



An Error Analysis of Students' Translation in Narrative Text

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ABSTRACT

This research was conducted based on the fact that most students still made many errors in conveying the meaning from Indonesian to English language. Lack of vocabularies, facing an ambiguity from Indonesian to English, word, phrase, and sentence. Therefore, the purposes of this research are (1) to find out types of errors made by students in translating narrative text and (2) to find out the causes of errors made by the students. The design applied in this research was qualitative in type of case study. Meanwhile, the techniques of data collection were documentation and interview. Nine students were considered purposively as subject categorized into high, middle, and low levels. The technique of analyzing data of this research consisted of data condensation, data display, and conclusion/verification which was found in Miles and Huberman, and Saldana's model. The result of this research found that (1) there were four types of errors made by the eleventh grade students, namely: omission, additions in simple addition, misformation in regularization and alternating form, and the last one missordering. The highest percentage was misformation. The second was omission. The third was missordering, and the lowest percentage was additions. It is also found that (2) those errors occurred because of carelessness, first language interference, and translation. However, it is expected that the students may learn Indonesian and English seriously in order to increase their awareness in both languages. It is also important that the English teachers provide some creative strategy in learning to avoid any boredom in teaching process.

INTRODUCTION

The act of reproducing the closest natural equivalent of a source language message in a target language is known as translation (As-Safi, 2011). Readers will have difficulty understanding the messages if the translators are unable to accurately translate them (Fadhillah et al., 2019). Nowadays, fluency in English translation is absolutely necessary. This means that students have a better chance of improving their translation abilities. This ability places no restrictions on the trainees. Furthermore, many schools provide programs that teach students the four essential skills of reading, speaking, listening, and writing. According to the 2013 curriculum, students must be able to understand each skill. Furthermore, in order to understand the four skills listed above, students must first translate their object. This means that when students become aware of the meaning of texts they unintentionally read (Dhillon et al., 2020), they must translate the text word for word or phrase for sentence. Unless students want to communicate with people who speak different languages, they must first translate their native language into the target language (Fadhillah et al., 2021).

Moreover, while they know an information that delivered by someone in second language so, unconsciously they have translated the point of the information and understood its meaning. And when they want to compose an essay in second language so, they have to translate from source text to target text. To understand the messages accurately, the translation skill must be taught and mastered. Many teachers use translation techniques to deliver their teaching materials (Panggua et al, 2021). Translation is most frequently used as a convenient shortcut when teaching vocabulary, by providing equivalents in the learners' mother

tongues. The other reason is that a lot of written media, such as books, modules, novels, magazines are translated into English language (Tsang, 2020). In order to understand English texts well, a person needs to be able to translate or even master the translation skill. Translation skill is also important for someone who works with TV or movie production (O'Sullivan, 2018).

However, based on the observation which was done by the researcher to the eleventh-grade students of An-Nahla Lhokseumawe, the researcher found some facts related to the translation ability, they are: many students lack of vocabularies either in Indonesian or in English. The students still made many errors in conveying the meaning from Indonesian to English. Many students were distress how to communicate with their friends in English. The students were facing ambiguity of Indonesian word, phrase, and sentence. Based on the facts that researcher got at An-Nahla Lhokseumawe, it was obtained the information that the students have not had ability yet to translate Indonesian text to English well. It means that the ability of students to translate Indonesian text to English may be still poor. Therefore, the researcher conducted research entitled "An Error Analysis of Students' Translation in Narrative Text."

METHODS

The research approach used is a Qualitative approach that aims to obtain information by conducting case studies to find out the types of errors and the causes of errors made by the students in translating narrative text at An-Nahla Lhokseumawe. The researcher focused on analyzing the errors made by students in translating Indonesian to English in narrative text by using surface strategy taxonomy purposed by Heidi Dulay. This research uses documentation and interview techniques (Sugiyono, 2018; Moloeng, 2017). The researcher involved 9 students of XI IPA 1 that consisted of 20 students to be the research subject. The subjects of the research were from low, middle, and high level of achievement.

Instrument and Data Collection

The Instrument used in this research were documentation and interview. The documentation used to collect even more reliable and factual data for this research in order to find out the types of errors in translation. The researcher asked to the English teacher to give instruction to the students to translate the narrative text. The narrative text taken in: Basic Reading Power, Beatrice Mikulecky and Linda Jeffries by the title "The bear and two friends" on page 11. In the other time, the researcher also conducted an interview with the representative students to get more reliable data. The researcher made 5 interview's questions to find out the causes of errors. The technique of analyzing data of this research consisted of data condensation, data display, and conclusion/ verification which was found in Miles and Huberman, and Saldana's model.

Data Analysis

The data was analyzed by using Miles and Huberman with the three phases of data analysis. The phases were data condensation, data display, and conclusion drawing or verification. Data condensation refers to the process of selecting, focusing, simplifying, abstracting, and transforming the "raw" data that appear in written-up filed notes. Data display is defined as "display" as an organized assembly of information that permits conclusion drawing and action taking. A display can be an extended piece of text or diagram, chart, table or matrix that provides a new way of arranging and thinking about the more textually embedded data. Then, Conclusion involves stepping back to consider what the analyzed data mean and to assess their applications for the question at hand. Verification integrally linked to the drawing the conclusion, revisiting the data as many times as necessary to cross-check or verifies these emergent conclusions.

To analyze the data of the students' errors in translating narrative text, the researcher conducted the following steps (1) The researcher collected samples of student's translation, (2) The researcher identified the errors and prepared reconstructions, (3) The researcher described the errors with linguistic description, (4) The researcher determined types of errors based on surface structure description, (5) The researcher explained the errors one by one based on the students' translation, (6) The researcher showed the interview analysis from students' utterance to answer the causes of errors that made by students.

RESULTS AND DISCUSSION

Based on data analysis, it was found that types of errors in students' translation occurred into some categories. There was omission, additions in simple addition, mis-formation in regularization and alternating forms, and the last one is disordering. The highest frequency of error is misinformation in regularization and the lowest frequency of error is addition in simple addition. However, the types of errors in addition of double marking, addition in regularization and in mis-formation form did not found in students' translation.

Table 1.1 Students' Error in Omission

No	Sources of Data	Translation	Errors
1	<i>Teman-teman yang baik tidak akan lari</i>	Good friends <u>do</u> not run	Good friends not run
2	<i>...bahaya apa saja bisa terjadi kepada mereka</i>	..anything <u>dangerous</u> can happen to them	..anything can happen to them
3	<i>Dan tidak tahu bagaimana cara memanjat pohon</i>	Dan did not <u>know</u> how to climb a tree	Dan did not how to climb a tree
4	<i>Beruang tidak makan manusia atau hewan-hewan yang mati</i>	The bear did not eat people or animals	The bear not eat people or animals
5	<i>Dan dan Jim berjalan menyusuri hutan</i>	Dan and Jim walked down in the woods	Dan and Jim walked down woods
6	<i>Mereka akan tetap bersatu dalam setiap bahaya yang mengancam</i>	They would be together at any time in danger threatening.	They would together anytime danger threatening

Table 1.2 Students' Error in Addition

No	Sources of Data	Translation	Errors
1	<i>Beruang berjalan kearahnya,</i>	The bear walked to him	The bear to walked to him
2	<i>Teman-teman yang baik tidak akan lari</i>	Good friends do not run	Good friends do not will run
3	<i>Teman-teman yang baik</i>	... good friends.	...a good friends..
4	<i>Jim lari</i>	Jim ran	Jim the ran
5	<i>Telinganya (Dan)</i>	His ear	...his ear

Table 1.3 Students' Error in Mis-formation

No	Sources of Data	Translation	Errors
1	<i>Mereka akan tetap bersama</i>	They would stay..	They will stay..
2	<i>Dia langsung memanjat pohon</i>	He climbed the tree	He straight climded the tree
3	<i>Mereka berjalan menyusuri hutan</i>	They walked down in the woods	They walking to go by wood
4	<i>...di dalam hutan</i>	.. in the forest	..by forest..
5	<i>Tiba-tiba,..</i>	Suddenly,..	To arrive, ..
6	<i>Dia memutuskan untuk berbaring di tanah</i>	He decided to <u>lie down on</u> <u>the</u> ground..	He decided for slept in ground..

7	<i>Beruang berjalan ke arahnya</i>	The bear walked to <u>him</u>	The bear walked to he
8	<i>Beruang mendekati mereka</i>	The bear <u>came</u> to <u>them</u>	The bear come to they
9	<i>Beruang memberitahuku tentang...</i>	The bear told me about ..	The bear <u>telling you</u> about..

Table 1.4 Students' error in Missordering

No	Sources of Data	Translation	Errors
1	<i>...manusia atau hewan-hewan yang mati</i>	..dead human or animals	...human or animals dead
2	<i>...bahaya apa saja</i>	..anything dangerous	..dangerous anything
3	<i>mereka saling berjanji</i>	they promised each other	they each other promised
4	<i>seekor beruang besar</i>	a big bear	a bear big
5	<i>teman-teman yang baik</i>	good friends	friends good

The interview analysis was applied in order to clarify and gather any information regarded to the cause of errors that students made in translating the narrative text from Indonesian to English. It was done by transcribing nine interviewed students of eleventh grade IPA 1 at An-Nahla Lhokseumawe. Some informations regarded to the cause of errors were classified into carelessness, first language and translation. As the result, some representative data analyzed were presented as follows:

a. Carelessness

Data 2.1:

R: Do you like to translate the text, from Indonesian to English?

S: I do not like translation miss, it is due to the exercise. That is why I do it.

R: Why do not you like it?

S: I dislike it because of complication. I often got wrong, and many things must be considered

Data 2.2:

R: Do you like to translate the text from Indonesian to English?

S: Hmm not, miss. I do not like

R: Why do not you like?

S: I do not like it because I do not really like translation.

Data 2.3:

R: In working on translation, how do you translate the narrative texts? Mention the steps!

S: I translate the text directly without paying attention to the tenses, miss.

R: Why do not you paying attention to the tenses?

S: Because I do not really understand, miss. I also lacked attention when the teacher gave me instruction. I like to be able to speak English, but I do not like to write or string the language. I only like to hear it. And may be I can speak English later *hehe..*

b. First Language

Data 2.4:

R: Do you usually learn English like translating sentences that you make by yourself?

S: I do it frequently, miss. hmm... when I'm sitting, I try to make sentence then I translate it.

R: How about the example of the sentence?

S: Emm, for the example is, *saya mempunyai dua buku*. I translated become I have two book.

Data 2.5:

R: When you are translated the text, what are the obstacles that you face?

S: Hmm ... the problems are tenses. For example, I often confused in these sentences; he decides, they promise, they run, they walk, he climbs, he sleeps and others.

Data 2.6:

R: In working on translating, how do you translate narrative texts? Mention the steps!

S: I translate immediately one by one, miss.

R: Would you explain it?

S: Emm... I translate them one by one. For example, *buku cantik* mean the book beautiful.

c. Translation

Data 2.7:

R: When you are translating the text, what are the obstacles that you face?

S: I usually wrong in use of the pronoun and the choice of vocabulary, miss.

R: Would you give the example?

S: The example is “help they friends”. Hmm, then I often wrong because of a misunderstanding with the meaning of the word. hmm ... “*mereka sadar bahwa hal berbahaya apa saja bisa terjadi di setiap saat*”. I translated it to be “They are conscious of anything dangerous can happen to them at any time”

Data 2.8:

R: In working on translation, how do you translate the narrative texts? Mention the steps!

S: The way is if I meet a difficult vocabulary, I look for it in the dictionary or ask the teacher. And if the words are easy, I immediately translate it. Then I also noticed the tenses. Although sometimes it is wrong in select the words. it happened because the words do not match.

R: Would you give me the example?

S: yes, miss. The example is people or animal perish.

Data 2.9:

R: In working on translation, how do you translate the narrative texts? Mention the steps!

S: I translated the text as best as I can, miss.

R: would you give me an example?

S: the example is the word *tiba-tiba* in English is “To arrive”.

Regarding to the first question of the research, the data were analyzed to find out any errors that occurred on students’ translation text. Translation consist in reproducing in the receptor language the closest natural equivalent of the source language, first in the term of meaning and secondly in the term of style (As-Safi, 2011). Indeed, the sense that translation is an activity of changing the language from one into another. Catford said that the translation is the replacement of textual material in one language by equivalent textual material in another language (Munday, 2016). So, to translate is transfer thoughts, idea and information from source language into target language.

Based on all definitions above, Translation is a product of the process in which a written communication or a text in the Indonesian is reproduced in English which interpreting the closest meaning. In

another hand, translation is a process of transferring thoughts and message. If someone doing translation, he/she must find the close meaning for the words or phrase from source language into target language.

Types of Translation

There are many types and kinds of translation according from many experts of translation, especially it has similar characteristic. According to Jakobson in Basnett, he divides three types of translation based on semiotic approach to language (Pym, 2017). Further, there are eight kinds of translation with different purpose (Munday, 2016). The types can be concluded that used based on their semiotic approach to language, they are (1) intralingual translation which is related to language variation. (2) Interlingual translation which is related reproducing of target language message with the closest natural equivalent meaning of the source language text and (3) Inter-semiotic Translation which is related to the interpretation between sign systems in which verbal signs are transferred into non-verbal system. While, the kinds of translation are (1) word-for word translation. (2) Literal translation. (3) Faithful translation. (4) Semantic translation. (5) Adaptation. (6) free translation. (7) Idiomatic translation and (8) Communicative translation. from number 1 to number 4 is what called source language-oriented translation while number 5 to number 8 is called target language-oriented translation. Besides, the researcher focuses on interlingual translation type with kind of communicative translation.

Narrative Text

Narrative is one of the texts thought in junior and also senior high school level. Narratives text are usually told by a story teller. Another definition, clouse defined the narrative text is a kind of story either fictive or real which contains a series of events in which how the story is told and how the context is presented as aspects of the story construction (Strouse et al., 2018).

From the definition above, it can be concluded, narrative text is a story tells us about something interesting that has purpose to amuse and to entertain for the readers or viewers. We used narrative when we tell something interesting that happen to us at work or school and we tell someone joke. The narrative text taken from Basic Reading Power, Beatrice Mikulecky and Linda Jeffries on page 11:

Please translate these sentences into good English!

Beruang dan Dua Orang Teman

Pada Suatu hari, Dan dan Jim berjalan melintasi hutan. Mereka sadar bahwa hal berbahaya apa saja bisa terjadi pada mereka setiap saat di hutan itu. Maka, mereka saling berjanji bahwa mereka akan tetap bersatu dalam setiap bahaya yang mengancam. Tiba-tiba, mereka melihat seekor beruang besar yang mendekati mereka. Jim lari meninggalkan Dan. Ia langsung memanjat sebuah pohon, sedangkan Dan tidak tahu bagaimana cara memanjat pohon. Maka ia memutuskan untuk berbaring di tanah, tidak bernafas dan berpura-pura menjadi orang mati. Beruang itu berjalan ke arahnya, mengendus di dekat telinganya dan pelan-pelan meninggalkan laki laki tersebut. Beruang tidak makan orang atau hewan-hewan mati. Jim turun dari pohon dan bertanya kepada Dan, "Apa yang beruang katakan kepadamu?". "Beruang memberitahuku tentang teman-teman yang baik. Teman-teman yang baik tidak akan lari. Teman-teman yang baik membantu teman-teman mereka". Jawab Dan. Akhirnya, Dan berjalan menyusuri hutan sendirian.

The Bear and Two Friends

One day, Dan and Jim walked down the forest. They knew that anything dangerous can happened to them at any time in the forest. So, they promised each other that they would be together in any case of danger. Suddenly, they

saw a big bear came near them. Jim ran and left Dan. He climbed a tree while Dan did not know how to climb. So he decided to lie down on the ground, breathless and pretending to be a dead man. The bear walked over to him and smelt near by his ears and slowly the bear left the man. The bear do not eat dead people or animals. Jim came down from the tree and asked to Dan, “what did the bear say to you?”. “The bear told me about good friends. Good friends do not run away. Good friends help their friends.” Said Dan. Finally, Dan walked down the forest alone.

Surface Strategy Taxonomy

According to Dulay, Burt and Krashen: there are four categories for descriptive classification of error. They are linguistics categories, surface strategy taxonomy, comparative taxonomy, and communicative effect taxonomy (Kafipour & Khojasteh, 2012). However, regarded to the focus of research, the theory taken in this research is only concerned on surface strategy taxonomy. A surface strategy taxonomy highlights the ways surface structures are altered: Students may *omit* necessary items (omission) or *add* unnecessary ones (addition), they may *misinformation* items (mis-formation) or *mis-order* them (mis-ordering). This categorization can be exemplified as follows: omission, addition, mis-formation, and mis-ordering.

Omission errors are characterized by the absence of an item that must appear in a well-formed sentence. The table 1.1 showed representative data of omission errors that occurred in students’ translation from Indonesia to English. The omission errors tended to occur in the use of auxiliary verb. Moreover, it is also found in the use of articles, prepositions, and omitted some words. Addition errors are the opposite of omission. They are characterized by the presence of an item which must not appear in a well-formed sentence. There are three types of addition errors, double markings, regularizations, and simple additions. The data in table 1.2, the students added some unnecessary or incorrect elements in sentences. The incorrect elements were prepositions, articles, and the usability of words. From the data showed that researcher only found simple addition errors.

Mis-formation errors are characterized by the use of the wrong form of the morpheme or structure. There are three types of mis-formations have been frequently reported in the literature: regularizations, forms, and alternating forms. The listed data in table 1.3 illustrated the mis-formation errors that occurred in students’ translation from Indonesian to English. In this case, the researcher found that the students dominantly made errors in mis-formation. It is shown that the students tended to select the wrong words in forming correct sentences. However, the researcher did not find the type of error in mis-formation form.

Mis-ordering errors are characterized by the incorrect placement of a morpheme or group of morphemes in a sentence. The data in the table 1.4 represented the mis-ordering. In this type of errors, it happened because of students put some elements words in wrong place or incorrect placement of some words or group of morphemes. The dominant errors are noun phrase.

Causes of Error

Errors can occur for many reasons. One of the strategies to prevent students from making the same errors is by looking at the cause of the error itself. There are three majors of errors. There are carelessness, first language interference, and translation (Kumala et al., 2018). There are three types of causes of error will be discussed briefly below.

Carelessness is often closely related to lack of motivation. Lack of motivation may be the result of the presentation style of the teacher (Rahman & Yuzar, 2020), which does not suit the students or maybe the materials are not interesting for the students.

In data 2.1, the student stated that he did not like to translate a text, because there are too many things that must be considered when translating a text. Moreover, one thing that is less attractive to students and creates a lack of motivation. From data 2.2, Students admitted that they do not like the activity of translating text from Indonesian to English. It is because the students do not like translation activities. From data 2.3, Students translated the narrative texts directly without considering the tenses used when translating a text. He revealed that he was less attractive for learning English in terms of stringing and writing. He only likes learning

English to hear it and without regard to the direction or rules of material given by the teacher. This can be classified as the causes of errors in carelessness. Where students are not interested and lack attention to the learning taught by the teacher.

First language interference is the result of language habits established in a native language of the student (Fontiveros-Malana, 2018). When the student uses English, they bring their native language habits into the target language being learned. From data 2.4, The student stated that he often translated his own sentences but he cannot translate the sentence correctly with grammatical. It can be seen from the example; the students written I have two book. In fact, it should be I have two books. In grammatical, two is indicate plural number so the student have to add "s" after the noun. From this example it can be called the causes of errors in first language. Based on data 2.5, The student said that when he translated the text he faced obstacles in the tenses. For example, in these sentences "he decide" to be "he decided". "They promise" to be "they promised". "They run" to be "they ran". "They walk" to be "they walked". "He climb" to be "he climbed". "He sleep" to be "he slept". These examples show that he experienced problems in changing tenses. In this case he is has to use the word in verb 2 (past tense) whereas the students can not change yet the verb correctly. Data 2.6, the student stated that he translate the narrative text with word by word without regard to the word order and still brings her native language habit to the target language. This is classified as the causes of errors in first language.

Translation is the most common source of errors made by students, translating word for word; especially idiomatic expression from the students' first language can produce errors of this type (Lee, 2020). This usually happens as the result of a situation when the learners are asked to communicate something but do not know the appropriate expression in the L2. From data 2.7, the student experienced obstacles in use of pronoun and word selection. This is evidenced by the example he gave. "Help they friends", it should be "help their friends". And the word "conscious" means "knowing" not being conscious of a state under conscious (fainting). This example proves that students experience problems in translating text so that it can be categorized into causes of errors in translation (Silalahi et al., 2018). Based on data 2.8, Students translate the narrative text directly. And if student find difficult vocabulary, he will look for it in the dictionary or ask the teacher who is teaching. Furthermore, student would pay attention to the tenses use that are appropriate for narative texts. But he stated that it was difficult to understand the choice of vocabulary in accordance with the text being translated. He gives the following example; people or animals perish. Perish means binasa, tewas, hancur dan membusuk, but the fragment sentence is a dead human or animal. Perish it should be dead and student also need to pay attention to the word to be dead people or animals. Dead is adjective and it usually comes immediately before noun.

Data 2.9, it can be seen that the student translating the narrative texts by their understanding. From the example he gave, it was seen that he had an error in understanding about the usability of word, so that the target results did not match with the source of language. The source of language is *tiba-tiba*; the student's translation is "to arrive". The appropriate word is "suddenly". From the interpretation above, it can be fact that the student still confused about usability of word therefore the target language were not appropriate with the source language. From causes of errors above, it can be concluded that errors occurred because the students lack of motivation in understanding English, the students still influenced by their native language, and finally, the students do not know the appropriate expressions in the target language (Sun & Gao, 2020)

CONCLUSIONS

The conclusion can be drawn to answer the problem of the research. The main objective of this study was to find out the types of errors are made by the students in translating narrative text, and to find out the causes of errors are made by the students in translating narrative text. Based on the analysis and the description of data in the previous chapter, it can be concluded that there were four types of errors made by the eleventh-grade students of An-Nahla Lhokseumawe. The types of errors were omission, additions in simple addition, mis-formation in regularization and alternating form, and the last one mis-ordering. The highest percentage was mis-formation. The second was omission. The third was mis-ordering, and the lowest percentage was

additions. The students made those errors because the students lack of vocabularies, confused in grammatical rule, did not know how to change the tenses, not familiar with the foreign language, added or omitted some words, and difficult in the word order.

There were three causes of errors that made by students in translating narrative text. The first, the students were lack of motivation, do not pay attention to the material and do not like English Language. These matters called carelessness. The second, they still interfered by their mother tongue in translating English language. Most students forgot to apply grammar in their translation, therefore, they still translate the text with word by word translation. Finally, most of the students still translate the text directly without attention to the word order, the appropriate word and produce sentences that are not in accordance with the target language.

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The Educational Values in Fairy Tale Cartoon Film

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Cartoon Film

ABSTRACT

The educational value is the value that can form someone's attitude to be a good person. This value is given by teachers, parents, and others that contain education, morals and manners have a good value in it. Educational value can also be taken from literary works such as films, poetry, novels, stories of fairy tale and so on. One of literary works that can give the knowledge for educational value is fairy tale cartoon film, which telling children's story about magical and imaginary beings and lands. There were many educational values that could be taken as a lesson in human's life from fairy tale. This could be taken from fairy tale are moral value, social value, family value. It could be concluded that a good film will give a good impact for everyone has watched the film. The educational value from that film not only for enjoying but also it can be applied in our daily life activities.

INTRODUCTION

Educational opportunities are critical in our lives, and they have evolved into a basic need for every human being on the planet. Education is vital in developing capacities and enhancing the quality of human life (Malik, 2018). A good education enables individuals to create their strengths, impart knowledge, and guide others. Given that humans have the ability to develop their potential actively, humans possess the spiritual authority of religion, self-control, personality, and intelligence. Society obtains education in both official and informal settings. Formal education includes institutions such as schools, colleges, and universities. We obtain non-formal educational values through literature such as film/movie, novel, theatre, and poetry which may effect on the formation of the human personality (Astuti et al., 2019). Without moral and social education, values cannot stand alone. They have a strong relationship with one another, particularly in moral, educational ideals and the concept that underpins the value's application (Bialystok & Kukar, 2018).

Individuals study literature for a variety of reasons. According to some, they study literature to gain new knowledge and moral or educational ideals. On the other hand, people read and research literature for enjoyment, feeling joyful and secure. They would gain numerous benefits from reading literature, particularly something related to life. Ratna (2005) characterized literature historically as being split into classical and modern. Literature comes in various forms; it might be in the shape of poetry, a novel, a comic book, a film, or a movie. A film is a form of visual communication that employs moving images and sound to tell tales and inform the public. In essence, cinema and film are synonymous. The term "movie" originated as a slang term for cine film or moving images and is now frequently used to refer to the equipment and materials used by amateur film-makers (Dewi, 2013). The film is also a medium for delivering events. The majority of films are adaptations of true stories from throughout the world, while others are based on a book or novel. Most people utilize movies and films for amusement, criticism, commercial, and propaganda purposes. Using this medium, we may teach people about the educational value.

A cartoon film or animated film is one genre of film. According to Astuti et al (2019), the animation is a graphic representation of drawings used to demonstrate the passage of time within those drawings. A cartoon film is a film created by individuals to be original, imaginative, amusing, temporary, and pique spectators' interest. Cartoon films exist solely for entertainment purposes, and some of the events

depicted in them are improbable to occur in real life—many individuals, particularly children, like watching cartoons. Watching cartoons may be enjoyable because the pictures are vibrant and unique, and the stories are engaging, which is why children and adults alike enjoy watching cartoons. Additionally, movies, particularly cartoons, can stimulate our creativity by allowing us to control the movement of the characters.

Fairy tale cartoons are a type of cartoon that is frequently aired on television. According to Sayer et al (2018), a fairy tale is a story often aimed at children that involves fantastic and marvellous characters such as elves, goblins, wizards, and maybe, but not always, fairies. Additionally, fairy tales told children's stories about magical and fictitious beings and locations. In ancient days, children frequently listened to their parents read fairy tales before going to sleep. However, few parents today do so for their children, even though there are several educational principles that we may impart to children through fairy tales.

On the occasion of Indonesia's national fairy tale day on 26 November 2019, Minister of Education and Culture Nadiem Makarim and his wife appeal to parents in Indonesia to read fairy tales to their children every night to keep them happy and in love with stories, books, and the images we create in our brains from the stories (Aeni et al., 2020). Numerous fairy tales are adapted into films in the current period, particularly animated fairy tales. Therefore, if we do not have enough time to read or tell fairy tales regularly, we can watch them live on television or YouTube, as we usually enjoy watching films on television or YouTube, particularly cartoon films. It is demonstrated that the programs are highly entertaining and colourful, which aids the spectator in deriving educational values from cartoons. There are a plethora of fairy tales that we can view at any time. Cinderella, the flower fairies, golden bread, the lion and the mouse, little red riding hood, and sweet porridge are all examples of these.

METHODS

This research method enables researchers to depict, explain, and describe an in-depth understanding of a particular event (Yin, 2015). This approach examined EFL teachers' opinions on the problems and insights associated with online learning during the global pandemic. Contextualization of data is critical (Harding, 2018). This study does not seek to make broad generalizations; instead, it is concerned with accurately portraying the currently occurring event being studied. As a result, the data were interpreted exclusively within the context of Indonesian university EFL teaching, where they were collected.

RESULTS AND DISCUSSION

A. Definition of Educational Values

Education derives its etymological meaning from the Latin words *educere*, *educare*, and *educatum*, which mean 'to learn', 'to know', and 'to lead forth'. Education refers to the process of bringing to light an individual's or child's internal latent talent. According to Ploeg (2018: 18), John Dewey defined education as "a process of experience." Because life is a process of growth, education entails assisting with inner growth regardless of age. The growth process entails adapting to each phase while also developing one's talents".

Education, according to Ki Hajar Dewantara (1962), is an attempt to foster the development of excellent manners and intellect. In a more limited definition, "education" refers to the community's function of passing on its traditions; Ki Hajar defined education as an endeavour to advance in completing existence as "living in society. Education is an attempt to foster an environment conducive to learning and the learning process in which learners actively develop the potential to possess spiritual strength in the form of religious, self-control, personality, intelligence, noble character, and skills necessary for themselves and society.

2. Value Definition

Values are the things that individuals cherish. Values serve as both a guide for behavior and a basis for judging and selecting. In effect, they are abstract concepts disclosed and articulated through human movement and speech. Human behavior is defined and purposed by values; values are shaped by human behavior. Cantlon (2009) described value as "an abstract concept, an ideal; it is not the value of real items or

facts; it is not just a matter of right and wrong that requires empirical proof, but the appreciation of the desired and undesirable. "The positive quality of anything indicates that it is desirable, beneficial, or fascinating. beneficial and significant; these are only a few of the adjectives accessible for expressing positive values. It is debatable whether values are inherent in things or are just a function of how humans respond to them. In sociology, value theory is concerned with the collectively held personal values of a community and how those values may change under certain circumstances. According to the aforementioned perspectives, values are the inherent nature of things (belief systems) that have been connected with a subject that provides significance for those who believe in it. Thus, values are good and valuable as a guide for human action.

3. Educational significance

The educational value is the value imparted by teachers, parents, and others that includes education, morals, and etiquette, as well as positive values. Literary works such as films, poems, and novels all have educational value. Sääntti et al., (2018) stated that "education is practically inseparable from values, particularly those associated with intelligence, scientific value, moral value, and religious values, all of which are summed up in the educational purpose of cultivating an ideal personality." Thus, the goal of education is to test and integrate all of these values into human life and to develop them in the child's personality (students). Educational value is the process of instilling and developing values in an individual. Educational value should not be confined to a single program or lesson, such as drawing or English, but should be viewed as a component of the entire educational effort. Education seeks to develop not only information, skills, and technology, but also other characteristics: personality, morals, and ethics, to name a few (Chowdhury, 2018).

According to Bowen (2018), "Education value is the spirit of education; therefore, wherever they are taught, education value will manifest itself. "According to the definition above, the researcher can deduce that educational value refers to the values that steer humans in the right way in life. Moral, religious, societal, and familial values are all examples of educational worth. Humans, on the other hand, do not evade these principles in their life. Individuals will adhere to either good or negative values depending on their circumstances. They will survive their lives if they select good values, and will suffer if they pick negative values.

4. Different Types of Educational Value

According to Honegger (2020), "educational values are classified into two categories: being valued and giving values. They are integrity, tranquillity, bravery, self-discipline, confidence and capability, and purity. While the value of providing is as follows: love and compassion, respect, loyalty and dependability, sensitivity, kindness and friendliness, and justice."

a. Beings' Values

Values of being are inherent in people and have evolved into our behavior and treatment of others. Includes the worth of beings:

1) Honesty

Honesty refers to how we treat others, institutions, society, and ourselves. It is the strength and assurance that come from a pure heart, for there was nothing to conceal. Honesty is critical in a person's life since it is required for success in all endeavors. As a result, we must think that honesty is critical in our lives. Honesty must permeate all of our efforts, because fundamentally, honesty is the basis of all virtue.

There is a proverb that "honesty is costly." Sincerity is costly, which is why it can feel so difficult at times. Honesty can help others feel at ease and joyful, even when it causes some individuals to feel wounded. Additionally, there is honesty that causes us to be resentful because we are irritated by something that has gone wrong. As a result, let us respect the idea of truthfulness. If there is charity in actuality, good words and true intentions will be even more lovely. Essentially, honesty has numerous benefits for all of us. Our integrity will lead us to prosperity and happiness. The terms "success" and "happiness" refer not only to this world, but also to the hereafter.

2) Peace

Attitude of calm and patience toward the inclination to accept other people's beliefs rather than deny them. Willingness to understand other people's emotions, rather than responding hastily to them, is a form of emotional control. Peace may also be defined as an absence of conflict or conflict in natural life between humans. Each individual's definition of peace varies according on their culture and environment. However, peace in social life can be defined simply as the absence of violence or conflict, as well as a system of justice that applies equally to individuals and to the social and political justice systems as a whole.

Therefore, social beings must adopt a peaceful attitude toward life, as peace enables humans to coexist happily in their surroundings without external intervention.

3) Bravely

Dare to attempt things that seem difficult to you. The majority of those who have dared to reject the flow are headed toward one, daring to decline an invitation. Dare to follow your good heart regardless of being excluded and suffering as a result of it. He noted that courage means taking a risk that is tough but necessary in the long run. As human beings, we are trained to avoid cowardice. We are taught to be courageous when confronted with an issue; even though it is tough, we must be courageous to face it out of kindness.

4) Self-Control

Self-discipline in the physical, mental, and financial realms is defined by knowing the limitations of time spent talking and eating, as well as the boundaries of physical and mental power. It is aware of the pitfalls associated with radical ideas and, more objectively, it is the capacity to balance spontaneity and self-discipline.

A disciplined individual generally adheres to the rules established by a superior or an institution. Individuals with a disciplined mentality are usually punctual in all of their activities. They despise squandering time in vain. They are always efficient with their time.

5) Self-assurance and capability

It is a knowledge of one's own bounds and the uniqueness of one's development. Attitude involves accepting responsibility for one's own actions, overcoming the natural tendency to blame others when confronted with obstacles, and believing in one's own competence.

6) Purity

Purity is a state of being free of inclination; an example of this is mental purity. Purity entails thinking positively at all times. Individuals with a pure heart are typically devoid of negative thinking.

b. Giving Values

Giving values are those that must be demonstrated or delivered in order for them to be acknowledged as a gift. Includes the monetary worth of giving:

1) Affection and Love

Without being deliberate, love and affection are feelings of attachment, tenderness, and emotion for another person or thing. Parents, teachers, friends, and neighbors are just a few examples. The words "love" and "affection" underline the lifetime obligation to communicate with one's family. Every human being must possess the nature of love and affection, as this nature enables humans to love those around them, most notably their families.

2) Respect

Respected is a strong admiration for someone or something provoked by their abilities, characteristics, or accomplishments, such as respect for parents, property rights, nature, and respect for the opinions and rights of others. It is also a civilized and polite behavior. We must respect one another in social life. We must respect individuals who are older than us, our families, and every distinction in our society, such as ethnicity, customs, and religion.

3) Loyalty and Dependability

Loyalty is a state of mind, an attitude, or a devoted connection and affection for someone or something, because loyalty is something that emerges spontaneously from knowledge. While trustworthiness is a moral attribute that is regarded as a virtue. A trustworthy person is someone you can rely on, someone

who is loyal and dependable. In general, trust must be earned over time, and worth and integrity must be demonstrated. For instance, those who are loyal to their family, work, state, school, organization, or other institution are accountable to us and willing to support, serve, and assist us, as well as trusted to keep consistent promises.

4) Sensitive

Sensitive is a term that refers to a state of being in response to an environment, whether physical or emotional. Individuals with a sensitive nature typically cannot bear to witness other people in distress. Someone with a sensitive temperament can frequently sense what other people are feeling. This characteristic must be possessed by someone in order for that individual to have a sense of concern for others.

5) Generous and affable

Kind and pleasant people understand that being kind and caring is more admirable than being rough and tough. However, inclination toward maintenance rather than confrontation, particularly among the younger or weaker, demonstrates how adept one is of acquiring new acquaintances and maintaining friendship.

Being friendly on a consistent basis will elicit a person's positive characteristics. What to look for is whether friendly has devolved into lip service, as we are entering an area where nice might become a mask for evil. As a result, we must demonstrate genuine kindness and friendliness, not simply lip service. We must demonstrate inventive kindness from the heart, not through visuals.

6) Fair

Fair is an attitude that is unbiased or equal; nothing is added or taken away; there are no favoritisms. "Fair" is defined as "obedience to the law, fairness in work and games, and an appreciation for natural consequences and the law of cause and effect." Appreciate the compassionate and forgiving attitude and recognize the futility of revenge"

5. Educational Values in Practice

Windrati (2011) advocated how values should be taught to students from kindergarten to universities, so that the nation's noble ideals become more than platitudes, but are truly lived and practiced. Then they outline the four steps necessary to ensure the efficacy of value education, namely:

a) Educators must first identify and comprehend the values that will be taught regarding the hidden meanings of any topic area or other human values.

b) Educators convey these values to students through touch and emotion, concrete examples, and, whenever possible, the educator's own example, so that students may see with their own eyes how good the value is.

c) The next step is to assist students in internalizing these principles not only in their minds, but also in their hearts, so that the values they grasp become a part of their entire lives.

d) Students who have internalized the traits and attitudes of life consistent with these principles are encouraged and assisted in realizing or expressing them in everyday activity.

The preceding steps demonstrate that educators must be emulated in their words, deeds, and behavior. Exemplary will persuade pupils that the principles communicated are worthwhile and authentic to live and practice. Setting an example or determining what example to teach in everyday life is not a simple task for a student's educator (Nuraini, 2020). However, without setting an example, it is pointless to teach morals to students' value is the values that bring humans to a better direction in life.

B. Definition of Fairy Tale Cartoon Film

1. Definition of Fairy Tale

Fairy tale is kind of narrative text. A fairy tale is a simple children's story that usually involves imaginary creatures and magic such as fairies, wizard, and goblins. The term "fairy" tale seems to refer more to the fantastic and magical setting or magical influences within a story, rather than the presence of the character of a fairy within that story. Fairy tales are often traditional; many were passed down from story-teller to story-teller before being recorded in books. According to Greenhill (2020), fairy tales are among our most beloved and ubiquitous narrative prototypes; from their characteristic chronotype that

evokes time long past and places remote, to their reassuring “happily-ever-after.” They constitute an easily recognizable and nearly universal form of telling. Fairy tale types such as Little Red Riding Hood, Cinderella, snow white and so on.

Many of education values we can get from the fairy tale, because of that, we must read and tell fairy tale to children until adult. Last time, fairy tale story just we heard from our parents when we want to sleep. But in this era, we not only hear that from our parent but also, we can watch it in television, DVD, YouTube.

2. Definition of Film

The word of film often is used for motion pictures, although other common words are “picture” and (more likely) “movie”. It is specialized type of cartoon utilizing, like cartoon, the technique of dialogue, monologue, and action. For these reasons, film may be studied for aspects such as character, structure, tone, theme, pronunciation, etc. Film arose out of technologies developed in the late nineteenth century. The first of these was the creation of a flexible substance, celluloid, that could accept the silver iodide emulsions that in the early years of photography were applied to glass. The other significant inventions were the motion picture camera and projector. Dezuanni & Goldsmith (2015) called movie, motion picture or moving picture, is a visual art- form used to simulate experiences that communicate ideas, stories, perceptions, feelings, beauty, or atmosphere through the use of moving images. Further, Sugianto et al., (2017) defined Film is the result of culture and tools artistic expression. Film as a mass communication which combination various types of technology such as photography and sound recording, like are arts, theater, literature and architecture as well as musical arts.

From the explanation above can be concluded that the film is basically series of pictures taken of a moving object, which produce a series of events continuously and serve as a communication, media entertainment, education and information and accompanied by the reinforcement elements of expression. such as music, dialogue, color. so as to make it as realistic as possible. The theme of the story usually is taken from social phenomena that occur in the community.

3. Definition of Cartoon

Cartoon film is a film produced by photographing a series of gradually changing drawings, etc., which provides the illusion of movement when the series are rapidly projected. Poulson as cited in Mukti (2012), remarks that a cartoon is a form of media where, using animation, characters are shown in simplified features although it still requires an ability to recognize.

In addition, Woodford and Walter cited by Christopley (2017) underlines that cartoon is: (a) a film made using characters that are drawn and not real (for instance, Mickey Mouse and other famous cartoon characters); (b) a funny drawing, especially in a newspaper or magazine.

CONCLUSIONS

The educational value is the values that bring humans to be a better direction in life. Some of educational values like; moral, religious, social, family and other values, peace, self-discipline, love and giving. Humans also do not leave these values in their lives. Depending on their self will follow the good or bad values. If they choose good value, they will survive their life. Then, they will be hurt if they follow bad value. Many of education values can get from the fairy tale. The reader has to read, watch and tell fairy tale to their children because so many educational values get from it, such as Sweet Porridge. Nowadays, fairy tale story not only we heard from our parents’ talking, but also, we can see on television, DVD, YouTube.

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Language Politeness in Directive Speech Acts in the Dialogue of Youth in Blang Naleung Mameh Village

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ABSTRACT

The purpose of this research is to (1) define language politeness in directive speech acts in youth dialogue in Blang Naleung Mameh Village and (2) define types of language politeness in directive speech acts in Blang Naleung Mameh village youth dialogue. This research used a qualitative approach. The type of research is descriptive. The research location is in Blang Naleung Mameh Village. The data of this research is in the form of directive speech acts for adolescents in Blang Naleung Mameh Village. The data sources for this study were 22 youths in the Blang Naleung Mameh Village. Based on the results of the data research, it is concluded that there are three types of maxims, namely wisdom, consensus, and sympathy. There are three politeness scales, including the gain and loss scale, the preference scale, and the indirectness scale. Furthermore, there are six types of directive speech acts and their functions, namely (1) request speech acts with the functions of asking, pleading, and inviting; (2) questioning directive speech acts with the functions of asking and interrogating; (3) command directive speech acts with the functions of instructing, ordering, and requiring; (4) prohibitive directive speech acts with the functions of prohibiting and limiting; (5) the directive speech act of granting permission with the function of approving and allowing; and (6) speech acts of advice with the functions of warning, advising, suggesting, and recommending. The dominant directive speech act is the question directive speech act.

INTRODUCTION

Politeness is closely related to communication activities between individuals in everyday life. Politeness is behavior that is expressed in a good or ethical way (Nurjamily, 2015). Politeness has a relationship with ethics, manners, manners, and manners which are aspects of language that are expressed in a communication that is surrounded by various contexts. One type of politeness that must be considered in communicating is language politeness. According to Chaer (2007), there are three things that must be fulfilled by speaking when speaking so that it can be said as a civilized human being, namely language politeness, language ethics, and language politeness. Furthermore, Chaer (2007) states that language politeness is related to the substance of the language. Furthermore, language ethics relates to behavior or behavior in speaking. Finally, politeness in language relates to the topic of speech, the context of the speech situation, and the distance of social relations between the speaker and the interlocutor.

Language politeness can be seen at various age levels, for example at the youth level in Blang Naleung Mameh Village. The politeness of the language of teenagers in the village is one of the realities of language communication which is influenced by socio-cultural factors (Fadhillah et al., 2019). Therefore, the speech of teenagers in the village is interesting to study (Candrasari et al., 2021). The politeness of youth in Blang Naleung Mameh Village can be seen from various types of speech acts. One type of speech act in question is a directive speech act. Yule (2006) states that directive speech acts are speech acts aimed at making the interlocutor understand so that they do what the speaker says. For example, forcing, ordering, ordering, ordering, so on. With this opinion, Putri (2017) states that a directive speech act is one of the speech acts that expresses the intention or desire of the speech partner to do something in accordance with what is done by the speech partner. The following is an example of directive speech act politeness in adolescents in Blang Naleung Mameh Village.

Speaker : Is there anything I can help you with?
Partner : Yes. Can you fry crackers?

The utterance shows the use of directive speech acts. The speaker asks if there is anything that can be done to help the hearer. The speech partner who does not mind asking the speaker to do something. The utterance expresses the speaker's desire to allow the interlocutor to do what can be done to help him. Thus, the speech is included in the type of directive speech act of granting permission. Based on the description above, this research is important because language politeness in directive speech acts can make the reader understand about the maxims and the principles of politeness contained in the dialogue. Based on the explanation above, the researcher is interested in further analyzing the problem of directive speech acts, namely "Language Politeness in Directive Speech Acts in Youth Dialogue in Blang Naleung Mameh Village."

Research on language politeness in directive speech acts has previously been carried out by other studies. Putri (2015) has researched "Speaking Politeness in Teacher's Directive Speech Acts in Indonesian at SMA Negeri 15 Padang." The results of the research are the types of directive speech acts used by the teacher in learning Indonesian at SMA Negeri 15 Padang suggesting, pleading, demanding, suggesting, and challenging. Teachers are more likely to use the speech act of telling. The politeness principle used by the teacher in learning Indonesian at SMA Negeri 15 Padang is the four maxims of politeness, namely the maxim of wisdom, the maxim of appreciation, the maxim of agreement, and the maxim of sympathy. In addition, Syah (2017) has also researched "Politeness of Directive Speech Acts in One Hour Closer Talk Show on TV One (Pragmatic Review)." The results of research conducted by Shah found six types of directive speech acts and four politeness strategies consisting of direct, positive, negative, and indirect strategies. The directive speech act politeness strategy used in the one-hour talk show more closely supports the effectiveness of talk show communication in terms of affective, cognitive, and connotative.

Furthermore, Hestiyana (2018) has also researched about "Politeness of Directive Actions on the Speech of Children and Parents in Ngumbul Village, Pacitan Regency." The results showed that the form of directive politeness in children's speech to their parents contained eight directive acts, namely asking, ordering, advising, admonishing, suggesting, persuading, and inviting. Then, there are six directive acts of politeness in the speech of parents to their children, namely asking, ordering, advising, suggesting, interrogating, and scolding. Furthermore, there are five politeness scales for directive acts on the speech of children and parents in Ngumbul Village, Pacitan Regency, namely the scale of loss and gain, choice, indirectness, authority, and social distance.

The relevance of these three studies to this research lies in the directive speech act. The difference between these researches lie in the object of research. The object of research studied in this study was the youth of Blang Naleung Mameh Village.

METHODS

Approach and type of research

This research approach is a qualitative approach. Mahsun (2012) states that qualitative research is research that aims to understand social phenomena including linguistic phenomena. In line with this opinion, Moleong (2013) states that qualitative research is research that is used to understand the phenomena of what is experienced by research subjects holistically by descriptive in the form of words and language in a context, especially natural ones by utilizing various natural methods. Therefore, qualitative research is a type of research that tries to interpret a problem that arises from the subject using language media which is a natural method to describe these problems.

This type of research is descriptive. This research is a research procedure that produces descriptive data in the form of written words from people and observed behavior (Moleong, 2013). Therefore, the selection of this type of research is to describe the type of directive speech act in the form of dialogue in adolescents in Blang Naleung Mameh Village.

Research sites

The location of the research was carried out in Blang Naleung Mameh Village based on the consideration that Blang Naleung Mameh Village was classified as a village that had a large population and various socio-

cultural backgrounds.

Data and data sources

The data of this research is in the form of directive speech acts for adolescents in Blang Naleung Mameh Village. Furthermore, the data sources for this study were 22 youths in the Blang Naleung Mameh Village. The category of youth in this study were junior high and high school students. This category was chosen because many teenagers in Blang Naleung Mameh Village are still in junior high and high school. Furthermore, the researchers chose 22 people as data sources in line with the opinion of Mahsun (2005) which stated that given the large number of speakers and the area of the language used to be studied, as well as limited manpower and cost, data sources can be determined by selecting a portion of the population.

Data collection technique

In this study, the researcher used data collection techniques, namely the conversational engagement listening technique, recording technique, and note-taking technique. This technique was chosen to obtain data directly from the object of research. In the conversational engagement listening technique, the researcher conducts wiretapping by participating by listening and being directly involved in dialogue (Mahsun, 2005). In addition to this technique, the recording technique is also used. The recording technique is a data collection technique used by recording the conversations of the informants, especially those related to the problem under study. In this study, the researcher recorded the directive speech acts between himself (the speaker) and the speech partner. The technique used next is the note-taking technique. In this technique the dialogue that has been recorded and then selected, arranged, further classified, and analyzed according to the purpose.

Data analysis technique

Data analysis techniques are efforts made to classify and classify data (Mahsun, 2005). The data analysis technique is carried out in stages which are described through the following activities.

1) Data Identification

The data is identified first, namely data in the form of questions or oral speech that shows the politeness of directive speech acts.

2) Data Reduction

The data that has been identified is classified based on the formulation of the problem that has been determined. The data that is reduced is the politeness of directive speech acts.

3) Data Presentation

The data that has been collected and reduced is analyzed according to the problem formulation that has been determined.

4) Withdrawal

Drawing conclusions is the final step of the data analysis process. In drawing conclusions, the data obtained must be based on data reduction and data presentation.

Techniques for Presentation of Data Analysis Results

The presentation of the results of data analysis in this study uses an informal presentation method. The data that has been analyzed through the data analysis process is then presented as follows.

1) Detailed directive speech act politeness dialogue based on its type.

2) The directive speech act politeness dialogue is described based on its type and associated with its function. The function of each of the six types of directive speech acts is based on the theory described in the previous chapter.

RESULTS AND DISCUSSION

Language Politeness in the Speech Acts of the Youth Directive in Blang Naleung Mameh Village

Politeness in adolescents in Blang Naleung Mameh Village is reflected in three maxims, namely wisdom, consensus, and sympathy. The maxim of wisdom is reflected in the directive speech acts of adolescents in the village of Blang Naleung Mameh, namely the speaker tries to reduce his own profits and gives freedom to his interlocutor in the speaker's activities. This is in line with the opinion of Rahardi (2005: 60) which states that the maxim of wisdom is that the participants of the speech should adhere to the principle of always reducing

their own profits and maximizing other parties in the speaker's activities.

Furthermore, the maxim of agreement contained in the speech act teenagers in Blang Naleung Mameh Village, namely the speech partners who agreed to the speaker's proposal. This is in line with the opinion of Rahardi (2005) which states that the maxim of consensus is that the speech participants can foster compatibility or agreement in speaking activities. Finally, the maxim of sympathy is reflected in the speech of teenagers in Blang Naleung Mameh Village, namely the speaker maximizes the attitude of sympathy between one party and the other. This is in line with the opinion of Rahardi (2005) which states that the sympathetic maxim is that the speech participants can maximize the sympathy attitude between one party and another.

The politeness of the directive speech act can also be seen from the quick response in the speech of teenagers in Blang Naleung Mameh Village. In the story of teenagers in Blang Naleung Mameh Village. The interlocutor immediately took action which was marked by one of the words "This is Brother, just chop the onions and potatoes." The utterance is a direct speech so that it is classified as an illocutionary speech act. This is in line with the opinion of Kusumaningsih (2016:13) which states that directive speech acts are a type of illocutionary speech act. According to Ibrahim (in Putri, 2017:44), directive speech acts are speech acts that express the speaker's attitude towards the actions that will be carried out by the speech partner. Directive speech acts can also express the speaker's intention in the form of wishes and hopes so that the speech or attitude expressed is used as a reason to act by the speech partner. Thus, this speech act is used by the speaker to get someone else to do something. This is in accordance with the data found in the speech of adolescents in Blang Naleung Mameh Village.

Types of Language Politeness in Directive Speech Acts on Youth in Blang Naleung Mameuh Village

In the stories of teenagers in Blang Naleung Mameh Village, there are six directive speech act data of request type with request function, function beg, and invite function. The request function is used by teenagers in Blang Naleung Mameh Village so that the interlocutor grants his request so that the speaker gets what he wants. That matter This is in line with Yahya's opinion (2013:19) which states that the function of asking is verbally in order to get something.

The pleading function is used by teenagers in Blang Naleung Mameh Village to convey the meaning of speech in a good and more polite way, one of which is by teenagers in Blang Naleung Mameh Village inserting the word please. This affects the speech partner to grant the speaker's request. In line with Yahya's opinion (2013: 19) states that begging is used to express a request for something more politely or respectfully.

The inviting function is used by teenagers in Blang Naleung Mameh Village to invite the interlocutor to influence the speech partner to comply with his wishes. This is in line with Yahya's opinion (2013: 20) which states that the inviting function is used to express a request for the speech partner to participate or participate. Furthermore, there are fifteen directive speech act data of the type of questions with a questioning function and an interrogating function. The question function is used by teenagers in Blang Naleung Mameh Village to ask for information from their interlocutors. Agree with Yahya's opinion (2013:20) which states that the expression asking is an expression of asking for information or explanation about something. The interrogation function is used by teenagers in Blang Naleung Mameh Village to interrogate the interlocutor by seeking an explanation of what the interlocutor is doing so that the interlocutor must provide an explanation or explanation in detail. This is in line with Yahya's opinion (2013) which states that the interrogation function is carried out to express structured, detailed and careful questions to seek an explanation or information.

There were six data of directive speech acts of command type with instructing function, commanding function, commanding function, and requiring function. The instructing function is used by teenagers in Blang Naleung Mameh Village to instruct the work or tasks that should or will be carried out by their interlocutors. This agrees with Yahya (2013) which states that instructing serves to express commands directly. The function of ordering is used by teenagers in Blang Naleung Mameh Village to ask the speech partner to directly grant the speaker's wish. This is in line with the opinion of Arum (2017) which states that speech with an ordering function is that the speaker wants the speech partner to do what the speaker wants. The commanding function is used by youth in Blang Naleung Mameh Village to command the work to be carried out by their interlocutor. In line with Yahya's opinion (2013:20) that commanding serves to express the giving of orders from someone.

The requirement function is used by adolescents in Blang Naleung Mameh Village to express the conditions for doing something to achieve a goal. In line with Yahya's opinion (2013), states that the function requires functioning to express rules or conditions that must be met to achieve certain goals.

There are five data of prohibitive directive speech acts with the functions of prohibiting and limiting. the prohibiting function is used by teenagers in Blang Naleung Mameh Village to prohibit things that their interlocutors should not do. This agrees with Yahya (2013:21) which states that prohibiting serves to express a prohibition so that the speech partner does not do something that the speaker does not want. The limiting function is used by adolescents in Blang Naleung Mameh Village to overcome or express boundaries that must be obeyed by their interlocutors. Agree with Yahya's opinion (2013) which states that limiting serves to express the giving of limits to the speech partner in taking action.

There are six data of directive speech acts of the type of granting permission with the functions of approving and allowing. The approving function is used by teenagers in Blang Naleung Mameh Village to approve the wishes of their partners. In line with Yahya's opinion (2013) states that the function of agreeing is used by speakers to express agreement, agree, and agree on what is expressed by the speech partner. The allow function is used by teenagers in Blang Naleung Mameh Village to provide flexibility to their interlocutors. This is in line with Yahya's opinion (2013) which states that the allow function is used to provide opportunities or flexibility for the speech partner to do something.

Finally, there are five data of directive speech acts of the type of advice with a warning function, an advising function, and a suggesting function, and one data suggesting function. The warning function is used by teenagers in Blang Naleung Mameh Village to express advice with warning speech so that the interlocutor obeys speaker's wishes. The purpose of the speech is for the good of the speech partner. In line with the opinion of Arum (2017:70) which states that the function of warning is used by speakers to express utterances of remembering and giving warnings with advice to the speech partner so that the speech partner does what the speaker says.

The advising function is used by adolescents in Blang Naleung Mameh Village to give advice to speech partners in depth with the words of choice. The advice is in the form of advice so that the speech partner becomes better. This is in line with Yahya's opinion (2013:21) which states that the advising function serves to express the provision of advice or advice on mistakes made by the speech partner. The suggest function is used by teenagers in Blang Naleung Mameh Village to give advice to the speech partner as a consideration in doing or choosing something. In line with Yahya's opinion (2013:22) states that the function of suggesting serves to express critical suggestions or recommendations. The function of recommending is used by youth in Blang Naleung Mameh Village to give a suggestion in the form of a truth. The function of this recommendation is to provide solutions to the speech partner so that the attitude of the speech partner changes for the better. This agrees with Yahya (2013:22) which states that the function of speech recommends being used to provide solutions to the speech partner.

Dominant Directive Speech Actions on Adolescents in Blang Naleung Mameh Village

Based on the results of the research above, it is known that the most common types of speech acts found in adolescents in Blang Naleung Mameh Village are question directive speech acts. Therefore, speechless questions are classified into the most dominant speech acts from the research results. Furthermore, the most dominant function in this type of directive speech act is ask used to is a query function. Directive speech act get the information that the interlocutor wants to the interlocutor. dominant seen from the overall results of speech that can be Determination representing youth politeness in Blang Naleung Mameh Village. Different from the results of previous studies with the same theme about politeness language in directive speech acts. The comparison can be seen from the results of research conducted by Putri (2015) and Hestiyana (2018).

The results of Putri's research (2015) which examined "Language Politeness in Teacher's Directive Speech Acts in Indonesian Language Learning at SMA Negeri 15 Padang." The results showed that the types of directive speech acts used by teachers in learning Indonesian at SMA Negeri 15 Padang included ordering, pleading, demanding, suggesting, and challenging (Jannah & Nurlaila, 2020). Teachers are more likely to use the speech act of telling. Furthermore, in Hestiyana's research (2018) on "Politeness of Directive Actions on

the Speech of Children and Parents in Ngumbul Village, Pacitan Regency." From the research results, the directive speech act politeness found includes directive speech acts asking, ordering, advising, admonishing, inviting, suggesting, persuading, and inviting. Then, there are six directive acts of politeness in the speech of parents to their children, namely asking, ordering, advising, suggesting, interrogating, and scolding.

The final results of the two previous studies above did not mention the most dominant research. Meanwhile, in this study, the researcher included the dominant research to look in depth at the types of directive speech acts that were mostly found in the speech of teenagers in Blang Naleung Mameh Village. The final result of this research shows that the most common types of speech acts found in adolescents in Blang Naleung Mameh Village are question directive speech acts. Youth in the Blang Naleung Mameh Village tends to actively ask the interlocutor to get information or explanation about something they do not understand. This is in line with (Putri, 2017), which states that the speech act of asking is intended to ask for information or an explanation about something. However, the questions they ask to get information from the interlocutor still adhere to the principles of language politeness.

CONCLUSIONS

Language politeness in adolescents in Blang Naleung Mameh Village is reflected in three ways: principles, namely the maxims of wisdom, consensus, and sympathy. The politeness scale found in the youth directive speech acts of Blang Naleng mameh Village, namely the loss scale and benefits, preference scale, and indirectness scale. Speech act politeness scale the directive for adolescents in Blang Naleung Mameh village is polite, marked by Many use the word help when ordering something to the interlocutor.

There are six types of directive speech acts, namely 6 types of request speech act data with the functions of asking, begging, and inviting. Furthermore, there are 15 speech act data question directives with question and interrogate function data. There are 6 follow-up data command directive speech with the functions of instructing, ordering, commanding, and require. There are 5 data of prohibitive directive speech acts with the functions of prohibiting and limit. There are 6 directive speech act data for granting permission with the functions of approving and allow. Finally, 5 data on speech acts of advice with the function of warning, advise, advise, and advocate. The question directive speech act is a type of the most common speech acts. The directive speech act of asking is used to get the information that the interlocutor wants to the interlocutor.

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The Use of Poster Media to Enhance Student Learning Outcomes in Descriptive Text Writing

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ABSTRACT

This research reported observations regarding students' learning activities. The results of the study revealed that most students did not enjoy the learning process and yet become passive learners. This can be driven by several aspects, particularly the employment of conventional methods by teachers during the class, and the media exploited was not engaging. Thus, this study proposed a resolution to construct learning activities more engaged. This study suggested that the application of poster media can be an alternative to enhance students' learning outcomes in Writing Descriptive Text topic, particularly at the junior high school (SMPN 1). The data sources in this study were seventh-grade students of SMPN 1 Darul Aman (The academic year 2021/2022). Data compiled from students' comprised data on the results of written tests carried out at the end of each cycle; non-tests, including observation sheets, and interviews. The data were analysed using qualitative descriptive analysis.

INTRODUCTION

The level of English literacy for junior high school students is the functional level. Students are expected to be able to communicate orally and in writing to solve problems or fulfill daily needs such as writing short messages, greeting cards/invitations, announcements, and others (Prabavathi & Nagasubramani, 2018; Irwansyah & Azis, 2018). Although the literacy level that students are expected to master is only a very simple level, it is not straightforward for class VII students of SMP Negeri 1 Darul Aman in semester 1 of the 2021/2022 academic year to practice it. The reality occurring in the field is that there are still innumerable students who are not interested in learning English, especially writing skills (Nasir, 2019). They believe that writing is challenging to learn (Cho et al., 2021). They discover it difficult to accomplish tasks related to writing and over time they feel bored following the lesson so that the results of learning writing skills are far from what is expected.

Teaching and learning activities are not going well. When the teacher gave an explanation of the material about writing a descriptive text, the students looked less enthusiastic and did not take the teacher's explanation seriously. Students are not serious because they lack motivation in participating in learning at that time. The reason is that the learning process is less interesting. Teachers still use conventional methods. Teaching and learning activities are still teacher-centered. Teachers still tend to use the lecture method so that students feel bored. This has an influence on student learning outcomes. Almost all students have not reached the Minimum Completeness Criteria (KKM) of 70 in the descriptive text of writing skills. Of the 37 students, only 9 students (24%) achieved the Minimum Completeness Criteria set at 70. While the remaining

28 students (76%) had not yet reached the Minimum Completeness Criteria (KKM). By looking at the condition of such learning outcomes, the authors realize that the learning process that has occurred in the classroom has failed. Researchers seek to self-reflect and attempt to change such learning conditions to find a solution to this problem. The effort made by the author is to apply poster media. According to Coskun & Eker (2018), posters are depictions that are shown as notifications, warnings, or appetite stimulants that usually contain pictures. The poster is an image that combines visual elements such as lines, pictures, and words that intend to attract attention and communicate a brief message (Ahmad, 2019). The use of poster media is an inquiry-oriented strategy by using images that contain familiar objects and familiar activities to acquire words (Rosanti & Seman, 2019; Sa'adah & Atikah, 2019). This model uses words and pictures that can stimulate students' ability to think inductively from specific thoughts (seeing pictures and words) to general thoughts (making available words into an essay).

In this media poster students are given a picture, from the picture students are asked to find as much vocabulary as possible (Sa'adah & Atikah, 2019). Then they were asked to find adjectives that describe the nouns they had found in the picture. Henceforth, these words are converted into phrases, from phrases into sentences, then from sentences arranged into paragraphs and finally made into a complete text. The use of this model is expected to create a comfortable and fun learning atmosphere. So that students can be more motivated to follow the learning process. Thus, the mastery of the material and students' skills in writing.

METHODS

The type of research chosen in this study is action research, so this research uses the action research model of Kemmis and Mc Taggart (Tran, 2009), which is in the form of a spiral from one cycle to the next. Each cycle includes planning (plans), action (action), observation (observations), and reflection (reflection). The steps in the next cycle are revised planning, action, observation, and reflection. The data sources in this study were seventh grade students of SMPN 1 Darul Aman in the 2021/2022 academic year as research subjects. Data collected from students includes data on the results of written tests carried out at the end of each cycle, non-tests include observation sheets, and interviews using interview guidelines. The data analysis carried out is a qualitative descriptive analysis (Vaismoradi, 2013).

The indicators for the success of performance in this class action are as follows:

- 1) If the classical learning outcomes in learning English descriptive text material in class VII semester 2 of SMP Negeri 1 Darul Aman, East Aceh reach the KKM standard of 70.
- 2) The use of Media Poster is considered successful if 85% of students achieve complete learning according to the assessment prerequisites used.
- 3) There is an increase in student learning activities in each cycle.

RESULTS AND DISCUSSION

1. Poster Media

a. Definition of Poster Media

Before discussing the meaning of poster media as a whole, we will first discuss illustrated poster media one by one. Media comes from Latin which means "between". This meaning can be interpreted as a communication tool used to carry information from the source of the message to the recipient (Wahyuningsih & Fitriani, 2021). Media can be used as an intermediary to convey material that has been planned by the presenter to students so that the learning objectives can be achieved. Several experts make

limitations on media, including those proposed by the American Association for Education and Communication Technology (AECT). According to AECT: Media are all forms used for the process of distributing information. When associated with learning activities, the media can be interpreted as a communication tool used in the learning process to bring information from teachers to students.

Media are all physical forms that can convey messages and stimulate students to learn (Trisiana, 2021). From the above understanding it can be concluded that Media Poster (DASTER) is an appropriate learning model used by teachers to transfer knowledge to students (Saregar et al., 2019), especially in writing activities by developing vocabulary by looking at pictures and then developing the words into sentences and then developing them again into paragraphs.

b. Steps (syntax) Media Poster

The use of poster media, is a good way to quickly inform students' progress, capture students' imaginations, and as a means to exchange ideas between them. This media poster is also a way that allows students to express their perceptions and feelings about the topic being discussed in a fun way (Sari et al., 2019). The procedure is as follows:

- 1) Analyze the material to be taught.
- 2) Look for difficult words, unfamiliar objects or complex processes. All of this would require a great deal of energy and effort if only explained verbally. You need a picture.
- 3) Look for pictures from the internet. Print with a large enough size. Add text.
- 4) Decorate with attractive and contrasting colors. Make sure the size of the pictures and writing is big enough and clear for all children to see.
- 5) Print on thick paper. Hang it on the blackboard.
- 6) While working you can point to the picture on the poster.
- 7) You can do variations. For example, pointing at an existing picture and asking students to name or explain it.
- 8) You can also ask students to cash in on your explanation (everyone is the teacher technique).
- 9) Some games can also be done with the help of posters. For example, throwing a paper ball. The method:
 - a. Making balls from waste paper.
 - b. Hang up posters.
 - c. Asking two children to stand in front of the poster at a distance.
 - d. Mentioning a word or term in the poster.
 - e. Students throw a paper ball towards the picture in question.

2. Learning outcomes

Learning outcomes are abilities that students have after they receive their learning experiences. After a learning process ends, students get a learning outcome. Learning outcomes have an important role in the learning process. The main goal to be achieved in learning activities is learning outcomes. Learning outcomes are used to determine the extent to which students can understand and understand the material. According to Sulistyono et al., (2020) learning outcomes are patterns of actions, values, knowledge, attitudes, appreciation, abilities, and skills. According to Rahmawati et al., (2019) learning outcomes are changes in overall behavior, not just one aspect of human potential. According to (Rahmawati et al., 2019; Sulistyono et al., 2020; Sudargini & Purwanto, 2020) learning outcomes are the attainment of a form of behavior change that tends to persist from the cognitive, affective, and psychomotor domains of the learning process carried out within a certain time. Meanwhile, according to (Sudargini & Purwanto, 2020), learning outcomes are

when someone has learned there will be a change in behavior in that person, for example from not knowing to knowing, and from not understanding to understanding.

3. Writing skills

Language skills have four components, namely listening, speaking, reading, and writing. Writing activity is a form of manifestation of language competence that is most recently mastered by language learners after listening, speaking, and reading competencies. Writing is a process of expressing ideas, thoughts, and feelings that are poured through writing. Writing competence is more difficult than the other three language and intercultural competencies (Yuzar, 2020). The ability to write is a complex ability, which requires several knowledge and skills. Iskandarwassid and Dadang (2008: 248-249) state that like speaking skills, writing skills rely on language skills that are active and productive (Rahman & Saputra, 2021; Nasir, 2019). These two language skills are an attempt to express the thoughts and feelings that exist in a language user through language. The difference lies in the way used to express it. Submission of messages in writing is carried out in writing.

From these definitions above, it can be concluded that writing is an activity to convey messages (ideas, feelings, and information) in writing to other parties. As a form of verbal communication, writing involves elements of the writer as the messenger, or the content of the writing, the channel or medium of writing, and the reader as the recipient of the message.

4. Descriptive Text

According to Sumaniar & Putri (2018) descriptive text is writing that is written to describe or describe an object so that the reader seems to witness and experience it himself. Furthermore, Ryan (2015) states that descriptive text is a type of writing that describes or describes in words an object, place, atmosphere or situation so that readers can see, hear, and feel for themselves. The skill of compiling descriptive text in writing is the skill to make writing related to an object in the form of a description. Further, descriptive text is a form of writing that aims to expand the knowledge and experience of readers by describing the actual nature of the object (Ryan, 2015). Descriptive text is used to describe a particular place, person, or object, the description of social function to describe a particular person, place, or thing. According to the Ministry of Education and Culture (2013: 121) descriptive text is a type of text that describes the state (nature, shape, size, color, etc.) of something (human or object) individually and uniquely. This text emphasizes the relationship between the whole and its parts. Based on the description above, it can be concluded that descriptive text is a type of writing that describes a certain object uniquely and to expand the knowledge and experience of the reader so that the reader seems to see, hear, feel or experience the object directly.

Learning Procedure Using Poster as Media

At the beginning of the action, the teacher explains the learning procedures that will be carried out in class. Then the teacher does apperception as a prerequisite knowledge by asking light questions to students to provoke students' creative thinking. These questions are in the form of light questions such as asking the shapes and colors of objects. The apperception aims to stimulate students' knowledge regarding the descriptive text material to be studied. Next, the teacher explains the learning procedure using poster media. Then the teacher displays pictures of certain objects on the blackboard. Students are asked to pay close attention to the picture every detail of the picture. The teacher asks some questions to provoke students. For example, pictures of any objects contained in the picture. What are the shape and colors? Students are given some time to think.

Then students are asked to name any words related to the picture on display and the teacher labels it by drawing a line on the picture. Next, students are asked to write down as many adjectives that describe the

noun as possible. The next step is for the teacher together with the students composes the words that have been written by the students into noun phrases. Then the teacher reads the words and asks students to follow the pronunciation. Then the teacher invites students to arrange these phrases into simple sentences. Before compiling sentences into paragraphs, the teacher reviews the generic structure that has been studied at the previous meeting. Furthermore, the sentences that have been made together are arranged into paragraphs and then arrange into a simple descriptive text about certain objects.

Furthermore, students are divided into several groups, each group consists of 5 students. Each group was assigned to fill out worksheets about classifying words and forming phrases and then sentences. In groups, students discuss completing the task. When working on the LKS, the teacher supervises the course of teaching and learning activities while guiding and helping students who have difficulties. After conducting group discussions, students present the results of their discussions in turn. In this activity, the teacher gives rewards to the best group.

At the end of the learning activities, the teacher reflects on the teaching and learning activities that have been carried out. Then the teacher together with the students conclude the material that has been studied. Next, the teacher gives a quiz to evaluate students' understanding, then the teacher gives assignments to do at home. The activity ended with the delivery of material to be discussed at the next meeting. At the second meeting, the implementation of the learning process was carried out by the teacher using poster media, it was hoped that the learning atmosphere would be more fun, and students were motivated to be more active. In the core activity, the teacher guides students in forming groups. Each group is given a picture of a certain object that is different for each group. Then they were asked to describe the picture in the same way as in the example. Next, each group presents their work by pasting their writings on the classroom wall. Each group cross-checked and corrected the results of their friends' work. The teacher gives a reward to the group that wins the game. At the end of the main activity, the teacher gave an individual final test in the form of a written test to students.

Observations were carried out in all face-to-face activities, in this case, the observation was carried out by one observer, namely the subject teacher (peer) at SMP Negeri 1 Darul Aman. This observation was conducted to determine in detail the activities, behavior, presentations, and collaboration of students in the process of teaching and learning activities. From the results of the observation of the actions in the first cycle, it was found that not many students could describe certain objects correctly. There are still many students who do unwanted activities during learning such as chatting, looking at each other's pictures, and writing in Indonesian.

However, in this cycle, there has been an increase in student learning outcomes but has not met the predetermined success criteria, namely 85% of all students who reach the KKM. At this stage, only 23 students (62%) managed to reach the KKM. The highest score on the final test of the first cycle was 85 and the lowest score was 40 with an average grade of 67.4. The implementation of the actions in cycle II was carried out the same as the steps are taken in cycle I. However, in cycle II, students seemed more active and enthusiastic in participating in learning, because they had understood the learning steps that must be followed better. So that the learning process in the classroom becomes more active.

In the process of searching for words in the picture, it can be seen that students do not find it difficult as happened in cycle I. In cycle II students are very fast in determining what words can be seen in the picture. Then when they have to find adjectives related to the nouns they have found, they turn them into phrases, make sentences, make paragraphs and finally arrange them into a descriptive text. At this stage, it seems that they do not find it difficult because they have understood the steps of writing descriptive text using poster media. From the results of the observation of the actions in the second cycle, it was found that

most of the students were able to describe certain people correctly. Student activity looks better where they are busier doing the tasks given by the teacher, then try to seriously carry out the tasks given by the teacher. In the second cycle, the students looked more active and could better understand the implementation of the tasks given by the teacher, compared to the activities in the first cycle

The learning outcomes after the application of poster media showed a very significant change. Students look very active and enthusiastic in learning activities. They are very motivated to follow the course of the learning process. They can understand the steps in writing descriptive text, starting from finding as much vocabulary as possible in the picture, then looking for adjectives that explain the nouns in the picture, then making phrases from these words, then making them into sentences, and making paragraphs to finally arrange them into descriptive text. They felt that writing a descriptive text was not difficult. They can start with simple things. With the increase in student motivation, the value of the test results will increase. Test results in the second cycle the average value of the class reached 77.7 with a total score of 2875 and there were even students who got a score of 100 according to the predetermined assessment criteria.

The following is complete data on the comparison of the improvement in learning outcomes of grade VII students in even semesters of SMP Negeri 1 Darul Aman for the academic year 2021/2022 starting from the initial conditions, cycle I, and cycle II.

Table 4.1 Recapitulation of Learning Completeness Initial Conditions, Cycle I, and Cycle II

No	Final test scores	Cycle			Percentage		
		Initial condition	I	II	Initial condition	I	II
1.	Completed student	9	23	33	24%	62%	89%
2.	Unfinished students	28	14	4	76%	38%	11%
3	Total	37	37	37	100 %	100 %	100 %

Graphic 4.1 Recapitulation of Learning Completeness Initial Conditions Cycle I, and Cycle II

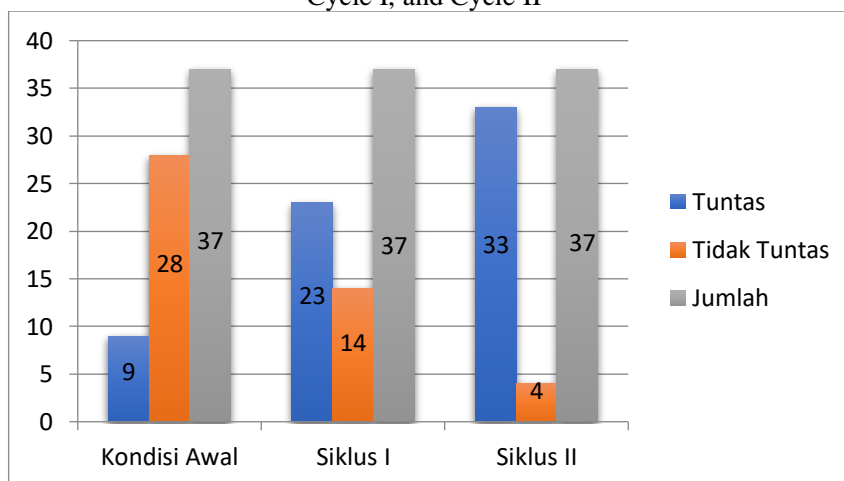
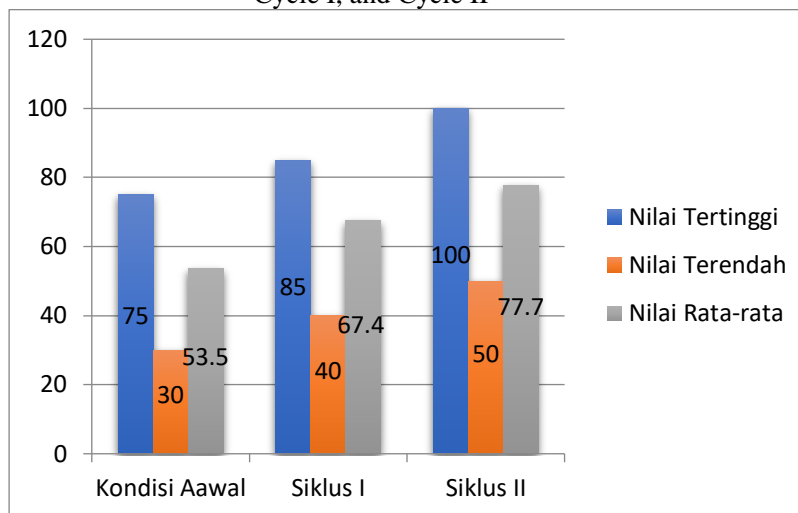


Table 4.2 Recapitulation of Obtaining Initial Conditions, Cycle I, and Cycle II

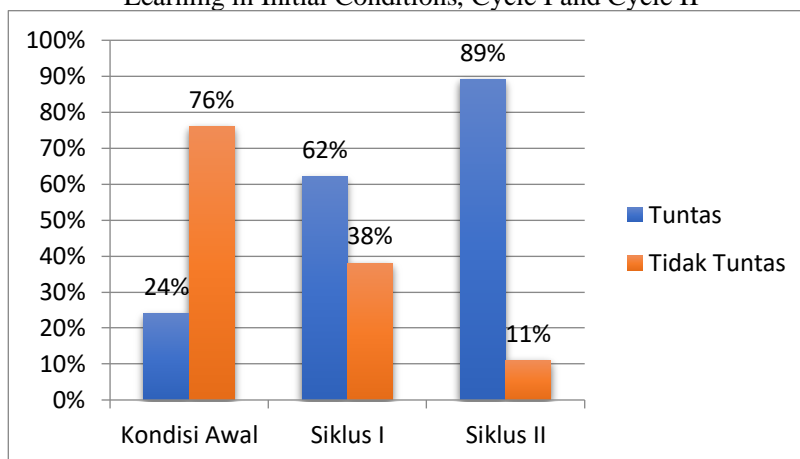
No	Description	Scores		
		Initial condition	Circle I	Circle II
1	The highest scores	75	85	100

2	The lowest scores	30	40	50
3	Total Value	1980	2495	2875
4	Average value	53,5	67,4	77,7

Graphic 4.2 Recapitulation of Obtaining Initial Conditions, Cycle I, and Cycle II



Graphic 4.3 Graph of Recapitulation of Percentage of Complete Learning in Initial Conditions, Cycle I and Cycle II



Based on the data above, it can be seen that the mastery level of student learning has reached 89% which in this case has exceeded the target of the mastery indicator set, namely 85% of students have reached the KKM. Students' motivation and activeness also increased after the implementation of this Media Poster. From the results of the reflection that the researchers did with the observers, it was decided that the implementation of the Media Poster was considered successful and the author was satisfied with the achievements that had been obtained.

CONCLUSIONS

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

1. Through the application of Media Poster can improve overall learning outcomes in English subjects. This can be seen from the increase in each cycle.
2. From the results of data analysis carried out after the application of Media Poster, it shows an increase in student learning outcomes.

3. The level of student learning completeness has also increased. In the initial learning conditions, the number of students who completed learning reached the target KKM score as many as 9 students (24%), while in the first cycle students who finished studying and achieved the target KKM score were 23 students (62%), and in the second cycle students who finished studying and reached the target KKM score of 33 students (89%). This 89% student mastery has exceeded the research success indicator that has been set at 85%.

Based on the conclusions and findings above, the writer tries to give some recommendations as follows:

1. To English teachers, when teaching descriptive text material to class VII students in the first semester, it is better to use Media posters. This is intended so that the delivery of material can be more varied so that the learning process in the classroom becomes more active and students become more motivated to participate in the learning process. By increasing student motivation in participating in the learning process, it can be ascertained that the mastery of student material can be further increased so that the learning outcomes obtained can also increase.
2. Teachers of subjects other than English are expected to try to apply this model as a comparison of the level of success with the use of other models or methods.
3. Considering that the author is only an ordinary human being who is not free from mistakes and also this research is still very far from being perfect, it is necessary to conduct further research, especially regarding the application of this Media Poster.

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Improving Students' Speaking Ability Through Demonstration Method (A Case Study of Junior High School Students)

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ABSTRACT

This study is a case study for Class IX-1 Students of SMP Negeri 12 Lhokseumawe". Through learning procedure text, students can improve their ability in speaking English by demonstrating how to do something. This study uses a qualitative approach to obtain data and analysis through reflective and participatory studies. Program development is based on data and information from students and teachers through two stages of the classroom action research cycle. In the first cycle, students were seen to be quite active in learning. From the observation, it was found that student activity reached 77%. Furthermore, in the second cycle, student activity continued to increase until it reached 86% so that it increased by 9%. The increase in student activity was followed by an increase in learning outcomes, namely in the first cycle the average value was only 69, increasing to an average of 75 in the second cycle. From the implementation of CAR in cycles I and II, it can be concluded that through the application of the demonstration method, it can improve student achievement in learning English in class IX-1 of SMP Negeri 12 Lhokseumawe.

INTRODUCTION

Based on the author's observations and experiences in teaching English so far, students still have many difficulties in learning English, especially in the speaking aspect. This can be seen from the daily English learning process where students are still not able to speak in English so that the daily test results obtained by students at the end of the subject are not satisfactory. Teachers should think of ways to make students able to speak English fluently (Sari, 2021). Symptoms that appear in the learning process, students tend to be passive and do not want to speak in English. They generally have difficulty in applying the concepts that have been learned. Students are shy and hesitant to start talking. They seem afraid of making mistakes when they speak. This may be because they are accustomed to using their mother tongue or regional language in their daily communication (Rahman, 2020) so that it looks awkward and strange when they have to speak in a foreign language or English.

Based on the results of discussions with colleagues, the authors consider that the learning that has taken place so far is still completely teacher-centered and still does not use aids or teaching aids and the methods used to support students' speaking abilities have not been varied. To improve the quality of learning in the classroom, a teacher must try to innovate learning (Hamidy et al., 2016). Therefore, the authors try to innovate learning in the classroom through research activities using the demonstration method, which later is expected to improve the results of learning English, especially students' speaking skills.

Theoretical Framework

In order for the implementation of learning to run well and the results to be reliable, the improvement of teaching is directed at managing the learning process (Nuraini, 2020). Thus, the role of a teacher is very important in packaging a learning process so that it becomes a fun activity not only for students but also for the teacher himself. Teaching and learning activities that give birth to the interaction of human elements are a process in order to achieve teaching goals. The teacher tries to regulate the learning environment so that it is

passionate for students (Hamidy et al., 2016). With a set of theories and experiences, teachers use them to prepare teaching programs well and systematically.

One of the efforts that teachers never leave is how to understand the position of the method as one of the components that take part in the success of teaching and learning activities (Candrasari et al., 2021). Such a frame of mind is not a strange thing, but it is real and is really thought by a teacher. Creative teachers must be skilled in managing, especially managing a learning environment that respects inquiry and creative expression. Students are given the widest opportunity to develop their ideas and thinking skills so that creative people will be born and do not hesitate to show their skills in public (Farahdiba & Asrifan, 2016). As one component of teaching, the method occupies a role that is no less important than other components in teaching and learning activities. Teachers must understand correctly the position of the method as a tool of extrinsic motivation. As we already know, the method is the method used to implement the plans that have been prepared in real activities so that the goals that have been arranged are achieved optimally.

The selection and determination of the method must have elements and strategic value of the method, the effectiveness of the use of the method, the importance of choosing and determining the method to the factors that influence the selection of learning methods. Each method has its own advantages and disadvantages. And each method has its own characteristics. Teachers must be smart and observant in determining what methods are suitable to support the achievement of the goals that have been formulated.

Demonstration Method

The demonstration method is a method of presenting subject matter by demonstrating and showing students about a process, situation or certain object being studied, either actual or imitation which is often accompanied by an oral explanation by the teacher (Laben, 2017; Siregar & Eswarny, 2020). With the demonstration method, the student acceptance process forms a good and perfect understanding. Students can also observe and pay attention to what is shown during the lesson. The demonstration method is good to use to get a clearer picture of things related to the process of arranging something, the process of making something, the process of working on something, the process of doing or using it and to know or see the truth of something. The demonstration method has the following advantages and disadvantages.

The advantages of the demonstration method: (1) Can make teaching clearer and more concrete, (2) Students more easily understand what is being learned, (3) The process of teaching and learning activities is more interesting, (4) Students are stimulated to actively observe, adjust between theories with reality and try to do it yourself (Waliyani & Yuliani, 2018); Lestari, 2019). In a contrary, there are disadvantages of the demonstration method: (1) This method requires special teacher skills, because without it being supported, the demonstration will be ineffective, (2) Facilities such as equipment and adequate costs are not always available properly, (3) Demonstrations require preparation and careful planning in addition to requiring a fairly long time, which may be forced to take other time or hours of learning.

In this Classroom Action Research (CAR), the researcher takes the subject of monologue speaking in procedure text which is an elaboration of KD 3.4 whose contents are to compare social functions, text structures and linguistic elements of several oral and written procedure texts by giving and asking for information related to food/drink recipes and manuals, short and simple, according to the context of its use (Sabat & Purwanto, 2015; Scanlon, 2018). Indicators of success can be seen from: first, the majority of students are active in learning, second, the majority of students are skilled in speaking in English and third, the value of English for speaking aspects increases (Parveen, 2016; Yuzar & Rejeki, 2020).

METHODS

Research Setting and Subject

The settings in this study include: the place of research, the time of the study, and the CAR cycle as follows: (1) Place of Research; This classroom action research was conducted at SMP Negeri 12 Lhokseumawe for English subjects. The subjects in this study were class IX-1 for the 2016/2017 academic

year with a total of 24 students, consisting of 7 male students and 17 female students, (2) Research Time; This research was conducted at the beginning of the odd semester of the 2016/2017 academic year, from August to November 2016. The timing of the research refers to the school's academic calendar, because this research requires several cycles that require an effective teaching and learning process, (3) Research Cycle ; This research was carried out in two cycles to see the improvement of student learning outcomes and activities in following English subjects through the demonstration learning method. SMP Negeri 12 which is the location where this classroom action research was conducted is located in a coastal area where the economic background of the students' parents are generally fishermen. In their daily life, students are accustomed to using regional languages as the language of instruction (Rahman & Saputra, 2021). This is where the hard work of an English teacher is expected to motivate students to get used to speaking in English.

Research Preparation

Before the research was carried out, various instrumental inputs were made that would be used in giving treatment in the research, namely the learning implementation plan that would be used as classroom action research, namely basic competencies (KD): The ability to perform monologues in the form of procedures. In addition, learning tools were also made in the form of (1) teaching aids in the form of equipment for making tea; (2) evaluation sheet; (3) assessment sheet. In preparation, a list of the names of groups of students who were selected heterogeneously was also compiled.

Data source

Sources of data in this study consisted of several sources, namely students, teachers and colleagues or collaborators; (1) Students, to obtain data on learning outcomes and student activities in the teaching and learning process. (2) Teachers, to see the level of success of learning implementation using demonstration methods and learning outcomes as well as student activities in the learning process, (3) Peers / Collaborators, colleagues and collaborators are intended as data sources to see the implementation of CAR comprehensively, both from the student and teacher side.

Data Collection Techniques and Tools

(1) Techniques; Data collection techniques in this study were performance tests, observation sheets, and discussions. Performance Test; Used to get data about student learning outcomes, observations; Used to collect data on student participation in PBM and implementation of demonstration methods. Discussion; Discussions between teachers, peers, and collaborators to reflect on the results of the CAR cycle.

(2) Data Collection Tool. Data collection tools in this CAR include tests, observations, interviews, questionnaires and discussions as follows: (1) Tests; Using question items/question instruments to measure student learning outcomes, (2) Observation; Using observation sheets to measure the level of student participation in the English teaching and learning process, (3) Interviews; Using an interview guide to find out the opinions or attitudes of students and colleagues about learning using the demonstration method, (4) Questionnaires; To find out the opinions or attitudes of students and colleagues about learning using the demonstration method, (5) Discussion; Using the observation sheet.

Performance Indicator

In this CAR, the performance indicators other than students will be seen as teachers, because teachers are facilitators who greatly influence student performance. (1) Students; (a) Test: Average daily test scores, (b) Observation; The activeness of students in the teaching and learning process of English, (2) Teachers; (a) Documentation; Student attendance, (b) Observation; Observation Results.

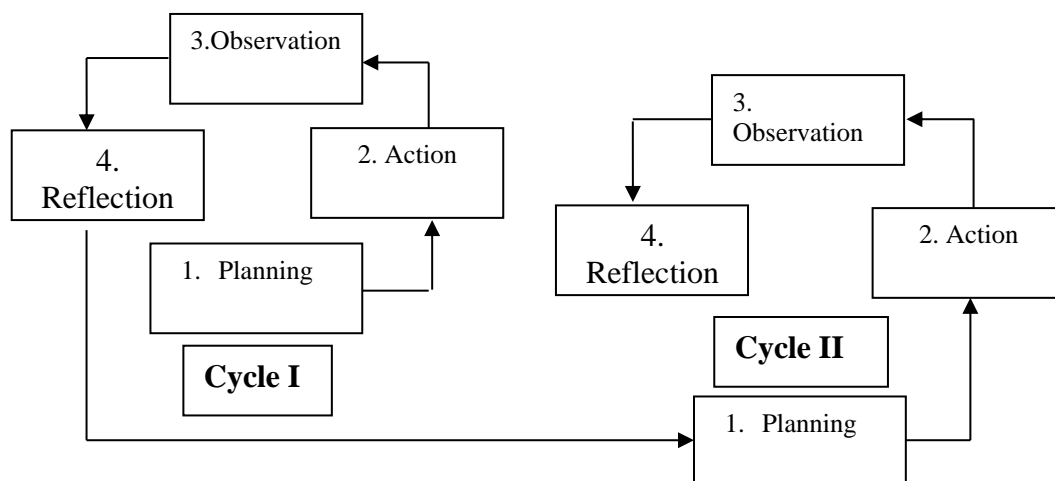
Data analysis

The data collected in each observation activity from the implementation of the research cycle was analyzed descriptively by using the percentage technique to see trends that occur in learning activities, (1) Learning Outcomes; by analyzing the average value of daily tests then categorized into high, medium and low

classifications, (2) student activities in the teaching and learning process of English; by analyzing the level of student activity in the process of learning English, then categorized into high, medium and low classifications, (3) Implementation of learning by demonstration method; by analyzing the success rate of implementation of the demonstration method then categorized into successful, less successful, and unsuccessful classifications.

Research Procedure

The research process is carried out in 2 cycles, each cycle has 4 stages, namely: (1) Action planning (planning). (2) Implementation of Action (action). (3) Observation (observation), and (4) Reflection (reflection). For more details can be made a schema:



A. First Cycle.

a. Plan, which includes the following activities:

1. The research team conducted a curriculum analysis to determine the basic competencies that would be delivered to students.
2. Make a lesson plan
3. Create an instrument that will be used in the CAR cycle
4. Develop learning evaluation tools
5. Create an assessment rubric

b. Actions, which include the following activities:

1. Divide students into 6 groups
2. Presenting subject matter
3. Delivering learning objectives
4. The teacher distributes the procedure text
5. The teacher explains the contents of the procedure text, namely an explanation of how to make tea in English (how to make a cup of tea).
6. Students are given the opportunity to provide feedback
7. The teacher gives a quiz on questions
8. Students are given the opportunity to explain how to make tea in English.
9. Make observations or observations.

c. Observation, which includes the following activities:

1. The situation of teaching and learning activities
2. Student activity
3. The ability of students to present the subject matter

d. Reflection, this classroom action research is successful if it fulfills the following conditions:

1. Most (75% of students) are brave and able to answer questions from the teacher.
2. Most (70% of students) dare to speak in English.
3. More than 80% of group members are active in doing their group assignments. namely outlining the analysis procedure on the results of monitoring and reflection on the process and impact of the actions taken, as well as the criteria and action plans in the next cycle.

B. Second Cycle.

- a. Plan, the research team makes a lesson plan based on the results of reflection in the first cycle
- b. Action, namely the teacher carries out the learning process by using the demonstration method based on the results of reflection in the first cycle
- c. Observation, namely the research team (teachers and collaborators), carrying out observations on learning activities using the demonstration method.
- d. Reflection, the research team reflects on the implementation of the second cycle and draws conclusions

RESULTS AND DISCUSSION

Initial Condition Description.

The learning conditions before the action was taken and after the action was taken by applying the demonstration method had increased. Previously, this student in class IX-1 was very reluctant to speak in English. When teachers ask questions in English they always answer in Indonesian and sometimes even in the regional language (Aceh). If there is a friend who wants to speak in English, the other friend laughs amused as if it looks very funny and ridiculous. When it's their turn to speak, they have reasons to refuse. The most frequently cited reason is that they cannot, and even then, it is spoken in the local language. They also often go out with the excuse of going to the restroom, even though it is to avoid their turn to speak English. This causes the value of English lessons to be low. Teachers have difficulty getting grades because students keep avoiding when it is their turn to speak in English.

Description of Cycle I

• Action Planning

The activities carried out in the first cycle were preparing several things needed in carrying out the research, namely: making a Learning Implementation Plan (RPP) which was equipped with learning using the demonstration method, compiling student activity instruments and teaching and learning process instruments (PBM) for research teachers, compiling evaluation tools learning and preparing materials and tools needed to be used in the learning process, namely glasses, tea bags, sugar and a thermos filled with hot water to make tea.

• Implementation Phase

The implementation of the actions in the first cycle was carried out according to the plan with a time allocation of 2 meetings or 4 x 40 minutes. The implementation of this action can be described as follows:

First meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.
2. The teacher provides motivation to raise students' enthusiasm for learning English.
3. The teacher asks questions about the English material that has been studied or has been previously known.
4. The teacher conveys about the learning objectives to be achieved.

5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.

6. The teacher conveys the assessment technique that will be used

b. Core activities

a) Students observe the picture of the cook/chef/chef on page 70 of the student book.

b) Students and teachers ask questions about the picture

c) Students watch video shows on the screen in focus about a chef who is cooking

d) Students and teachers ask questions about the video

e) Students mention some recipes they know

f) Students pay attention to the text distributed by the teacher, namely how to make tea in English.

g) Students pay attention to the teacher demonstrating the materials and tools to make a cup of tea

h) Students pay attention to the teacher demonstrating how to make tea in English.

i) Students imitate the pronunciation and intonation of these sentences

j) Students practice saying these sentences with their classmates.

k) Students copy the text into their notebooks.

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.

2. The teacher asks students questions to help them reflect on the learning activities they have done.

3. The teacher provides exercises to ensure the achievement of learning objectives on that day.

4. The teacher explains the plan for future learning activities.

B. Second Meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.

2. The teacher provides motivation to raise students' enthusiasm for learning English.

3. The teacher asks questions about the English material that has been studied or has been previously known.

4. The teacher conveys about the learning objectives to be achieved.

5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.

6. The teacher conveys the assessment technique that will be used

b. Core activities

a) Learners in groups, each group consists of 4 people who are selected through the mention of the serial number.

b) Students again observe the procedure text "how to make a cup of tea"

c) Students pay attention to the teacher demonstrating how to make tea in English

d) Students read the text aloud with the right intonation and pronunciation in their respective groups

e) The teacher gives feedback

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.

2. The teacher asks students questions to help them reflect on the learning activities they have done.

3. The teacher provides exercises to ensure the achievement of learning objectives on that day.

4. The teacher conveys the plan for the upcoming learning activities.

• Observation Stage

Observations made in the first cycle include student activities during learning, the implementation of learning by teachers and assessment of student learning outcomes. The results of the teacher's observations on student activities during the teaching and learning process using the student activity observation sheet obtained an average percentage of 77%. This shows that student activity is sufficient but still needs to be improved in the next cycle by more motivating and guiding students during group discussions. Student activity data can be seen in the following table:

Table 1. Student activity data in PBM Cycle I

No	Aspect observed	Active students		Average percentage
		1st meeting	2nd meeting	
1	Paying attention for teacher's explanation	18	20	79%
2	Active in discussion	15	18	69%
3	Asking questions	18	20	79%
4	Answer the questions	19	20	81%
5	Correcting the wrong sentence	18	20	79%
Average student's activity				77%

Next, the results of observations on the ability of teachers in the implementation of the teaching and learning process can be seen in the table below:

Table 2. Data on the ability of PBM teachers in Cycle I

No	Aspect observed	Score	
		1st meeting	2nd meeting
1	Delivering learning objects	2	3
2	Motivate students	2	3
3	Managing PBM using the demonstration method	2	2
4	Provide opportunities for students to be active	2	2
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	2
7	Provide a final explanation of the material for reinforcement	2	3
8	Time management	2	2
9	Conducting an assessment	2	2
Total score		19	22
The average (5)		57%	
Category		Less	

From the data obtained, the average percentage of teachers' ability in managing PBM is 57% belonging to the less category. From the results of discussions with collaborating teachers, researchers need to improve several aspects, namely managing PBM by using the demonstration method, providing opportunities for students to be active, guiding students in making conclusions, managing time and conducting assessments. not maximal. This happens because the learning model with the demonstration method is the first time it has been implemented, so it becomes a little stiff and too careful in giving explanations because it avoids giving too

many lectures. Furthermore, the results of observations on student learning outcomes can be seen in the table below:

Table 3. Student learning outcomes in cycle I

Cycle I	Learning outcomes (KKM 67)		Completeness (%)	
	67 >	<67	Complete	Not Complete
	19 students	5 students	79%	20%

Reflection.

After the first cycle was completed along with an assessment of student learning outcomes, student activities and teacher abilities in implementing PBM, the research teacher together with the collaborator teachers held a meeting to discuss the actions that must be improved and the actions that must be maintained in the teaching and learning process in the second cycle. These actions include:

- a. Manage PBM using an even better demonstration method
- b. Strive for students to be more active
- c. Guiding students in making conclusions
- d. More effective time management
- e. Make an even more accurate assessment

Description of Cycle II

• Action Planning

As in the first cycle, in the second cycle, plans are also made to be carried out. Based on the results obtained in the first cycle, in the second cycle the researchers designed the lesson plans by including cooperative learning tools using a demonstration method that is even better by using a way that is better understood by students. The researcher will also demonstrate the ingredients and how to make tea in English more slowly so that students can follow and imitate it well. Researchers will also motivate students to be more active in learning and more intensively guide groups that have difficulties and pay more attention to the use of time.

• Action implementation

The implementation in the second cycle is also allocated for 2 x meetings or 4 x 40 minutes, namely as follows:

A. First meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.
- 2) The teacher provides motivation to raise students' enthusiasm for learning English.
- 3) The teacher asks questions about the English material that has been studied or has been known before.
- 4) The teacher conveys about the learning objectives to be achieved.
- 5) The teacher conveys the scope of the material and the description of the activities according to the lesson plan.
- 6) The teacher conveys the assessment technique that will be used

b. Core activities

- a. Students pay attention to the teacher demonstrating how to make tea in English
- b. Students and teachers ask questions about the activity

- c. Students sit in groups in the same group as the previous meeting
- d. Students practice demonstrating how to make tea in English in their respective groups
- e. Students help each other with group members who are having difficulties
- f. Students representing their groups come to the front of the class demonstrating how to make tea in English
- g. The teacher gives awards to the best group.

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.
2. The teacher asks students questions to help them reflect on the learning activities they have done.
3. The teacher provides exercises to ensure the achievement of learning objectives on that day.
4. The teacher explains the plan for future learning activities.

Second meeting

a. Preliminary activities

1. The teacher prepares students psychologically and physically to take part in the learning process by greeting, inviting students to tidy up the class and their appearance, inviting students to start activities by praying, and checking the attendance of students.
2. The teacher provides motivation to raise students' enthusiasm for learning English.
3. The teacher asks questions about the English material that has been studied or has been previously known.
4. The teacher conveys about the learning objectives to be achieved.
5. The teacher conveys the scope of the material and the description of the activities according to the lesson plan.
6. The teacher conveys the assessment technique that will be used

b. Core activities

- a. Students sit back in groups as in the previous meeting.
- b. a student from the best group in the previous meeting came to the front of the class demonstrating how to make tea in English
- c. Each student in their respective groups demonstrates how to make tea in English in turn
- d. The teacher takes the assessment by going around the group one by one
- e. teacher gives feedback

c. Closing

1. Students and teachers together make a summary of the material that has been studied at this meeting.
2. The teacher asks students questions to help them reflect on the learning activities they have done.
3. The teacher provides exercises to ensure the achievement of learning objectives on that day.
4. The teacher conveys the plan for the upcoming learning activities

Observation.

The results of observing the level of student activity in the second cycle can be seen in the table below:

Table 4. Student activity in PBM cycle II

No	Aspect observed	Active students		Average percentage
		1st meeting	2nd meeting	
1	Paying attention for teacher's explanation	22	22	92%
2	Active in discussion	19	20	81%

3	Asking questions	20	20	83%
4	Answer the questions	21	21	88%
5	Correcting the wrong sentence	21	22	90%
The average student's activeness				86%

Data from observations on student activities increased from 77% in the first cycle to 86% in the second cycle. The increase in the percentage of student activity was due to actions taken by the teacher, namely guiding students to be more active in practicing in groups, asking questions about words that were still difficult to pronounce or correcting friends who were still wrong. However, even so, there are also students who are not active as listed in the table, but this is overcome by giving assignments to do at home, namely demonstrating how to make tea in front of the family at home.

Next, the results of observations made by collaborating teachers on PBM conducted by research teachers also experienced an increase because they had corrected the deficiencies found in the previous cycle. Observations have also been made by collaborating teachers and the results can be seen in the table below:

Table 5. Data on the ability of PBM teachers in Cycle II

No	Aspect observed	score	
		1st meeting	2nd meeting
1	Delivering learning objects	3	3
2	Motivate students	3	3
3	Managing PBM using the demonstration method	3	3
4	Provide opportunities for students to be active	2	3
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	3
7	Provide a final explanation of the material for reinforcement	3	3
8	Time management	2	3
9	Conducting an assessment	3	3
Total Score		24	27
The average (%)		71%	
Category		Good	

From the table above, it can be seen that there has been an increase in the ability of teachers to manage PBM in cycle II. The deficiencies in the first cycle have been improved quite well. From the data above, it can be seen that in the first cycle the average score was 57%, but in the second cycle it increased to an average of 71%. Next, the results of observations on student learning outcomes in the second cycle can be seen in the table below:

Table 6. Student learning outcomes in cycle II

Cycle I	Learning outcomes (KKM 66)		Completeness (%)	
	>67	<67	Complete	Not complete
	22 students	2 students	92%	8%

• Reflection

The successes obtained in the second cycle are as follows:

1. Student activities in PBM have progressed towards a better direction. On average, students actively discuss in their groups. Most of the students are willing to ask and answer questions to the teacher and their group

friends. Although there are still some students who are not yet active, the research teachers try to continue to motivate them to become active.

2. Increased student activity in PBM is supported by increased teacher activity in maintaining and improving an effective, creative and fun learning atmosphere by applying the demonstration method. Intensive teachers guide students and the results can be seen from the observations that teacher activities in PBM have increased quite well.

3. Increased student activity also increases learning outcomes. The average daily test value from 60 before using the demonstration method became an average of 69 in the first cycle and 75 in the second cycle after using the demonstration method.

Discussion of Each Cycle and Between Cycles

Based on the results obtained from the implementation of cycles I and II, it can be said that there has been an increase in student activity in the material contained in KD. 3.4. especially about procedure text. We can see this from the data obtained on student activities, student learning outcomes after learning is carried out and the teacher's ability to manage PBM. After the analysis, this happens because of the teacher's influence in applying the demonstration method. Students are passionate about learning because students do not only have to memorize sentences in English but are assisted with tools and materials and directly demonstrate them so that students are greatly helped. In addition, by studying in groups, students are motivated to help their friends who are having difficulties because if all group members get good grades, the group will automatically get an award as well. The acquisition of student learning outcomes in the first cycle is still unsatisfactory, namely an average of 69 and 5 students who have not completed. Researchers feel challenged to improve the quality of learning in cycle II so that student scores increase and the number of incompleteness can decrease.

Table 7. Inter-Cycle Student Learning Results Data

Activity	Learning outcomes (KKM 67)		Completeness (%)	
	>67	<67	Complete	Not Complete
Cycle I	19 students	5 students	79%	20%
Cycle II	22 students	2 students	92%	8%

Observations were made on student activities in the first cycle as many as 77% of students were active in PBM activities. The percentage of student activity obtained has not been maximized because from the observations there are still many students who are not working or not active in their groups. This happened because of the lack of guidance from the teacher to groups that had difficulties, but after improvements were made in the second cycle there was an increase in student activity to 86%. Student activity data between cycles can be seen in the table below:

Table 8. Student activity data between cycles

No	Aspect Observed	Cycle I		Cycle II	
		Number of active students	Percentage	Number of active students	Percentage
1	Paying attention for teacher's explanation	19	79%	22	92%
2	Active in discussion	17	70%	20	83%
3	Asking questions	19	79%	20	83%
4	Answer the questions	19	79%	21	88%
5	Correcting the wrong sentence	19	79%	21	88%
Average Active Students (%)			77%		86%

The percentage of teachers' ability in managing PBM between cycles has also increased. The teacher's ability to manage PBM in the first cycle was 57% in the less category and in the second cycle it increased to 71% in the good category. This increase occurred because the teacher had corrected all the shortcomings contained in the first cycle based on the observations made by the collaborating teacher. Data on the ability of teachers when carrying out PBM between cycles can be seen in the table below:

Table 9. Data on the ability of PBM teachers between cycles

No	Aspect Observed	Cycle I	Cycle II
		Score	Score
1	Delivering learning objects	2,5	3
2	Motivate students	2,5	3
3	Managing PBM using the demonstration method	2	3
4	Provide opportunities for students to be active	2	2,5
5	Giving feedback on student responses	3	3
6	Guiding students in making conclusions	2	2,5
7	Provide a final explanation of the material for reinforcement	2,5	3
8	Time management	2	2,5
9	Conducting an assessment	2	3
Score		20,5	25,5
Average (%)		57%	71%
Category		less	enough

Based on all the results of the actions carried out by the research teacher in cycle I and cycle II, it has shown an increase in both learning outcomes and student activities as well as the teacher's ability to manage the teaching and learning process so it can be concluded that the application of the demonstration method can be used to teach procedural text material in subjects English in class IX-1 SMP Negeri 12 Lhokseumawe.

CONCLUSIONS

Based on the results of classroom action research, it can be concluded as follows: (1) The use of demonstration methods in learning English can improve students' speaking activities and skills. (2) From the results of observations showed that there was an increase in student activity in the first cycle, namely an average of 77% to 86% in the second cycle. (3) Students' mastery of learning materials shows an increase. This can be shown by the average daily speaking test results in the first cycle without the demonstration method 60 to 69 (II daily test) and 75 (III daily test) after using the demonstration method. (4) The demonstration method is relevant to contextual learning. (5) Through learning with the demonstration method, students feel more confident, more courageous and active in speaking. (6) By using the demonstration method, learning English becomes more fun. It has been proven that the use of the demonstration method can improve student activity and learning outcomes in English subjects, especially in speaking skill competence, so here are the recommendations: (1) In teaching and learning activities, teachers are expected to use the demonstration method as an alternative method in English subjects, especially in speaking competence. (2) In learning activities, teachers are advised to always be creative and innovative in providing tools as a means of supporting the use of demonstration methods. (3) Because this research activity is very beneficial for teachers and students, it is recommended that all subject teachers want to take the time to carry out research for the advancement of education in the future.

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Communal Relationships: African-Americans' Survival of Power is Deep-rooted in Zora Neale Hurston's *Jonah's Gourd Vine*

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ABSTRACT

Zora Neale Hurston embodies all the logical inconsistencies, all the pinnacles and valleys of the writer's life. She made her life, a memorial, and her spirits stay striking, flammable, stimulating and rousing, constantly modifying the world. Zora Neale Hurston has driven the route in drawing in the meanings of character and encounters inside connections. Her novel "Jonah's Gourd Vine" is scholarly substance is occupied with clarifying connections that can help rediscover the meaning of human relationships. Hurston like numerous other dark fiction journalists stress the dark preacher's use of their way of life and history to make the African-American's understands a world that is significant to them. This paper reveals the convention of dark self-assurance incorporates a sort of interior, regional dark patriotism and envelops free African-American populations.

INTRODUCTION

Zora Neale Hurston, the most prolific African-American woman writer of the first half of the twentieth century, produced four novels, two folklore collections, an autobiography, numerous short stories, articles, manuscripts, and dramas. Unluckily, her profession and talent failed to receive the acclaim they deserve because of Hurston's ambivalent politics and racial philosophy, along with her inexplicable temperament in her life. Furthermore, she struggled and was hindered in her literature because it fell between the Harlem Renaissance and the era of protest fiction. Despite these encumbrances, she mastered local color, folklore and dialect; furthermore, her characters are well-drawn, especially the women, who often bear semblances to the author herself. This paper symbolizes examining and analyzing major and selected characters concerning three dominant themes in Hurston's fiction. The three majors' themes are love, religion, and race, which give an effort to elevate the novelist folklorist into the literary hall of fame. This honor has been reflected into outstanding. It also focuses on the horrors of communal slavery in black families in the United States.

These chronological chapters trace Zora Neale Hurston's family, upbringing, education, influences, and key works, putting them in perspective with American history. This biography of Zora Neale Hurston, one of the most influential African American writers of the twentieth century and a pivotal participant in the Harlem Renaissance, is written particularly for students and will cover all of Hurston's significant life events as well as her major writings (Li, 2020). In 1948, false claims of child abuse effectively destroyed Zora Neale Hurston's reputation and profession, which she had spent decades building (Moyland, 2012). Sensitized by a profit-driven press and relentlessly pursued by a prosecution more concerned with a personal crusade than with justice, the morality allegation leveled against her nearly drove her to suicide. However, she survived.

She survived her accuser's admission that he had invented the entirety of his claim. She continued to live for another twelve years, during which time she was involved in some of the world's most spectacular events, movements, and undertakings (Frydman, 2009; Moyland, 2012). Since her death, historians and the general public have diligently revisited Hurston's work and biographies. Nonetheless, her latter decade has remained comparatively untouched (Moyland, 2012).

Francoise Lionnet-McCumber interprets Hurston's mapping of African diasporic culture through an invocation in a distinctive analysis that straddles biographical, anthropological, and literary discourses (Frydman, 2009). Hurston's writings serve to keep things "in the family," as it were, an authentic African diasporic family constrained by "folk material." But, on the other hand, the reference to Isis indicates the problems inherent in this interpretation: she is a figure from ancient Egyptian religion. When the biographical, ethnographic, and literary terrains upon which this critical position is founded are revisited, it becomes possible to paint a more nuanced portrait of Hurston's mapping of African diasporic culture, one that is founded on prolific transculturation as well as a folk or vernacular aesthetic that is fundamentally concerned with textuality. Hurston operates within a complex network of institutional, cultural, and formal processes of African diasporic cultural production, in which vernacular modes of orality and textuality mutually produce and are constitutive of one another. Hurston's professional journey through opportunities and obstacles is motivated by this mutually constitutive relationship, which also appears as a constant theme in her writing and performances. Hurston's private and public writings demonstrate a career-long mapping of African diasporic culture that transcends the vernacular, folkish, and familiar, demonstrating how institutionally inflected crossings of orality and textuality drive his career-long mapping (Frydman, 2009).

Jonah's Gourd Vine (1934), Hurston's debut novel, follows an African American preacher, John Pearson, from his youth in Notasulga, Alabama, to his professional ascension and fall in Eatonville, Florida. Hurston released her debut novel in 1934. He recounts his life through a succession of dramatic scenarios in which orality and textuality meet, culminating in his call to the pulpit to communicate the written Word orally. "The Bible, as sacred text and sublime speech, as the written record of a heavenly voice motivating its writers to write and its readers to say holy words, mediates the historical and mythic shift from largely oral civilizations to ones in which literacy is a fetish," writes Harryette Mullen. As Mullen puts it, "when acquiring literacy, African-Americans blend the inspiring strategies of Christian prayer and biblical textuality with African oral and visual expressive traditions". She draws on the work of historians such as Robert Farris Thompson to establish a link between pre-colonial African traditions and African American practices of mediating between visual signs and spoken language (Frydman, 2009). Hurston's work, beginning with Jonah's Gourd Vine, is similarly sensitive to the back and forth mediations between text and voice in African and African diasporic cultures, as well as in other cultures (Warner, 2020; Redling, 2022).

THE OUTFLOW THEME FROM THE VIEWPOINT OF THE PROTAGONIST

Oneself is socially established and is shaped in the midst of the systems of getting implications and qualities got from a shared social request. The shared social request or the local area is consistently key to one's personality. The community's social, political and monetary credits assume a critical part in forming the personality of an individual. Similarly, John in Jonah's Gourd Vine utilizes his ability as a talented speaker to keep himself and his kin in contact with their underlying foundations. John is cherished by the individuals for his expressive abilities, crude verse and his brilliant podium signals. To John his affection for agnostic verse acquires him an unmistakable situation in the general public. As he tells "*De words dat sets de church ablaze comes tuh me jus*" so. Ok figure Angels must tell "*emtuh me*" (JGV 96).

John's prominence as the evangelist lifts him higher in cultural status. He even turns into the city hall leader of Eatonville. John's relationship with the local area is based on his persuasive abilities. His energy for Africanism which comes effectively to him upgrades his preacher's demonstration. Hurston depicts: He moved his African rustle up to the raised area, and called his Congo Divine beings by Christian names. One night at the special raised area call he shouted out his primitive verse to his "wonder-workin" God so viably that three gangs over came through religion under the sound of his voice." (JGV76).

Hurston by enriching her hero John with the credits of a skilled speaker tells her peruser John with every one of his deficiencies as a spouse. John's improvisational etymological characteristics acquires him his acknowledgment as a ground-breaking speakers Moss states, "*he done more'n de minister, that kid is called tuh lecture and don't know it. Ahmgwine to advise him so*" (JGV 76). Accordingly, his utilization of verbal competency to engage his men, prompts his way of life as the evangelist of the Eatonville people group. The evangelist alongside the local area endeavors to assemble a world to free African Americans from mistreatment and to certify their value. The preacher's call is the call of the entire local area whose goal is opportunity, recovery and equity. John all through the novel, notwithstanding numerous blemishes in his character dominates as a minister. He is the representative of the local area who was taught and effective.

John like a common African American to be sent after some time gives a connection between the ages of African American families. As Hurston in her letter to Johnson (eighth May, 1934) composes ministers have a "hold upon their kin honestly since they are the principal craftsman, the ones coherent to the majority. Like Adam Bede, a voice has advised them to sing of the start of things" (Kaplan 303). John's capacity to catch individuals with his voice keeps him firmly connected with this local area till the end. The main voices consistently mirror the individual and the local area.

Hurston depicts Amy and Ned Crittenden as a team occupied with a consistent verbal war. Both utilize their tongue to lash at one another. Ned Crittenden utilizes words to overwhelm and look for power, though, his better half Amy uncovers the way that discourse can be utilized to find a feeling of freedom. John follows his mom in adjusting discourse to acquire self-articulation. He escapes from the ruling Ned to the opposite side of the stream where he discovers opportunity to talk.

On the opposite side of the Creek e finds another world and it is encouraged by his excitement for learning. Alf Pearson perceiving John's excitement sends him to class. Further, John's relationship with Lucy causes him in his prosperity as Lucy's urges him to join in school. Her words "*you kinfolk talk them better'n me*" and "*you got uh great voice for speaking drives John towards self-articulation*" (JGV 31). Regardless of disappointments throughout everyday life because of his quest for meaner joy John builds up a heartfelt relationship with his local area through his part as an incredible evangelist. There are episodes where John feels he is unsuitable to lecture after his transgression as an unbridled spouse.

Hurston clarifies "Close to indicating muscle-power, John wanted to tell stories. Nowand again the men lounged around the fire and talked and John cherished that" (JGV 54). As John's individual laborer states, "*Leave John tell ,,em ,,cause he family act ,,em out. He takes the piece of Brer Rabbit and BrerB"ar and Brer Fox jes'eznatche"l"* (JGV 25). John's narrating and acting abilities built up his capacities to supplicate, sing and lecture. At first, John displays his abilities while impersonating ministers to engage his companions.

After his visit to a congregation on a Sunday states Hurston: Back in the camp that evening, John lectured the message himself for the amusement of the ones who had remained in camp and he aped the offers of the minister so precisely that the group balanced somewhere between chuckling and amazement. Energized and roused by his kindred laborer John chooses to turn into a minister. John's abilities as a

minister accomplish flawlessness with his joining of the dark music. On the ranch individuals celebrated with "a lot of music and bounty of individuals to appreciate it". As they moved:

they required the instrument that they had brought to America in their skins – the drum – and they played upon it. With their hands they played upon the little dance drums of Africa. The drums of kidskin ... and the voice of Kata Kumba, the incredible drum lifted itself inside them and they heard it... the drum with the man's skin. (JGV 29)

Openness to such encounters improves John's ability as a minister. Adjusting to the conventional African method of interfacing with the local area through music and oral conventions, John relates himself to his kin. Deborah G. Plant thinks, John learns the customary petitions, supplications in which he discovers comfort and the solidarity to battle and oppose his own indecencies. Beset by the struggle between his adoration for Lucy Potts and his desire for different ladies, he finds "*uh prayin "ground"*" where, bowing in supplication he facilitates his passionate misery (95).

He with his voice, words, singing and soul "sets the congregation ablaze". With Lucy as his solidarity, John discovers his way to the special raised area of the congregations the head of Zion Hope. During his proclaiming on Sundays "*he went to contract and sang He's a Battle-Ax in de Time uh Trouble*". John takes up the job of a defender; he turns into the hero chief showing the force of obstruction. Holding fast to the conventional dark preacher's job helps and rouses the individuals to oppose mistreatment and adapt to affliction in their life. John through his incredible voice turns into an engaged person. He dominates as an evangelist coordinating his assemblage towards distinguishing proof. The epic rotates around the African Americans life after the Civil War in the South, a spot going through fast social and political changes. The minister had the best undertaking of driving his individuals towards their new life after liberation, making a space to soothe their dissatisfactions. The minister utilized his creative mind to spread expect an amicable living in the personalities of the crowd.

CONCLUSIONS

Dreams have a place with each essayist, all over, and it was the longing for acknowledgment, backing and local area. The African American essayists have, of need an individual feeling of story even while composing is battling. The most significant and essential exercise one needs to gain from the African American journalists is about the desolate, troublesome, remunerating unimaginable, hazardous, astounding, misjudged attempt and mental fortitude. Boldness not just even with a general public and a world that regularly tries to quiet the quietness and intricacy and magnificence of the essence of the far and extremism and conventionality that perplexes one's own local area.

Hurston's heroes are in a consistent excursion of self-distinguishing proof for which they utilize different human connections to comprehend and understand oneself. John in *Jonah's Gourd Vine* alongside other human connections profoundly benefits from his relationship with his local area. The equivalent is likewise found in Moses Protagonist of the writer's third novel *Moses, Man of the Mountain*. Moses is introduced as a southern dark minister with a present for speech, a characteristic result of John of *Jonah's Gourd Vine*.

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Picture and Picture Learning Model to Improve Students Achievement in Writing Recount Text

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Recount Text

ABSTRACT

The purpose of this study is to determine the application of the picture and picture learning model to improve student learning outcomes in learning English with recount text material. The research method used is classroom action research with 2 cycles of action. The results of this study indicate that the average value of the pre-cycle is 59.60 with the number of students who complete as many as 9 people and the percentage of classical completeness of 36%. In Cycle I, the average score increased to 67.20 with 18 students completing and the percentage of classical completeness was 72%. Cycle II the average value of students is 71.60 with the number of students who complete as many as 22 people and the percentage of classical completeness is 88%. After going through 2 cycles students are able to determine the composition of the recount text. The application of the picture and picture model can improve learning outcomes and students' activeness in writing recount text material.

INTRODUCTION

Foreign languages, especially English is an international language that is very important in its use in global relations (Rahman & Saputra, 2021). Learning English is a language family study material. This is clarified in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System. Language has a central role in the intellectual, social, and emotional development of students and is a supporter of success in learning all fields of study. Language learning is expected to help students recognize their identity, their own culture, and surrounding cultures (Albantani & Madkur, 2018). In addition, language learning also helps students to be able to express ideas and feelings, participate in society, and discover and use their analytical and imaginative abilities (Lee & Song, 2019). Learning English in junior high school includes four language skills, namely: listening, speaking, reading and writing.

This is also supported by other language elements, namely: vocabulary, grammar and pronunciation according to the theme as a means of achieving goals. These four skills are used to respond or create discourse in social life. Therefore, English subjects are directed to develop these skills so that graduates are able to communicate and discourse in English at a certain literacy level. The literacy level includes performative, functional, informational, and epistemic (Parmawati, 2018). The purpose of learning English at the junior high school level is that students have the ability to develop competence in spoken or written form (Durga & Rao, 2018). Further, an individual's skills in writing are skills that arise to express their ideas in writing. Based on this, writing skills are one of the competency standards in English lessons at school. Learning English in SMP/MTs is targeted so that students can reach the functional level, namely communicating orally and in writing to solve everyday problems (Bulqiyah et al., 2021).

The basic competence in writing English at the junior high school level is compiling short and simple oral and written recount texts. In a similar vein, recount text is a type of text that contains a person's personal experience that is delivered in detail and sequentially (Bahrani, 2018). The article relates to his experiences in the past by paying attention to the structure of the text, linguistic elements correctly and according to the context and social function. The basic competence of writing in English learning in class VIII aims to apply text structure and linguistic elements in carrying out the social function of recount text by stating and asking about activities, events, and events, short and simple, according to the context of their use. Recount text according to the English-Indonesian Dictionary is the word recount has the meaning of telling. The purpose of recount text according to Ramli et al (2013), is as a picture to the reader about an event based on the place and time of the incident and told in a coherent manner. Another purpose, students are able to describe the events that they experienced to others in written expressions written by paying attention to the place and time according to the chronology of events (Lubis & Saragih, 2012).

The expected learning outcomes are changes in behavior in a person based on observations measured in the form of knowledge, attitudes and skills. These changes can be interpreted as improvement and character development that is better than before. According to Arikunto (2016), learning outcomes are the final results obtained after experiencing the learning process. These changes can be observed and measured in a person's actions or behavior. The same opinion was also conveyed by Malmia et al (2019), according to him, learning outcomes can be viewed from the abilities of students after receiving their learning experiences. Other meaning, learning outcomes are changes that cause humans to experience changes in their attitudes and behavior. Based on observations in Class VIII-A of SMP Negeri 3 Pante Bidari, students' learning completeness, especially in recount text material, is not optimal. This is because the process of learning to write recount text still uses conventional methods, so students find it difficult to express their ideas and imaginations in written form. Referring to this, the teacher should apply the learning model to the recount text material. The learning model is a component that supports concepts, learning objectives, materials or themes, steps or procedures, methods, tools or learning resources, and evaluation techniques. The picture and picture type learning model are one of the learning models that uses paired or ordered pictures into a logical sequence (Yacub, 2020).

Meanwhile, according to Shoimin (2016:122) the picture and picture learning model is a learning model that uses images as media and is paired or sorted into several logical sequences. Therefore, this learning model relies on image media to be the main factor in the learning process. The advantages and disadvantages of the picture and picture learning model according to Zufadly et al (2020) namely: 1) teachers know the abilities of students, 2) train students to think logically and systematically 3) help students learn with freedom of thought 4) motivate students to learn better 5) students are involved in class management. While the shortcomings of picture and picture are 1) the length of time required, 2) many students are passive, 3) teachers are worried about chaos in class, 4) many students are not happy when asked to cooperate with other friends, 5) requires the support of adequate facilities, tools and costs. The steps for implementing the picture and picture type learning model according to Pradina & Hastuti (2017) are: (1) the teacher explains to students the basic competencies to be achieved, (2) the teacher presents material to students according to the theme and subject matter, (3) the teacher shows pictures of activities related to the material, (4) the teacher appoints students in turn to put the pictures into a logical sequence, (5) the teacher asks the reason for the order of the pictures, (6) based on the order of the pictures the teacher explains the material according to the competencies that he wants achieved, (7) the teacher asks students to draw conclusions or summaries based on learning outcomes.

Identification of English learning problems based on the author's initial observations in Class VIII-A SMP Negeri 3 Pante Bidari Semester I for the 2020-2021 Academic Year, namely as follows: (1) student

learning outcomes are still low in writing recount text because they have difficulty in choosing diction the right way to express ideas by imagining the object to be written, (2) learning has not been maximized because the learning process tends to be monotonous, less varied, does not use media so it is less interesting and boring. The formulation of the problem in this study is "Is the application of the Picture and Picture learning model able to improve student learning outcomes in learning English recount text material in class VIII-A of SMP Negeri 3 Pante Bidari? The purpose of this study was to determine the improvement of student learning outcomes through the application of Picture and Picture learning in English learning in class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh.

METHODS

This research used a classroom action research approach, also known as CAR (classroom action research). According to Arikunto (2016) classroom action research is a form of reflective study by action actors and is carried out to increase the rational stability of actions in carrying out tasks and deepen understanding of the actions taken to improve the conditions in which the learning practice is carried out. This research design follows the research steps based on Arikunto's opinion (2016) including: planning, implementing, observing and reflecting. The flow of the stages of this research are: (1) Planning (planning); preparation of making research instrument sheets, preparing learning materials, preparing learning media, compiling lesson plans, preparing tests and making assessment instruments. (2) Implementation (acting); carry out all activities that have been made at the planning stage (3) Observation (observing); conducted by research teachers on students in the learning process. (4) Reflecting (reflecting); is an activity to evaluate the teaching and learning process.

Data collection techniques used in this study are: (1) Observation; observation/observation techniques were carried out to determine the teacher's activities during the application of the picture and picture learning model and observe student activities during the learning process, (2) interviews; interview techniques were conducted on principals and teachers to find out a description of the student's condition, (3) Test; data collection techniques used through exercises, homework, tests, pre-test, post-test and others to measure student learning outcomes, (4) Documentation; used to get student progress reports and school profile data where the author conducts research. The instruments used in collecting data in this research are: (1) Learning Implementation Plan (RPP) cycle-1 and cycle-2; RPP is very necessary in this classroom action research. Therefore, each cycle will be made a lesson plan to make it easier for the teacher to manage the class, (2) question sheets and a list of student scores; test/question sheet instruments and a list of values are inserted in each cycle as the main instrument to determine student learning outcomes in each cycle, (3) student activity observation sheets; The student activity observation sheet instrument was used to assess the level of student activity during the teaching and learning process.

The validity of the data in this study was conducted to prove whether the research conducted was a scientific research as well as to test the data obtained. The data validity test in this classroom action research includes credibility, transferability, dependability, and confirmability tests (Mettetal, 2002). Testing the validity of this research data include: (1) Credibility; test the credibility of the research data presented so that the results of the research carried out do not doubt extend observations, be careful in research, triangulation (check data), analyze negative cases, use references, conduct member checks. (2) Transferability; namely external validity by showing the degree of accuracy. (3) Dependability; namely the reliability of research that can be trusted by conducting an audit of research. (4) Confirmability; namely testing the results of previous studies that are associated with the research conducted.

Indicators of success or also called indicators of achievement of this class action research are as follows: (1) The average grade achieved by students after the learning process is above the KKM is 70 (2) Mastery of student learning after the classical learning process is 85% (3) Students are active in participating in learning activities. Data analysis techniques will be carried out after all data is collected. To describe the research data, the following data analysis was carried out:

Individual Learning Outcomes

Individually, students have completed if they reach the KKM score that has been set, which is a score of 70 with the calculation:

$$\text{Student Score} = \frac{\text{Score Earned}}{\text{Maximum Score}} \times 100\%$$

Grade Average

Calculation of the class average value is used to see student learning outcomes on average in a class.

Classical completeness

Classical completeness is determined by the school if a class will be declared complete learning if there are 85% of the total number of students who have completed studying or reached the KKM.

RESULTS AND DISCUSSION

The learning outcomes of class VIII-A students of SMP Negeri 3 Pante Bidari, East Aceh Regency in the initial conditions or before the picture and picture learning model was applied did not reach completeness. This is evidenced by several students who complained when the teacher gave assignments to students to write recount text. In fact, students often say they don't understand even though they haven't started. Students do not look confident when given writing assignments. They are afraid of not being able to complete the writing task, because they do not know what to write, how to start and end a recount text and various other things (Nasir, 2019). This is in accordance with the results of the test (pre-test) and evaluation that students' learning completeness is only 36% with the average value still below the KKM value and as a result the teacher must do remedial teaching. The following are the test results of students in the initial conditions before the picture and picture learning model was applied to the recount text material in class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh:

Table 1. Distribution of Student Learning Outcomes in Initial Conditions

Pre-Cycle	Score	Completeness of Students	
		Complete	Not Complete
Total Value of Students	1.490		
Grade Average of Class	59,60		
Total Completeness of Students		9	16
Classical Completeness Percentage		36 %	64 %

Based on table 1. regarding the distribution of student learning outcomes in the initial or pre- cycle conditions, it shows that the total value of students is 1,490 with a class average of 59.60. Furthermore, of the 25 students the number of students who completed only 9 people with a classical completeness

percentage of 36%, while the students who did not complete were 16 students with a classical mastery percentage of 64%. These results indicate that the class average has not yet reached the achievement indicator, which is 70%. Likewise, with classical completeness which has not reached the percentage indicator of classical completeness which is set at 85%.

The low distribution of student learning outcomes seen from the pre-test scores is certainly a concern for teachers because learning outcomes are still very far from what is expected. It is the concern of the author to find out what method or method should be used in learning. The cause of the lack of student interest in learning English according to some students is due to the monotonous teaching style of the teacher without an innovative learning model and not supported by adequate teaching media. Therefore, the authors try to apply the learning model that was first carried out in their class, namely the picture and picture cooperative learning model and conduct research through 2 cycles, which is expected to improve student learning outcomes.

Cycle-1

Planning in cycle-1 is carried out by preparing several preparations to be carried out at the next meeting, the planning in question is: a) preparing a Learning Implementation Plan (RPP), b) preparing learning materials, c) selecting relevant textbooks, d) providing learning media to help students' understanding, e) compiling questions for written tests, f) compiling student activity observation sheets. The implementation of the first cycle of action is a process of learning English with recount text material in class VIII-A of SMP Negeri 3 Pante Bidari Aceh Timur which is adjusted to the Learning Implementation Plan (RPP). The steps for implementing the learning that the author carried out in the first cycle were as follows: (1) Preliminary activities were greeting, praying, attending students, apperception and motivating students, (2) Actions in the core activity presented material about recount texts. accompanied by pictures that interest students' learning, give instructions about the material, form large groups of 7-8 students and discuss by asking questions, then a written test (Post-Test) is carried out on the students. (3) The actions in the closing section are concluding the material, conducting a written test for evaluation and giving learning messages. The following is a table of test results in cycle-1 class VIII-A of SMP Negeri 3 Pante Bidari, East Aceh Regency:

Table 2. Distribution of Student Learning Outcomes in Cycle 1

Cycle I	Score	Completeness of Students	
		Complete	Not Complete
Total Value of Students	1.680		
Grade Average of Class	67,20		
Total Completeness of Students		18	7
Classical Completeness Percentage		72 %	28 %

Based on table 2 regarding the distribution of student learning outcomes in cycle-1, the results are not satisfactory. This can be seen from the number of students' scores that have increased, namely, 1,680 from 1,490 previously. Furthermore, the class average of 67.20 also experienced a significant increase with the previous total score of 59.60. Then the number of students who completed also increased sharply, namely 18 students who previously were 9 people with a classical completeness percentage of 72% which was previously 36%. Next, students who did not complete were 7 with a percentage of 28%. Referring to the results of the first cycle of the exam, the writer argues that the reflection on the implementation of the actions shows that the first cycle has not yet reached the indicators. This indicator has not been achieved due to the lack of motivation from teachers to students. The teacher is less able to clearly describe the information to be

conveyed in the learning steps with the picture and picture model, so this has an impact on the less active students during group discussions. Therefore, it is necessary to continue the second cycle and evaluate the achievement of student learning outcomes in the first cycle. In the second cycle, this condition must be improved so that the learning objectives can be achieved.

Cycle-2

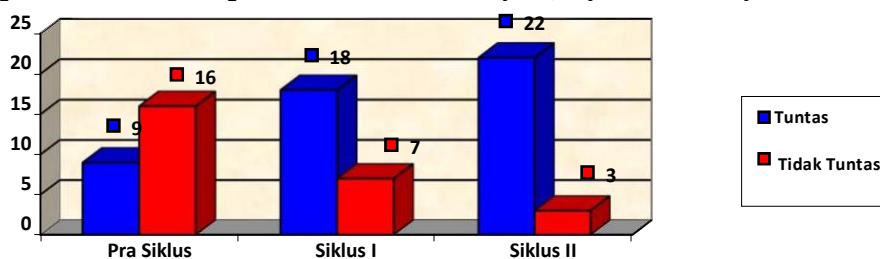
Cycle-2 is carried out to evaluate the achievement of student learning outcomes in cycle-1. One of the improvements made in cycle-2, namely, providing learning media in the form of serial images that are more interesting and numerous, the teacher motivates students more often to discuss and improve the teacher's own understanding of the material being taught. The planning that the author did in cycle-2 include: a) Developing a Learning Implementation Plan (RPP), b) Preparing learning materials, c) Selecting relevant textbooks, d) Media to help students understand, e) Preparing questions for tests write, f) Prepare student activity observation sheets. The implementation of the action in cycle-2 is a process of learning English with recount text material in class VIII of SMP Negeri 3 Pante Bidari which is adjusted to the Learning Implementation Plan (RPP) that has been prepared at the planning stage. The steps for implementing learning in the second cycle are as follows: a) The actions in the preliminary activities are greeting, praying, attending students, apperception and motivating, b) Actions in the core activity displaying material about recount text, giving instructions about the material, forming small groups and discussing, c) Actions in the closing section are concluding, evaluating and giving learning messages. After the English learning process was carried out with recount text writing material, then a written test was carried out on the students. The results of the second cycle of exams for class VIII-A students of SMP Negeri 3 Pante Bidari can be seen in table 3 below:

Table 3. Distribution of Student Learning Outcomes in Cycle 2

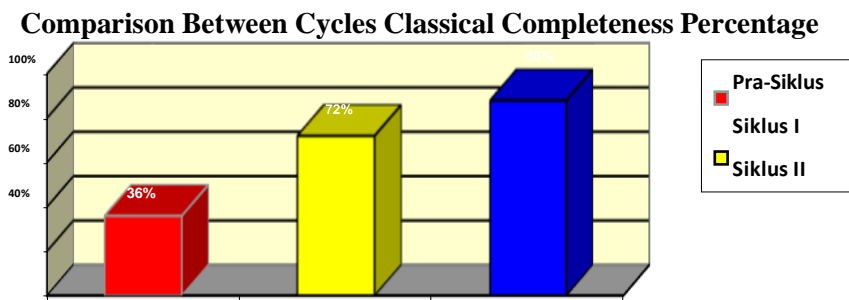
Cycle-2	Score	Completeness of Students	
		Complete	Not Complete
Total Value of Students	1.790		
Grade Average of Class	71,60		
Total Completeness of Students		22	3
Classical Completeness Percentage		88 %	12 %

Based on table 3 the learning outcomes of students can be explained that the learning outcomes of students have fully improved and show very satisfactory results. The total value of students has increased, namely, 1,790 from 1,680 previously. Furthermore, the average value of the class is 71.60 and meets the standard of achievement indicators. Then the number of students who completed increased, namely 22 students who previously were 18 people with a percentage of classical completeness of 88% which means that the learning outcomes of students have reached classical completeness which is set at 85%. Based on the observations and data analysis that has been done, we can compare the learning outcomes of students in the pre-cycle, cycle-1 and cycle-2 which experienced a significant increase (Digram 1).

Completed and Uncompleted Students Pre Cycle, Cycle-1 and Cycle-2



Based on the diagram above, it can be explained that there is an increase in the number of students who complete each cycle. In the first pre-test or before the picture and picture learning model was applied, there were 9 students who completed learning or who had a score of 70 while those who did not complete 16 students. Furthermore, a research cycle-1 was conducted and there was an increase in students who completed as many as 18 people and those who did not finish dropped to only 7 people. Then in the second cycle, the test results of the students got better and increased, namely as many as 22 students completed and 3 students did not complete. Subsequent observations were based on data analysis regarding the percentage of classical completeness set by the school, which was 85%. The following is the comparison data between cycles regarding the percentage of classical completeness which can be seen in diagram 2:



Based on the diagram above, it can be explained that the percentage before the learning model was carried out was 36%. The percentage value is very far from the target that must be achieved, namely, 85%. Furthermore, in cycle-1 the percentage value that occurs has increased significantly by 72%. However, this value is not sufficient because the success indicator is 85%. Then proceed to cycle-2 with a percentage value of 88% which means the classical mastery target has been achieved and even exceeded the target. Reflection in cycle-2 is done by looking at the comparison of students' test scores between the initial or pre-cycle conditions with the first and second cycles. The results of the implementation of the action show that the implementation of cycle-2 is able to achieve the target indicator. The achievement of these indicators is caused by teachers who are able to evaluate deficiencies in the first cycle and always motivate students to learn. The teacher is able to convey a clear picture of the learning steps with a picture and picture model, so that it has an impact on the activeness of students during group discussions. This is in accordance with the objectives to be achieved by the author, namely, to improve student learning outcomes in English lessons with recount text writing material in class VIII-A of SMPN 3 Pante Bidari, East Aceh Regency.

The results of this study are relevant to previous research researched by Suratik (2017) regarding "Efforts to Improve Students' Recount Text Writing Ability by Using Picture and Picture Learning Models in English Language Learning in Class VIII-4 SMP N 5 Tanjung Morawa." The results of his research explain that the application of the picture and picture learning model, students are able to write recount text in English learning with the achievement of the percentage of success achieved between cycle-1 and cycle-2 which has increased by 26.47%. Another relevant research was studied by Hidayat (2019), regarding "Improving Learning Outcomes and Activities of English Students with Short Functional Text Materials for Class XII-MIPA 3 Students at Bondowoso State High School through Picture and Picture Learning Models with Picture Media in Semester I of the 2019/2020 Academic Year". The results of his research concluded that the use of picture and picture learning model with image media in short Functional Text learning about advertisements was able to improve students' skills in writing advertisements. This is evidenced by the increase in the average value in pre-cycle by 56.07, in cycle-1 to 67.86, and in cycle-2 to 78.21. Based on these results, it can be concluded that the value of learning outcomes has met the minimum completeness criteria standard (KKM) with a standard value of 70.

Based on the results of the research that has been done, it is known that there is a lack of interest in students in the initial conditions before using the picture and picture learning model and they do not have the motivation to try to make exercises about the material presented by the teacher. The average value of students at the time of the pre-cycle is known to be 59.60, which means that it is not in accordance with the expectations of learning success with an average value of 70. Furthermore, the percentage value of classical completeness of student learning in the pre-cycle or before the picture and picture method is implemented is by 36% or as many as 9 people who completed while as many as 16 people or by 64% of students did not complete. Therefore, many incomplete students can be identified by the lack of student motivation because the learning model applied by the teacher is too monotonous and does not use learning media.

The application of the picture and picture learning model as a plan to foster student interest and motivation in writing recount text. After learning using a picture and picture cooperative learning model and carrying out a written test, satisfactory results were obtained even though they did not meet the requirements for learning success. The average value of students in cycle-1 is 67.20, which means there is an increase compared to the pre-cycle. Furthermore, the percentage value of classical completeness in cycle-1 is 72%, which means there is an increase when compared to the pre-cycle.

The next second cycle, the author applies some improvements in the delivery of material, preparation of lesson plans, the media used and the division of smaller groups. Based on the results of the analysis, the data obtained that the average value of students was 71.60 with a classical completeness percentage of 88%. This means that the average value of the class has reached the expected target of 70. Likewise, the percentage value of classical completeness set by the school of 85% has met the requirements of the standard of completeness.

Observations that the author can, namely, through the picture and picture learning model makes it easier for students to understand the material because by using pictures the teacher can stimulate students to think more creatively. Such learning is the expected learning that is, the teacher acts as a facilitator while students must be able to build their own knowledge. Reflecting on the action of this research, it is also known that the activities of students in participating in learning have increased in each cycle. This shows that the use of the picture and picture learning model not only improves learning outcomes, but also increases the interest and activeness of students in learning. The activities of students increase following the learning outcomes because students are motivated in learning.

CONCLUSIONS

Based on the research, it can be concluded that the application of the picture and picture learning model in class VIII-B at SMP Negeri 3 Pante Bidari can improve learning outcomes in recount text material with student learning outcomes as follows: (1) the average value of students before the research is carried out or pre-cycle is 59.60 then becomes 67.20 in cycle-1 and then 71.60 in cycle-2, meaning that the achievement indicators set by the school have been met with a value of 70 (2) The classical completeness value in the pre-cycle is 36% and cycle-1 is 72% and 88% in cycle-2, meaning that classical completeness has met the target set by the school, which is 85%. (3) The application of the picture and picture learning model to the recount text material can also increase the activity of students by actively answering the arrangement of pictures according to the linguistic elements in the recount text.

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