is one of the most common models used as a guide in the instructional design field when creating a good design. It enables instructional designers, content developers, and even teachers to build an effective teaching design that can be used in any environment, online or face-to-face, using this model (Aldoobie, 2015). The following figure shows the ADDIE model (Branch, 2009).
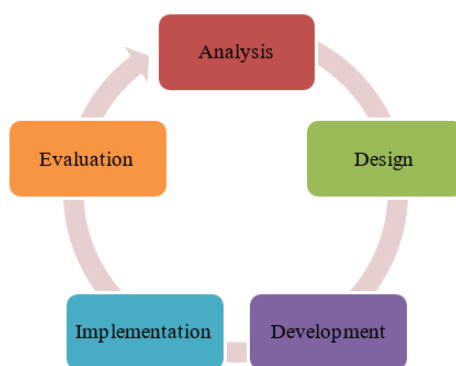
Figure 1. ADDIE Model

Participants

This research created interactive learning multimedia-based e-learning in teaching reading for tenth grader students at SMAN 3 Bantul. There were thirty-two students (twenty-one girls and eleven boys) from grade X MIPA 2 who were between the ages of 15 and 16. This grade learns about Narrative Text based on the existing curriculum at this school.

Data analysis

The researcher used two types of questionnaires in this study: needs analysis and expert judgments. The first questionnaire was intended to gather information on students' target and learning needs. The expert on the development of the materials was questioned in the second inquiry. Expert judgment questionnaires came in two varieties: one for media experts and one for content experts. The responses to both questionnaires were used to update the product. After the data was collected, it was examined.

The goal of need analysis is to gather data about students' learning needs. The distribution of the questionnaire was carried out on March 20, 2022. The questionnaire contained 18 items. The participants picked the option according to their abilities and circumstances. Researchers obtained information through observation and interviews with English teachers in SMA N 3 Bantul to find accurate information about the English learning system during the pandemic with online learning and the analysis of student targets and learning needs.

To collect data, a questionnaire was distributed to students and experts. There were two kinds of questionnaires. They were the questionnaires for needs assessment and expert opinion. The first questionnaire was distributed to students to collect data on the target and learning needs of SMAN 3 Bantul tenth-grade students. A design expert, a content expert, and a media expert provided criticism and recommendations for improvement in the second questionnaire. The content specialists assessed the contents and instructional quality, whilst the media professionals assessed the technical quality of the output.

The results of the needs analysis questionnaire were presented as frequencies and percentages. The first and second options of the students' questionnaire responses were chosen as representations of the students' decision for the quantitative data acquired from the needs analysis. The appropriateness of the interactive learning multimedia was assessed using a scale. It was graded using Likert scales for each of the responses to the statement. Strongly Agree (SA) received five points, Agree (A) received four points, Undecided (U) received three points, Disagree (DA) received two points, and Strongly Disagree (SD) received one point (SD).

FINDINGS AND DISCUSSION
The Need Analysis

The needs analysis questionnaire was filled in by 32 students of class X MIPA 2 SMA N 3 Bantul. It consists of 23 female students and nine male students between the ages of 15 and 16 years. In the first stage, they were asked to fill in the name, class, and attendance number. The purpose was to collect data from respondents.

The researcher also conducted the need analysis by observing and interviewing an English teacher in tenth-grade students of SMAN 3 Bantul. The observation and interview were conducted on March 7th, 2022. The purpose of observing and interviewing English teachers was to find out the teachers' and students' problems with online learning during the pandemic COVID-19. The result of observation, interview, and questionnaire was to create an engaging multimedia learning resource for reading for students in the tenth grade. Researchers conducted observations to collect data. The data generated from the observations were used to develop interactive multimedia-based e-learning to teach reading to tenth-grade students.

Based on the interview, the researcher knows the school's 2013 curriculum. Due to the policy of online learning, all of the learning activities were carried out online (on the network) using Google Classroom and WhatsApp platforms. In online learning, these two platforms were not enough to facilitate learning between teachers and students. The school policies stated that teachers were not allowed to send files that were too large and charged students in learning. From the interview, teachers were forced to be creative and make innovations so that students were not passive in learning especially in reading-narrative texts. Most of the students were

less interested in learning English text types. They just knew English materials as what they received from the teacher.

The learning needs as determined by the needs analysis are divided into Input, Design, Procedures, Teacher's Role, and Setting. Input in reading materials, the participants preferred images on the materials in English classes. Students also wanted interactive multimedia versions of fairytale narrative texts. For the activity, the students also want to read and then match the words with their synonyms.

In terms of interactive multimedia design, students prefer images, text, sound, video animation, and instrumental music for media in English learning. The multimedia layout should also be interesting and motivating to the students. They want a font size of 12-14 cm and a font style of Times New Roman for interactive multimedia. It is sometimes necessary to use back sound and music in interactive multimedia. Students expect interactive multimedia buttons to be simple and easy to locate. Regarding the procedure in interactive multimedia, the students expect to find the main idea of the text for a reading activity they like. More than half of students want their teachers to help them with interactive multimedia tasks by providing examples. Based on the result majority of students prefer doing tasks in interactive multimedia with friends, according to the results of the need analysis, and want to be able to use interactive multimedia whenever and wherever they want. The interactive multimedia activities are mostly designed for individuals to meet their needs, though some are designed for pairs.

The Result of Developing Product
The development of interactive multimedia based on e-learning to facilitate tenth-grader students at SMAN 3 Bantul was done by using the ADDIE design model. The procedures are in the following explanation.

1. Collecting Research and Information
   It was to find out the students' targets and learning needs. A field study was conducted by observing and interviewing an English teacher to know the teaching-learning process. The researcher conducted the observation and interview on 7th March 2022.

2. Research Procedures
   The researcher carried out several steps in research procedures, such as
   a. Identify the students' targets and learning needs
      In this context, students needed an interactive multimedia-based e-learning for reading-narrative texts that can be used anywhere and anytime.

   b. Arrange a mapping concept
      It aimed to organize the materials according to the needed analysis of learning materials about the narrative text of legend.

   c. Develop mapping of learning materials
      The researcher selected the materials based on core competence and basic competence on the syllabus of the 2013 curriculum. The activity was based on a scientific approach such as observing, questioning, associating, experimenting, and evaluating. Then, the

researcher needed to select appropriate pictures based on students' learning needs.

    d. Create the preliminary instructional design version

In creating the preliminary instructional design version, the researcher designed the flowchart, a course grid, and video animation and found appropriate background music, pictures, and sound. The materials were adapted from the English module for tenth graders.

3. Develop the Interactive Multimedia

Researcher developed the interactive multimedia using Microsoft PowerPoint. The materials were adapted from the English module for tenth graders.

4. Product Revision

The preliminary instructional design version was made and validated by Content Expert Judgment and Media Expert Judgment. The data validation was through the questionnaire.

5. Main Field Testing

After the interactive multimedia has been validated by the expert judgment, the final draft of the interactive multimedia was used in teaching teaching-learning process. The researcher conducted research by teaching students in ordinary classes (offline) and virtual classes (online) using interactive multimedia-based e-learning to teach reading to the tenth-grade students in two meetings such as:

    a. First meeting   : Thursday, March, 24th 2022

    b. Second meeting   : Thursday, March 31st, 2022

After the meeting ended, the researcher distributed the questionnaire to students about the evaluation and implementation of interactive multimedia-based e-learning.

6. Operational Product Revision

The researcher revised the product and analyzed product weaknesses to be developed.

7. Final Product Revision

The researcher revised the expert judgment before the final product release.

The Result of Data Validation from Experts' Judgment

The product was validated by the expert judgment that consists of the content, language, presentation, screen presentation, multimedia elements, button navigation, and the responses or feedback. The result of data validation is presented in the following tables.

Table 1. The Appropriateness of Content in Interactive Multimedia

Item Number	Statement	Score
1.	The interactive multimedia materials are based on the textbook "Bahasa Inggris" for tenth graders that is included in the last curriculum.	4
2.	The design is aligned with Senior High School grade X Core Competencies and Basic Competencies.	4

3.	The materials are suitable for learning how to read.	4
4.	The interactive multimedia materials are aligned with the learning goals.	4
5.	The tasks are corresponding to the goals.	4
6.	A relevant vocabulary is included in the interactive multimedia materials.	4
7.	Some skills in reading are included in the materials.	4
8.	The interactive multimedia materials include instructions for understanding the text structure of the text material being discussed.	4
9.	The interactive multimedia includes materials that guide the text's social function.	4
10.	The design includes materials that guide the linguistic features of the text being discussed.	4
11.	Basic interactive activities (true/false and multiple choice) are included in the interactive multimedia.	4
12.	The amount of learning elements (materials, exercises, and evaluation) is adequate.	4
13.	The materials are needed by students.	4
	Mean	4.00

Table 1 shows the mean score of Interactive Multimedia based on the content aspect of appropriateness. There are 13 numbers of statements related to the interactive multimedia content. All numbers got the maximum score which is 4. It is suitable for the learning objectives adequate materials and beneficial for students in learning to read a narrative text.

Table 2. The Appropriateness of Language in Interactive Multimedia

Item Number	Statement	Score
14.	The interactive multimedia instruction language is correct and accurate.	4
15.	The interactive multimedia text language is understandable.	4
16.	The interactive multimedia materials are written in English.	4
17.	The language has an impact on the language development of students.	4
18.	The interactive multimedia materials use proper spelling.	4
19.	Correct word choices are used in the interactive multimedia materials.	4
20.	The interactive multimedia's grammar is correct.	4
21.	The interactive multimedia vocabulary is correct.	4
	Mean	4.00

Table 2 presents the score of Interactive Multimedia based on language aspect. The mean score is 4,00. It means students can understand because the language instruction is correct and accurate in word choices, grammar, and vocabulary.

Table 3. The Appropriateness of Presentation in Interactive Multimedia

Item Number	Statement	Score
22.	The interactive multimedia materials are presented in a logical order.	4
23.	Learning activities in interactive multimedia assist students in becoming self-directed learners.	3.5
24.	All the presentations are included in the interactive multimedia.	4
25.	Students are encouraged to learn on their own and take charge of their education.	3
26.	Students can learn creatively.	3.5
	Mean	3.60

Table 3 indicates that the presentation of Interactive Multimedia has a good quality. It gets a score of 3,60. The presentation of interactive multimedia was designed in good order and completed points so students could learn using it easily.

Table 4. The Suitability of Screen Presentation Interactive Multimedia

Item Number	Statement	Score
1.	The display is unobstructed.	4
2.	Screen proportions are correct.	4
3.	The color scheme is complementary.	4
4.	Students can understand the task.	3
5.	Learners can understand the materials by using animation in interactive multimedia.	3
6.	The texts are suitable.	4
7.	The pictures in the interactive multimedia are suitable.	3
8.	The animation is well-designed.	3
	Mean	3.50

The table above points out that screen appearance is clear, proportional, and colorful. So, it has got a score of 3,50. The students are attracted to learning it because the screen appearance is interesting and the animation is eye-catching.

Table 5. The Language Content in Interactive Multimedia

Item Number	Statement	Score
9.	The size of the font can be seen clearly	4
10.	The size of the font is proportional	4
11.	Texts, images, and animation are all well-organized.	4
	Mean	4.00

Table 5 serves the score of multimedia elements that is 4 for several aspects, they are the font size that is suitable and appropriate and the text, images, and animations that are well organized.

Table 6. The Button Navigation in Interactive Multimedia

Item Number	Statement	Score
12.	The navigation buttons are placed consistently.	4
13.	The interactive multimedia's navigation buttons are simple to use.	4
14.	The interactive multimedia's navigation buttons are easy to use.	4
15.	There are shortcuts to return to the main menu and exit the application.	4
	Mean	4.00

Table 6 denotes that the interactive media is appropriate from the navigation button because it is placed consistently, easy and simple to use. It has got a score of 4.

Table 7. The Responses in Interactive Multimedia

Item Number	Statement	Score
16.	It provides immediate responses	4
17.	Users can operate interactive multimedia independently with the help of feedback.	2
18.	Students can use the score to assess their abilities.	3
	Mean	3.00

Table 7 indicates the appropriateness of feedback in interactive multimedia has scored 3,00. The feedback is provided in this media and students can score to assess their abilities, but in some cases, students cannot operate independently with the help of feedback.

The Result of Specification of Interactive Media

The Home Page and the Menu Page are the two main parts of interactive multimedia. The Home Page consists of an Opening and a Start Slide. The Menu Page of the interactive multimedia in the learning process consists of seven main menus:

1. The first menu is the author profile. It is the basic information about the author. The following picture shows the menu of the author's profile.

Figure 1. Author Profile

2. The second menu is the goals of the learning process. It consists of two parts. They are Basic Competences and Indicators of Competence Achievement. The learning goals are:
   a. Find sentences that contain parts of the legend.

b. Identify similarities and differences in social functions, text structures, and narrative text linguistic elements.
c. Read legends with correct intonation, pronunciation, and stress.
d. Understand the structure and linguistic elements of Narrative text.
   The following picture shows the menu of goals.

Figure 2. Learning Goals

3. The third menu is Help. This slide gives information or guidance for the user on how or what the button functions in interactive multimedia. The following picture presents the HELP menu.

Figure 3. Help Menu

4. The fourth menu is a Video Material. This slide provides the user with the experience of learning about a narrative text from video animation. The length of the video is about 08'22'' (eight minutes and twenty-two seconds). The following figure shows the picture of the Video Material menu.
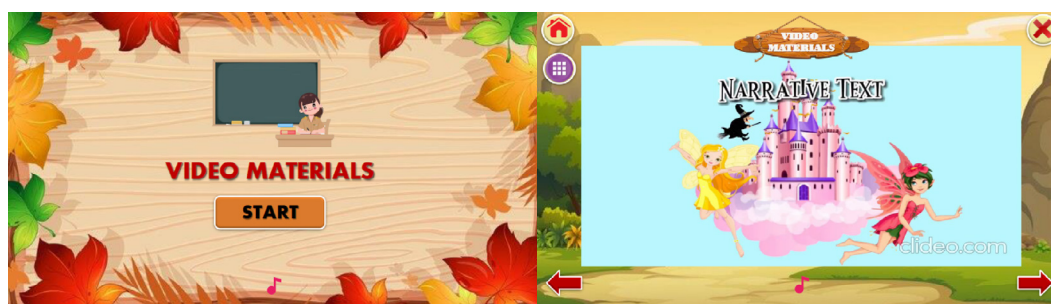
Figure 4. Video Material

5. The fifth menu is Learning Materials. In the first slides, the users can have a warming-up

activity by having conversations with the provided dialogue. In the second slide, the users have a vocabulary builder activity by throwing an arrow to pair the following words mean in Indonesia. The third slide is pronunciation practice. It can be used by the users to practice saying the new available words. In practice 1, the users can practice the dialogue and answer some questions. Practice 2 provides the users to read aloud, observe, and determine the text. The fourth slide is a discussion; the users may discuss the language features of the text. In Practice 3, the users can make at least 5 questions by using the word questions who, what, where, when, and why. The fifth is the independent task. It is followed by exercise. The last is self–assessment. The picture of the Learning Material is in the following figure.
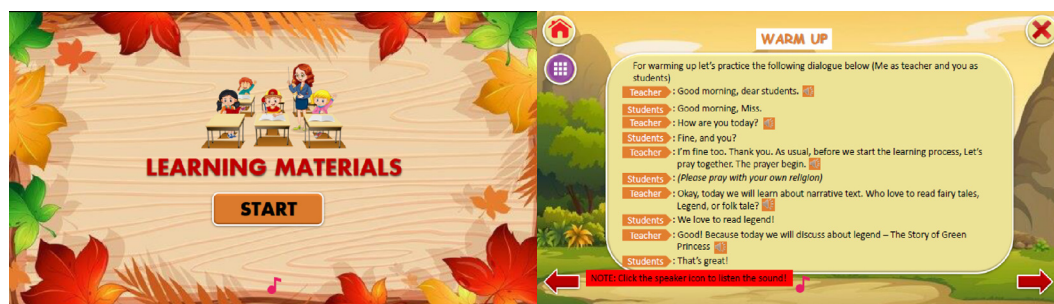
Figure 5. Learning Materials

6. The sixth menu is a summary. This menu discusses the type, function, generic structure, and narrative grammatical features of a narrative text. The next slide is a glossary. The figure of Summary Menu is in the following picture.

Figure 6. Summary Menu

7. The seventh menu is an evaluation. It consists of ten multiple-choice questions. The users can click the answer and get followed by references slide, appendix, answer key, discussion, and closing. The following picture shows the menu of Evaluation.

Figure 7. Evaluation Menu

The limitation of the product

The product was designed using Microsoft PowerPoint 2013, so there are some limitations in the result. For example, if the user is using Microsoft PowerPoint 2013, not all functions will be available (examples of added sound cannot be p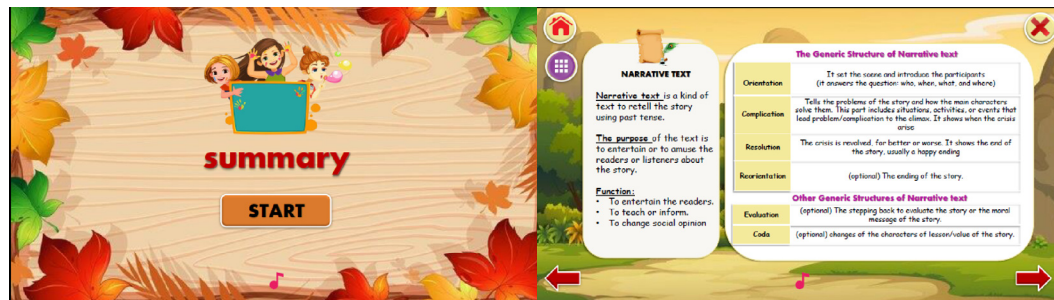layed in Microsoft PowerPoint under 2013). Furthermore, Microsoft PowerPoint before 2013 lacks the updated functions of Microsoft PowerPoint 2013. All the functions in this product, however, work well in Microsoft PowerPoint 2013 and later.

CONCLUSION

The study aimed to develop English interactive multimedia-based e-learning to teach reading narrative text. Based on the need analysis, it proved that the students want to learn English primarily to master the language. Near half of the students agreed that reading English texts with good pronunciation and comprehending text was the most important goal in becoming a good reader. Students favor images, text, sound, video animation, and instrumental music for media in English learning when it comes to interactive multimedia design. Students should find the multimedia layout fascinating and motivating.

Interactive multimedia development can be characterized as appropriate based on professional opinion. This interactive multimedia was created using the English Module for tenth graders. The creation of interactive multimedia must take the target audience and learning requirements into account, particularly when it comes to reading narrative content. Researchers use the ADDIE Design Model, a research methodology introduced by Taylor in 200, with some modifications for creating interactive multimedia. Analysis, design, development, implementation, and evaluation are the phases that are taken. The researcher examines the environment, the requirements of the students, and the supplies during the /needs analysis phase. The researchers created a course grid and a flowchart during the design phase. Using Microsoft PowerPoint, the initial interactive multimedia draft was created throughout the development phase.

After the final draft was developed, the researchers conducted interviews and implementation with students to see students' responses to the interactive multimedia that had been developed. The final draft of the developed interactive multimedia for grade X students covers reading skills, but it also can be used to increase student's fluency in speaking English as a result of the process of developing interactive multimedia for grade X students. The menu consists of a profile, goals, help, video, materials, summary, and evaluation. The developer also added some extra menus such as a glossary, answer key, discussion, references, and appendix. Based on expert judgment the mean score for the content aspect was 3.86 and the media aspect was 3.625, which both were categorized as "very good". The mean of the implementation and interview to the student's response was 87.75/100 points. Based on the results of the study, professional opinion, and student feedback, interactive multimedia was viable as a student learning tool for reading materials.

For further research, it is recommended to develop interactive multimedia that covers all the skills (reading, writing, listening, and speaking). Students will enjoy engagingly learning English with a more appealing presentation. It needs to add more text and pertinent images. The animation and soundtrack for the interactive multimedia should be captivating.

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USING FLASHCARDS TO IMPROVE THE VOCABULARY MASTERY OF XI GRADERS AT AN INDONESIAN HIGH SCHOOL

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Abstract

Vocabulary becomes one of the most essential aspects for learning English. However, since English was a foreign language in Indonesia, students had a lack of vocabulary which made it difficult for them to learn English well. Teachers needed to help the students in mastering their vocabulary by using interesting media. Therefore, this study aimed to investigate the use of flashcards as a learning media to improve students' vocabulary mastery of XI Science 3 at an Indonesian High School. The participants of this study were thirty-two students from XI Science 3 at an Indonesian High School. Classroom Action Research was employed with 2 cycles. The data was collected using the pretest and posttest, and the questionnaires. The results showed that implementing flashcards in the learning process enhanced students' vocabulary mastery. It could be proven based on the average of students' scores which were 75.62 in the pretest, 94.68 in the posttest of cycle 1, and 98.12 in the posttest of cycle 2. Another thing, the results indicated that using flashcards gave many advantages for the students. By using flashcards, it was easy for students to remember the words, understand the meaning of the words, understand the synonyms and definitions of the words, and enhance new vocabulary. Moreover, flashcards increased students' motivation to learn vocabulary. From the results, it could be concluded that applying flashcards could improve students' vocabulary mastery.

Keywords: *Classroom Action Research, Vocabulary, Flashcards*

INTRODUCTION

Language is a crucial aspect of human life. They can use the language to communicate, express feelings, and ideas with others. Many languages can be found in the world. One of them is English. Since English acts as an international language in the world, people need to master it to communicate with someone from the same country or even a different country. However, many

countries do not use English as their first or second language, including Indonesia. English has become a foreign language in Indonesia where it is not used as a medium of communication for daily life, including for educational purposes.

Indeed, English is not used as the language of instruction in the field of education. It makes the students lack vocabulary so that they cannot express their ideas and needs. In today's Indonesian curriculum, English is a compulsory subject that must be learned by students in upper secondary school. In learning English, four skills should be mastered which are listening, reading, speaking, and writing. It is hard for Indonesian students to master one of them without first mastering the other. Hence, vocabulary becomes one of the most important aspects that should be taught in the classroom. According to Amiruddin and Razaq (2022), since vocabulary is connected to all aspects of language learning and influences all four language skills, teaching vocabulary is an essential part of teaching English.

Based on the researchers' observation in the teaching practicum at an Indonesian High School, the researchers found that students in grade XI Science 3 had difficulties in English. They did not understand well when the teacher used English to explain the material and give instructions. For example, when the teacher asked students to watch a video explanation and asked some questions about the video using English, they tended to keep silent and did not participate actively in answering the questions. Another example was when the teacher asked students to do both individual and group work and instructed the assignments using English. To check students' understanding of the assignments, the teacher asked the students to re-explain the instruction given. Instead of explaining the assignments, the students asked questions to the teacher about the assignments. Then, in group work, the researchers also walked around the classroom to check students' understanding of the assignments. The researchers found that some groups did not understand what they had to do and had difficulty doing the assignments. Therefore, the researchers decided to do a class observation and an interview with the English teacher. The researchers found that the students had lack of vocabulary mastery. Since vocabulary played a significant role in influencing students' overall language proficiency, this made it difficult for them to understand well when the teacher explained the materials and instructed the assignments using English. Some of the students did not understand the meaning of words. They also had difficulties in spelling the words, arranging the words into a sentence, understanding the synonym, and definition of the words.

Therefore, as educators, the researchers tried to find the best way to teach vocabulary. The researchers explored innovative and effective learning methods. One such method that had gained significant attention was the use of flashcards as a learning tool. It could be proven by Marpaung and Zainuddin (2012) who stated that students' vocabulary achievement had been successfully enhanced by using flashcards. Flashcards were simple yet versatile tools that provide learners with a visual representation of words phrases or pictures on one side and their corresponding meanings or definitions on the other. The repetitive and interactive of flashcards learning motivated the students actively in the vocabulary acquisition process. By using flashcard, students were exposed to the targeted vocabulary so that they could reinforce their understanding of the words.

A previous study had been carried out by Maghfiroh (2020). It investigated the use of flashcards

as media to improve students' vocabulary mastery at tenth grade senior high school. The participants were 30 students from X Social 1 and 30 students from X Science 1 at MA Miftahul Ulum Pendem. The finding showed that in the learning process the use of flashcards was very suitable to be applied. Flashcards could be used for the media in the teaching and learning process especially vocabulary mastery. The calculation of the checklist questionnaire showed that the average score of both material and media experts was 80.82 with the criteria very worthwhile. It meant that flashcards became one of the media that was valid and no revision was needed Therefore, enhancing students' vocabulary mastery at tenth-grade senior high school was effective for teaching vocabulary. The effectiveness of the use of flashcards could be proven based on the result of the posttest done by the students. The post-test showed that the average of the control class without flashcards was 67,60 %, and the average of the control class with flashcards was 78,83%. So, it could be concluded that developing flashcards media to improve the students' vocabulary mastery was effective, valid, and worthwhile.

In this study, the researchers wanted to find out on how the use of flashcards as a learning medium enhance students' vocabulary mastery of XI Science 3 at an Indonesian High School. This study is expected to enhance students' vocabulary mastery by using flashcards and to help the educators utilize flashcards as learning media for students' vocabulary learning.

Vocabulary Mastery

Vocabulary becomes one of the most essential aspects of learning English. Students who learn English without mastering vocabulary will have a big problem in learning. It will be hard for them to convey their ideas and to explain what they need. The students need to master vocabulary to learn English successfully. According to Wulanjani (2016), in language acquisition, teaching vocabulary plays an essential role because the vocabulary mastery will be helpful for students in mastering all the language skills which are speaking, listening, writing, and reading. Students' vocabulary mastery makes it easier for them to improve the four skills in English. In listening, students' understanding of teachers' explanations, classroom discussions, and native speech increases when they have a rich vocabulary. Then, students' vocabulary mastery also affects how well they choose the vocabulary to talk with others. Then, students' vocabulary mastery also affects their skills in reading in which they can understand and comprehend texts. Lastly, vocabulary also plays an important role in writing. The students' vocabulary mastery affects how well they produce their thoughts and ideas to be put into writing. In short, vocabulary plays an essential role for students to increase their skills in English.

Flashcards

Flashcards is one of the learning media that can be used in the learning process. Flashcards is a cardboard that consists of a word, a sentence, or a picture on it. Flashcards will be useful for both the teachers and students. For the teachers, flashcards can be interesting media that they can use when teaching in the classroom. Then, for students, the Flashcards can help them to increase their vocabulary mastery. As stated by Hamer and Rahimajaya (2016), flashcard can be used as an excellent media because of the researchers' view that there are many students interested in flashcard. Also, by using flashcards, students' imagination can be stimulated to develop their ideas and new vocabulary can be learned and found. Therefore, it can be said flashcards is one of the effective media that teachers can use when teaching in the classroom, especially teaching vocabulary. There are some benefits of teaching vocabulary using flash-

cards for students. First, students can help each other to learn the language. Flashcards can be created to improve English mastery while learning a new language can be helped by others. The key of utilizing flashcards is to look at the word or definition on one side, and check to look at the answers written on the others (Wright, 1990). Second, flashcards can be useful to help the students in memorizing English words. According to Hamer and Rahimajaya (2016), flashcard can make it easier for the teachers to teach the material to the students, and make it easier for the students to understand and memorize the material because flashcard is an attractive media and/or technique. Lastly, flashcards can be fun, enjoyable, creative and colorful way of teaching students. By using flashcards, students tend to be interested and motivated in joining the learning process. Therefore, it can be said that creating students' interest and motivation in learning English vocabulary is the most essential thing for the teachers (Hamer & Rahimajaya, 2016).

METHODS

The research was held at an Indonesian High School, Sleman, Yogyakarta. The participants of this study were 32 students of XI Science 3 at an Indonesian High School. Three researchers were involved in this study. The researchers used Classroom Action Research (CAR) as the type of this research. Classroom Action Research was research that was done in the classroom, and simply attempted to examine what actually happened inside the classroom (Allwright & Bailey, 1991). In this Classroom Action Research, the researchers tried to discover a problem in the classroom and how the researchers found the best solution to overcome the problem. As stated in Cohen (1993), by doing Classroom Action Research, teachers could inject additional or innovatory approaches to teaching and learning into an ongoing system which normally inhibited innovation and change. The Classroom Action Research was expected to improve teachers' skills and students' skills in the English teaching and learning process. The Classroom Action Research was done through three cycles that were designed into four steps. Those four steps were planning, implementing, observing, and reflection. Each step should be carried out sequentially.

The procedure of the action research was explained as follows. First, the researchers gained the data by doing observations in the classroom, documenting the teaching and learning process, and interviewing the English teachers. In doing the observations, the researchers needed two meetings with students in the classroom. The researchers made observations about student characteristics, student motivation, and students' difficulties in learning English. After doing the observations in the classroom, the researchers conducted interview with English teachers. The interview was very useful to add a deeper understanding of the problems faced by students. The researchers also obtained the data by giving a pre-test to the students before implementing the learning intervention. The researchers made a pre-test in the form of multiple choice consisting of 20 questions. The twenty questions were related to the material taught which was song. By doing that way, the researchers found out the problem that students faced in the classroom. The problem was about the lack of students' vocabulary mastery.

Second, the researchers tried to plan some actions related to the problem which was about the lack of students' vocabulary mastery. The problem was known after doing observation in the classroom, documenting the teaching and learning process, interviewing the English teacher, and knowing the result of students' pretest. After that, the researchers discussed the solution with the English teacher and found flashcards as an appropriate solution to improve students'

vocabulary mastery. Another thing, the researchers prepared the teaching media and lesson plan based on the curriculum 2013 that had been revised in 2018.

Third, after preparing the teaching media and the lesson plan, the researchers applied the plan. In this study, the researchers implemented flashcards to improve students' vocabulary. The researchers implemented flashcards at the English meeting twice. Then, the collaborator helped the researchers in taking a picture and recording the teaching and learning process. Another thing, the researchers also discussed with the collaborator about the teaching and learning process that had been done. All of the actions above were useful for the researchers to understand whether flashcards improved students' vocabulary mastery or not.

Fourth, the researchers gave a pre-test before implementing the learning intervention, and followed by giving post-test after implementing the learning intervention. The post-test questions were the same as the pre-test questions that had been given before which was multiple choice consisting of 20 questions. The students' pre-test and post-test score showed their vocabulary growth and their success in improving their vocabulary mastery by using flashcards. Another thing, the data was also gathered through a questionnaire to gain insights into students' perceptions and experiences in using flashcards. The questionnaire consisted of nine statements relating to student motivation and the benefits of flashcards on student vocabulary. There were four answer choices, which were strongly disagree, disagree, agree, and strongly agree. Students had to choose one answer based on how they felt and gained after learning with flashcards. In addition, students had to answer one question whether they were happy/excited/motivated to learn new vocabulary in English using Flash Cards and wrote down the reason in the column provided.

Last, after gaining the results of the scores from the pre-test and post-test, the results of observations, and the results of the questionnaire, it turned out that using flashcards improved students' vocabulary mastery. Therefore, the researchers added one more cycle as confirmation. The results of the additional cycle showed satisfactory results and showed that flashcards indeed enhanced students' vocabulary mastery.

The criteria for success in this research was the improvement of the students' vocabulary mastery. This was proven based on the increase of students' pretest scores before implementing the learning intervention to the students' post test scores after implementing the learning intervention within the classroom. Then, since the minimum criteria of mastery learning (KKM) score of the English subject in the school was 75, the students' improvement of the vocabulary mastery could be considered successful if they could get a score of 75 or above. It was expected that 70% of the total number of students could achieve the minimum criteria of mastery learning (KKM) score.

FINDINGS AND DISCUSSION

After analyzing the research results from the observation, interview, questionnaire, documentation, and tests (pre-test and post-test), the researchers found out several findings that could answer the research question mentioned in the introduction. The researchers divided the explanation into three points which were the improvement of the students' vocabulary mastery, the use of flashcards for students' vocabulary, and the improvement of the students' motivation.

Improvement of the students' vocabulary mastery

First, from the results of the pre-test and post-test in cycle 1 and cycle 2, it showed that using flashcards improved students' vocabulary mastery. It could be proven based on the increase of the average of the students' vocabulary score. The students' scores of the pre-test and post-test were summarized in Table 1.

Table 1. The Students' Scores of the Pre-test and Post-test

NO	NAME	KINDS OF TEST		
		PRE-TEST	POST-TEST (CYCLE 1)	POST-TEST (CYCLE 2)
1	Student 1	75	100	100
2	Student 2	80	95	95
3	Student 3	85	100	100
4	Student 4	65	95	100
5	Student 5	75	90	95
6	Student 6	60	70	90
7	Student 7	65	95	95
8	Student 8	90	100	100
9	Student 9	80	95	100
10	Student 10	60	90	100
11	Student 11	80	95	100
12	Student 12	65	85	95
13	Student 13	80	95	95
14	Student 14	85	100	100
15	Student 15	90	100	100
16	Student 16	80	100	100
17	Student 17	80	95	100
18	Student 18	70	95	100
19	Student 19	85	100	100
20	Student 20	75	100	100
21	Student 21	65	90	100
22	Student 22	65	95	100
23	Student 23	70	100	100
24	Student 24	70	90	95
25	Student 25	65	85	95
26	Student 26	75	95	100
27	Student 27	90	90	95
28	Student 28	85	100	100
29	Student 29	65	90	90
30	Student 30	90	100	100
31	Student 31	70	100	100
32	Student 32	85	100	100

NO	NAME	KINDS OF TEST		
		PRE-TEST	POST-TEST (CYCLE 1)	POST-TEST (CYCLE 2)
	TOTAL SCORE	2420	3030	3140
	AVERAGE	75.62	94.68	98.12
	INCREASING OF THE STUDENTS' SCORE		19.06	3.43

Table 1 shows that the students' average of the pre-test was 75.62. The students did the pre-test before implementing the flashcards and it turned out that the results were not satisfactory. Thus, this could be said that students had lack of vocabulary. Because of the lack of students' vocabulary, the researchers prepared an interesting learning media which was flashcards to help the students in facing the difficulty.

Therefore, in cycle 1, the researchers implemented the flashcards as a solution with the topic was song. In implementing the flashcards, the students were divided into nine groups, each group consisted of four students. Then, the students were given twenty random cards. Those cards consisted of ten cards that contained the pictures and the words below the pictures that indicated the meaning of the pictures and ten cards that contained the synonym of the words. The words on the flashcards were related to the song chosen. The title of the song was Who Says. First of all, the students were asked to match the cards that contained the pictures and words with the cards that contained the synonym of the words. After matching the flashcards, each group was asked to help each other to understand the words. For example, in group 1, two students played the role as questioners and two students played the role as answerers. Two questioners were in charge of holding a card and showing a card containing a picture and a word to the answerer. The questioners saw a picture on the other side that contained synonyms of the word. Next, the questioners asked a questions about the synonym of the word and the answerer was responsible to answer it. When the answerer did not know the answer, they could guess the synonym by seeing the pictures. Based on the study from Nurhaliza and Sari (2023), it made it easier for students to illustrate and remember vocabulary when the teachers provided a picture in the flashcards. After finishing up to ten cards, the students swapped roles. After doing the activities, the students were asked to do posttest individually. The result of the posttest in Table 1 showed the increase of the students' score which was 19.06 and the increase of students' average from 75.62 to 94.68. This proved that after applying the flashcards in teaching vocabulary, the students' vocabulary mastery improved. It meant that using flashcards was a solution to help the students in enhancing their vocabulary mastery.

Then, the researchers added one more cycle as a confirmation to prove that indeed using flashcards could help the students in increasing their vocabulary mastery. The activities were the same as in Cycle 1. The students were asked to match twenty random cards in group. The difference was the students were asked to match the cards that contained the pictures and words with the cards that contained the definition of the words. Because the definition was in the form of a phrase or sentence, students were asked to understand the meaning first. Next, the students did the same activities in cycle 1. After finishing the activities, the students were asked to do posttest. Based on the result of posttest in cycle 2, the increase of the students' score was 3.43 with the average was 98.12. This showed that the use of flashcards in teaching had been successful in helping students' improved their vocabulary mastery. In line with that, Maghfiroh

(2020), in her research stated that it was effective, valid, and worth in developing flashcards media to improve the students' vocabulary mastery.

The use of flashcards for students' vocabulary
Based on the results of the questionnaire given to the students, it showed that using flashcards gave many benefits for students. The students had positive responses toward the use of flash-cards. The students' responses were summarized in Table 2.

Table 2. Students' Response to the Use of Flashcards

No	Assessed Aspects	Number of Students			
		SD	D	A	SA
1.	Flashcards make it easier to remember new vocabulary in English.			20	12
2.	Flashcards make it easier to understand the meaning of new vocabulary in English.			18	14
3.	Flashcards made it easier to understand synonyms of the new vocabulary discovered.			21	11
4.	Flashcards made it easier to understand the definitions of the new vocabulary discovered.			22	10
5.	Flashcards improved the new vocabulary in English.			16	16

Explanation
SD   : Strongly Disagree
D   : Disagree
A   : Agree
SA   : Strongly Agree

Table 2 shows the students' responses toward the questionnaire for part A. There were 32 students who filled out the questionnaire that consisted of five statements. Those 32 students showed great responses toward the use of flashcards. In the first statement, 12 of 32 students strongly agreed and 20 of 32 students agreed that flashcards made it easier for them to remem-ber new vocabulary in English. Then, flashcards helped the students in learning vocabulary. It could be seen based on the result from the second statement which was 14 of 32 students strongly agreed and 18 of 32 students agreed that flashcards could helped them in learning vo-cabulary. Next, the third statement showed that 11 of 32 students strongly agreed and 21 of 32 students agreed that flashcards made it easier for them to understand the synonym of the new vocabulary discovered. This was because they did the activity directly where they matched the words and pictures with the synonyms. Furthermore, as seen in the fourth statement, 10 of 32 students strongly agreed and 22 of 32 students agreed that flashcards made it easier for them to understand the definitions of the new vocabulary discovered. Same as the previous activity on synonyms, this was also because the students did the activity directly in which they matched the words and the pictures with the definitions. In the last statement, 16 of 32 students strongly agreed and 16 of 32 students agreed that using flashcards enhanced their new vocabulary in English. The students understood a lot of vocabulary through the flashcards they used in the classroom. According to Rahmawati and Utami (2019), using flashcards as a learning meth-

od enhanced students' vocabulary mastery. Therefore, from the results of the questionnaire, it could be said that using flashcards was fruitful for the students. The statement was supported by Nugroho et al. (2012) who stated that applying flashcards had many benefits in the teaching-learning process.

The improvement of the students' motivation
After gaining the data results of the questionnaire, the researchers found that using flashcards could increase students' motivation. The improvement of the students' motivation could be proven based on Table 3.

Table 3. The Improvement of Students' Motivation

No	Assessed Aspects	Number of Students			
		SD	D	A	SA
6.	I am happy in learning English.			16	16
7.	I am happy in learning English using Flashcards.			21	11
8.	I have more spirit to learn new vocabulary when I learn English using Flashcards.			22	10
9.	I am motivated to increase my new vocabulary when I learn English using Flashcards.			20	12

PART B
Students' Motivation for Using Flashcards

Explanation
SD   : Strongly Disagree
D   : Disagree
A   : Agree
SA   : Strongly Agree

Table 3 shows students' good responses to the questionnaire for part B. The students' good responses could be proven when there were no students who chose strongly disagree and disagree. It meant 32 students who filled out the questionnaire agree or even strongly agree that using flashcards could increase their motivation in learning vocabulary. In the questionnaire given, the students also gave their opinions toward their motivation in using flashcards. For the first statement, 16 of 32 students strongly agreed and 16 of 32 students agreed that they were happy in learning English. Furthermore, in the second statement, 11 of 32 students strongly agreed and 21 of 32 students agreed if they were pleased in learning English using flashcards. It was because flashcards provided a picture that facilitated the students to understand well. Another thing, using flashcards could reduce students' boredom in the classroom that made them motivated to follow the learning process to the end. Next, the students were enthusiastic to learn new vocabulary using flashcards. It was supported by the results of the third statement in which 10 of 32 students strongly agreed and 22 of 32 students agreed that learning English by using flashcards could give more spirit for students to learn new vocabulary. Based on the students' opinion, they were enthusiastic because the flashcards display was attractive and like playing a game. The students did not feel burdened when learning in the classroom. It was because using flashcards was like playing a game that could reduce students' tension when learning. Moreover, in the last statement, 12 of 32 students strongly agreed and 20 of 32 students agreed that

they were motivated to increase their new vocabulary when learning English using flashcards. The reason was the learning process became not monotonous and more fun. They felt that they not only learned about the material, but they could learn while doing interesting activities. Also, using flashcards in learning vocabulary was a new experience for them. This made them felt pleased and interested in learning vocabulary because this was the first time for them to learn vocabulary using flashcards. In line with that, Nugroho et al. (2012), in their research, said that in motivating and stimulating students, flashcards had a good strength. The most important thing for the teachers was producing students' interest and motivation in learning English vocabulary (Hamer & Rahimajaya, 2016).

CONCLUSION

The objective of this study was to investigate the use of flashcards to improve students' vocabulary mastery. Classroom Action Research (CAR) was used to gain the data. This study proved that the use of flashcards as a learning medium enhanced students' vocabulary mastery of XI Science 3 at an Indonesian High School. The findings showed that using flashcards as learning media had been fruitful to help the students in improving their vocabulary mastery. It could be proven based on the increase of students' pre-test score to students' post-test score in cycle 1 and cycle 2. Before implementing the flashcards, students' average of the pre-test was 75.62. Then, it turned out that after implementing the flashcards, students' average of post-test 1 was 94.68 and post-test 2 was 98.12.

Next, the results also showed that there were many advantages that students gain when the researchers implemented flashcards in teaching vocabulary. First, flashcards helped the students in remembering the words. Not only remembering the words, but flashcards helped the students in understanding the meaning easily. Then, applying flashcards was very helpful for students to understand the synonyms and definitions of the new vocabulary well. They could practice directly in matching the words and pictures with the correct synonyms and definitions. Lastly, implementing flashcards was useful to enhance students' vocabulary mastery.

Another thing, flashcards increased students' interest and motivation in learning vocabulary. Students were enthusiastic in learning vocabulary by using flashcards because of some reasons. First, flashcards provided pictures that helped the students in understanding the words. Second, flashcards could reduce students' boredom in the learning process. Third, applying flashcards was interesting for students because the way to learn was interesting and fun like playing a game. This could reduce students' tension when learning English in the classroom. Fourth, the learning process became not monotonous and more fun when applying flashcards in learning vocabulary. The students not only learned the material, but they also did fun activities. Furthermore, using flashcards was a new experience for the students in learning vocabulary. This made them felt happy and interested in joining the learning process. From these results, it could be concluded that using flashcards was a solution to improve students' vocabulary mastery and students' motivation. Moreover, it was also beneficial for students in learning vocabulary.

The finding of this study had valuable insight for the students of grade XI Science 3 at an Indonesian High School where they understood that flashcards was one of the effective tools that could help them in improving their vocabulary. Besides, this research informed the educators about the strategies for incorporating flashcards into their instructional practices. It is expected

that the research shed light on the potential benefits and limitations of flashcards. It is also expected to offer practical recommendations to the educators for maximizing the use of flashcard on students' vocabulary mastery.

Moreover, this study had a limitation in a data collection instrument in which the researchers only gained the data through the students' pre-test vs post-test score and a questionnaire. Therefore, the researchers suggest further researchers to conduct interview to obtain more detailed information from the students.

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