To Implement A Paper Mobile Phone Media In Enhancing Students' Speaking Skill

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Introduction

Many of students surely have strength and weakness to study nor speak English with each other. Considering students' problems at Junior High School level that will be observed, have three lacks, namely motivation from parents to students, difficulty at Pronunciation in English, and difficulty in remember words in English. Meanwhile, for considering students' problem at some General School, have exhibited a deficiency in facilitating opportunities for students with engage in speaking and communication in English with their peers.

With this research, the researchers will be apply a learning "Descriptive Text about Type of Describing Peoples' Physical Appearance" In this medium, students can learn the vocabulary and sentences for complimenting pair of students' physical appearance in English while still remember the rules of ethics and politeness when praising each other.

Literature Review

Previous Studies

❑ (Radin Honarzad, 2023) ⟹ "Two Vocabulary Learning Tools Used by Iranian EFL Learners: Physical Flashcards versus a Mobile App"

❑ (Yowaboot, 2022) ⟹ "Using Digital Flashcards to Enhance Thai EFL Primary School Students' Vocabulary Knowledge"

❑ (Soile Loukusa, 2008) ⟹ "Answering Questions and Explaining Answers: A Study of Finnish-Speaking Children"

❑ (Muhammad Nashir, 2018) ⟹ "The Implementation of Electronic Flashcard to Increase Students' Vocabulary Mastery"

- Thus, on this research "To Implement A Paper Mobile Phone Media in Enhancing Students' Speaking Skill" which reports to enhance English speaking skill at Junior High School level, through learn on Describing People Physical Appearance of Descriptive Text.

- Then, the objective of this research, in order to start students' interaction with each other through a compliment/ initial greeting before students have further conversation with other

Research Question

Can a Paper Mobile Phone Media affect in Enhancing Students' Speaking Skill at Junior High School Level ?

Research Method

Research Design

The researchers used a quantitative research methodology and a pre-experimental design stemmed from the fact that at SMPN 1 Wonoayu, there existed only one class which has students' problem related with the researchers' discussed about.

Research Setting

The population for this study is Eighth-Grade students will be enrolled at SMPN 1 Wonoayu, Sidoarjo. The sample will be consist of 32 students in one class only. This research used a sample technique that includes the students who have the criteria like researchers targeted before.

Data Collection

In this research, the researchers will be implement a design that includes a pre-test, followed by two treatment sessions, and concluded with a post-test. For pre- and post- test are through Questions & Answer (Q&A) of Speaking Test.

Data Analysis

The researchers use statistical test calculations. It is to determine differences in results before and after treatments of Using that Media. From that, will be able to see how the affect.

Research Method

Test of Pre-Test

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Question and Answer Speaking Test (Pre-Test)

Describing Someone's Physical Appearance *(Hair Type and Facial Features)*

Table 1. This test was adapted from (Soile Loukusa, 2008)

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No.	Question Type For	Questions
1	Girl Students	1. Does She have <u>freckles</u>? Yes/No 2. What do you think about her face form? <u>Round</u> / <u>Oval</u> / <u>Triangular</u> / <u>Square</u> / <u>Long</u> 3. Please make one sentence to your friend beside you that she's beautiful! The example sentence : "You're very beautiful because your hijab." 4. Can you say/pronounce the word of "beautiful" ?
2	Boy Students	1. Does He have <u>moustache</u>? Yes/No 2. What do you think about his hair? <u>Straight</u> / <u>Wavy</u> / <u>Curly</u> 3. Please make one sentence to your friend beside you that he's handsome! The example sentence : "You're very handsome because your smile." 4. Can you say/pronounce the word of "handsome"?

Research Method

Two Treatments Session

1st Treatment :

Focuses on the Vocabularies of People Physical Appearance.

2nd Treatment :

Focuses on practice to know the Sentences of People Physical Appearance description.

Appearance of the Paper Mobile Phone Media (in this research)

This media was adapted from (Yowaboot, 2022)

Research Method

Test of Post-Test

Question and Answer Speaking Test (Post-Test)

Describing Someone's Physical Appearance *(Height, Build, Age, and Eye Type)*

Table 2. This test was adapted from (Soile Loukusa, 2008)

No.	Question Type For	Questions
1	**Girl and Boy Students** (All of students)	1. What's the difference meaning of "Tall" and "Short" ? 2. What's the difference meaning of "Thin" and "Fat" ? 3. What do you think about her/his age? Young / Old 4. Can you say/pronounce the word of, "Medium height'', "Well-built", "Middle-aged" ? 5. What do you think about her/his eyes? Big / Small And please make one sentence about her/his eyes! The example sentences : "She/He has big/small eyes." Or "I like your big/small eyes because it's cute."

Research Method

Aspects of Pre-and Post-Test

Aspects Assessment Rubric of Speaking Test

Describing Someone's Physical Appearance *(Pre- and Post- Test)*

Table 3. These aspects were adapted from (Zuhriyah, 2017)

ASPECTS	EXPLANATION	CRITERIA AND SCALE
Pronunciation	How well students pronounce the words	Poor (1)
Vocabulary	How students know a new word	Fair (2)
Comprehension	How students understand teacher's mean	Good (3)
Fluency	How comfortable and confident student's speak	Excellent (4)

Result

Explanation	Before (Pre-Test)	After (Post-Test)
The Highest Score	100	100
The Lowest Score	50	56
The Average Score	81	100

In Pre-Test, It intended more than half of students' amount who got the minimum of total score, but if looked from scores of aspects assessment in this pre-test still much students who got scores below the maximum of aspect assessments' score, especially low aspects got between of pronunciation and vocabulary, compared with comprehension and fluency.

In Post-Test, It intended surely more than half of students' amount who got the targets minimum of total score, it looked from scores of aspects assessment in this post-test had many students also got scores better than pre-test before, especially from aspects between of pronunciation and vocabulary have improved and increased.

Discussion

In the pre-test phase, the researchers have found out knew about what type to do for students' pre-test. Researchers done Performance Pre-Test to students in class, through Questions and Answers (Q&A) in front of class with each one pair of their friend to describe people or friends' physical appearance about the part of hair type and facial features. This test done before two of treatments and post-test passed and the students would answer the exist questions based on their knowledge of memory in pronunciation and vocabulary's material.

In the two of treatments phase, firstly the educator explained to the students about common material of descriptive text and also what how types in this material. The educator or researcher given explanation about the generic structure of descriptive text what. After treatment started, for first treatment that the students were focused to study and remembered the vocabularies on descriptive text of describing people or friends' physical appearance around. Then, for second treatment that the students were focused to practice and make the sentences on how to describe people or friends' physical appearance around also. Moreover, researchers instructed students on how to speak fluently with accurate pronunciation and self-confidence when speaking in English in front of the class.

In the results of post-test, there was post-test after pre-test and treatments. These activities to measure students' understanding, significant, and achievement. For the topics' post-test was focused like topics' two of treatments, that was height, build, age, and eye type on describing peoples' physical appearance of descriptive text. Students were able to reflect their progress by employing the exist paper media as a tool for enhancing their understanding of vocabulary, pronunciation, comprehension, and fluency in the aspects' of speaking skill.

Conclusion

The findings demonstrated that incorporating Paper Mobile Phone Media effectively engaged the speaking challenges faced by Junior High School Students at SMPN 1 Wonoayu. The increased engagement and confidence among students suggested that innovative teaching methods could enhance language acquisition in a supportive closest people nor environment. Moreover, this research highlighted the importance of motivation, both intrinsic and extrinsic motivations, in fostering students' language skills.

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