Undergraduate Thesis Proposal Seminar_Farah 012

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TO IMPLEMENT A PAPER MOBILE PHONE MEDIA IN ENHANCING STUDENTS' SPEAKING SKILL

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Abstract

This study discusses the implementation of using Paper Mobile Phone Media to enhance English speaking skills for 8 grade students at SMPN 1 Wonoayu, Sidoarjo. To engage the key challenges such as lack of parental motivation, difficulties in pronunciation, and limited vocabulary retention, this research employed a pre-experimental design with pre- and post- tests. The results indicated significant improvements in students' speaking abilities, particularly in pronunciation and vocabulary usage, following two targeted treatments focused on descriptive text related to people physical appearance. The ending results showed that there was significant difference between pre- and post- tests. The median score for the pre-test was 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 aspects assessments' score. Meanwhile, the median score for the post-test was surely more than half of students' amount who got the targets minimum of total score, it can looked from scores of aspects assessment in this post-test had many students also got scores better than pre-test before.

Keywords: *Pronunciation, Vocabulary, Speaking Skill*

INTRODUCTION

Many of students surely have strength and weakness to study nor speak English with each other. Considering students' problem at SMPN 1 Wonoayu had first lack on motivation from parents to students, parents who did not enough provide motivation to their children at home or wherever the child were. According to this theoretical framework, motivation is classified into two dimensions: intrinsic motivation and extrinsic motivation (Alejandro Silva Cortes, 2017). The motivation gives by parents to their children do not have to in the form of coercion or give targets that is excessive for the child. The burden motivations can make the childs to increasingly lose love and they will also becomeless develope. Intrinsic motivation served as a significant determinant when associated with physical activity in the realm of physical education. Activities perceived as "enjoyable" and tasks identified as "fun" were frequently associated with enhanced skills, personal achievement, pleasure, and overall satisfaction (M.R. Bice, 2015).

So the motivations give to children that parents only need to give words and support that develope their childs' level of enthusiasm, for example parents give an item of appreciation that their child like, it do not have to be an expensive item, but just something that essentially make the child happy and they become enthusiastic more. Individuals exhibited a greater propensity to show engagement in a particular behavior when they got enjoyment from that behavior (intrinsically motivated) (M.R. Bice, 2015). The children can get motivation from their parents, from here they also think that their parents still care and love about what the childs' target, especially they are being a student at school. Intrinsic motivation was intrinsically linked to an individual's personal emotional state, independent of external influences. These emotional stated might manifest as comfort, satisfaction, pleasure, joy, and a general sense of interest (Lutfi Nur, 2018).

Second of lack, had difficulty at pronunciation in English would hinder students' speaking ability at conversation in English. Students definitely got lessons or material about "pronunciation" in English subjects at school at every level. In this context, numerous Indonesian learners encounter challenges related to pronunciation, particularly among Junior High School students who were novices in the English language. The complexities of English pronunciation presented considerable difficulties for learners due to the diverse phonetic characteristics of vowels and consonants. This complexity elucidated the challenges faced by non-native speakers in mastering English pronunciation (Utami, 2018). Apart from studying at school and in class, the teacher explained "how to pronounce the word", so students are expect to relearn it at home or if students experience difficulties or are confused about how to pronounce a word, students can look for how to pronounce it in the Google Translate application.

From a behavioral perspective, the data indicated that students exhibited a pronounced inclination towards utilized GT at the word level, particularly with unfamiliar vocabulary and synonyms, while demonstrated moderate engagement with collocations (Susanto, 2017). This options use for students when they forget how to pronounce as the teacher gave an example at school because the teacher does not give all of pronunciation examples to the students, but students also have to explore more about how to pronounce some words individually. GT facilitated the expansion of students' vocabulary, and furthermore, students employed GT for the individual translation of sentences (Maghfira, 2024). This all also need the support of their family at home and other closely people, apartfrom the students get motivations from teachers at school. In the context of physical education, the implementation of extrinsic motivation typically involved the provision of rewards to students or groups of students who successfully accomplish the designated learning tasks (Lutfi Nur, 2018).

Third as last lack of this Junior High School, had difficulty in remembered words in English. It will also make students passive in speaking because students do not explore any other words they do not know yet. As for a quick way to develop students' memory levels, the teacher provides instructions on how students can remember at least five words in their translations a day. This part, can develops students' exploration of words and teacher give instructions on how students can make just one sentence a day so that within a week students can make one paragraph after students have explore a lot of words at the beginning. The subjects selected vocabulary learning strategies that were pragmatic, fast, and simple, but effective in facilitated the comprehension and remembered new words, included guess meanings from contextual clues, asked definitions from the educator, collaborated with peers to study meanings, highlighted important words, and engaged with various English-language media (Bakti, 2017). This study will make students have a sense of confidence when students will converse with other people or foreigners using English.

Considering the challenges faced by students' problem in general, various educational institutions exhibited a deficiency in facilitating opportunities for students to engage in speaking and communication in English with their peers. An analysis of the distinctions between university students and junior high school students revealed that university students, as active learners, were necessitated to possess proficient spoken English skills. Nonetheless, a substantial proportion of these students, particularly those enrolled in non-English departments, experienced insufficient exposure to English in their quotidian social interactions.

Specifically, the majority of students within the Early Childhood Education department at Universitas Muhammadiyah Pontianak demonstrated limited proficiency in English communication, particularly in the application of functional language. Consequently, it was imperative for the English lecturer to adopt a suitable pedagogical approach that did not only stimulated their interest and motivation to learn English, as a foreign language, but also enhanced their speaking capabilities (Yuniarti, 2020). In this context, numerous students exhibited a deficiency in confidence when it came to speaking, particularly among junior high school students, as many of them had only recently commenced their English language education, compounded by their limited vocabulary and grammatical proficiency in spoken communication. Moreover, the extent to which they could demonstrate their true capabilities falls significantly short of expectations. At times, they harbor concerned over making errors. However, conversely, they possessed the potential to articulate their thoughts more effectively than their current performance suggests (Aeni, 2020).

This research underscored the significance of interpretation as a metric for evaluated the importance of critical thinking in facilitating the transformation of ideas into well-structured sentences. Additionally, accurate pronunciation was essential for a speaker, as it aided listeners in comprehending each word distinctly, thereby ensured that the intended message is conveyed effectively. Furthermore, the concept of manner is often associated with dialect, which can be interpreted as a linguistic form observable in the speaker's delivery. Ultimately, fluency served as a crucial attribute that allowed listeners to assess the speaker's level of experience in English communication (Surya Adi Kusumah, 2020).

The resolution of existing students' problems are to remember that the problems of students at SMPN 1 WONOAYU school ensured that parents motivated their children as students at school, difficulties in pronunciation and remembered vocabulary and translated in English. as well as a common student problem that often occured in several other schools, namely the lack of training in implemented student standards in speaking and communicated using English with each other. With this research using paper mobile phone media, researchers will be apply learning "descriptive text about type of describing peoples' physical appearance" in order to start students' interactions with each other through a compliment or initial greeting before the students have further and closer conversations with each other. 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 praises them.

Previous Studies

Previous research was conducted by (Radin Honarzad, 2023) entitled "Two Vocabulary Learning Tools Used by Iranian EFL Learners: Physical Flashcards versus a Mobile App" was about the current study to compare the efficacy of digital flashcards delivered through an application against traditional paper flashcards. This inquiry was grounded in a quasi-experimental framework, and participants were selected through convenience sampling methods. A total of thirty-four individuals participated in the research. The study comprised two distinct groups: the experimental cohort engaged in learning via mobile devices, while the control cohort utilized paper flashcards for their learning process. The findings of the present study that paper flashcards should not be entirely disregarded by either learners or educators. This assertion is supported by the fact that they mitigate screen time and minimize distractions, in addition to stimulate muscle memory during the learning process.

Another research by (Yowaboot, 2022) entitled "Using Digital Flashcards to Enhance Thai EFL Primary School Students' Vocabulary Knowledge" aimed to explore the attitudes of Thai primary school students with respect to the utilization of digital flashcards for vocabulary acquisition. The study involved one hundred and twenty Thai primary school students, who were categorized into experimental and control groups. The experimental group received vocabulary instruction through digital flashcards, whereas the control group did not receive any specialized interventions. Four distinct measures of vocabulary knowledge were employed to assess the participants' vocabulary learning outcomes. The findings indicated that digital flashcards serve as an effective tool in facilitating vocabulary acquisition among Thai primary school students. Furthermore, the analysis of the questionnaire responses suggested that the learners exhibited a notably high level of positive attitudes towards the implementation of digital flashcards.

Next research by (Soile Loukusa, 2008) entitled "Answering Questions and Explaining Answers: A Study of Finnish-Speaking Children" explained that there total of two hundred and ten typically developing Finnish-speaking children participated in the research. These children were presented with inquiries that necessitated the processing of inferential meanings and cognitive routines, and they were subsequently asked to elucidate their correct responses to ascertain their comprehension of how they derived their answers from contextual clues. The familiarity with context emerged as a significant factor influencing young children's capabilities to respond to questions. An analysis of the children's incorrect responses and their accompanying justifications revealed that as children mature, their rudimentary answering strategies diminish, leading to an increased reliance on context, even in instances of incorrect responses and rationales.

Another research by (Muhammad Nashir, 2018) is entitled "The Implementation of Electronic Flashcard to Increase Students' Vocabulary Mastery" contained the implementation of electronic flashcards was anticipated to enhance students' vocabulary acquisition, as it engaged visual and photographic memory. This classroom action research was conducted to increase the vocabulary mastery of seventh-grade students through the implementation of electronic flashcards at MTs Mukhtar Syafaat, Blokagung, Banyuwangi. The results of this study proved that the use of electronic flashcard media significantly enhances students' mastery of vocabulary.

Meanwhile, this research entitles "To implement A Paper Mobile Phone Media in Enhancing Students' Speaking Skill" which reports to enhance English speaking skills for 8 grade students at SMPN 1 Wonoayu, Sidoarjo. For the key challenges such as lack of parental motivation, difficulties in pronunciation, and limited vocabulary retention. This research employed a pre-experimental design with pre- and post- tests through Question and Answer (Q&A) Speaking Test.

The results indicated significant improvements in students' speaking abilities, particularly in pronunciation and vocabulary usage, following two targeted treatments focused on descriptive text related to physical appearance. The ending results showed that there was significant difference between pre- and post- tests. With this research using paper mobile phone media, researchers will be apply learning "descriptive text about type of describing peoples' physical appearance" in order to start students' interactions with each other through a compliment or initial greeting before the students have further and closer conversations with each other. In this medium, students can learn the vocabulary and sentences for complimenting pair of friends' physical appearance in English, but still remember the rules of ethics and politeness when praises them.

METHOD

The researchers used a quantitative research and a pre-experimental methods stemmed from the fact that at SMPN 1 Wonoayu, Sidoarjo, there existed only one class that had students' problem related with the researchers' discussed about. The population for this study is eighth-grade students enrolled at SMPN 1 Wonoayu, Sidoarjo. The sample consisted of 32 students in eighth-grade students at the school. This research used a sample technique that included all students at class. In this research, the researchers implemented a design that included a pre-test, followed by two treatment sessions, and concluded with a post-test.

Before two of treatments start, the researchers must find out know about what type to do for students' pre-test. The researchers have do Performance Pre-Test to students in class, through Questions and Answers (Q&A) directly in front of class with each one pair of friend to describe friends' physical appearance about the part of hair type and facial features. Then, for Post-Test same, but only there difference in topic and questions' part. Meanwhile, for Performance Post-Test can continues the part of height, build, age and eye type.

Test of Pre-Test

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)

No.	Question Type For	Questions
1	Girl Students	1. Does She have **freckles**? Yes/No 2. What do you think about her face form? **Round** / **Oval** / **Triangular** / **Square** / **Long** 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 **moustache**? Yes/No 2. What do you think about his hair? **Straight** / **Wavy** / **Curly** 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**" ?

Aspects Assessment Rubric of Speaking Test

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

Table 2. 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)

After the researchers find out to know the data of students' pre-test in class, the researchers can start two of treatments to all of the students that the researchers have choose based on students' problem already exist to implement the paper mobile phone media into classroom. Here are two of treatments have do by the researchers in class :

Appearance of the Media

The Paper Mobile Phone Media

This media was adapted from (Yowaboot, 2022)

Cover   Page.1.   Page.2.

Page.3.   Page.4.   Page.5.

Page.6.   Page.7.   Page.8.

Treatments

1st Treatment

"Focuses on the vocabularies of people physical appearance." In this first treatment, the researchers can guide their students to prepare one paper or sheet of book and one pen or pencil. Then, the researchers can dictate and spell the vocabularies of physical appearance (part of height, build, age and eye type) that must note by all of students in their each notebook. After all the students finish to take notes, the researchers can guide the students to make a little group based on amount of students in class and researchers can announce that before the researchers come to explain detail about the vocabularies of physical appearance and also tell the correct pronunciation of that various vocabularies in each group, all of students in each group must discuss and understand first with their group so that at that time of researchers have do the explanation in every group, the students in group can understand deeper and if students feel confuse directly the students can raise hand to ask the question to the teacher. This treatment have do by the researchers with carry the paper mobile phone media to all of students at each group alternately.

2nd Treatment

"Focuses on practice to know the sentences of people physical appearance description." In last or second treatment this, the researchers tell one of sentence example of all the various vocabularies in physical appearance (part of height, build, age and eye type). Then, the researchers can guide the students to make one sentence of all the various vocabularies in people physical appearance in their each booknote. After that, before the students in each group make one sentence, the researchers will be come into each group to show the paper mobile phone media during one to three minutes and this thing will be make the students easier to make those sentences in each group. So, if all of groups have finish to make the sentences, each groups can evaluate more about their sentences answer of describing people physical appearance. This treatment have do by researchers with carry the paper mobile phone media to all of students at each group alternately.

After find out to know the data of students' Pre-Test and two of treatments have do through well, the teacher will be give an assessment or post-test to all of students in same class before. A post-test same like pre-test, but if Post-Test consists of Question and Answer (Q&A) about the part of height, build, age and eye type.

This post-test will be prepare by researchers to students in front of class directly with one pair friend like before at times' pre-test. The students can answer directly in front of class when post-tests' performance start. For the data of pre-test and post-test can be determine and compare in result and discussion section.

Test of Post-Test

Question and Answer Speaking Test (Post-Test)

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

Table 3. 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 sentence : "She/He has big/small eyes." Or "I like your big/small eyes because it's cute."

Aspects Assessment Rubric of Speaking Test

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

Table 4. 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)

Data Analysis

In this research, to determine the final calculation of the research test, the researchers use statistical test calculations. The data from the final research results are the results of tests from students which have analyze quantitatively. Statistical analysis uses to determine differences in results before and after treatments of using Paper Mobile Phone Media on Describing Peoples' Physical Appearance in descriptive text type. By using these statistical calculations, it can be see whether there is a difference between the pre-test and post-test.

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