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## The Analysis Of Students' Motivation In Learning English (A Case Study Inside Classroom) Of The Eleventh Grade Students Of SMKS Taman Madya Baiturrahman Bima 2018

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### ABSTRAK

The thesis is written aimed to know how are the students' motivations in learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018. This research was descriptive research. The subjects of this research were the students of Computer Program (TKJ) of eleventh grade in SMKS Taman Madya Baiturrahman Bima. To collect the data, the researchers used questionnaire that has been made based on criteria and condition of students. The researchers also used video recording to support the questionnaire data. The result of the data analysis, there are two important kinds of motivation in this research, based on 4 criteria and condition of questionnaire were internal and external motivation. In internal motivation, the researchers was taken 61,9% the high percentage of students have good attention in positive statements and more than 38,0% students attention in negative statements. In external motivation, the percentage of positive statements was 61,9% students and more than 28,5% students in negative statements. That's mean the students' motivation in Learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018 stay in a middle were the researchers took the high percentage of internal and external motivation in positive statements was 61,9% students.

**Key words:** *Students' motivation, learning English*

### INTRODUCTION

Motivation is a key factor for explaining the success or failure of any difficult activity. We know that success in a task is due to the fact that someone is motivated. It is easy in learning English to state that a learner will be successful with the right motivation. Such claims supported by numerous studies and experiments in human learning in English. Motivation is an influential factor in learning process. The success of learning depends on high or low motivation of students. It can drive learners in reaching learning goal. It is supported by Ebata (2008) motivation in language learning plays a vital role. The success of learning depends on high or low motivation of students. Without having motivation students will be enthusiastic in learning process.

Researchers have different views toward the different types of motivation. Lucas (2010) said that learners are intrinsically motivated to learn speaking and reading skills and are also intrinsically motivated through knowledge and

achievement. According to Guthrie (1997), intrinsic motivation has a significant impact not only on reading comprehension but on the other aspects of reading such as reading breadth. Tercanlioglu (2001) stated that Turkish learners have positive attitudes towards reading because they read both for intrinsic and extrinsic motives. Besides Reading comprehension, the four main skills of English also can used to analyze the motivation in learning English.

According to Ditual (2012), learners were highly motivated with positive attitudes towards learning English. They were both instrumentally and integratively motivated. Chang (2010) expressed that class group impacted learners' motivation and they felt relaxed with the motivated classmates. The other finding was that the inattentive learners de motivated their classmates. Moskovsy and Alrabai (2009) said that instrumental motivation plays more important role than the integrative motivation in EFL learning. The other result of this study

indicated that integrative motivation is more pertinent to ESL learning.

### **Concept of Motivation**

According to Maslow, Human Behaviour can be explained by looking individual interest to achieve personal goal that make herself feel satisfied, and valuable.

In this case, Maslow (1990) formulates a need theory that consists of five universal needs. This need motivate somebody to act or to do something in order to satisfy her needs. The need which is classified by Maslow are: 1) Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the needs of food, water, sex. Psychological needs must be satisfied firstly before the upper needs. 2) Need for safety, it is a need that arose after psychological need has been satisfied. Need for safety can be seen as a normal need, especially for adult, it can be seen from her need to get permanent job , save from work and so on. 3) Need for love and belonging, it is a need that motivate the person to build an affective relationship with family or others people. 4) Need for self esteem, Maslow divides this needs into two, namely: need for self esteem from herself and need from another person. The first need stands for the need to get competence, believing in herself, personal strong, and freedom. It can motivate the person to finish her work, and she can solve the problem that is faced in her life. In this case the person who does the work needs an esteem from what she has done, but when a need for self esteem can not be satisfied, she will get negative feeling, she will judge herself that she has lower position than another person. 5) Need for self actualization. It is a highest human need in stages of need that is made by Maslow. Self actualization can be satisfied based on the potential on that are possessed by the person who want to satisfy self actualization.

### **Students Motivation and Kinds of Motivation**

According to Jere Brophy (1997), motivation to learn is a competence acquired “through general experience but stimulated most directly through modeling. Communication of

expectations and direct instruction or socialization by significant others (especially parents and teachers)”.

Frandsen in Sardiman (1990) also gives kinds of this motive: 1) Cognitive motives. This motive is show in indicate intrinsic, that is relation with the satisfaction of individual. There is satisfaction of individual intern of human and usually shape into process mental product. This motives is very primary in learning activity in school. 2) Self-expression. Self-expression is a part of human behaviour. It needed by creativity, full of imagination. So, in this case somebody want to show the self-actualization. 3) Self-enhancement. Through the self actualization and the development of potential will increase the progress of somebody herself. The progress of manor woman is wanted by people. So, competition is very important to students to get achievement.

Winkel (1984) states that motivation divides into two, those are : a) Internal motivation. Internal motivation is motivation that emerge from himself/herself without any compulsions from auotside. For example, a student interests in studying English because of he is very interested in mastering the skills, and able to speak English fluently. The students who have internal motivation will has the aim becomes aducated people, knowlwdge able, and autonomous. Internal motivation is the prinsipal motivation in studying Purwanto (1990). b) External motivation. External motivation is a kind of motivation that emerge in studying activity. Itis started and continued based on the stimulus which has not relationship with study activity. It means that the students study unmotivate by the eager to be able in the lesson, or the stimulus that emerge aim at to get something. For example, a student studies because of he will get praise and his parents will be glad to him.

Another psychologist divided motivation into; intrinsic motivation and extrinsic motivation. 1) Intrinsic motivation is a motivation that makes someone active in her activities without influenced by the outside influences. This motivation comes from the

inside of her/himself. Intrinsic motivation is a willing to achieve the goal of her activities without being influenced from the outside of his/herself, for example; the students learn English because they want to get knowledge, value, skill, in order to change her case, Sadiman (1990) also said that “intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes”. It would seem to be the case that intrinsic motivation plays by fair the larger part in most students’ success or failure as a language learner.

Many students bring no extrinsic motivation at all to the classroom. What happens in the classroom will be a vital importance in determining their attitude to the language and in supplies motivation, which we have suggested is a vital component is successful language learning, as we have also suggested above, what happens in the classroom will have an important effect on students who are already in someway extrinsically motivated, factors that influence intrinsic motivation are: a) Physical condition, it is clearly the case that physical condition have a great effect in teaching and learning process and can alter students’ motivation either positively or negatively. Classroom that are badly lit and over crowded can be excessively de-motivating. So, the atmosphere in which a language is learnt is vitally important. b) Method. The method by which students are thought must have some effect on their motivation. If they find it deadly boring they will probably become demotivated, where as if they have confidence in the method, they will find it motivating. c) The teacher. In this case, the teacher must show up her teaching as well as possible, in order to students interested in her English teaching. d) Success. Success or luck of it plays a vital in the motivational drive of students. Both complete failure and success maybe de-motivating. It will be the teachers job to set goals and task at which most of her or his students can be successful or rather task to be able to achieve. 2) Extrinsic motivation, is a drive which concerns with the outside or environmental factors, for example a student might be motivated by the need to get good marks or pass an examination,

or by other factors such as rewards, punishments, social pressures, etc. a) Giving score, in this case, as a symbol from the value of learning activities. Many students study hard to get a good score. A good score for students are strong motivation. b) Competition. Competition can be used as an instrument to motivate the students are studying hard. Competition both of individual or group, it can increase students achievement in learning English. c) Giving test, students will study hard, if they know tomorrow there will be a test. Giving a test includes of good motivation. But the teacher must remember, not to be often giving a test (everyday) because, they will be bored. In this case the teacher must be opened. It means if a teacher wants to give a test, they should give an information to the students first. d) Reward, when there is a student who success and finishes his/her work well, it necessary to give a praise. Giving praise is a form of positive reinforcement. e) Punishment. Punishment is a negative reinforcement; it can be as instrument to motivate the students if the teacher gives it in good situation.

## RESEARCH METHOD

This research was descriptive research method. This research was entire of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018. Who supposed have been learning English as a foreign language as beginning. Therefore, they are supposed to have been actively involved in the classroom interaction since the language classroom questioning activities occurred. In this research the researcher was take Computer Program (TKJ) with the number of students were 21 students which consist of 3 male students and 18 female students of the eleventh grade in SMKS Taman Madya Baiturrahman Bima as the subject of the study. To get the clear information, the researcher was use the questionnaire and video. 1) Questionnaire. In this research, the researchers make 22 statements and the researcher used Indonesia language statements. After the researcher gave the questionnaire for the students, the researcher was analyze the

questionnaire. To see how far students' motivation in learning English, the researcher

No	Range	Categorized
1	0% - 20%	Really Disagree
2	21% - 40%	Disagree
3	41% - 60%	Sometimes
4	61% - 80%	Agree
5	81% - 100%	Really Agree

2) Video. In this case, the researchers use the

categorized criteria for scoring interpretation;

video to get the information about the real condition in teaching learning activities. The data was analyze a video of teaching and learning process of the elevent grade students of SMKS Taman Madya Baiturrahman Bima.

**FINDINGS AND DISCUSSION**

The Result Of Questionare

The result of the questionnaire gave to the students could be seen as following table:

**Students' Attention**

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Pada awal pembelajaran ada sesuatu yang menarik bagi saya	4	13	61,9%	Agree
2.	Materi pembelajaran ini sangat menarik	4	12	57,1%	Sometimes
3.	Tugas-tugas pada pembelajaran ini terlalu sulit	2	7	33,3%	Disagree
4.	Pada pembelajaran ini ada hal-hal yang merangsang rasa ingin tahu saya	4	11	52,3%	Sometimes
5.	Saya benar-benar senang dengan pemmbelajaran ini	4	9	42,8%	Sometimes

Based on the data above showed that 5 indicators of questionnaire of students' attention in positive statements about students motivation in learning English. The first indicator was 13 participants and the percentage was 61,9%. Its mean 13 participants had agree about that statement. Second indicator was 12 participants and the percentage was 57,1% students. Third

indicator was 7 participants and the percentage was 33,3%. Its mean they disagree about that statement. Fourth indicator was 11 participants and the percentage was 52,3% students. And the last indicator was 9 participants and the percentage was 42,8% students.

Negative Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pembelajaran ini sangat abstrak sehingga sulit bagi saya untuk tetap mempertahankan perhatian saya	2	8	38,0%	Agree
2	Gaya tulisannya membosankan	4	8	38,0%	Agree

Based on the table showed that 2 indicators of students motivation about students' attention in negative statements. There were, first statement was 8 participants and the percentage

was 38,0%. Then, second statement was 8 participants also and the percentage was 38,0% its mean the students agree about that statement.

**Relevance of Learning**

Positive Statement

No	Indicators	Freq. 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Jelas bagi saya bagaimana hubungan materi pembelajaran ini dengan apa yang telah saya ketahui	4	10	47,6%	Sometimes
2	Gaya tulisannya membosankan	4	8	38,0%	Disagree
3	Saya merasa Sangat bahagia menyelesaikan dengan berhasil pembelajaran ini.	5	13	61,9%	Agree

The table showed that there was 3 indicators of questionnaire of the relevance in positive statements. In the first statement, there was 10 participants and the percentage was 47,6%. Second statement there was 8 participants and

that percentage was 38,0% disagree about that statement. And then the last, there was 13 participants and the percentage was 61,9% agree about that statement.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pembelajaran ini tidak relevan dengan kebutuhan saya sebab sebagian besar isinya tidak saya ketahui	3	6	28,5%	Agree

The table showed that the negative statement of relevance, there was 6 participants and the

percentage was 28,5% students agree about that statement.

**Students' Confidence**

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Pertama kali saya melihat pembelajaran ini, saya percaya bahwa pembelajaran ini mudah	3	12	57,1%	Sometimes
2	Setelah mempelajari pembelajaran ini beberapa saat, saya percaya bahwa saya akan berhasil dalam tes	4	11	52,3%	Sometimes

The table showed that there was 2 indicators of questionnaire of students' confidence in positive statements about students' motivation in learning English. First statement was 12

participants and the percentage was 57,1% and the second was 11 participants and the percentage was 52,3%.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1	Materi pembelajaran ini lebih sulit dipahami dari pada yang saya harapkan	3	7	33,3%	Agree
2	Tugas-tugas pada pembelajaran ini terlalu sulit	2	7	33,3%	Agree

The table above showed that 2 indicators of questionnaire of students' confidence in negative statement. There was, first statement was 7 participants with percentge was 33,3%, then

second was 7 participants also and the percentage was 33,3% students agree about that statement.

**Students' Satisfaction**

Positive Statement

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Menyelesaikan tugas-tugas dalam pembelajaran ini membuat saya merasa puas terhadap hasil yang telah saya capai	3	12	57,1%	Sometimes
2.	Menyelesaikan pembelajaran dengan berhasil sangat penting bagi saya	4	12	57,1%	Sometimes
3.	Saya sangat senang pada pembelajaran ini sehingga saya ingin mengetahui lebih lanjut pokok bahasan ini	4	10	47,6%	Sometimes
4.	Saya merasa sangat bahagia menyelesaikan dengan berhasil pembelajaran ini	5	13	61,9%	Agree
5.	Suatu hal yang sangat menyenangkan mempelajari pembelajaran yang dirancang dengan baik	4	11	52,3%	Sometimes

Based on the data above showed that 5 indicators of questionnaire of students' satisfaction in positive statements about students motivation in learning English. The first indicator was 12 participants and the percentage was 57,1%. Second indicator was 12 participants and the percentage was 57,1% students. Third Negative Statement

indicator was 13 participants and the percentage was 61,9%. Its mean they agree about that statement. Fourth indicator was 10 participants and the percentage was 47,6% students. And the last indicator was 11 participants and the percentage was 52,3% students.

No	Indicators	Freq. Answer 1,2,3,4,5	Total of Participants	Percentage (%)	Criteria
1.	Sedikitpun saya tidak memahami pembelajaran ini.	3	7	33,3%	Agree

The table showed that the negative statement of students' satisfaction, there was 7 participants and the percentage was 33,3% students agree about that statement its ean that the students agree about the statement.

**CONCLUSION**

Based on description in chapter IV, there have two important kinds of motivation in this research that was the researcher analyzed, based on 4 criteria and condition of questionnaire there was internal and external motivation. In internal motivation, the researcher was take the high percentage of students was 61,9% students have good attention in positive statements more than 38,0% students attention in negative statements. In external motivation, the percentage of positive statements was 61,9% students more than 28,5% students in negative statements. It could be concluded that the students' motivation in learning English (a case study inside classroom) of the eleventh grade students of SMKS Taman Madya Baiturrahman Bima in academic year 2017/2018 is a middle were the researcher take the high percentage of internal and external motivation in positive statements was 61,9% students.

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## Improving Students' Speaking Skill Through Learning Cell Method At Eleventh Grade SMAN 1 Palibelo

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### ABSTRACT

The objective of the study is to improve students' speaking skill at eleventh grade students especially in class XI IPA2 of SMA N 1 Palibelo in academic year 2017/2018 through the learning cell method. The research designed was Classroom Action Research which has four procedures, namely: Planning, Implementing, Observing, and Reflecting. The subjects in this research were the eleventh grade students especially in class XI IPA2 of SMA N 1 Palibelo which has 30 students consisting of six males and twenty-four females students. The researcher used two kinds of research instruments, namely: Observation sheet and Speaking test. This research applied in two cycles. The data shown that both of teacher and students activities were in active level the students' speaking skill, based on the result observation data gained mean score class of first cycle were 73 and total of students were fulfil the criteria of individual only 17 from 30 students, so that, percentage of learning result were 66,6%. This score have not fulfilled the (KKM) of SMAN I Palibelo, it means that the research was unsuccessful because the target of the success in this study was 85% among the whole member of the eleventh grade of SMAN I Palibelo. So, the researcher should arrange for the second cycle, after doing improvement in second cycle the result of observation data gained mean score of the class were 85,33 and total of students were fulfill the criteria of individual 27 from 30 students, so that, percentage of learning result were 90%. It means that the application of the learning cell method is suitable especially to improve students' speaking skill.

**Key words:** Speaking Skill, Learning Cell Method

### INTRODUCTION

Based on observation, the students of SMAN 1 Palibelo especially at eleventh grade, still could not use their language in communication well. This phenomenon occurred because there are problems faced by students. Those problems are; 1) Decrease of students understanding in speaking, sometimes make the students can not respond directly, 2) Inappropriate pronunciation, 3) Incorrect grammar, 4) Interaction among student by using English is very low 5) Self-confidence. Some of students do not believe in their potential.

According to the results obtained by the researcher observed that the fault is fully not only to the students but even then the error appears on the teacher themselves, in terms of teaching and teacher at SMA N 1 Palibelo still

using the traditional methods. To optimize learning outcomes, especially in the field of language skills, such as speaking, teaching methods required more emphasis on learning activities and creativity of the students. Based on this problems teacher must be creative to choose the suitable method in teaching. There are many methods that have been introduced by the experts: one of them is cooperative learning as the alternative method to teach speaking. Cooperative method has/many types, but one of the types is the Learning-Cell Method.

Zaini (2007: 89) Learning cell is a type of cooperative learning where student studies in pair, and then the student asks and answers in drill based on the same material/topic. It means through learning cell method students are able to practice and express their speaking in the

target language. Students also have opportunities to develop their listening skill and exactitude/accuracy of getting the other person opinion. It can make students be creative to speak out their opinion and make them have more time to practice their speaking and correction of pronunciation and grammar each other.

In finishing the problems, the goal of learning-teaching process can be reached and can increase the students' speaking skill significantly and meaningfully. This method is very effective because it can give the students the same chance to speak and give their opinion in good interaction. Besides that they can share each other as a team to overcome the problems that found in the learning process.

### **Learning Cell Method**

Suprijono, (2013: 122) states that learning cell is a type of cooperative learning where student studies in pair, and then the student ask and answer in drill based on the same material/topic. The learning cell method is one of the best methods to help a couple of students to study more effective. The learning cell froms a cooperative learning in couple from which the students ask and answer by turns based on the material.

Wales (Last update 3rd December 2010), a learning cell is an effective way for a pair of students to study and learn together. The learning cell was developed by Marcel Goldschmid of the Swiss Federal Institute Of Technology in Lausanne (Goldschmid, 1971). A learning cell is a process of learning where two students alternate asking and answering question on same materials/topic. Then, the teacher randomly put the students in pairs. The process begins by designating one student from each group to begin by asking one of their questions to the other. Once the two students discuss the question. The other student will ask a question and they will alternate accordingly. During this time, the teacher is going around the class from group to group giving feedback and answering question.

### **Elements of Speaking**

In speaking, there are some specific elements that have strong correlation with this skill. They are:

#### **Accuracy**

Based on Webster Dictionary (1996: 15), accuracy is the quality of being accurate, while in oxford dictionary (2003) accuracy is degree of being correct. Marcel (1996: 15) states that accuracy is a manner of people in using appropriate word and pattern of sentences. In this case, accuracy divided into three, they are pronunciation, vocabulary and grammar.

#### **Pronunciation**

Byrne (1981: 6) states that pronunciation is the sound that speaker can imitate where are listening to other. According to Hammer (1991: 11) Pronunciation is how to say a word in which made of sound, states and intonation

#### **Sound**

On their own the sound of language may will be meaningless some of preambles that speaker of English as foreign language because they have difficulty with individual sound

#### **Stress**

Stress is a feature of word not only when the words construct phonemically minimal pair partner, but also in giving shape to a word as spoken, Broghton (1980:9).

#### **Intonation**

Intonation is the "tunes" or "melody" of English (Edinburg, 1986:1964).

#### **Vocabulary**

The first element which presnt itself students of any language is the lexis-the word, whether isolated or in context. The word confront the students continuously, as they progress from simplest concept to the most abstract, in learning a given language, therefore a center of interest for both the students and the teacher.

According to Longman Dictionary of Company English (Longman, 1995:2004), state that vocabulary are all the words that some knows, learner or users the word particularly language, a list of words with explanation of their meaning, in a book of learning foreign language.

Furthermore, Harmer (1991) distinguishes two types of vocabulary in the words, active vocabulary and passive vocabulary in the words, which we want students to understand, but they will not use themselves. In addition, Marcel (1996) defines that someone can be consider of having good vocabulary use, when the vocabulary produce is wide (lack of repetition) or appropriate with certain situation of dialogue or speech.

Based on the definition above, the writer concludes that vocabulary mastery refers to confeying meaningful words in the context use. Concerning to whom, what, and when the speaker speaks.

#### Grammar

Cook (1991: 9-11) states that types of grammar as in the following:

Concerned with labeling the sentences with part of speech. Analyzing sentences mean labeling the parts their names and giving rules that explain verbally how they may be concerned it's called traditional grammar.

Concerned with how the words go into phrases structure which shows how some words go together in the sentences and some do not. To native speaker's knowledge of language. It's called structure grammar.

Perspective grammar, grammar that prescribes what people should say. It is the rullles found in school-book; say the warning against final preposition in sentences.

Simon and Schuster (1972: 792) state the grammar as in the following:

The study of the language which deals with the forms and structure of words or we are called morphology, and with their customary arrangement in phrase and sentence or we called syntax.

The system of words structures and words arrangements of agiven language at given time.

One's manner of speaking or writing it has to be learned because the valuable transmission in speech through the understanding of structural patterns.

A system of rules for speaking and writing a given language and book containing rules.

From the definition above, the writer concludes that correct grammar refers to correct use of syntactical rules with interweaves the conveying meaningful words in the context.

#### Fluency

Fluency refers to how well a learner communicate meaning rather than how many mistakes that they make in grammar, pronunciation and vocabulary. Based on Webster dictionary (1996) fluency is ready to express the use of language.

According to Hornby (1995:122) state that fluency is the quality or condition of being fluent. Fluency is highly complex notion relate mainly to smoothness of continuity in discourse. It includes a consideration of how sentence are connected, how sentence patterns very in word-order and omit elements of structure and also certain aspects of the prosody of discourse.

#### Self Confidence

Speaking is the oral communication. Many students have no self-confidence so they can communication with other people. They sometimes fell embrressed to speak English. Self-confidence or as phsychologist call it self esteem has its in early experience, it start with parent helping the child call to fell worthwhile and component in mastering early childhood task.

#### Students Achievement

Achievement is the first result of activity that has already been done and created, either individually or in group(Djamrah, 1994 cited in Sanjaya, 2011). While according to Maszid hasan Abdul Dahar cited by Djamrah as cited in sanjaya, (2011) achievement is what has been able to be created, the result of work, the result which is amusing got through hard work. Taking these two concept achievement emphasizes on the result achieved from an activity. Thus, it can be understood that achievement is the result of an activity which has been done, created, is amusing achieved hard work either individually or in group in certain activity.

## RESEARH METHOD

This research used Class Action Research (CAR). This classroom action research was conducted at the class XI IPA2 at SMA N 1

Palibelo. This research was conducted on September until October 2017. The subject of this classroom action research was the class XI IPA2 at SMA N 1 Palibelo academic year 2017/2018, those were 6 males and 26 females that consist of 30 students, the objects of this research was improving students' speaking skill through learning cell method. In conducting the research, the writer was followed steps in cycle I and cycle II. Those were planning, action, observation, and reflection. Instrument for this research are observation checklist and speaking test.

For collecting data, researcher uses reading test for gathering students' score. Then researcher also uses observation checklist for collecting data. The data of the result test would be collected from students' result score for each test would be calculated by using formula as follow:

Calculating the mean score of students' reading comprehension test by Formula:

$$\bar{x} = \frac{\sum X}{N}$$

Where :

$\bar{x}$  : Mean score

$\sum X$  : Sum of all score

N : Total number of subject

(Gay, 1981: 298)

To classify the students' score, there are seven classification which are used as follows :

Scores 90 - 100 is classified as excellent

Scores 80 - 89 is classified as very good

Scores 75 - 79 is classified good

Scores 70 - 74 is classified as poor

Scores <65 is classified as very poor

(Layman, 1972: 2198 )

To calculate percentage of the students' score, the formula which is use as follows:

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

Notation:

P : Rate Percentage

F : Frequency of the Correct Answer

N : The Total Number of Students

(Sudjana, 1999 : 99)

## RESEARCH FINDINGS

Based on the result meeting of cycle I, the students were not active in the learning process. There were improvement of speaking skill of the students, but the criteria of success could not been achieved yet. In this meeting the students still confused to organize idea and felt shy, how to asking and giving opinion was low. Some of the students also didn't participate in speaking class. The researcher helped the students to speak with come to students but just saw student's activity and students still felt afraid to explore their idea. In conclusion, the used of learning cell method is needed to be revised. From the result of score from the meeting of cycle II showed that the criteria of success could be achieved and the students were active in learning process. In this meeting, the researcher used the learning cell method with gives reward to the students which did not feel afraid to practice in front of class. We can saw the improvement from first meeting and second meeting with looked at the mean score. For meeting of first cycle the mean score got 73 and in meeting of second cycle the mean score got 85,33.

From the result the used of learning cell method, there were improvements of speaking skill of the students in class XI IPA2 of SMAN 1 Palibelo. The students were more active and felt free to show their idea in speaking skill. They more motivated to learn and they could improve their speaking skill.

## CONCLUSION

The research is attempts to improve students' speaking skill through learning cell method. The use of learning cell method is believed to be effective method to improve students' speaking skill. There are two types of data in this research, the first data are qualitative data, while other data are quantitative data.

In terms of qualitative data, the researcher obtained some results as follows:

From the result of the preliminary observation done in class XI IPA2 of SMAN 1 Palibelo, there were some problems found related to the teaching and learning of speaking.

Their problems found were related to the teaching and learning of speaking. Their problems were feeling of shy, low vocabulary and express their ideas, pronunciation, grammar, and tenses. Besides, the teaching style and students' motivation in learning English also influence the success of teaching and learning of speaking.

The researcher, the collaborator and the English teacher discussed about a planning of method to improve speaking skill of the students' in class XI IPA2 of SMA N 1 Palibelo in academic year of 2017/2018 through learning cell method.

The researcher implemented the actions in two cycles consisting of five and six meetings. In terms of quantitative data, the improvement of students' speaking skill is supported by students' speaking scores as performed in the topic given.

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## Students' Ability in Translating English Active and Passive Sentences Into Indonesian

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### ABSTRAC

The researcher described about there was one problem of this study namely: (1) how is the students ability in translating english active and passive sentences into indonesian. While the purpose of this study namely: to know the student s ability in translating english active and passive sentences into indonesian. The method used in the study was a descriptive method. While the subject of this study was the eleventh grade of SMA Negeri 2 Woha, the researcher used english test as an instrument in collecting the data, the type of test was essay. The researcher anlyzed the data was descriptive statistics namelyideal mean score and ideal standard deviation for measured students ability in translating english active and passive into indonesian. Based on the result of data used test was essay test, the test consisted of 15 items. The highest score was 13 and lowest was 8. The mean score was obtained in this examination was 10,96 and standar deviation was categories into average level. The result of discussion that students ability in translating english active and passive sentences into indonesian was still in average level in translating english active and passive sentences. In can be conclue that can be more active in the translating class in which concern to get the high target in learning english translating achievement and the subject the other especially for translating active and passive sentence.

**Keyword:** student ability, english active, passive

### INTRODUCTION

Translation as a process is always directional, namely it always perform a give direction from a source language into target language. In this cases, translation is very important in a process of changing information and the development of knowledge in term of technology and culture. These functions achieved if the information written from the source language into target language. English and indonesia has their own linguistic system. Therefore, in creating english sentences a student tends to be influenced by his/her native language. Translation refers to writing activity and writing is likely the most difficult activities among the four basic language skill, such as listening, speaking, reading and writing. It involved structure vocabulary, coherent and cohesion. In translation activity, take much time, care and thought. Furthermore, translation is one of the language activities which is used communicate ideas and thought from one language to the other people in translating activity, the student have to try to produce a

translation must used a suitable equivalent of the word or the sentences that is match with style or the idiom of their language. By finding out the suitable equivalent of the word and sentences, student may get the intended meaning or the ideal of the sentences. The ability of students on the translation does not care automatically but it comes by much. The ability of student in using english well is very important. Active and passive consistent grammar, they often in english written and speaking activities in daily live, it consists of many forms. Past time is one kinds of active voice that both writing and speaking students found the errors in using it. The ability to use active voice is the aim of english teacher especially grammar.

### Definition of Translation

Translation function is an important bridge, which related a certain country to another in different language and culture. In addition, is also kind of communication to create a good communication among the countries, there are many things are need to concern about for sure,

so that engage a good relationship and appreciate one another. J.B Heaton (1975 P, 180) In writing english language test explain: translation is special skill in its own right and involved language test which are not capability of attempting before a certain level of proficiency in the target language. Unfortunately, when translation is introduce as early as in the curriculum it is often responsible for establishing in the students mental block between the target language and the mother tongue especially at the elementary and intermediate stages of learning language.

### **Concept of Translation**

Translation as a process of unit direction namely always performs in a given direction from a source language (SL) into a target language (TL). Different writers define translation in different ways to enlarge the readers' knowledge to writer will describe following:

Nida and Taber in Abdullah (1995, p. 1) translation consist of reproducing in the receptor language to the closest natural equivalent of the source language message, first in terms of meaning and secondly in term of style. Catford in Djuharie (2004, p.1) translation is the replacement of textual material in one language (source language ) by equivalent textual material other language (target language). Newmark (1980, p.5) defined that translation is tendering the meaning of the text into another language in the way that another intended the text. Larson in Djuharie (2004, p. 12) defined that translation consist of translation the meaning of the source language into receptor languag, which that meaning is transfered into receptor language thought semantic structure. Brishin in Djuharie (2004, p. 2) defined that translation is the general terms referring to transfer of think and ideals from one language (source language) to another language (target language). Whether the language in writing or oral forms, whether the language one or both language are based on sign.

### **The Process of Translation**

Translation is a process of transferring source language into target language. So translation is

not only our own mind expressing or quote from other no matter how good it is this case quote means to retell the message in literary one by leaving its details without maintaining the language style besides understanding what translation is the translation, and what well be contributed to. A translation supposed to realize that translation operation is a complex process in which contains its integrity of element. Dealing with translation as a complex process newmark (1998, p. 19) states that there are four of translation process, there are:

The source language text level, the level knowledge, where we begin and which we continually (but not continuously) go back to. The referencial level, the level the object and events real or imagenary, which we progressively have to visualize and built up, and which is a essential part, first of the comprehension, then of reproduction process. The cohesive level, which is more general and grammatical which the trains of thought, the felling tone (positive and negative) and the various presumption of the source language text. The level of naturalness of common language, it is appropriate to the writer or the speaker in a certain situations; against, this generalized level, which constitute a hand within the translator work. Unless he is translating an author, native determined the devotion. If any between authors level is pursing and the natural level.

### **The Method of Translation**

The main purpose of translation process is transffering text materials into other text materials. To reach the aim, translation needs a way, manner or technique to reach it. In this case, new mark (1988, p. 45) names are ' method and some experts name it by technique, procedure or strategy'.

Word for word translation, this is often demonstrated as interlinear translation, with the TL immediately below the SL word. The SL word order is preserved and the words transletd by their most common meanings, out of context. Cultural word are translating literally. The main use of translation is the understanding the mechanic of the source language or to construct a difficult text as pre- translation process.

Literal translation, the SL grammatical constructions are converted to their nearest TL equivalent but the lexical words are again translated singly, out of context. As a pre-translation process, this indicates the problem to be solved.

Faithful translation, a faithful translation attempts to reproduce the precise contextual meaning of the original within the constraint of the TL grammatical structure. It transfers cultural word and preserves the degree of grammatical and lexical (deviation from SL norms) in the translation.

Semantic translation differs from only in that it must take more account of the aesthetic value (that is, the beautiful and natural sound) of the SL text, compromising on 'meaning' where appropriate so that no assonance, word play or repetition in the final version.

Adaptation, this is the 'freest' form of translation. It is used mainly for plays (comedies) and poetry: the theme, characters, plot, are usually preserved, the SL culture can be conserved to the TL culture and the text rewritten.

Free translation. Reproduces the matter without the manner or the content without the form of the original. Usually it is a paraphrase much longer than the original, a so-called intralingual translation, often prolix and presentation, and not translation at all.'

Idiomatic translation. Reproduces the message of the original but tends to distort nuances of meaning by preferring colloquialism and idioms where these do not exist in the original language.

Communicative translation. Attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership.

### **Sentence**

According to Muhammad (2000, p. 1) states that 'sentence is a group of words that we use to communicate our ideas in writing or in speech'. It is complete and independent. It is a unit of thought and consists of two main parts;

subject and predicate. This opinion is similar to Irhan (2004) who states that sentences are a group of words which start with a capital letter and end with a full stop (.), question mark (?) or exclamation mark (!), (Burcher in Lanke 2000, p. 2). All the sentences may be classified grammatically as simple, complex, compound, or compound complex sentence. Furthermore, Frank (1972) states that a sentence is a full predicate with a verb. Its arrangement may be symbolized by such a formula SVO (subject + verb + Object).

### **Active and Passive Voice**

The active voice of a verb is used when the subject of the verb refers to the person or performing the action described by the verb. Active voice is used to indicate that the grammatical subject of the verb is performing the action or causing the happening denoted by the verb. The passive voice is less usual than the active voice. The active voice is the normal voice. Passive voice is often perceived as awkward in structuring sentences. At times, it may even sound or look incorrect but in fact it really is not. Similarly, passive voice can leave out the original doer of the action (the original subject). Politicians often use the passive voice to hide the doer of the action as in many controversial sentences like 'people were killed' or 'soldiers were shot' frequently use this sentence notation. Voice is a characteristic of a verb, which indicates the relation of the verb's action to its subject. The voice of a verb may be either active or passive. Passive voice is used to indicate that the grammatical subject of the verb is performing the action or causing the happening denoted by the verb. The active voice of a verb is used when the subject of the verb refers to the person or performing the action described by the verb. In contrast, the passive voice of a verb is used when the subject of the verb is only a verb, which can take an object, can be put into the passive voice. As well as being in everyday English, the passive voice is used extensively in official documents and scientific papers. Although both constructions are grammatically correct, the active voice is usually more effective in academic and business writing because it is simpler and more direct.

## RESEARCH DESIGN

The method used in this study was a descriptive research. According to Suharsimin (1998, p. 75) stated that 'if a researcher wants to investigate about what, how many, how, and level of things are descriptive research'. Furthermore, a study that has one variable was usually categorized into descriptive or non hypothesis researcher. Descriptive research is concerned with the description of the existing distribution of variable, as opposed to theory building or in plain language, descriptive studies focus on answering the basic W 'why' falls outside of the scope of descriptive research, that by definition must not concern it self with the effect that one variable. Based on the statement above, this study had one variable, namely students' ability in translating english active and passive sentences into indoensian. It was aimed at describing and finding out the student ability in translating english active and passive sentences into indonesian.

### Population and Sample

Population of this research refers to all members of particular group to whom the researcher would like to generalize the result of the study (Best, 1981: 79). Further, best also stated that individuals of a population must have at least one or more characteristic in common. And sample is a group of individuals on whom information is obtained. Based of the number of population the student as subject in this research is 30 students.

### Instrument of Study

This study was intended to find out the student' ability in translating english active and passive sentences into indonesian. Therefore, the present researcher used a test as an instrument in collecting the data. The test only has one type; it was used to measure the ability of student in translating english active and passive sentences into indonesian. The type test namely translating english sentences into indonesian. In this case, the researcher gave 15 items, which contents are translating english active and passive sentences into indonesian. The students were asked to translate the following english sentences into indonesian used active and passive voice the

right answer. The sum of this test items were 15 items and the researcher was gave the score was 1 that be answer's grammatical true answer and the score was 0 each wrong answer.

## DISCUSSION

In this case, the researcher about the translating english active and passive sentences into Indonesian and the achievement level of translating ability test which have been stated on the statement of the problem in this study. Based on those result, it was discovered that the achievement level of translating english active and passive sentences into indonesian test was 10.93. according to the standard categories and within the range of 2.67 to <5.33 and 2.34 to <4.46. it means that, students ability in translating english active and passive sentences into indonesian was still in average category.

## CONCLUSION

This study can be concluded that the students of SMA Negeri 2 Woha was still in average level in translating english and passive sentence into indonesia. This conducted from the results test that the achievement level student ability in translating english active and passive sentences into indonesian was 13 the high answer. It was also found out the student score on translating english ability the active and passive sentences into indonesian test used measured by giving a test of translating the english into indonesian, that the achievement level of student ability in translating english active and passive voice into indonesian was average the high answer true. It was also found out the student score on the translating ability the active and passive sentences into indonesian test through translate english into indonesian, the highest score 13 and the lowest score was 8. It means the students ability in translating english active and passive sentences into indonesian was still in 'average level'.

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## The Effectiveness of Reading Activity To Improve Vocabulary Mastery of The Eight Grade Students of SMP Negeri I Madapanga-Bima

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### ABSTRACT

The objectives of this research are to describe the effectiveness of reading activity to improve vocabulary mastery of the eight grade students of SMP Negeri I Madapanga-Bima and to find out whether there is a significant difference between the vocabulary mastery of the students who are taught through reading activity and the students who are taught without reading activity. This research was an experimental research study that was held in SMP Negeri I Madapanga. The research subject was the eighth grade students in the academic year of 2017/2018. The number of students was 214. The experimental research involved one experimental group compared with the control group. Class B belongs to the experimental group taught through reading activity and class A belongs to the control group taught without reading activity. Both classes were given a pre-test at the beginning. The post-test were given at the end of the meeting. For collecting the data the researcher applied multiple choice test and the data were analyzed by applying t-test computation, descriptive and inferential analysis. The research findings indicate that the mean score of the experimental group is 23.08, and the mean score of the control group is 19.94. It means that the hypothesis alternative ( $h_a$ ) is accepted. It can be said that there is a significant difference in vocabulary mastery between the students who are taught through reading activity and the students who are taught without reading activity. The result of t-test shows that t-observed value is higher than t-value of the table ( $3.928 > 1.990$ ) at the significance level of 5 %. In conclusion, improving the students' vocabulary mastery through reading activity is more effective than improving the students' vocabulary mastery without reading activity.

**Key Words:** Effectiveness, Vocabulary Mastery, Reading Activity

### BACKGROUND OF THE STUDY

English is very important to be known, because English constitutes the first foreign language in Indonesia. Now English is emphasized too, because English constitute a language which has an important role to develop science, technology, art, culture, an also it can be making good international relation.

English at junior high school is a compulsory subject which serves as means of students self-development in science and technology. By mastering English, the junior high school students are expected to grow and develop.

In learning English, there are four language skills namely listening, speaking, reading, and writing. These four skills are related to each other. English learners should has the proficiency in the four of skills as stated above in order to achieve good mastery of English. However, vocabulary is the one of the important

elements in mastering the four skills. Sufficient vocabulary mastery will influence the ability to listen, to speak, to read, and to write.

Vocabulary as one of language elements that is very important in mastering English language. Therefore, it assumes that English learners need to develop a sufficient knowledge of mastery of vocabulary. Concerning the importance of proficiency in vocabulary, the English teachers and English learners should pay attention to the teaching and learning process. As a teacher, he or she should guide and facilitate the students as the English learners to grow better in their learning. The students as the English learners should active in their competence to become good language learners.

Learning vocabulary needs strategies in order to make the profitable learning. Oxford (1990: 1) states appropriate language learning strategies result in improved proficiency and greater self-

confidence. From this statement it is clear that strategies play an important role in determining the success of learning. If the English learners want to have proficiency in vocabulary, they should consider with their language learning strategies; especially strategies in learning vocabulary through reading.

Teachers often found kinds of problems in learning such as in learning English, especially in English vocabulary in SMPN 1 Madapangga. Many students make mistakes in answering the questions from the teacher and the students do not understand about the material taught by the teacher in learning English language.

There are difficulties of learning vocabulary which is often found by the learners in SMPN 1 Madapangga- Bima. The learners cannot differentiate the function of English vocabulary or words in a sentence such as subject, predicate, complement, synonym and antonym of the words. Also the students get difficulties in the pronunciation or spelling of word, the students do not know the sentence meaning that uses English vocabulary and the students find it difficult to remember a new vocabulary.

Based on the description above, it is believed there are issues that need attention, it is necessary to study to get a solution that can handle it. Considering the learning process determine the success of learners should be conducted a study with the title "The Effectiveness of Reading Activity to Improve Vocabulary Mastery of The Eight Grade Students of SMP Negeri I Madapanga-Bima".

Based on the identification and limitation of the problems, this study will be formulated as follows: 1. How is the effectiveness of reading activity in improving the vocabulary mastery of the eight grade students of SMP Negeri I Madapangga-Bima? 2. Is there any significance difference in vocabulary mastery between the students taught through reading activity and students taught without reading activity?

Based on the formulation above, the objective of the study are as follows: 1. To describe the effectiveness of reading activity in improving the vocabulary mastery of the eight grade students at SMP Negeri I Madapangga-Bima. 2. To find out

whether there is a significant difference between the English vocabulary mastery of the students who are taught through reading activity and without reading activity.

The research is expected to give some contributions to: 1. encourage students to increase their vocabulary mastery by reading. 2. Encourage English teachers to help their students to increase their vocabulary mastery through reading activity. 3. The finding of this research will be useful for other researcher to do another research and useful for further study.

### **Reading Activity**

They are bottom up approach, top down approach and interactive approach. "Characterize the bottom up of foreign language reading as the process of reading which involves exact, detailed, sequential perception and identification of the letters, words, and longer language units, so, language knowledge is the important knowledge in this approach". Eskey (1986 : 105) According to Samuel and Kamil in Nunan (2003:70) Bottom-up models typically consist lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, which in turn allows for morpheme recognition followed by word recognition, building up to the identification of grammatical structures, sentences, longer text, and finally meaning, is the order in achieving comprehension. Another subsequent set of reading is top down approach. It suggests that reading is a top down process and it is called "psycholinguistic guessing games", (Godman, 1970:54). So, according to this way of reading, it involves a risk because the reader infers the meaning through a puzzle solving process. He claims that reading is merely picking up information the page letter-by-letter and word-by-word. It is selective process during which the reader looks at units of text that he thinks are important to obtain information his need. He brings information he needs. He brings knowledge to understand the text. He reads by predicting what is coming based on the knowledge he already has his emphasis on the knowledge a reader brings what he needs why this method is called", top down; as it were from

the top, from the reader and his or her knowledge. More recent research on teaching reading has shown that a combination of top down and bottom up processing, on what has come to be called interactive approach or interavctive reading. The models that are the most comprehensive description of the reading process, this model combines element of both bottom-up and top-down models assuming ‘that a pattern is synthesized based on information provided simultaneously from several knowledge source’. (Stanovich in Nunan: 72). It is almost always primary ingredient in successful teaching methodology because both processes are important. “ in practice, a reader continually shifts from one focus to another, now adopting a top dow approach to predict propably meaning, then moving to the bottom up approach to check whether that is really what the writer says; (Nuttal 1996 :17). According to Stanovich as qouted by Nunan (1991:73) bottom-up and top down have their own problems. The problems in the top down approach are that the reader has a little knowledge of the topik and cannot generate the prediction, a skilled reader when can generate predictions, the amount of the time the skilled reader needs simply to recognize the words. One of the problems in the bottom up approach is lack of feedback. Finally, it could be concluded that the interactive processing in the best approach in teaching reading.

#### **Vocabulary Mastery**

There are some definition of vocabulary from many researcher. The writer will take the definition of vocabulary from some researchers. Hornby (1987: 959) gives definition of vocabulary as the total number of words, which ( with rules for combining them) make up a language, words known to or used by, a person, in trade, profession, etc. Kamil and Hiebert (2005:3) state that Vocabulary is the knowledge of meanings of words.

#### **RESEARCH METHOD**

The method used in this research was experimental research. The goal of this research is to improve the student’s vocabulary mastery through reading activity. The population of this

research was the eight grade students of SMP Negeri 1 Madapangga consisted of 214 students. The sample of this research used two classes consisted 72 students. This research had one dependent variable and one independent variable: (1) the independent variable of this research was the reading activity and the dependent variable was vocabulary mastery. The instruments to be used: (1) test consisted of pre-test, and post-test. To collect the data the pre-test was given to the experimental and control class, then treatment was given to the experimental class and post-test was given the both experimental and control class.

#### **RESEARCH FINDING AND DISCUSSION**

1. The vocabulary mastery of the eight grade students of SMP Negeri I. Madapangga - Bima in academic year of 2017/2018 taught through reading activity.

The score of the vocabulary mastery of the eight grade students of SMP I Madapangga-Bima taught through reading activity after the treatment is higher than the score of the students’ vocabulary mastery before the treatment. Before the treatment the mean score of experimental group (taught through reading activity) is 13.08 and after treatment the mean score of experimental group is 23.08. The minimal score of the experimental group is 6 and the maximum score of the experimental group is 21. After the treatment the minimal score is 16 and the maximum score is 29. The ideal mean of the score of the test is 18, while the standard deviation is 4.5.

There is increased scored in vocabulary mastery after the students got the treatment through reading activity. From the explanation above, it indicates that reading activity as a method in teaching vocabulary could improve the students’ vocabulary mastery.

The result of the research shows that the gained score of the experimental group is higher than the control group. It proves that reading activity in teaching vocabulary to the eight grade students of SMP Negeri I Madapangga-Bima can produce better result,

in the other word, it can be said that teaching vocabulary through reading activity in the eighth grade students of SMP Negeri I Madapangga-Bima is more effective than teaching vocabulary without reading activity.

2. The vocabulary mastery of the eight grade students of SMP Negeri I Madapangga-Bima in academic year of 2017/2018 taught without reading activity.

The description of vocabulary mastery of students who are taught without reading activity is discussed in this part. After conducting the instrument, the researcher collected the data or the result of the test.

In the control group do not use the method as experimental group method. The teacher used conventional method to teach vocabulary in this group. The result of the control group (taught without reading activity) showed that there is no significant increase about the mean score of the students' vocabulary mastery. The mean score in the pre-test is 12.88 and the mean score in the post-test is 19.94. The minimum score in the pre-test is 6 and the maximum score in the pre-test is 21. The minimum score in the post-test is 13 and the maximum score is 26.

In control group or the group which used the conventional method, there was not very significant increase the mean score of the students' vocabulary mastery. The students in control group sometimes forgot the vocabulary and how to memorize the words.

3. The difference between the vocabulary mastery of the Eight grade students of SMP Negeri I Madapangga-Bima.

The researcher discussed the test result and the effectiveness of reading activity in teaching vocabulary. Reading activity is an effective method in teaching learning process. It proved from the result of the experimental study which showed that there is significant different in vocabulary mastery between the students who are taught through reading activity and who are taught without reading activity of the Eight grade students of SMP Negeri I Madapannga- Bima.h It can be seen from the result of t-test showing that the value

of  $p$  (0.000), is lower than the level of significant (0.05) or  $0.000 < 0.05$ .

Reading activity can improve the students' vocabulary mastery in teaching learning process and make students' interest in learning vocabulary. It can be seen that the gained score of the experimental group and control group in the post-test. The mean score of the experimental is 23.08 is higher than that of control group is 19.94. It proves that reading activity in teaching vocabulary to the eight grade students of SMP Negeri I Madapangga-Bima can produce better result, in the other word, it can be said that teaching vocabulary through reading activity in the Eight grade students of SMP Negeri I Madapangga-Bima is more effective than teaching vocabulary without reading activity.

## CONCLUSION

This experimental research takes the eight grade students of SMP N 1 Madapangga - Bima as the research subject, to find out the effectiveness of reading activity in teaching vocabulary. However, based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the vocabulary mastery of the students taught through reading activities in teaching vocabulary or the experimental class show that the mean score of the pre-test is 13.08 and the mean score of post -test is 23.08. From the mean scores of the pre-test and post-test of the experimental class it can be seen that there is a significant progress from pre-test to the post-test.
2. The result of the analysis of the vocabulary mastery of the students taught without reading activity in teaching vocabulary or the control class shows that the mean score of the pre-test is 12.89 and the mean score of the post-test is 19.94. From the mean score of the pre-test and the post-test of the control class, it can be seen that there is progress but not significant progress than the mean score of

the pre-test and post-test in the experimental class.

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