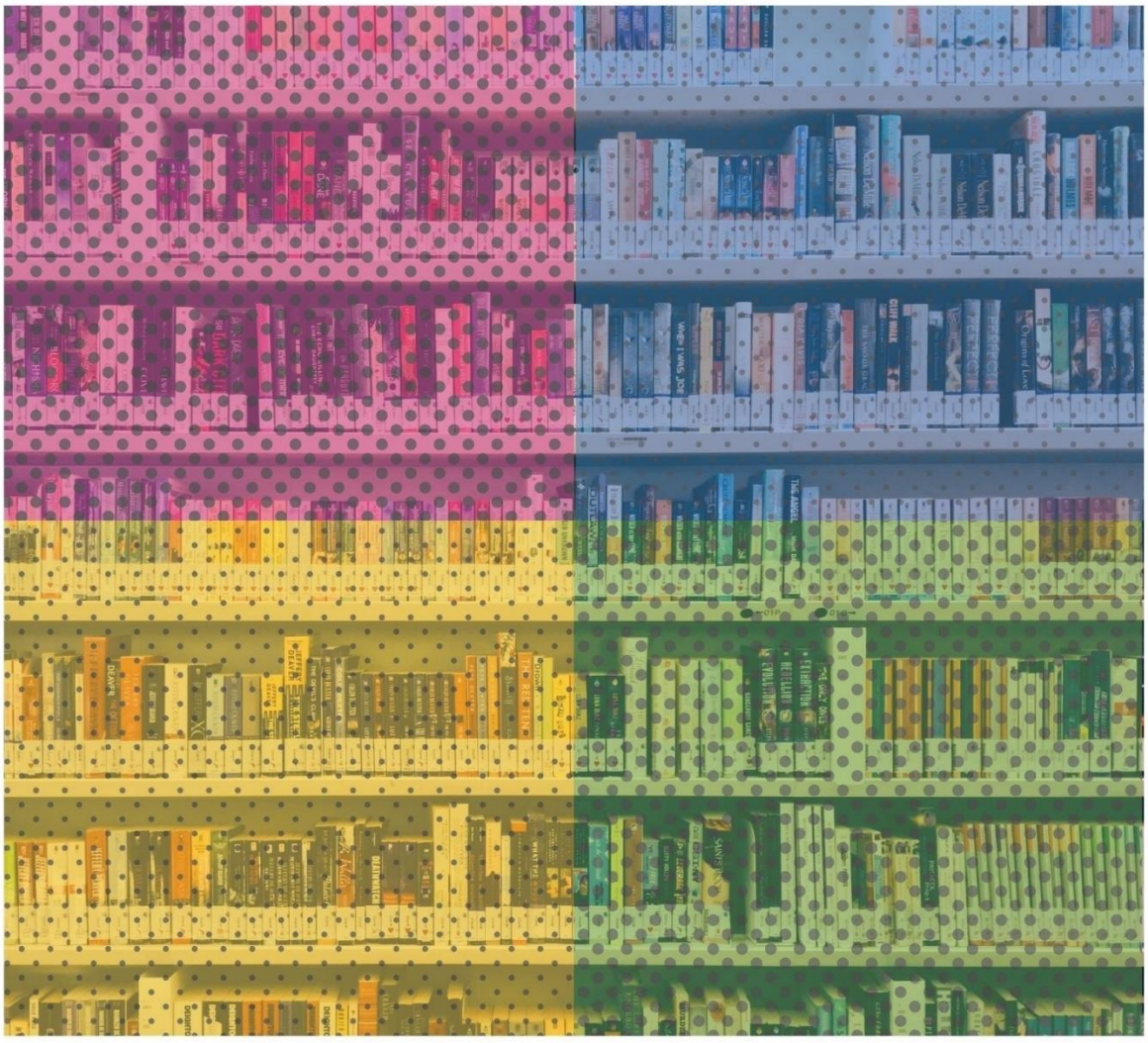
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EXPLORING THE ROLE OF UNIVERSITY STUDENTS' ONLINE SELF-REGULATED LEARNING ACROSS DIFFERENT EPISTEMIC BELIEFS LEVELS

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ABSTRACT

Self-regulated learning is one of the keys of success in acquiring knowledge. Epistemic beliefs also play an important role on the self-regulated learning process. It affects students' achievements depend on each belief of knowledge and knowing. However, less attention given to the constructs on online learning environment. The main purpose of this research was to know the extent of EFL students' Online Self-regulated English Learning (OSEL) across the different level of Epistemic Beliefs. A total of 100 EFL students from Universitas Brawijaya were chosen randomly as the samples for this study. This survey study was adopting two questionnaires from Emaliana (2017) and Zheng et al. (2016) to gather the data. The result reports that there were from 81 students who have sophisticated epistemic beliefs, 54 students are having Advanced OSEL. It indicated that the extent of EFL students' OSEL across different epistemic beliefs levels are great. Unexpectedly, it was found that there are students who have Basic OSEL with sophisticated epistemic beliefs and vice versa. Accordingly, it is recommended for further researcher to investigate this unique case. By using a qualitative design, it might enable further researchers to get profound result.

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1. Research Background

In terms of international communication, most people in the world use English to interact one to another because it is the *lingua franca*. In Indonesia, people do not use English as a daily basis conversation for it is considered as a foreign language. Meaning that Indonesian learners are categorized as English Foreign Language Learners (EFL Learners). Therefore, Indonesian government put English as a part of Indonesian curriculum to enhance Indonesian learners in facing the globalization (Mappiase, 2014).

There are four skills that should be acquired, that are listening, reading, speaking, and writing. In acquiring those four skills, students have their own strategies and goals. Students will apply the most effective strategy for their learning processes (Emaliana & Rahmiati, 2019; Puspitasari et al., 2019). In the process of selecting the best strategy and goal, students have done what is called self-regulated learning (SRL). Students plan, control, and evaluate themselves (Pintrich, 2004; Kartika & Emaliana, 2016). Self-regulation can be viewed as the requisite discipline of the individual in their learning process (Rahmiati & Emaliana, 2019), whether this process takes place in an online or face-to-face environment (Barnard,

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2008). Self-regulated learning, however, can be a challenge for many students when it comes to a technology-mediated learning environment, especially in an online learning environment (Cho, 2013). Teachers, lecturers, or other educators often hold online learning through various media. For instance, through Google Classroom, web-based classes, or social media. In Indonesia, especially, there is a popular platform of online courses namely *Ruangguru*.

In the online learning environment, unfortunately, students' self-regulated learning have less attention. The development of self-regulated learning skills is particularly important (Saputra & Emaliana, 2016), as the online learning environment has been indicated as requiring students to employ more self-regulated learning skills. Even though students are asked to be autonomous learning, the role of the teacher remains important in their learning process (Emaliana, 2019). Besides, there is an important role that influences self-regulated learning, namely Epistemic Beliefs. It simply defines as the beliefs of students about knowledge and process of knowing (Ketabi, 2014). Hofer and Pintrich (1997) said that epistemic beliefs generate goals for learning. Epistemic beliefs might affect the standard students set for learning goals during the planning phase, which also influence until the rest of the learning cycle (Rahmiati et al., 2019). That is why it is important to know students' epistemic beliefs. It divided into several levels. In Emaliana's (2017) research, epistemic beliefs divided into two levels, which are simple and sophisticated. When teacher or lecturer know their students' level of epistemic beliefs, then, they can determine strategies, materials, and learning media that are appropriate for their students. Some research about self-regulated learning has been conducted. Several previous studies conducted research on students' self-regulated learning in searching academic information in online environment (Lee, 2011; Chiu, 2013). Zheng (2016) conducted research about the relationship between students' conception of language learning and their online self-regulation. Several researchers have conducted research on the relationship between self-regulated learning and epistemic beliefs. In 2010, Muis and Franco probed the relationship between epistemic beliefs and metacognitive self-regulation while Strømsø and Bråten (2010) examined the relationships between epistemic beliefs about the Internet and self-regulated learning in web-based situations. Richter and Schmid (2010) illustrated the mechanisms by which epistemic beliefs affect self-regulated learning. However, none of those researches has researched the extent of students' online self-regulated learning based on the different level of epistemic beliefs. As mentioned above, students' epistemic beliefs could influence students' learning process. As Emaliana (2017) said, epistemic beliefs will affect students' achievement in learning depend on each belief of knowledge and knowing. Therefore, by knowing students online self-regulation based on each belief, teacher or lecturer could possibly direct the atmosphere of learning that makes students "sophisticated".

2. Methods

It is descriptive quantitative research. The purpose was to find out the number of students' OSEL and their Epistemic Beliefs. In order to understanding the phenomenon, this research was written descriptively. The population was Indonesian EFL Learners. From that population, researcher determined to study the students of English Language Education Program (ELEP) in Universitas Brawijaya as the target population. Due to the feasibility, the sample of this study was 100 ELEP students of Universitas Brawijaya. The data was collected from two questionnaires about Online Self-regulated English Learning from Zheng et al. (2016) and EFL Epistemic Beliefs from Emaliana (2017).

The procedures of the research conducted as follow:

1. Planning. In this research, the researcher came up with a research question of what extent the epistemic beliefs of higher education students' self-regulated in learning English is. Besides, the researcher planned all of the requirements, such as instruments that used and participants that were going to be involved.
2. Defining the population. The researcher chose Indonesian EFL learners as the population. Then, researcher specified the target population to English Language Education Program students of Universitas Brawijaya. The considerations were because English is the major lesson of their study and because of the feasibility and accessibility.
3. The researcher needs to have a sample of the population. There was 100 of English Education Department students that have been surveyed.

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4. Composed the valid instruments. There were two questionnaires that has been adopted from Zheng et al. (2016) and Emaliana (2017).
5. Collecting the data. The researcher collected the data as follow:

1) Make an appointment with the lecturers in the class of students who are the subject of research.

The researcher made an appointment with the lecturers to distribute questionnaires. It was conducted during their class time which only took 10 – 20 minutes.

2) Explaining the students about the questionnaire and how to do it.

The researcher explained the purpose of the questionnaires and how they have to do with that. The questionnaires consisted of 10 questions about OSEL and 35 questions about EFL Epistemic Beliefs. The students fulfilled the questionnaires one by one.

3) Taking the result

After all of the students filled the questionnaires, the researcher took the result to be analyzed.

6. Analyzing the data. After the data has been gathered, the researcher analyzed the data using Microsoft Excel. Firstly, the researcher coded the answers, YES has a value of one while the NO has a value of zero. Then, the scores of each participant were calculated with IF function formula in Microsoft Excel. Afterward, the researcher analyzed the result of the data by classifying the OSEL result in Basic or Advance online self-regulated learning and analyze the epistemic beliefs result in Simple or Sophisticated epistemic beliefs. The result revealed as students' OSEL on each type of epistemic beliefs.

3. Results

- **EFL Online Self-regulated English Learning**

In calculating the data, researcher used Microsoft Excel to get the total of which students have basic and advanced OSEL. To divide which students is basic or advanced OSEL, researcher used IF Function that combined with logical function AND. Before the researcher categorized the data, she inputted the scores of the filled questionnaire. From the data, it can be seen what the total score of their questionnaire is. Then, the researcher categorized by using the formula above. Students who have a total score 1-5 are those who have Basic OSEL. While those who have a total score of 6-10 indicate that, they have Advanced OSEL.

Table 1 Categorization of EFL OSEL

CATEGORY	N	Percentage (%)
Basic	38	38%
Advanced	62	62%
TOTAL	100	100%

Table 2 Basic OSEL Students Responses

FACTOR	NO.	QUESTIONS	Participants	N
Goal Setting	1.	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when I learn the English course online.	38	0.2105263
Environment Structuring	2.	I find a comfortable place for learning English online.		0.6315789
Task Strategies and Time Management	3.	I read aloud the English instructional materials posted online to fight against distractions.		0.3684211
	4.	I prepare my questions before learning instructional materials online.		0.2631579
	5.	I try to schedule the same time every day or week to learn English online, and I observe the schedule.		0.1052632
Help Seeking	6.	I find someone who is knowledgeable in online English language learning so		0.4473684

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		that I can consult with him or her when I need help.		
	7	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.		0.2631579
	8.	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.		0.3421053
Self-evaluation	9.	I communicate with my classmates to find out how I am doing with my online English learning.		0.2894737
	10.	I communicate with my classmates to find out what I am learning that is different from what they are learning.		0.4736842

Table 3 Advanced OSEL Students Responses

FACTOR	NO.	QUESTIONS	Participants	N
Goal Setting	1.	I set short-term (daily or weekly) goals as well as long-term (monthly or for the semester) goals when I learn the English course online.	62	0.629032258
Environment Structuring	2.	I find a comfortable place for learning English online.		0.822580645
Task Strategies and Time Management	3.	I read aloud the English instructional materials posted online to fight against distractions.		0.677419355
	4.	I prepare my questions before learning instructional materials online.		0.483870968
	5.	I try to schedule the same time every day or week to learn English online, and I observe the schedule.		0.467741935
Help Seeking	6.	I find someone who is knowledgeable in online English language learning so that I can consult with him or her when I need help.		0.806451613
	7	I share my problems with my classmates online so we know what we are struggling with and how to solve our problems.		0.709677419
	8.	If needed, I try to meet my classmates face-to-face and discuss problems when learning English online.		0.806451613
Self-evaluation	9.	I communicate with my classmates to find out how I am doing with my online English learning.		0.8548387 1
	10.	I communicate with my classmates to find out what I am learning that is different from what they are learning.		0.903225806

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As can be seen in table 1, most participants have Advanced OSEL. It shows that 38 students have Basic OSEL and 62 students have Advanced OSEL. Researcher provides the mean score of each question items for Basic OSEL students and Advanced OSEL in table 4.2 and 4.3. The table shows a comparison of responses from students who have Basic OSEL and Advanced OSEL. As can be seen, the mean score of Basic OSEL responses are under 0,65 while Advanced OSEL responses have mean score above 0,65. Clearly, Advanced OSEL students have higher mean score than Basic OSEL students.

- **EFL Epistemic Beliefs**

Table 4 Categorization of EFL Epistemic Beliefs Level

CATEGORY	N	Percentage (%)
Simple	19	19%
Sophisticated	81	81%
TOTAL	100	100%

Same as the OSEL variable, researcher here used IF function combined with AND formula. Among 100 valid participants, it is discovered that 81% of them are higher achiever or sophisticated. Meanwhile, 19% of the participants have simple epistemic beliefs. It can be said that almost all participants have the idea that English is a language that must be learned, and it has become a necessity to learn it. Moreover, their way of learning target language is more flexible than those who have simple epistemic beliefs.

EFL OSEL based on Epistemic Beliefs Levels
The researcher classified the results of each questionnaire. Table 5 shows the number of students who have simple and sophisticated epistemic beliefs in the Basic OSEL and Advanced OSEL categories.

Table 5 Categorization of Basic OSEL and Epistemic Beliefs

		N	%
Basic OSEL (38)	**with Simple EB**	**11**	**28.95%**
	with Sophisticated EB	**27**	**71.05%**
Advanced OSEL (62)	**with Simple EB**	**8**	**12.9%**
	with Sophisticated EB	**54**	**87.1%**

Table 5 shows the percentage of simple and sophisticated epistemic beliefs in OSEL categories. The calculation is obtained by firstly dividing any group of students who have basic OSEL and advanced OSEL and simple and sophisticated epistemic beliefs. Then, the researchers categorized it again. It is found that from 38 Basic OSEL students, 28.95% of them have simple epistemic beliefs and 71.05% have sophisticated epistemic beliefs. While, from 62 Advanced OSEL students, there are 12.9% of them are simple and 87.1% sophisticated.

4. Discussion

The current study investigated the extent of English Education Department students online self-regulated English learning based on their different level of epistemic beliefs. Firstly, from the OSEL questionnaire, it was found that more than 50% of the participants are having Advanced OSEL. 38% of them are having Basic OSEL and 62% are having Advanced OSEL. In goal setting factor (item 1), it shows that the mean score for Basic OSEL responses is 0,21 which means that students tend to not set their goal in the learning process. Unlike the response in Advance OSEL, the gap of the mean score is quite far 0,63. It indicates that in the learning process, setting a goal is a necessity for the students. In environment structuring factor (item 2), both Basic and Advanced OSEL students agree that they need a good and comfortable learning atmosphere. In item 3-5, task strategies and time management factor, Advanced OSEL students are do manage their time and adjust their learning strategy, while Basic OSEL students are not. Likewise, Advanced OSEL students have a tendency to seek help and communicate with peers or lecturers to evaluate and monitor their learning (item 6-10). For EFL Epistemic Beliefs questionnaire, unexpectedly the result of the study shows that 81% of students are sophisticated. For them, learning English is such a necessity. They believe that English is dynamic. It is not something inherited, but people need to work hard if they want to master the language. When people try to learn it, they will improve their skill over time. Students also believe that everyone can learn English from the

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beginning, no matter what age, gender, or even their background (item 24-25). Students with sophisticated epistemic beliefs have an orientation of process. They do not feel shame to make mistakes and will keep practicing.

Oppositely, students with simple epistemic beliefs believe that learning EFL is static. They gave positive responses to the omniscient authority dimension. Meaning that they agree if learning comes from authority. The orientation of simple epistemic beliefs students is the product, no matter how the process they pass. Fortunately, it was found that only 19% of the participants have simple epistemic beliefs.

In result, the participants of this study are having Advanced OSEL with sophisticated epistemic beliefs. As in table 4.6, 54 students have it. It means that students with sophisticated epistemic beliefs have more effort on their learning process. Moreover, students take action to monitor their online learning processes for course-related purposes, use applicable strategies to gather relevant online resources, and evaluate their learning outcomes. In line with Franco (2012) and Emaliana et al. (2019), that higher epistemic belief is associated with more learning processes and outcomes than lower ones. As mentioned above, in the learning process, Advanced OSEL students communicate with their peers, confirmed by Emaliana (2017), sophisticated students who possess these characters. Likewise, students with Basic OSEL are students who have simple epistemic beliefs. As shown in table 4.5, from 19 simple epistemic beliefs students, 11 of them are having Basic OSEL. Explained by Cheng (2013), students with low-level SRL only express their preparation in terms of goal setting and planning for their tasks, whereas those with high-level SRL exhibit practical actions of supervising, regulating and evaluating their learning processes and outcomes.

Other than that, it was found that there were 27 students with sophisticated epistemological beliefs that having Basic OSEL. Students here have such a positive view or belief in English learning but they have less effort or even did not performing self-regulated learning. In line with Chiu (2013) and Emaliana et al. (2018) findings, students with certain sophisticated epistemic beliefs did not possess tendencies to undertake self-regulated learning in Internet-based environments.

5. Conclusion

As the results revealed, it can be concluded ELEP students' show great extent on OSEL across the different level of Epistemic Beliefs. It shows that the participants are mostly having Advanced OSEL with sophisticated epistemic beliefs (54 students). Intriguingly, the findings show that apparently there are students who have Advanced OSEL with Simple Epistemic Beliefs, and vice versa, there are students who have Basic OSEL with Sophisticate Epistemic Beliefs.

Through these results, it stated that students' epistemic beliefs influence their learning processes in the online environment. The important role of the teacher in creating a sophisticated learning atmosphere is very important. By using the applicable teaching strategies and media, it might trigger the students to activate their self-regulatory more. Meanwhile, with the use of technology, for instance, the internet, students should be able to be more independent and expected to have wide views in English learning. Nevertheless, in reality, there are still students who are not aware of it.

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Developing G-Smartive (Getting Smart in Narrative) Multimedia as an Aid to Learn Reading of Narrative Text for Tenth Graders of Vocational High School

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ABSTRACT

This study aims to develop the appropriate learning multimedia named G-Smartive (Getting Smart in Narrative) that provides the interesting components, learning materials, and applies game-based learning. It uses as aid to learn reading especially narrative text for tenth graders of Vocational High School. The method of this study was developmental research model purposed by [1]. The steps were need analysis, product development, expert validation, first revision, product try-out, final revision, and final product. The participant of this study was X KJB students in SMK PGRI 3 Malang. The instruments used were need analysis questionnaire, validation sheet, and questionnaire for product try-out. The data was analysed quantitatively. Regarding the result of need analysis and document analysis, G-Smartive presented three main materials which were reading comprehension, language feature, and vocabulary category. The result of validation showed that G-Smartive was suitable and appropriate to use for tenth grade students, but it needed some revisions. The research finding showed that all the aspects were in good category. The product also got the positive response from the students. G-Smartive gave contributions in supporting language learning, increasing the students' language proficiency, and making the process of acquisition easier, and more interesting.

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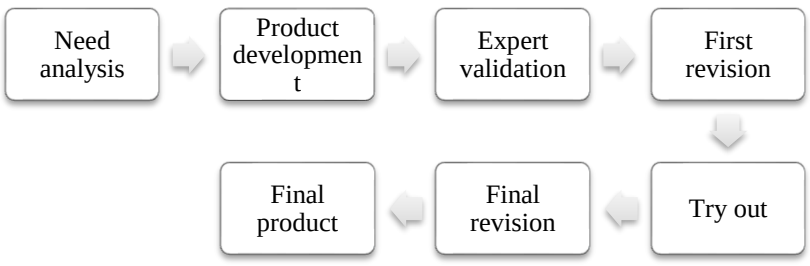
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1. Research Background

Nowadays, the development and use of Information Technologies (IT) significantly increase in many fields of our societies, such as education. The integration of IT has new challenges in all aspects of teaching and learning process that needs to revise the traditional educational paradigm that has been used for the last centuries [2]. It means that teaching and learning in the class are demanded to promote innovative and creative activities. By exploiting the development of technologies, students can improve their achievement, especially English lesson. As far as ELT is concerned, reading has been considered as an important component and the functions as a vital element to develop language mastery [3]. The successful of teaching reading can be influenced by some factors. One of them is learning material. Learning material is an essential element of teaching and learning process. To achieve the goals of the learning, a teacher has to design the proper and effective learning material carefully. However, textbooks or other printed materials are usually used by teacher to teach reading. It is considered as main materials, but those materials are often delivered in a conventional way. Most teachers give a text to the students, ask them to read, and then the students do the task. Those kinds of conventional activities have some consequences. In this modern era, teacher nowadays should innovate and need more than textbook or other printed material to improve the process of teaching and learning and engage the students. Teachers can use some technologies such as PCs, laptops, LCD projectors, and internet which can facilitate teaching and learning process to gain students' motivation in reading. One of the efforts that can improve the quality of teaching is by utilizing Information Communication Technology (ICT) via multimedia [4]. It refers to combine the various types of content such as text, audio, graphics, animation, video, and images. Those combinations are considered more interactive features than printed materials. Through the multimedia, the potential sense of students can be accommodated [4]. Multimedia is one of the influencing media that can enrich students' learning outcomes. Using multimedia can help to promote deeper learning and has positive impact in creating learner center environment. It also able to gain better students' attention and encourage students' participation during learning process. Therefore, the utilization of multimedia should be applied to students that are integrated with technology. According to those issues, this study is considered to find the solution in order to facilitate the students in learning language, especially reading skill of narrative text. This study focuses on developing the appropriate multimedia for teaching reading of narrative text which can increase students' interest and motivation in learning English according to national standard competencies. The product provides interesting components and applies game-based learning. It applies the principle of game design to engage the students with educational material in playful and dynamic way. It is designed not only to play by the students, but also to contrive the learning activities for drilling them.

2. Methods

Developmental Research design was chosen by the researcher to conduct the study since the aim was developing new product to apply for educational purposes. The product of this study was learning multimedia containing some reading material and activities about narrative text for tenth graders students. The model of this study referred and adapted to [1]. The steps were need analysis, product development, expert validation, first revision, tryout, final revision, and final product.



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Figure 1: The Small-scale R&D Cycle of Borg and Gall's Theory Adaptation

The data of this study were the result of need analysis for development materials, the result of product validation, and response of product try-out. Those data obtained from the expert who validates the product, and the students of X KJB at SMK PGRI 3 Malang as the participants in this study.

In collecting the data, the research instruments consisted of three types of questionnaire to conduct this study. The first questionnaire was used to obtain the data concerning the information about learners' and learning needs. The questionnaire was adapted and combined from [5] and [6] for finding the learners' and learning needs related to narrative text. The second questionnaire was used for expert validation to validate the product, get the comment, suggestion, and feedback for revising to make the betterment design. The questionnaire was adapted from [7] and [8] in the form of numerical scale. The validation consisted of two main indicators that were validation of content and media. The third questionnaire was used to collecting the data about students' perception and judgment of the product in try out process. The questionnaire was adopted from [8] that has filled by the students who joined the tryout.

The researcher collected all the data by distributing the research instruments. The data were taken from need analysis that conducted in the beginning process to know the requirement of developing the product. The other data was also obtained from expert validation and students' questionnaire after the try out process. The data collection was analyzed in the form of quantitative data. The need analysis data was calculated in the form of percentage from each answer on the questionnaire. The two highest percentages of each question were considered as the tendency of students' need. The expert validation data used numerical scale as the type of the second questionnaire. The data was analyzed descriptively by using quantitative data conversion by [9]. The data conversion was considered to determine whether the product was already appropriate to use or not. While, the result of trying out the product was also analyzed qualitatively.

3. Results

The result of this research can be stated as follows; the need analysis was conducted as the first step to obtain the information about target and learning needs of the students by distributing the questionnaire to X KJB students at SMK PGRI 3 Malang. The questionnaire was in the form of multiple choice which consisted of 20 questions. There were 18 students who filled the needs analysis questioner consisted of 14 males and 4 females. The questionnaire of need analysis involved two distinctions between target needs and learning needs based on Hutchinson and Waters (1987).

The analysis of target needs involved into four subcategorizes which were goal, lacks, necessity, and want. The students' goal or motivation in learning English were to master English and to be able to study abroad. However, the students had some lacks related to their English proficiency especially reading. Mostly, the students were able to read English text, but they could not understand what the text was about. They also found the gap between knowledge of grammar and the target knowledge of grammar that used in the text. It happened because 50% of the students were still lack on mastery vocabulary and unable to understand structure (grammar). In learning narrative text, the most of the students which were 38.89%, claimed that they got difficulty in mastery vocabulary in the past form. Then, 33.33% of them was also got difficulty in understanding the text. Therefore, 61.11% of the students needed to be able to master a lot of vocabularies and use the structure (grammar) correctly in order to achieve reading activities.
Regarding to achieve the students' reading skill of narrative text, it concerned three aspects about reading comprehension, vocabulary, and grammar to determine the students' target needs. Meanwhile, the students needed some components to help them to learn. Mostly, the students preferred to have many texts and followed by the exercises related to text. Some models of activity were also demanded by the students to

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vary the tasks. The performance of audio, video, and image could help the students in order to complete the tasks.

The material referred to curriculum 2013 which had been used by the school. It related to topic of subject in KD 3.8 which was analyzing the social function, generic structure, and language feature of narrative text. It included determining the suitable texts, context, and tasks, and created the clear instruction.

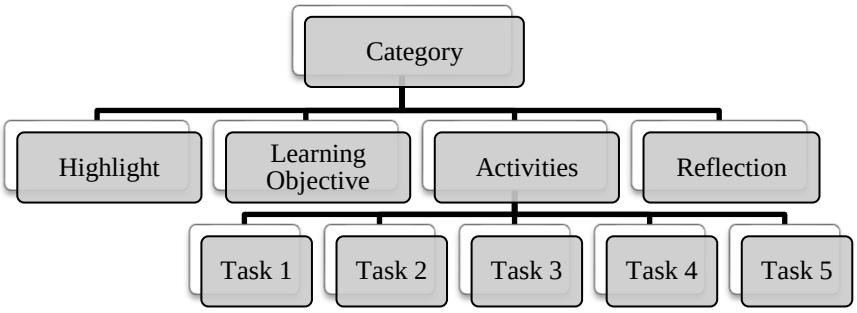


Figure 2: Category Flowchart

Based on figure 2, each category involved four section, namely Highlight, Learning Objectives, Activities, and Reflection. First section was Highlight which gave a general description of what would be learned by the students. Then, the next section was Learning Objective that defined the expected goals of the lesson. The third section was activities which had fifth tasks contained texts, explanations, and quizzes. The last section was Reflection. The students were asked to reflect their feeling and achievement after finishing the tasks.

After creating the material, the researcher started to develop the media based on the following concept.

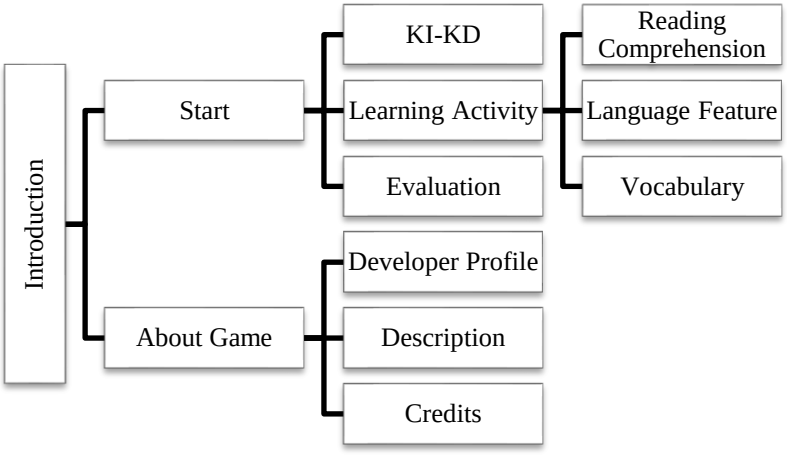


Figure 3: Multimedia Flowchart

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Based on figure 3, Introduction part was the opening of the learning multimedia to welcome the user. It comprised the title of the multimedia, and the users' grade. Then the user moved to the next part which involved Start and About Game. Start button was the main page that covered the link to KI & KD, Learning Activity, and Evaluation. Meanwhile, About Game presented the general information related to the developer of the product, description of the product, and the references. All the materials and exercises were presented in Start page. KI & KD involved core and basic competence of narrative text for tenth grade based on syllabus of curriculum 2013. Then, the second part was Learning Activity. It consisted of some exercises that was divided into three different categories that were Reading Comprehension, Language Feature, and Vocabulary. The last was Evaluation to assess the students after doing some tasks in Learning Activity.

After developing the first draft of the learning multimedia, the researcher validated both content and media to the experts. There were four aspects to evaluate the content of multimedia which were content appropriateness, presentation, language, and layout. It aims to know whether the selection of material was appropriate to use by the tenth grades students or not. The validation of those aspects showed that the total score was 80 and the mean value was 4. It was categorized as "Good" since the mean value was more than equal to 3.4 and less than equal to 4.2 based on quantitative data conversion by Suharto (2006). Meanwhile, the media validation was conducted that the aim was to know the quality of the product before implementing it to the students. There were five aspects to evaluate the quality of the multimedia which were presentation design of the media, audio and physical appearance, autonomous language leaning, design and display of user's manual, and CD packaging. The result of media validation showed that the total score was 103 and the mean value was 4.12. It was categorized as "Good" since the mean value was more than equal to 3.4 and less than equal to 4.2. Mostly, it could be indicated that the learning multimedia was appropriate and suitable to use for tenth grades students of Vocational High School. However, it needed some revisions by considering the suggestion and feedback from the expert.

After obtaining the judgment from the experts, all the assessment and suggestion were considered valid. The next step was trying out the product that the aim was to see how useful and effective the product is. Based on the result of product try-out, it showed that the students mostly gave the positive response toward the learning multimedia. All the students stated that the learning multimedia was interesting. It was easy to be operated because there was no difficult part to run. The available of image, video, and audio made the learning multimedia more attractive. By using the multimedia, the students could finish almost all the tasks correctly. It motivated the students and helped them to understand narrative text.

4. Discussion

The Content Aspect of Learning Multimedia

These were two points that considered to develop the content of G-Smartive multimedia. That were the result of need analysis and the syllabus curriculum 2013. The content should meet the criteria available in those concern. To design the kind of tasks, the researcher employed the result of need analysis. Meanwhile the syllabus curriculum 2013 was used to determine the indicators that should be achieved by the students regarding to core and basic competencies.

The content focused on narrative text which consisted of three main material. There were reading comprehension, language feature, and vocabulary. Those material were related the text genre regarding to the social function of the text, generic structure, and language feature used. The sub-skill of all materials focused on intensive reading activities. It referred to the use of the short texts, find the main idea, and develop an understanding of the text. It also covered the vocabulary knowledge, sentence organization, and texts genres. It related to Madani (2016) stated that the process of intensive reading emphasized on understanding the words, sentences, and paragraphs. It involved understanding of arguments, grammar structure, and details meaning. G-Smartive multimedia referred to interactive process of reading that applied the combination of bottom-up and top-down element. In order to comprehend the texts, this process carried out the important elements of linguistic signals have to be considered by the reader to create the concept of the text. Anderson (2008, in Nunan, 2015) stated that this is the best combination model because it connects the essential aspect of bottom-up and top-down model effectively.

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The content in G-Smartive multimedia carried out the essential components of reading. There was Highlight section aimed to link the students' previous experience or prior knowledge to the new information. It helped students to give an idea of what they will learn later. G-Smartive multimedia also provided vocabulary learning because there is strong correlation between vocabulary and reading comprehension (Boyer, 2017). Boyer also stated that the more words that the students knew and understood, the better they could comprehend the text. The material equipped with several vocabulary lists and audio that produced the sound of the words. It involved the practicing of reading aloud, hearing, manipulating the individual sounds within words, and determine its meaning to drill the students' phonological awareness. Syntactic knowledge, fluency, and of course students' comprehension also could be mastered (Madani, 2016). Moreover, the various materials or tasks provided in G-Smartive could be used to assess the progress of the students with different learning styles. It made the student were not getting bored, because the use of different types of tests and quizzes could engage the students. It also could build their critical thinking.

The Design Aspect of Learning Multimedia

In term of media aspect, G-Smartive multimedia used the background in every page. The different font style, size, and color were appropriate and readable. It could be used to catch readers' attention, present information, and emphasize certain word or phrase. There were also some pictures, audio, and video that could stimulate students' interesting and motivation, and improve language understanding. G-Smartive multimedia provided the combination of audio and visual image. Those components carried the performance of multimedia for supporting the learning process. It made more interesting than other printed material because it provided all combinations that incorporated into one. It also related to Ismail & Basri (2012) that multimedia can be more engaged learners' attention and be more active. It could motivate the students to learn and change the conventional environment of learning.

G-Smartive multimedia could be used by utilizing computer as the mean. It became a facility for students to improve their skills. In term of learning process, the role of this learning multimedia could be a tutor, and a tool (Levy, 1997 cited from Wijaya 2016). It meant that G-Smartive multimedia could help to deliver the material during the learning process because it provided the material, exercises, and evaluation to drill the students. As the meaningful tool, G-Smartive multimedia could help the students to learn autonomous. The multimedia could be operated by utilizing computer as a mean. Mutlu & Eröz-Tuğa (2013) asserted that the implementation of CALL can increase students' motivation levels, encourage students to take personal responsibility of learning, and be strengthen English language teaching program. It could be utilized since the schools nowadays had the computer laboratory. The other considerations were computer could choose and do high classification, and able to store large amounts of data.

5. Conclusion

The product was learning multimedia named G-Smartive (Getting Smart in Narrative). This learning multimedia was developed as aid to learn reading especially narrative text for tenth grade students. It contained three main materials that students needed to develop their ability. G-Smartive multimedia offered many kinds of lessons for the students to use. Students could choose what they want to learn. For reading, they could read several narrative texts and check their understanding by answering some questions related to the text. For vocabulary, the students could master the words listed in the multimedia, listen the audio many times, follow the sound to repeat and imitate how to pronounce it well. Meanwhile for grammar knowledge, the multimedia presented the material to build the students' syntactic awareness in recognizing the grammatical structure between words and sentences.

The program enables the students to learn English in an easier way. With many kinds of different tasks, the students could choose their favorite parts to read and learn repeatedly. The students could learn independently through the multimedia because there was no limitation time and wall to access it. G-Smartive multimedia assisted the students' learning more effective, interesting, and attractive. It also

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helped the teacher to handle the learning difficulties more easily and allowed to give guidance in studying quickly. In addition, the combination of image, text, audio, animation, and graphics created the atmosphere more comfortable, fun, and stimulate the students' motivation. G-Smartive multimedia was convenient tool to help the students to apprehend and motivate them in learning English. Thus, the students could use the multimedia as self-access learning device. G-Smartive multimedia can be accessed only by using computer or PC as the mean. The interactive design still referred to static models. Hopefully in the future, the other researcher or developer can develop the dynamic multimedia by utilizing mobile assisted learning language.

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Improving Student's Speaking Skill Using Role Play Method at SMA Negeri 3 Malang

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ABSTRACT

Students need to master the speaking skill because it is one of the four language skills. There are so many factors influence the speaking skill of the students. Some factors come from the teacher and some others come from the student itself. Many teachers find the difficulties how to attract student speak English naturally. Besides, almost of students in Senior High School are shy and afraid to speak. We try to offer the role play technique in teaching speaking. By using role play technique, we hope students can join the activity learning well. Role play can result in repetition of speaking activity by providing a change. In short, role play covers a wide range of possibilities because in this technique students have to enter into many different situations. Moreover, it can help students to achieve maximum communication.

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1. Research Background

Speaking is one of four basic skills (listening, speaking, reading, and writing) that have to be mastered in learning English. In 2013 curriculum, speaking is one of four skills which have to be mastered by senior high school students in Indonesia because speaking skill is tested in national exam. It means that every senior high school student has to master speaking skill. Besides, speaking skill is very important to be mastered because it can help us to communicate with others well. Therefore, the speaking skill is totally required (O'Malley & Pierce, 1996).

According to the experts, speaking is a form of communication (Jones, 1989). Therefore, it is clearly stated that everyone needs to speak in order to communicate each other. Moreover, Bygate (1997) affirmed that speaking always deserved attention in literary skills both in someone's first or second language. It is important that what you say is conveyed in the most effective way. It can be synthesized that speaking is the process of using the urge of speech to pronounce vocal symbols in order to share the information, knowledge, idea, and opinion to the other person effectively. How you say something can be as important as what you say in getting meaning across.

Moreover, learning speaking in school cannot be separated from the role of teacher in teaching speaking. According to Hornby (1995: 37) teaching means giving the instruction to (a person) give a person

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(knowledge skill, etc). Meanwhile, speaking is how to make use of words in an ordinary voice. So, teaching speaking is an activity of giving instruction to a person in order to communicate. The goal of teaching speaking skills is to communicate efficiently. Further, Tarigan (cited in Sulistya: 2013) defines that speaking is a language skill that is developed in child life, which is preceded by listening skill, and at that period speaking skill is learned. It means that speaking is the basic skill to be mastered.
Speaking skill is hard to be mastered by the students. Many factors influence the students' difficulty to master speaking skill, especially for English. Considering that the students have the multi-cultural background, it will also influence to their ability to learn a language. Some of them might be late to learn English since they do not start to get the exposure of English from their golden age (Nacimento, 2020). It will affect to the students' process of learning English.

Moreover, the role of teacher could also be a factor affecting students' difficulty in mastering speaking. It could be happened because of the lack of teachers' ability to improve their students' speaking ability. Besides that, many teachers use local language and Bahasa Indonesia when they teach English in the classroom. Some teachers also teach speaking only by reading some dialogues and asking their students to read and make some dialogues. In other words, teacher teach speaking still in text oriented. Those methods can make the students not accustomed to use English actively and assume that learning English is not interesting.

In fact, most of students of Senior High School still have difficulties in Speaking. It caused by some factors. First, most of students are too shy and afraid to take apart in the conversation. In other words, the students are having problem with their confidence. Second, most of students are still clumsy in speaking, they just speak when the teacher asked them. Third, the students are not enthusiastic and not courage enough involves in the speaking learning process, therefore, they need an attractive technique to stimulate them to speak English. Those students' problems were observed by the researcher during the teaching and learning English in the classroom.

Furthermore, it could be understood that most of the students were still difficult to achieve the minimal mastery level on KKM (Kriteria Ketuntasan Minimal) for English subject. Pointing to these problems, we have to find an effective method in teaching and try to improve the students' speaking skill. The researcher is going to choose role play technique to solve the student's problem in speaking since it gives students an opportunity to practice communication in different social contexts and in different social roles (Nurbaya, Salam, & Arifin, 2016). Therefore, it can improve students' oral performance. In addition, it also allows students to be creative and to put themselves in another person's role for a while. Role play is also a technique that make students work in pairs, support one another and to make the class more interesting and to reduce students' boredom. As Harmer (2001) states that students need to speak with good pronunciation, intonation, and conversation either transactionally or interpersonally. Thus, all those aspects could be covered by role play in students' speaking practice.

There are many reasons why teachers should use role play technique in teaching speaking as viewed by Nation and Thomas in Communication Activities. Firstly, role play allows a wider range of language functions and language varieties to occur than would normally occur within a classroom. Secondly, role play allows exploration of cultural issues, in particular, appropriate ways to behave in certain situations such as when being offered food or drink. Thirdly, role play can add interest to an activity and by distributing roles can ensure participation in an activity. Next, role play can result in repetition of speaking activity by providing a change. In short, role play covers a wide range of possibilities because in students have to enter into many different situations. Moreover, it can help students to achieve maximum communication. By implementing role play as the speaking technique, it can improve the students' accuracy, pronunciation, fluency, and vocabulary (Susilo, 2014).

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2. Methods

Classroom Action Research was conducted as a research design. The subjects were 36 students of SMA Negeri 3 Malang in English classroom. The Classroom Action Research (CAR) procedure used in this research is Kurt Lewin's design. It consists of two cycles in which each cycle contains four phases; planning, acting, observing, and reflecting. Moreover, the writer conducted this classroom action research into two cycles. If the results are not satisfied enough, researchers can perform the cycle once again in order to get the criteria that have been determined (Latief, 2016). The decision to continue the cycle was conducted when the previous cycle still could not fulfill the criteria of success (Umam, 2011).

Planning

First of all, the researcher needed to have a well-designed planning before conducting or implementing it to the students. In this step, there were two meetings conducted in the classroom and some meetings outside the classroom. It covered introduction, preparation, rehearsal, and performance. Introduction and preparation were done in the classroom at the first meeting. The students were grouped by the teacher randomly. They needed to prepare the draft, the script, and the job descriptions. Later on, they will record their performance by using their video camera on their own handphone.

After they submitted their task by sending the file to their teacher in the last meeting, they need to perform or give presentation of what role play they had made with their own team. It also facilitates them to speak. When one group came forward and finished to give explanation, the other groups might ask about anything related to their topic of role play. Therefore, the last meeting was conducted in the classroom.

Acting

After the researcher has some planning or procedures, it was ready to be performed. In this step, the researcher had to make sure that the students also had a good rehearsal and well-performed. The video performance did not make in the classroom but they were free to express the role play as creative as they could. They could set the place, wardrobe, or any media to support their performance. Therefore, the researcher only checked their task by the file they had sent to their teacher.

The video must not be more than ten minutes. The topic was chosen by themselves and of course had been discussing with their teacher first. The teacher should make sure that they did not use the same topic one and another. The topic must be familiar with all members of group. The consideration of recording their role play is to make use the time efficiently since English lesson has limited time in classroom.

Observing

During the implementation of CAR, the researcher also observed what was going on during the study processed. It included the activity of finding the idea, brainstorming, drafting, revising, and discussing all the single thing they had done in the classroom. It was conducted to see how the students engaged with English lesson since the problem of the students were shy and clumsy in practicing English orally. The result of this observation activity became the data analysis reported qualitatively. Moreover, the researcher also used field note and interview besides observation in order to see the students' improvement in their response to teaching learning process using role play. Meanwhile, the researcher also got the quantitative data by scoring the students' performance.

Not to mention, since this research focused on students' improvement in speaking and students' responses in learning speaking, there were two sides to be scored. The first side is from the pre-test and post-test score which were taken from the students' English score. It is used to measure the students' response in English teaching and learning process. The second side is from the role play score in pre-test and post test of CAR. It was gained to measure the students' enhancement in speaking English.

Furthermore, the researcher needed to pinpoint the criteria of success in order to know whether this method is suitable and successful or not to be applied in improving the students' speaking ability. The KKM of this school is 65 for English. If there are 75% students (at least 27 students) or more got 65 of their English score, this study achieves the goal.

Additionally, in order to measure the students' improvement in speaking, the researcher used scoring rubric of students' video project. This scoring rubric was gained to set the criteria of what the researcher needed to score on the students' role play in video project.

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Table 1. Scoring Rubric of Students' Video Project

Criteria	Outstanding (4)	Very good (3)	Good (2)	Need Enhancement (1)
Quality of video				
Acting (role and gesture)				
Content (vocabulary, grammar, topic, and story)				
Organization (opening, content, and closing)				
Pronunciation				
Pace				
Total				

According to Table 1, it reflected that the students will get 6 for the minimum score and 24 for the maximum score since there are 1 for the lowest and 4 for the highest score for each criterion. Hence, the formula to score the students' performance was the total score divided 24 and it is multiplied 100. The formula to gain the students' score is as follow:

$$\textbf{\textit{The student's score}} = \frac{\textbf{\textit{Total score}}}{\mathbf{24}} \; \boldsymbol{x} \; \mathbf{100}$$

Reflecting

The reflecting step was used to analyze and evaluate the implementation of activities during the cycle of the research. It consisted of the discussion of how efficient the method is. If it still did not achieve the target, the researcher needs to conduct the cycle again from the beginning. It is called as the second cycle. In CAR design, it is not a surprise if there are two cycle in the research. Mostly, the researcher still could not achieve the criteria of success on the first cycle.

3. Results

The Improvement on the Students' Speaking Skill

This action research was conducted to know the students' improvement after role play was conducted. The improvement impacted by the role play was seen in two ways: first, the students' score of role play in pre-test and post-test results, and the second was the students' score in English lesson before and after role play treatment (seeing KKM as the measurement).

The data results among the pre-test, the post-test of cycle 1 and the post-test of cycle 2 were getting higher. In the pre-test, the mean score of students on speaking test before carrying out CAR is 56.77. It was students' speaking score before they used role play technique. Meanwhile, the class percentage which pass the KKM is 11.11%. It means that there are only 4 students who are able to pass the KKM (65) and there are 32 students are out of the target. Next, the mean score in the posttest of cycle 1 is 63.30. It means that there are some students' score improvement from the previous test (pretest), that is 6.53 (63.30 – 56.77) or 25%. Meanwhile, the class percentage which pass the KKM in posttest 1 is 36.11%. It shows there are 13 students who pass the KKM and there are 23 students whose score still under KKM. However, it is still needed more improvement because it could not achieve the target yet of success CAR, that is 75% (or at least 27 students) from the class percentage. That is why the writer and the teacher continue to the second cycle. Furthermore, the mean score in the posttest of second cycle is 71.80. It shows the students' improvement score 8.5 (71.80- 63.30) from the posttest 1 (63.30) or 52.77%. Meanwhile, the class percentage which pass KKM is 88.88%. It means there are 32 students whose score pass the KKM and

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there are 4 students are under the target of KKM. This class percentage shows some improvement 77.77% from the pretest (11.11%) or 52.77% from the posttest 1 (36.11%) in the class percentage. To sum up, Table 2 about summary of students' improvement is presented.

Table 2. Summary of Students' Improvement

Activity	Mean Score	Students Who Passed the KKM (65)	Description		Total of Students	Note
			Passed KKM (65 and above)	Under KKM (under 65)		
Pre-Test	56.77	11.11%	4 students	32 students	36 students	Do not achieve criteria of success
Post-Test 1 (Cycle 1)	63.30	36.11%	13 students	23 students	36 students	Do not achieve criteria of success. Mean score improved 25%.
Post-Test 2 (Cycle 2)	71.80	88.88%	32 students	4 students	36 students	Achieve criteria of success. Mean score improved 52.77% (from pre-test) or 36.11% (from post-test 1).

The post-test of cycle 2 has fulfilled the target of CAR's criteria of success that is above 75% students or more than 27 students could pass the KKM. It could be said that CAR is success and the cycle of CAR was not need to be continued.

The Students' Response to Teaching Learning Process using Role Play

This result obtained from the instruments of field note, observation and interview which were conducted by the researcher and it administered qualitatively. Some students still did not pay attention to the teacher's explanation. Some of them also did not practice with their group. Moreover, they cheated each other while other students were asked to perform presentation in the front of the class. while taking the video, some of them also bring the handout to be read. Nevertheless, the teaching and learning activity happened enthusiastically even some students were not interested enough. Related to the students' participation, it showed some progress than before implementing the role play technique. Some students participated in class conversations, discussions, and giving oral presentation bravely. Their pronunciation and fluency were better than before. It is happened since they need to practice over and over before taking the video. Besides, their feeling of confidence about speaking English have some progress.

4. Discussion

In accordance with the result above, it was clearly proved that role play is effective technique which could be applied in order to improve students' speaking skill and students' response in teaching and learning process. It makes them feel happier and become more enjoy learning speaking. They did not get bored anymore since the teacher did not only used book or text to be read by the students. They could practice to speak contextually. Further, the use of video recording on their handphone as the media to record their project is also fun. They could learn something new with their smartphone. They could learn how to take the scene better and how to edit video so that they had a good video by their smartphone. In other words, role play is effective to improve the students' score in speaking (Hidayati, 2015). It is in line with the previous studies of Sari (2011), Prima (2018), and Putri & Hariyati (2016) who stated that role play is effective to enhance the students' speaking performance and their response which included affective

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factors of students while speaking. Hence, by doing role play, students feel more comfortable to learn, feel happier, more enjoy, and relaxed (Rachmawati, Muayanah, & A., 2013).
However, it is not so big impact in helping the students' response in teaching and learning speaking activity in this study. The problems of students in speaking English about their shyness, their clumsiness, their boredom, and laziness in speaking English also becomes lower although it was only a little progress. The researcher considers several factors bearing the lower progress in the result of this action research, especially in students' response in teaching and learning speaking. First, the time used was limited. Because of the lack of time, student just has a little opportunity to practice that makes teacher get difficulties in giving intense speaking practice to the students particularly. Second, students' interest was low. Some of students pay their attention to the learning activities, but some of them did not interest to the learning activities. Third, students' discipline was poor. They wasted the time given by the teacher to prepare role play. When the teacher asked them to submit the task or doing presentation in front of the class, some of them did not ready yet. Next, some of them were shy and afraid to speak up in front of the class while there was a teacher in the classroom. Their insecurity was still high. Some of students were not confident to perform in front of the class. They shy and afraid because of their poor pronunciation.

5. Conclusion and Suggestion

The conclusion of this study reported that role play is suitable for senior high school students in order to improve their ability in speaking skill. It also becomes the alternative way to record the role play of students by utilizing their smartphone. It makes them interesting and feel happy practicing English orally. However, the students' response in teaching and learning English is still a problem although there was some improvement. This situation became a problem in implementing the role play activities. Some of students were not confident to perform in front of the class. They shy and afraid because their bad pronunciation.

Based on the research findings and discussion, the researcher could draw some conclusions. First, the posttest of cycle 2 has fulfilled the target of CAR success, that is above 75% students could pass the KKM. Second, all aspects of speaking could improve where the highest improvement was in the aspect of fluency, vocabulary and the pronunciation. Third, their shyness, clumsiness, and boredom were not as high as before the teacher gave them role play treatment.

As stated on the result and discussion above, the researcher gives some suggestions in implementing role play for improving speaking skill. This technique is proven as effective to increase the students' vocabulary, improve their pronunciation, punctuation, and grammar awareness while they are using or expressing English as their language used. In addition, it is an alternative technique to avoid students' boredom, laziness, and clumsiness. However, the chosen topic of the role play needs to be considered by their level of study. Teacher needs to make sure that the topic is suitable for the student including content, level of difficulty, and the diction of vocabulary used.

Meanwhile, as the further researchers, this finding could be used as the reference or valuable sources to support their findings about role play in improving students' speaking skill. Other researchers are also recommended to use any other media or combine with specific learning style in order to improve the students' speaking skill. Further, they are suggested to be more creative in directing their students to make their best video as creative as they could.

Based on the weaknesses found in this study related to the implementation of role play technique, some steps should be undergone. It could make in details related to the step by step of the role play technique. The instruments used to measure the students' improvement in each cycle also need to be considered in order to avoid bias.

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IMPROVING STUDENTS' READING COMPREHENSION USING VIP (VOCABULARY INVESTOR PACKAGE) MEDIA AT SMKN 1 BATU

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ABSTRACT

One of main concerns of the most English as Foreign Language (EFL) teachers is how to assist the students to develop English language proficiency. In this regard, reading is considered as a crucial part of the EFL learning process. The major goal of teaching reading is students are able to recognize the words and convey the meaning of them. Vocabulary seems to gain far more attention as the students had difficulties of interpreting the words that interferes their reading comprehension. Given such limitation of the students' competence, their motivation may become low. Having seen this phenomenon, the teacher should maximize opportunities for students to improve their reading comprehension as well as their motivation. To this end, this research investigates the implementation of VIP (Vocabulary Investor Package) Media to enhance students' reading comprehension. The research conducted Classroom Action Research (CAR) by employing 2 cycles to 28 students of twelve grade at SMKN 1 Batu. Accordingly, the procedures included planning, implementing, observing, and reflecting. The results show that (1) the highest score in cycle 2 was higher than the highest score in cycle 1; (2) the lowest score in cycle1 increased compared to cycle 1; (3) the average score was better than in cycle 1; (4) the percentage of students who achieved the minimum criterion (KKM) in cycle 2 was improved rather than in cycle 1; and (5) the percentage of students who did not reached KKM was decreased compared to cycle 1. Therefore, the use of VIP (Vocabulary Investor Package) Media successfully improves students' reading comprehension. For the effective implementation, this suggests that applying VIP media to the other skills is highly required.

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1. Research Background

The progress of a nation is interconnected with the quality of education applied in the nation. The more advanced the education of a nation, the more prosperous its nation. In this era, information technology and communication are rapidly evolving and advancing. Everyone in a country can easily connect with other people from different countries. Besides technological media, the use of foreign language is considered as important as well. Accordingly, English is the most widely used around the world for communication purposes.

Learning English is essential to improve the quality of life. It allows us to broaden our world and to have the ability to relate people from every country. Therefore, learning English is necessarily implemented at schools by considering English subject is included in national examination. However, English subject is challenging lesson to be mastered, especially for EFL students. The problem occurred when the researcher taught twelve grade students (XII BB 2) and found that students had difficulties in reading comprehension because of their lack of vocabulary. This finding can be concluded that since English in Indonesia is a foreign language, most students get difficulty in reading English texts.

Reading comprehension depends on the students' cognitive process. They must visually process the words and make representation to form an understanding on particular meaning of sentence (Kendeou et al, 2014). In this regard, reading comprehension requires interpretation and thinking. The students should learn to interpret word meaning of the context by comprehending words as parts of phrases, clauses, or sentences. When reading the text, the students need to associate their linguistic ability from literal comprehension to the applied reading comprehension. This reading activity promotes the students to decode the individual word into perfect definition of reading material. If the students are able figure out the expected meaning of a word, then they will be able to identify the word. Hence, to comprehend the text, vocabulary knowledge is highly affect their comprehension.

Unfamiliar vocabulary in the passage hinders students from understanding the meaning of the text. The students will have difficulty to comprehend the text if they do not improve their vocabulary knowledge including breadth-depth vocabulary. Breadth-depth vocabulary knowledge relate to the quantity of number that the students know and how well they know certain word. The higher vocabulary breadth/size level will lead to better reading comprehension performance and vice versa (Kameli and Baki, 2013). Thus, if their vocabulary knowledge is not strong, they will have problem to express their idea or to convey message. As experimental study conducted by Chou (2011) reveals the participants of EFL students in the vocabulary knowledge group scored significantly higher than the control group and the background knowledge group. This finding implies that having vocabulary knowledge could increase the performance of a reading comprehension.

Discussing the importance of vocabulary, teaching vocabulary aims at enabling the students to understand particular concepts of unfamiliar words and gain number of words in order to use those words successfully for communication purpose. Another opinion is expressed by Cahyono and Widiati (2008) that it is necessary to focus on what teachers have conducted to assist their students on improving lexical competence. The strategy and planning carried out by the teacher will contribute to students' achievement in learning process. The strategy and planning are concerned on how the teacher tries to achieve the goal of learning. Thus, the use media can be one of the solutions that make learning more enjoyable. Given such media in the learning process, the students are more active and the learning outcomes can be achieved. Consequently, teaching aid takes account into success to support the teaching and learning process. This is affirmed by DePorter (2007:14) that joyful learning will result in an effective learning experience. For this reason, it is appropriate to use the teaching aids in order to improve learning outcomes and create learning process becoming more active, innovative, effective, interesting, and fun.

Moreover, students would be unsuccessful if they acquired cognitive and metacognitive abilities yet lacked the motivation to become engaged. On one hand, motivation is considered to be one of the conditions to facilitate students to be more successful in learning a language (Saville, 2006). By having not enough motivation, it will reduce the students' desire to learn language. This is important as Chen, Maarof, & Yunus (2016) and Miller & Faircloth (2009) explain students need motivation to engage in reading. Without interest and motivation, students will have difficulty to become engage with reading, to reach goal, and to persist in comprehending the text. More specifically, motivation will determine the students whether they will engage or disengaged in the learning process, for instance boosting their motivation by giving them a reward. Reward is one of ways to increase motivation and learning outcomes.

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Awards are given if the students succeed in exceeding the standard criteria (Slavin, 2005:10). Awards can be given individually or in groups in form of stationary, snacks, book even praise. This is in line with Wardoyo (2013:53) that awards or prizes or recognition will be able to motivate students to continue in improving their achievement in learning activities.

Considering the gap between the importance of vocabulary knowledge and students' motivation in reading comprehension, an appropriate technique, inserting the use of instructional media should be applied. Trying to solve the reading comprehension problems, the researcher considers using VIP (Vocabulary Investor Package) media as learning media which motivates the students to comprehend the text.

The technique using VIP media is considered suitable with the teaching of reading comprehension as it provides particular content material. The students are trained to understand vocabulary by using set of vocabulary lists on colorful buffalo paper taken from English text. It gives the students opportunity to recognize and comprehend the vocabulary before discussing the English text. The task of completing the list of vocabulary task using VIP media motivates students to learn the meaning of words indirectly and motivates them to gain much reward as possible at the same time. There is agreement in English language teaching literature about the effect of vocabulary assistance before reading (Alessi & Dwyer, 2008; Khamesipour, 2015). In other words, pre-teaching of vocabulary facilitates students' vocabulary acquisition and greatly helps them in reading comprehension.

Concerning on a positive contribution of VIP media use and reward in teaching English, the researcher is going to conduct a Classroom Action Research in using VIP media to improve the ability of the students of XII BB 2 at SMKN 1 Batu in reading comprehension and their motivation to understand English texts. According to this objective, the research problem can be formulated as How can students' reading comprehension be improved through the use of VIP media for XII BB 2 at SMKN 1 Batu ?

2. Method

The research design examined Classroom Action Research (CAR). This research design was used for solving classroom problem that needs improvement. The subjects were 28 students of XII BB 2 in second semester 2017-2018 school year in SMK Negeri 1 Kota Batu at Jalan Bromo No. 11, Batu. This research was conducted in 2 cycles. Each cycle consisted of planning, implementing, observing, and reflecting. The cycle is adopted by Kemnis & McTaggart (Burns, 2010:9). The diagram can be shown below



Cycle 1

The meeting held on January 1, 2018 for one meeting (4x45minutes). The implementation of learning is described as follows:

Planning

In this stage, the researcher prepared things dealing with teaching technique, research instruments including: (1) lesson plan focusing on basic competence 3.5, namely understanding business letters with two indicators. The indicators were students were able to understand vocabulary related to contents of

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business letter, and students were able to answer questions referring to contents of business letter; (2) VIP media; (3) VIP media answer sheet; (4) VIP media answer key; (5) Test items; (6) Test answer sheet; (7) Observation sheet; (8) play money; (9) Envelope; and (10) Gifts (stationary and snacks).

Implementing

The implementation of the action was in line with the activities of lesson plan. In this stage, the researcher carried out 3 activities, namely pre-activity, whilst activity, and post-activity. The first activity was pre-activity. In this activity, the researcher asked students about the types of business letter they knew.

The second activity was whilst activity. The researcher acted as a Vocabulary Investor who donated money to students who had high motivation and achieved certain results in learning English. The following were the steps to be followed: (a) students sit based on serial number of the attendance list; (b) the researcher distributed envelopes and answer sheets to each student; (c) the researcher explained the procedure of using VIP media; (d) each student prepared a notebook and dictionary; (e) the researcher distributed VIP answer sheets; (f) students chose VIP media in a random order and worked on it; (g) students should find difficult words and looked up the meaning in the dictionary and wrote them in their notebooks; (h) After completing set of VIP material, students matched the answer with the answer key to the researcher; (i) students exchanged the scores obtained with play money prepared by the researcher as a Vocabulary Investor. One correct answer can be exchanged for Rp. 1.000; (j) steps (f) to (j) were repeated until the all VIP materials were completely finished by the students or until running out of time; (k) students worked on reading comprehension test; (l) the researcher and students checked and discussed the answer of the given test; (m) students with a minimum score of 70 (KKM) were given an additional money of Rp. 10.000; and (n) students spent and exchanged their play money with snacks prepared by the researcher.

The third stage is post-activity. In this stage, the students worked on reading comprehension test of business letter in form of 20 multiple choice items.

Observing

In this step, the researcher observed all effects of the implementation of VIP media in to improve students' ability in reading comprehension. The researcher collected two kinds of data, namely numerical data and verbal data. The numerical data were obtained from the students' reading comprehension score and the students' attitude in responding the VIP media use applied in class were collected through observation.

The Criteria of Success

The criteria of success of this research were emphasized on two criteria, namely the students' responses on the Implementation of VIP Media and the product of the students' reading comprehension. The criteria of success are described in Table 1.

Table 1. The Criteria of success, the data source, and the Instrument

The criteria of success	Data source	Instrument for data collection
The process: the students are motivated and give positive responses during the implementation of VIP media in reading comprehension	The students' statement about their attitude towards the implementation of the VIP Media	Observation
The product: The average score of all students is passing the minimum criterion (KKM), which is 70.	The result of the students' reading comprehension product	Reading Comprehension Test

In order to assess students' reading comprehension, the researcher used a scoring rubric. The total of reading comprehension test was 20 items. Each correct item is 4. Therefore, the maximum of total converted score got from the exercises is 80. The formula for obtaining individual score is as follows:

$$\text{The students' score} = \frac{\text{Total score}}{80} \times 100$$

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Research Instruments

The research instruments in this research were observation guide, reading comprehension test, and documentation. Observation was used to monitor the preparation of learning tool, learning process, and students' performance and participation during the teaching and learning process using VIP media in reading comprehension. Meanwhile, the test was administered in order to determine the students' achievement. The test used in this research is in form of 20 items of multiple choices. The scoring rubric of the test is based on scoring guide. Furthermore, documentation was done by taking photos during the learning process.

Reflecting

The reflection part dealt with the activity to analyze the implementation of the action during the cycle which was obtained through observation and reading comprehension exercises. The result of the data was compared to the criteria of success. Based on the result, the students' achievement did not meet the minimum criteria (KKM) of 70.

Considering the result in cycle 1, the researcher faced several problems. The first problem was time allocation. The researcher thought that insufficient time was crucial. As a consequence, additional meetings are needed for materials, change the sequence of activities, or give different treatments in the learning process. The second problem was the seating arrangement including the students' desk, researcher's desk, and VIP media display table. The students' movement was interfered because of focusing on one point. In this case, the researcher needed to arrange the room to give an ease for students' mobility.

Cycle 2

The meeting consisted of one meeting (4x45minutes) and held on January 20, 2018. The implementation of learning is described as follows:

Planning

The planning in cycle 2 was almost the same as cycle 1. However, the researcher added one learning step which was conducting pre-test before the students used VIP media. The purpose was the students would have a picture of the material to be studied and achieved increasing learning outcomes at the end of the cycle. In addition, the researcher arranged the place of VIP material on a different table, so the students' mobility was better.

Implementing

As in cycle 1, at this stage the researcher carried out three activities similar to cycle 1. The different activity between cycle 1 and cycle 2 was a pre-test given by the researcher in pre-activity. Moreover, in the while activity, the researcher added additional awards for students who achieved a perfect score (100) points would be given extra money of Rp. 10.000 as a reward.

Observing

In this stage, the researcher collected two kinds of data, namely numerical data and verbal data. The numerical data were obtained from the students' reading comprehension score and the students' attitude in responding the VIP media use applied in class were collected through observation.

Reflecting

The researcher reviewed the learning process and learning outcomes achieved by the students in cycle 2. The result of the data was compared with the indicators of the criteria of success. Because the indicators had been achieved, the researcher did not continue the action for the next cycle.

3. Results

The results of the research include the students' responses to the implementation of VIP media in reading comprehension, and students' final product, The findings in the first cycle did not meet the criteria of success, so the researcher decided to continue to the second cycle.

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The Students' responses on the Implementation of VIP Media

In relation to the students' attitude, most of the students gave positive points in response to the effects they felt after experiencing reading comprehension through the use of VIP media. During the learning process in cycle 1 and cycle 2, the students looked enthusiastic and active in learning activities seen from their expression and comments they expressed. At the end of meeting, the students excited because of the award given by the researcher and they expected that the researcher will apply similar learning methods in other meetings. Furthermore, due to students' responses in cycle 2, The students were more prepared with the material seen from the students positioned their sitting according to the attendance sequence number without being instructed by the researcher. Besides that, they were ready with dictionaries and writing tools without wasting much time. Considering their preparations, they can work more effectively and efficiently compared to cycle 1.

The Students' Reading Comprehension Achievement

The result of cycle 1 showed that 6 students out of 28 students reached the KKM score. Meanwhile, 22 students did not meet the KKM score. The highest score achieved by the students was 80 and the lowest score was 30 with an average score of 59. Regarding to the results, it can concluded that the achievement of the students in reading comprehension on business letter material was 21%. Thus, the result did not meet the criteria of success set by the researcher, and therefore, second cycle was needed to improve students' achievement. Regarding to the data in cycle 2, the researcher got a significant result in learning outcomes. Considering the minimum criteria (KKM) of 70, the results in cycle 2 showed 17 out of 28 students achieved KKM score, and 11 students did not achieve the KKM score. The highest score achieved by the students was 85 and the lowest score was 40 with an average score of 68. Based on the results, it can be inferred that students' achievement in reading comprehension on business letter material in cycle 2 was 61%. The comparison of students' achievement between cycle 1 and cycle 2 can be seen in the following table:

Table 2. The Students' Achievement in Cycle 1 and Cycle 2

No.	Description	Cycle 1	Cycle 2
1.	The highest score	80	85
2.	The lowest score	30	40
3.	The average score	59	68
4.	Percentage of students who achieved minimum criterion (KKM)	21%	61%
5.	Percentage of students' who did not achieve minimum criterion (KKM)	79%	39%

According to the table above, there was an increasing 5 points in the highest score, while the lowest score increased to 10 points. Moreover, students who achieved KKM in cycle 2 was improved (61%) compared to cycle 1 (21%). Furthermore, students who did not reach KKM in cycle 2 (39%) was lower than in cycle 1 (79%). Hence, it can be implied that the significant improvement was caused by the pre-test given by the researcher and the action could be terminated.

4. Discussion

The finding of this research showed that the use of VIP media can improve the students' ability in reading comprehension. The students' improvement was gained through the form of pre-test and the use of set of vocabulary in VIP media during the learning process. The progress in the students' achievement was influenced through learning vocabulary before reading English.

Reflecting on the findings, this research could prove that VIP media is helpful for students in reading comprehension. The result of the research demonstrates that this media can be an effective instructional medium not only because it is unique, but also it is appropriate to have deep vocabulary knowledge to assist their reading comprehension. This is supported by Wessels (2011) and Hairrell et al (2011) who asserted that providing vocabulary knowledge before reading phase can access background knowledge and connect unknown vocabulary to known knowledge. As a result, it will encourage the students to use their linguistic knowledge to establish and strengthen their understanding of the target vocabulary. After they have activated their existing knowledge, they begin making connections to known words and images in the memory. Thus, they are more actively constructing meaning in context. Moreover, the use of VIP media which was unique made the students enthusiastic and gave full attention to the teaching and learning

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process. It also made the students engaged in learning. This affected their motivation and their learning of reading comprehension as well. If the classroom is enjoyable, the students will learn effectively and can increase their motivation to learn.

5. Conclusion

Based on the findings of the study, it can be concluded that the implementation of VIP (Vocabulary Investor Package) which was applied can improve students' ability in reading comprehension. This medium was an effective to assist students' reading comprehension in aiding the students to understand particular vocabulary before understanding a whole text and trigger their motivation to learn.

The procedures of conducting the present study to improve reading comprehension of the students of XII BB 2 were generally divided into some activities. The first was pre-test that was administered in order to make the students having vivid picture of the material that they are going to be discussed. After that, the students should find difficult words and looked up the meaning in the dictionary and wrote them in their notebooks. After completing set of vocabularies on VIP media, they matched the answer with the answer key to the researcher as Investor. One correct answer can be exchanged for Rp.1.000 and they can exchange their play money with snacks prepared by the researcher. Finally, they worked on reading comprehension test.

Reflecting to the results concerning on understanding business letter with VIP (Vocabulary Investor Package) media was proven to improve students' learning outcomes. The following descriptions were: (1) the highest score in cycle 2 was higher than the highest score in cycle 1; (2) the lowest score in cycle1 increased compared to cycle 1; (3) the average score was better than in cycle 1; (4) the percentage of students who achieved the minimum criterion (KKM) in cycle 2 was improved rather than in cycle 1; and (5) the percentage of students who did not reached KKM was decreased compared to cycle 1.

According to the research findings, some suggestions are proposed in order to improve the quality of the teaching and learning process in the future. For the English teachers, the result of the research is one of solutions for the teaching problem related to improve students' reading comprehension due to the fact that the present study concluded that the use of VIP media is able to increase the students' achievement. It is also suggested that the teachers can also apply VIP media to the other skills such as listening, speaking or writing. Meanwhile, for school practitioner, the results can be used as a consideration for making school policy. Moreover, for future researchers, the findings can be used as valuable sources to conduct further research concerning on the use of VIP media as learning media to improve students' ability in reading comprehension on certain theme.

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IMPROVING MOTIVATION OF LEARNING ENGLISH SUBJECT THROUGH INTEGRATION OF URBAN LEGEND LITERACY - A SHORT PLAY IN NARRATIVE TEXT OF TENTH GRADE STUDENTS AT SMAN 8 MALANG

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ABSTRACT

This study aims at implementing integration teaching technique between Urban legend literacy with short-play in narrative text for educational purposes It uses as teaching strategies on improving students motivation and to raise further comprehension on important value of narrative text. The researh design was Classroom Action Research (CAR) design with qualitative approach. Interview guide, questionnaire, and rating scale were used as research instruments. The steps were planning, implementing observing, and reflecting. The participants of this study were tenth grade (X) students from the class of MIPA 6 and IPS 1 & 2 in SMAN 8 Malang. The data was analyzed qualitatively. Regarding the result of this present study, it is showed that this integration teaching technique was significantly effective and appropriate to be applied for tenth grade students, This technique also encourages students in discovering diverse range of National Urban Legend Literacy to be preserved. This study gave contributions in supporting English language learning in Indonesia, increasing the students' motivation in learning English, and making the process of teaching and learning English becoming more interesting.

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1. Research Background

English language is considered as means of communication in which it is used by almost whole language communities in the world. Moreover, many books and international publication of other fields of study are also written in English language. Therefore, English language is considered as an important subject to be taught especially to the English as Second Language (ESL) and English as Foreign Language (EFL) from elementary school to university. Ho (2004 as cited in Marlina, 2013) suggests that the term for students with ESL nd EFL can sometimes be used on indicating which students used English as their second language or foreign language aside from their mother tounge (L1). In this case, EFL students need to understand that English subject is actually an interesting subject to be learned since it would connect them with most of people from other countries who share the same perspective in particular field. However, EFL students are mostly find it difficult to learn the English subject, especially for Indonesian EFL students. The main reasons of their difficulties are usually dealing with their interpretation that English is not their mother tongue (L1) and English is not widely used in their daily life. Akbari (2015) also stated that since English language is only used on classroom occasion, EFL students felt that English language lack of roles in their society. In other words, English roles in the outside classroom are probably not often used for Indonesian EFL students.

Furthermore, EFL Indonesian students also found that they are diffcult to pronounce the English language, to write and to comprehend the passage on English language as it is different compared to their Bahasa Indonesia (L1). These problems have been specifically discussed in study by Tappendorf (2014) who stated that linguistic differences are factor that causing major problem such as the difference of phonology, word order, phrases, and verbal system. In line with students difficulties in learning English, teaching English as a foreign language is also quite challenging. Most of Indonesia EFL students found that they can understand the materials that were given by their teacher, however, they mostly do not use any of them in their daily life. This condition might cause critical factor in which they will forget about most of their English learning. As a consequence, they cannot applied it within real life context. Within this remarks, difficulties in learning English for Indonesian EFL students may affect their motivation that will interfere their learning progress. Based on the study conducted by Supiah and Yulianti (2011), it is found that Indonesian EFL students showed that they have difficulties in expressing English language and fear when learning English in high schools. Most of their fear was caused by incorrect pronunciation which is different with pronunciation system of their L1. All of these phenomena, such as the lack of exposure in learning English outside the classroom, being afraid of making mistakes, and being pessimist are raising unnecessary feelings to learn English and these problems would eventually lead into EFL students having lack of motivation.

Based on Permendik No. 51/ 2018, in 2019/2020 school year, the Indonesian government established the regulation of "Penerimaan Peserta Didik Baru" (PPDB) or the Acceptance rate of New Students of Indonesian School in 2019 within zoning line (local students that lives on the referred area) rate of 90% , 5% rate for students with academic achievement and 5% of student with school transfer due to the migration of their parents' workplace. This issue has caused the school to accept students with many variations such as different background of their previous school, different learning ability, different economical background, etc. The impact of heterogeneous settings on tenth grade students cannot be avoided in which this condition also triggers motivation and learning outcomes that turn out to be not optimized especially for English subject, even though the coordination of new students was already initiated through with the placement test class of MIPA (Science class), IPS (Social class) and Language class. As a result, nowadays, many Indonesian teachers who EFL context are struggling with time-management, maintaining class discipline and attempting to attend to the heterogeneity of learner needs all at once. From the perspective of teaching context, the diversity of student backgrounds may results in causing problematic issues when it comes to teaching large and at the same mixed-level classes. Mathews-Aydinli and Van-Horne (2019) explain that some issues that might occur in heterogeneous class are; 1) the domination from proficient and self-confident students who always tend to dominate others, 2) the passive behavioral students that reluctant to speak as they are afraid to make mistakes, 3) lack of flexibility in language course books to fit students need and fit the syllabus requirement, 4) discipline problems that often arise in large, heterogeneous class where teachers feel as they lose their authority. The heterogeneous tenth grade students would assume that English is a difficult subject to be learned. Roberts (2019) also added that from the position of a teacher, large, heterogeneous classes are demanding to train, require extra

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time and preparation; its classes will foster teacher's creativity, flexibility, tolerance and resistance to stress. In line with this assumption, teachers should have more effort and innovation to be implemented in the learning process in order to obtain optimum learning outcomes especially in motivating students in learning English subject. As it is shared through Zenius blog by Yuuji-Sensei (October 4, 2017) its article entitled '4 Principles in Learning Foreign Languages', the 1st principle is to build the motivation to learn the correct foreign language. However, it is not easy to motivate students to be passionate in learning English. The responses in the classroom are varied according to their class and complaints are also diverse such as; English is difficult subject, students also cannot speak up in English, English vocabulary is too many, students do not understand what the teacher explained, etc. Regarding with the school that the first author had to performs the job as teacher was in SMAN 8 Malang. This school have already set a policy that English would be learned for 2x45 hours a week. The application of their English skills competence is taught by integration between one skill with the others, in which it will be expected that students will be more motivated in learning English as foreign language. Despite that expectation, the actual reality on field proved that learning English for two hours a week is not enough considering English language is not a second language, and students also lack exposure to acquiring competence of English skills. Therefore, in second semester of the 2019/2020 school year, the first author would like to motivate the students by applying integration of urban legend literacy with a short play that were included in K-13 syllabus (KD) learning on 3.8 & 4.8 about Narrative Text. This activity is considered as good thing to be implemented in heterogeneous class with dynamics learning (Zuliati, 2016).

2. Methods

Classroom Action Research design was chosen by the researcher to conduct the study since the aim was implementing integration teaching technique between Urban legend literacy with short-play in narrative text for educational purposes. The first author are the original English teacher at this school who determined the criteria of success, observed the teaching and learning process, and did reflection with result of research while co-author works as collaborator in designing the framework of this research article. The first author act as the main practitioner who conducted the implementation of the Urban Legend Literacy with short-play in the classroom by using cellular phone video recording, while the co-author is collaborator of this research in redefining the data that were collected from the first author and re-assembled whole research activity into the whole report in this article. The research approach of this present study is qualitative approach in which using classroom action research strategy with data analysis that is cyclical in nature.

Planning

In this planning stage, the first author prepared the whole teaching activity in which the student will performs their act based on the objective of this research. The first author that actually acted as the English subject teacher of this school preparing the topic of Urban Legend Literacy based on the name of several province that exist in Indonesia as well as dividing students into several groups. The topic of Urban Legend Literacy were prepared in form of small papers which have the names of provinces in Indonesia such as Jawa Barat, Jawa Tengah, Jawa Timur, Sumatra, Kalimantan, Bali, Nusa Tenggara Timur (NTT), Nusa Tenggara Barat (NTB), Sulawesi and Papua. After the representatives of each group have taken their own topic, the name of topic's province would later became the name of their group such as; Balinese group, West Javanese group and etc. Next, their first activity would be finding or browsing the stories of Indonesian Urban Legends' Literacy that were originated from their group's provinces, such as; Tangkuban Perahu from West Java, The Legend of Mt. Bromo from East Java and etc. Each group wrote a draft of their Urban Legend stories to be written in form of script for a short-play based on an example that was given from their teacher (the first author). After that, each group also had the chance to consult with their teacher (first author) whether their scripts have already been corresponded with narrative text features that met with the teacher's expectation (first author/teacher gave the input later on revision). Then, all groups should have to write the feedback draft based on their consultation result with their teacher (first author). The last step of their preparation was each student from all groups should memorize their revised script for their own character's role that will be performed later in short-play.

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Implementing

The implementation of this research activity was based on K-13 syllabus with lesson plan (KD) learning on 3.8 & 4.8 about Narrative Text. The activity started from covering the definition Urban Legend Literacy and short-play, preparation before conducting the integrated activity, students; rehearsal, and students' performance with documentation. Before performing their integrated short-play activity, the teacher (first author) set the regulation for their performance. The regulations were: (1) each group prepared their own property that would be used later in their short play performance; and (2) each short-play performance (time duration) was 15 – 20 minutes for each group.

Observing

In this step, the first author observed the whole research activity by recording the performance effects toward the implementation of the integration activity between Urban Legend Literacy with short-play. The students' active participation and attitude in responding this integrated activity were collected through documentation from the cellphone photo and video recording data.

Research Sample and Instrument

This study examined qualitative approach by using sampling technique of non-probability sampling (sampling technique that does not give an opportunity to be selected as a sample). The sample of the research object was tenth grade students of SMAN 8 Malang with diverse characteristic in their motivation and ability to learn English from tenth grade class of MIPA 6 and tenth grade class of IPS 1 and 2. Futhrmore, the research instruments were intervew guide, questionnaire, and raing scale.

Reflecting

The results of this research were considered significantly effective throughout this study. The findings were include as high number of intrigue from whole participants, significant increasing number of motivation from whole participants, whole participant's responsibility and creativity were proven credible. Since these findings have already achieved the criteria of success and the goal of this research objective, the first author decided to not continue into second cycle.

3. Results

The results of the research include high number of students' intrigue towards this integrated activity, significant increases of motivation from whole participants, and significant responsibility and creativity from participants.

High number of students' intrigue towards this Integrated activity

Based on data of observation activity, whole participants' senses of curiosity to the Urban Legend Literacy have been arising throughout this research. This result also evoked whole students to preserve their national literacy. Within the research objective, the result was already achieved successfully whereas their motivation in learning English subject would increase dramatically throughout this technique.

Significant Increases of motivation from whole participants

In relation with the main goal of this research objective that deal with increasing student's motivation, the result of this research was exceed the expectation. As it has been mentioned from the first finding, whole students' motivation evoked through their sense of curiosity in their legacy of Urban Legend Literacy. Not only they loved to discover their own national culture, they also experienced it in person on how the Urban Legend stories were created throughout short-play. This technique has been proved as effective since it is exceeding the research's main objective and can be innovate further in the future.

Significant responsibility and creativity from participants

The last finding of this research showed that the student's responsibility and creativity were improved towards this activity. It was proven throughout whole participants' contribution where they showed their best performances and also gave their best at designing their own properties in order to show how creative they were. As the main objectives have been achieved from the previous findings, this additional result also became great feat for the undeniable proof that this technique was effective to be implemented on teaching fields.

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4. Discussion

The finding of this study related to the integration between Urban Legend Literacy with short-play has been proven effective. The students' improvement towards the criteria of success has been achieved throughout this research activity. The increasing number of students' motivation was reflected from their willingness in participating this research activity with full responsibility and good attitude. The progress of students' interest aspect was significantly high by considering the increasing number of their curiosity towards Urban Legend Literacy and its short-play act. In process of writing narrative text into a script that would be used on short play, students allowed themselves to follow the their' interests in discovering their own topic of Urban legend literacy rather than letting teacher decided the Urban legend literacy for them. This activity became a vital and connected part of the students' imagination and they were experience it spontaneously produced. In these sessions, the integration between Urban Legend literacy with short-play was more or less explicitly framed into 'genre specific' approach. The teacher also need to expresses the view that students should be directly involved in the issues of the building conflict of narrative text that later will be performed in their short play, working as they are in the fictional frame. They also need to take a note during the performance of the short-play in which students are faced by the themes and moral value will be investigated to ensure that the students grasp the actual meaning of Urban Legend literacy that were performed through short play. All these result have proved as successful mark on the implementation of this technique.

Reflecting on these findings, this study demonstrates that the fun learning innovation such as this integrated activity between Urban Legend Literacy with short-play were necessarily needed to raise students' motivation in learning English Subject. This finding is also supported by Cruz (2010) who state that Literature enhances ELT through elements such as authentic material, language in use and aesthetic representation of the spoken language, as well as language and cultural enrichment. It is with this last element that literature opens the door that leads to a wider and closer look on the culture (or cultures) where the target language is spoken. It literally means that, literature, especially urban legend literacy promotes vital aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Furthermore, Ghufron & Risnawati (2010) state that the concept of students motivation arise whenever extrinsic motivation is fulfilled in which Individual motivated extrinsically if that individual chooses topic that sparks their interest and curiosity. This engagement will later become encouragement for their perspective that learning something that they have their interest in it will be learned quickly. Within all these remarks, the integration of Urban legend literacy with short-play will definitely spark students' interest and motivation in the learning process. Thus, it is recommended for teacher to use similar integration technique with this present study in order to create more dynamic teaching and learning activity where students can participate with joyful pace.

5. Conclusion

Based finding and discussion of this study, it can be concluded that technique of integrated activity between Urban Legend Literacy with short-play was proved to be an effective way to increase student's motivation in learning English subject. Specifically, this technique was an effective in evoking student's interest in reading national Urban legend stories and experience its stories in form of short-play that will also raising student's sense of curiosity and nationalism towards the implementation of this technique. The implementation procedure of this technique was considered simple and effective since this technique has already been mentioned in lesson plan of Indonesian's K13 syllabus. Within brief preparation stage of this technique allows the participant to have more time in comprehending and consulting with teacher (as first author) to have better insight in performing this research activity. The students could learn with their group to adjust their perception towards the comprehension of their urban legend stories that they already choose. After all groups have their feedback on their script draft, they have enough time to memorize and comprehend further their characters role in Urban Legend stories that they will perform in short-play.

Since all of the students have already got their own responsibility in comprehending and performing their role later for short play, students also felt competitive towards each other in order to show and perform their best act. This result proved that this technique has been effective on bringing positive result towards increasing students' motivation in learning English subject as well as national literacy. Moreover, students

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can also comprehend further the characteristics of narrative text within integration of Urban legend literacy with a short play. However, the future teacher and researcher also need to take some considerations: (1) producing a good performance of short-play that integrated with Urban Legend Literacy; (2) having enough time to have full preparation stage; (3) giving good explanation to the students on how to properly integrate this activity.

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Vocational High School's Students Motivation and Anxiety in Learning English at EFL Context

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ABSTRACT

English is difficult to study by foreign language students especially Vocational High School's students because English has its own language structure which is different with Bahasa Indonesia's language structure which is more complicated. As a result, students are not interested in learning English and they have anxieties in learning English. For example, feeling afraid of negative feedbacks of their participation in English class, feeling anxiety towards the, communication during English class, feeling terrified towards assessment in English class [1]. However, not at all students only have anxieties, some students also have motivation to learn English. There are two kinds of motivation, which are intrinsic and extrinsic. In this research, the writer uses descriptive qualitative method. The subject of this study was the first-grade students of SMK Negeri 4 Malang which consist of 35 students from X DG E class. The writer used two instruments which were questionnaire and interview for 4 selected students. The result of the questionnaire showed that the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910. It was supported the result of interview; they intrinsically feel happy to learn English and they extrinsically learn English to pass the exam. Meanwhile, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427. It was supported the result of interview, that they do not feel anxious towards English class. Therefore, it suggests the students to maintain their motivation and eliminate anxiety in order to improve the students' achievement in learning English.

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1. Research Background

English is difficult to study by students especially EFL students. EFL students may have difficulties in learning English because English has its own language structure which is different with Bahasa Indonesia's language structure. It is more complicated. It is supported by [2] who stated that language is more than a communication code whose grammar rules and vocabulary can be taught very much the same

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way as many school subjects. It means that English is hard to be learned by students because there are some skills that they should master. The teaching of English is focused on the ability of learners to be capable of mastering the four language skills, namely: listening speaking, reading, and writing [3]. If they have difficulties in learning English, as a result, students are not interested in learning English and they have anxieties in learning English. [4] stated that anxiety in the classroom is mostly recognized as a negative factor that lowers the learner's proficiency because they have difficulty in thinking clearly under the anxious moment. There are many anxieties that faced by EFL students during learning English. For example, feeling afraid of negative feedbacks of their participation in English class, feeling anxiety towards the communication during English class, feeling terrified towards assessment in English class, and feeling anxiety towards English class [1]. These factors can make them get low achievement in English subject and make them uninterested to learn English.

However, not all EFL students only have anxieties, some students also have motivation to learn English. They have motivation because they try to know more about English. It is because motivation can influence students' success in learning English. [5] stated that motivation in learning a foreign or second language (FL/L2), among affective factors, plays an important role in education. It is supported by [6] that stated the motivation of students is one of most important factors influencing success or failure in learning the language. There are two kinds of motivation, which are intrinsic and extrinsic. Intrinsic motivation comes from within individual and extrinsic motivation is the result of any number of outside factors [7]. Therefore, these two kinds of motivation are very important that can influence the success of learning English.

Based on all those aspects, the writer chooses Vocational High School students as the subject. In Indonesia, students graduate from junior high schools, they basically have two choices for further education at this level. They can choose to enter a regular senior high school system or a vocational high school system. No matter what system they choose, they have to learn English in school. Whether they are in the academic or vocational track, if they want to enter a desirable university, they must take an entrance examination to achieve their goal. Since English is one of the major obligatory subjects, they need to get high scores on English so that they may enter their ideal university. According to [8], most students choosing to enter the vocational high school system tended not to have very good English proficiency in junior high school, many students grew up in families of low socioeconomic status and lacked opportunities to practice English after school. [9] also indicated that "vocational high school students seldom achieved academic excellence when they were in the middle school". Therefore, the writer chooses SMK Negeri 4 Malang as the subject of the research.
To sump up, in this research the writer only focuses on finding how is the motivation and anxiety of the first students' of SMK Negeri 4 Malang.

2. Methods

In this research, the writer used mixed method, combining quantitative and qualitative method (priority to the major form of quantitative data collection and secondary status to the supportive form of qualitative data collection as additional to the primary form). The quantitative data was the result of questionnaire that was analyzed quantitatively. Meanwhile, quantitative data was the result of interview that was described qualitatively.

The writer used two kinds of data which are the result of students' motivation and anxiety questionnaire and the result of interview. Meanwhile, the questionnaire contained two points which are students' motivation and anxiety. The questionnaire was in the form of written paper. Meanwhile the writer interviews some students in order to get more information about students' motivation and anxiety in learning English. The writer interviewed 4 selected students who consist of 4 categories. The categories of students were according to the score of students' motivation and anxiety. The students' categories were:

1. Student who had high motivation and anxiety (S10)
2. Student who had high motivation and low anxiety (S33)
3. Student who had low motivation and high anxiety (S30)
4. Student who had low motivation and low anxiety (S28)

In data collection procedure, there were some steps that the writer will do. First, the writer prepared the questionnaire as well as making the schedule to distribute it to the students. Then, the writer asked students

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to fill the questionnaire. The writer collected the data students' motivation and anxiety in learning English. The next step was analyzing the data. Finally, the result of the how are students' motivation and anxiety in learning English was obtained. After the data was obtained, the writer also interviewed the students to get further information regarding students' motivation and anxiety in learning English. The writer distribute questionnaire that contained 20 questions about intrinsic and extrinsic motivation in learning English and 33 questions items about students' anxiety. The questionnaire of motivation was adapted [11]. The second questionnaire was adapted from [1] which was anxiety.

In this research, the method of collecting the data was done by distributing the instrument which was students' motivation and anxiety in learning English questionnaire and interview. First, the writer prepared the questionnaire. The writer did preparation regarding the instruments. The students filled questionnaires when the students were having an English class as the writer would schedule. It took 15 to 20 minutes for the students to fill in the questionnaires. They were first-grade students. Moreover, they all learned English as their subject in the school, so it made them become proper respondents for the data collection. After obtaining the data, it was analyzed to get the result of questionnaire. From the result of the questionnaire, the writer interviewed the selected students in order to get further information about students' motivation and anxiety in learning English.

In data analysis, the writer examined the scores of the students' motivation and anxiety in learning English questionnaire. The questionnaire had 4 options which were *Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD*), while the scoring system of the questionnaire were SA = 4, A = 3, D = 2, and SD = 1. In this data analysis, the data gained from the questionnaire were processed, computed, and analyzed by using descriptive statistic. In order to calculate the results of questionnaire, the writer used means score. Next, the writer described the result of interview about student's motivation and anxiety in learning English.

3. Results

The purpose of the research of the research to find out how is students' motivation and anxiety in learning English. Therefore, the writer present the findings refers to purpose the of the study.

1. The Finding of Students' Motivation In learning English

The result of the students' motivation in learning English questionnaire and interview are described into two parts according to the students' intrinsic and extrinsic motivation in learning English.

1. Students' Intrinsic Motivation in Learning English.

The result of students' intrinsic motivation can be described as follow:

Table 4.1 The Result of Students' Intrinsic Motivation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Intrinsic Motivation	14	I would like to try to use the English which I have learned.	3.171	High
	17	It's cool to be able to speak English	3.800	Very High
	1	I really enjoy learning English.	3.257	High
	11	I study English because I could lose confidence if I am bad at English.	3.229	High
	16	Learning English is a challenge that I enjoy.	3.086	High

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	8	I always look forward to the day when we have English class.	2.686	High
	12	Learning English is hobby for me.	2.400	Low
	19	I enjoy reading English books, articles, newspapers and magazines.	2.257	Low
	15	I enjoy hearing English programs on the radio.	2.229	Low

From the table, it can be concluded that the intrinsic motivation of the students' X DG E class was high which it can be seen from the table. The highest mean score was 3.800 which is in statement number 17. Predominantly, the students intrinsically learn English because they thought that it was cool to be able to speak English. However, from the result of interview showed that they learn English because they feel happy to learn English.

2. Students' Extrinsic Motivation in Learning English

The result of students' intrinsic motivation can be described as follow:

Table 4.2 The Result of Students' Extrinsic Motivation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Extrinsic Motivation	13	I study English because teachers tell me to study English hard.	2.657	High
	9	I study English because my parents tell me to study English hard.	2.686	High
	4	Everyone studies English so I also do it.	2.400	Low
	5	I study English because it is required.	2.886	High
	2	I study English to pass examinations.	3.286	Very High
	3	I am studying English for a future job.	3.143	High
	10	I am studying English to get a good job.	3.229	High
	6	Studying English makes it easier to find a job.	3.143	High
	7	I would like to have a job in which I use English.	2.686	High
	20	My parents praise me when I become proficient in English.	2.857	High
	18	Teachers praise me when I become proficient in English.	2.971	High

From the table, it can be concluded that extrinsic motivation of students' X DG E class was high which it can be seen from the table. The highest mean score was 3.286 which was in the statement number 2. Predominantly, the students extrinsically learn English in order to pass the examinations. It was supported with the result of interview which 2 students said that they learn English to pass the exam.

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2. The Finding of Students' Anxiety In learning English

The result of the students' motivation in learning English questionnaire are described into four parts according to the sources of students' anxiety in learning English.

1. Negative Evaluation

The result of negative evaluation can be described as follow:

Table 4.3 The Result of Negative Evaluation

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Negative Evaluation	23	I tremble when I know that I'm going to be called on in English class.	2.371	Low
	27	I keep thinking that the other students are better at English than I am.	2.200	Low
	33	It embarrasses me to volunteer answers in my English class.	2.514	High
	35	I get upset when I don't understand what the teacher is correcting.	1.971	Low
	40	I can feel my heart pounding when I'm going to be called on in English class.	2.629	High
	43	I always feel that the other students speak English better than I do.	2.057	Low
	45	English class moves so quickly I worry about getting left behind.	2.314	Low
	51	I am afraid that the other students will laugh at me when I speak English.	2.457	Low
	53	I get nervous when the English teacher asks questions which I haven't prepared in advance.	2.086	Low

From the table, it can be concluded that students' negative evaluation of X DG E class was low which it can be seen from the table. The highest mean score was 2.629 which was in the statement number 40. Predominantly the students can feel my heart pounding when they are going to be called on in English class. It was supported with the result of interview which one student said that he is afraid to be called in English class.

2. Communication Apprehension

The result of communication apprehension can be described as follow:

Table 4.4 The Result of Communication Apprehension

Variable	Statement Number	Question on the questionnaire	Mean	Categories
Communication Apprehension	21	I never feel quite sure of myself when I am	2.143	Low

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		speaking in my foreign English class.		
	29	I don't worry about making mistakes in English class.	2.029	Low
	34	I would not be nervous speaking English with native speakers.	2.457	Low
	38	I feel confident when I speak in English class.	2.571	High
	44	I feel very self-conscious about speaking English in front of other students.	2.371	Low
	47	I get nervous and confused when I am speaking in my English class.	2.400	Low
	49	I get nervous when I don't understand every English' words teacher says.	2.314	Low
	52	I would probably feel comfortable around native speakers of English language.	2.714	High

For the table, it can be concluded that students' communication apprehension of X DG E class was low which it can be seen from the table. The highest mean score was 2.714 which was in the statement number 52. They would probably feel comfortable around native speakers of English language. Meanwhile, from the result of interview, students are afraid to make mistake in English class.

3. Fear of Test

The result of fear of test can be describe as follow:

Table 4.5 The Result of Fear of Test

Variable	Questionnaire Number	Question on the questionnaire	Mean	Categories
Fear of Tests	22	I don't worry about making mistakes in English class.	2.286	Low
	28	I am usually at ease during tests in my English class.	2.686	High
	30	I worry about the consequences of failing my English class.	2.200	Low
	39	I am afraid that my English teacher is ready to correct every mistake I make.	2.600	High
	41	The more I study for English test, the more confused I get.	2.857	High

From the table, it can be concluded that students' fear of test of X DG E class was high which it can be seen from the table. The mean highest mean score was 2.857 which was in the statement number 41. The more they study for English test, the more confused they get. Meanwhile, from the result of interview, the students are afraid of making many mistakes and teacher will correct them.

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4. English Class Anxiety

The result of English class anxiety can be described as follow:

Table 4.6 The Result of English Class Anxiety

Variable	Questionnaire Number	Question on the questionnaire	Mean	Categories
English Class Anxiety	24	It frightens me when I don't understand what the teacher is saying in the English language.	2.114	Low
	26	During English class, I find myself thinking about things that have nothing to do with the course.	2.457	Low
	25	It wouldn't bother me at all to take more foreign language classes.	2.629	High
	31	I don't understand why some people get so upset over English classes.	2.171	Low
	32	In English class, I can get so nervous I forget things I know.	2.000	Low
	36	Even if I am well prepared for English class, I feel anxious about it.	2.314	Low
	37	I often feel like not going to my English class.	3.371	High
	42	I don't feel pressure to prepare very well for English class.	2.743	High
	46	I feel more tense and nervous in my English class than in my other classes.	2.771	High
	28	When I'm on my way to English class, I feel very sure and relaxed.	2.686	High
	30	I feel overwhelmed by the number of rules you have to learn to speak English.	2.200	Low

From the table, it can be concluded that students' English class anxiety of X DG E class was high which it can be seen from the table. The mean highest mean score was 2.771 which was in the statement number 46. They feel more tense and nervous in their English class than in their other classes. However, the result of interview showed that the students do not feel anxious towards English class.

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4. Discussion

The discussion of this study is presented based the research findings. This discussion also provides the comparison and further explanation regarding related theories and previous studies that the writer used. The writer presents the discussion based on the research problems, so it is elaborated in the two sections as follow:

1. Students' Motivation in Learning English

According to Takashi (2018), the most popular theoretical concept of motivation categories it into intrinsic and extrinsic motivation. According to the research finding, the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910 (see appendix 10). Therefore, the students of X DG E class had high motivation whether it was intrinsic and extrinsic motivation. Predominantly, they learn English extrinsically because they want to pass examinations. It was proved by the result showed that mean score was 3.286 (see appendix 10). It was categorized as "very high". It was supported by Wilkins (as cited in Kinanti, 2016), he stated that a learner is extrinsically motivated when he or she wants to learn language in order to pass examination. From the result of interview, two students (S28 and S30) said that they learn English to pass the exam. Meanwhile, they learn English intrinsically because they think that it's cool to be able to speak English. It was proved by the result showed that mean score was 3.800 (see appendix 10). It was categorized as "very high". It means that they lean English because they were interested to be able to speak English. It was supported by Kinanti (2016), she said that intrinsic motivation is kind of motivation that encourage students to learn English because they loved and interested in it.

Comparing with the previous study, the previous study only focusses on finding whether the 9th grade students of SMP POPKRI 1 Yogyakarta have intrinsic motivation in learning English or not. The result showed that the students had intrinsic motivation in learning English because the mean was higher than 84 (intrinsic motivation index). It means that the result of previous study and the present study showed the high intrinsic motivation. However, the subject of the research was different. The subject of this study was the first grade of SMK Negeri 4 Malang. The research design was also different. The previous study used quantitative research design which was survey study as the method. Meanwhile, the present study used descriptive qualitative research design.

Other difference was the used of instrument. The previous study used 30 statements that were related to intrinsic motivation. The statement was taken from Gardner, et al' motivation test. Meanwhile, the present study used 20 statements that consist of 9 intrinsic motivation statements and 11 extrinsic motivation statements.

2.Students' Anxiety in Learning English

According to Horwitz et al (as cited in Putri, 2014) there are componential sources, especially related with learners perform in the classroom. It was negative evaluation, communication apprehension, fear of test, and English class anxiety. Based on this research, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427 (see appendix 10). Thus, the students' anxiety of X DG E was low. MacIntyre (as cited in Tsai et al, 2013) stated that learners may show different anxiety-related behaviors and reactions unique to the foreign language classroom setting, such as, trying to avoid difficult linguistic structures, getting nervous during learning activities, an unwillingness to volunteer answers and participate in oral activities, coming unprepared to class, avoiding speaking the target foreign language in class, and being less willing to communicate and express themselves compared to more relaxed learners. In this research, the result of students' negative evaluation showed that the statement of *I get upset when I don't understand what the teacher is correcting* was the lowest mean score which was 1.971 (see appendix 10). It means that they do not get upset when they do not understand what the teacher is correcting. Meanwhile, the result of students' communication apprehension showed that the statement of *I don't worry about making mistakes in English class* as the lowest mean score (2.029). It means that they feel worry making mistake in English class. From the result of interview, the student (S10) said that he afraid to make mistakes in English class.

Then, the result of students' fear of test showed that the statement of *I worry about the consequences of failing my English class* as the lowest mean score (2.200). It means that predominantly the students do not feel worry about the consequences of failing my English class. The last, the results of students' English

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class anxiety showed that the statement of *In English Class, I can get so nervous I forget things I know* as the lowest mean score (2.000). It means that predominantly students do not get so nervous in English class, they can still remember what they know. From the result of interview, two students said that they do not feel anxious about English class.

Compared to the previous study, the previous study that was conducted by Rayani, et al (2016) focused on the students' strategy to reduce their anxiety to speak English and the factor students' anxiety in speaking English. The researcher conclude that strategy used by the 8th grade students of SMPN 1 Tambusai to reduce anxiety in speaking English was positive thinking and factors affecting students' anxiety in speaking English in the classroom because the students' fear to make mistake in speaking English, reading, or pronunciations, difficult to translate in English. Then, the previous study that was conducted by Tsai (2013) which focused on the study on motivation and anxiety of English learning of students at a Taiwan Technical University. And the last result, with respect to varied English language proficiency groups, anxiety only had a slight effect on English learning motivation of the intermediate group. The researcher concluded that the impact that anxiety has on English learning motivation with regard to gender is undeniable, especially for the male group. Then, anxiety has an influence on English learning motivation with respect to the different majors, especially in non-English-majoring group. However, in both the male and female groups, English learning motivation is prone to instrumental motivation. From both previous studies have different focus. The present study that focused on the source of students' anxiety. Moreover, in the present study, the writer didn't categorize the gender of the subject in this research. Therefore, the results were also different.

5. Conclusion

This study was conducted to find out how do the student's motivation and anxiety in learning English among the first' grade students of SMK Negeri 4 Malang. The result of questionnaire showed that the students intrinsic and extrinsic motivation was "high" with variable mean was 2.910. It means that the students of X DG E class have high intrinsic and extrinsic motivation in learning English. Meanwhile, the result of students' anxiety was "low" with the variable mean was 2.427. Predominantly, they learn English extrinsically becauuse they want to pass examinations. It was supported by the result of interview, two students said that they learn English to pass the exam. Meanwhile, they learn English intrinsically because they think that it's cool to be able to speak English. It was proved by the result showed that mean score was 3.800 (see appendix 10). It was categorized as "very high". Based on this research, the finding of this research showed that the students' anxiety was "low" with the variable mean was 2.427. Predominantly, the students do not feel anxious in English class. It was supported by the result of interview that the students do not feel anxious towards English class. Therefore, the students generally had high motivation and low motivation. It can maintain the students' motivation and anxiety in order to improve the students' achievement in learning English.

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