

AN ANALYSIS OF STUDENTS' DIFFICULTIES ON READING COMPREHENSION IN EXPLANATION TEXT IN SMA YPK PEMATANGSIANTAR.

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ABSTRACT

The aim of this research is to find out the difficulties faced by the students on reading comprehension in explanation SMA YPK Pematangsiantar academic year 2022/2023. This research qualitative research based on descriptive data by qualitative research based on descriptive data. Based on the data in the previous chapter has showed that students have some difficulties in comprehend the explanation text or even cannot understand what the explanation text is. Difficulty is something that is complicated to understand or to do. It can be seen from students' mistakes or error in reading or even comprehend a text. In fact, usually so many senior high school students experience difficulties in reading comprehension. These difficulties result in the students' bad performance in the reading English explanation text. Meanwhile, reading comprehension also become important part in reading an English text. of course the students at school needed to have this skill.

Keywords: Reading, Comprehension, Explantion Text

I. INTRODUCTION

The Background of Research

Language is a social tool that humans use to communicate and interact with one another (Mulyadi & Mutmainnah, 2015). While most people learn their mother tongue in early childhood, the modern world requires individuals to learn additional languages, like English, which is now dominant in most regions of the world. However, for non - English speaking countries, like Indonesia, learning English presents a challenge, especially in speaking skills. Many students lack the confidence to speak English, which affects their learning in the classroom. To address this issue, teachers can use innovative and creative ways, like technology and learning media, to teach English more effectively (Hikmah, 2019).

One learning media that can be effective in teaching English is TEDxTalks, an educational YouTube channel that provides interesting and engaging content. TED talks feature lectures from around the world on various topics, and they have been used by educators since going online in 2007 (Saputra & Fatimah, 2018). By using TED Talks videos during the English learning process, teachers can motivate students to learn English, especially in the speaking skills. Teachers can use TED Talks videos of speakers from similar backgrounds as their students to encourage them and to develop their speaking skills.

However, some students may perceive advantages and disadvantages of using video media like TED Talks. Students may have a lack of vocabulary and fear of not being able to speak fluently in front of the class. Nonetheless, the use of video learning media like TED Talks can improve students' motivation and interest in learning English. Moreover, students will develop their listening skills while learning new vocabulary and expressions.

In this research, the researcher will explore students' perceptions of using TED Talks to improve their English speaking skills. It will look at the advantages and disadvantages of using TED Talks. The students always feel have less vocabulary and afraid if they cannot speak fluently. Thus, the reseacher is willing to help them to improve their speaking skill especially in fluency and accuracy and also can increase the motivation and interest of students in learning English by using TEDxTalks YouTube Channel. The reasercher also hopes that this reseach can be useful, accepted and applied for students, educators and researchers.

The Problem of Research



Based on the background above, the researcher formulates the research question to solve the speaking problem, as follow: Does the used of TEDxTalks YouTube channel improve the English speaking skill of the Eleventh Grade students of SMK Swasta 2 Tamansiswa Pematang Siantar?

The Objective of Research

Based on the problem of research that mentioned above, the purpose of the research is to find out the used of TEDxTalks YouTube channel improve the English speaking skill of the Eleventh Grade students of SMK Swasta 2 Tamansiswa Pematang Siantar.

II. LITERATURE REVIEW

The Definition of Investigating English Speaking Skill

Investigating is a gerund or present participle. it comes from a word investigate. According to Online Cambridge Dictionary, investigate is to examine a crime, problem, statement carefully, especially to discover the truth. In addition, there is also a word that comes out of investigate, which is investigation.

Investigating speaking skill aims to explore the factors inhibiting the students in speaking English and knowing teacher's perception toward the factors inhibiting the students in speaking English as a foreign language (Pratiwi et al., 2020).

Definition of Speaking

Speaking is a dynamic, interpersonal process and one that strongly influences how we are perceived by others in a range of formal and everyday contexts (Hughes, 2010). According to (Khamkhien, 2010) speaking is deemed to be the most important in learning a second or foreign language. (Supina, 2018) also added that speaking is the productive skill in the oral mode.

Speaking in a second language also requires specific training in that it is a different and more complicated process which requires coding a message on the part of the speaker and decoding it on the part of the listener. The qualities of spoken language also need to be considered in teaching this skill and can be divided into three main areas generally associated with performance: fluency, complexity and accuracy.

We can conclude that speaking is an ability to communicate with other people orally. Speaking is a little complicated because we need to pronounce words clearly to make others understand on the point about things we talk. In some situations, speaking is used to give instructions or to get things done, for example, to describe things or someone, to complain about people's behavior, asking and giving services and others.

Components of Speaking

According to Heaton cited by (Binnedyk, 2021), there are three components of speaking. They are accuracy, fluency and comprehension for a succes of teaching speaking.

- a) Accuracy
- b) Fluency
- c) Comprehension

Based on the components of the speaking above, it can be conclude that that language learners need to recognize that speaking involves the areas of knowledge (pronunciation, grammar, and vocabulary). Speaking with the right words in the proper order with the correct pronunciation, function, and knowing when clarity of message is essential.

Types of Speaking

According to Brown in Al-Roud (2016), he classified several types of speaking. Those types are as follows:

- a) Imitative
- b) Intensive
- c) Reponsive
- d) Transactional (Dialogue)
- e) Interpersonal (Dialogue)
- f) Extensive (Monologue)

From the explanation of types of speaking above that there are six types of speaking skill (imitative, intensive, responsive, transactional, interpersonal and extensive) where the English learners can apply to the kinds of oral production that they are expected to carry out in the classroom and can use them to improve their English speaking skill.



Accuracy and Fluency of Speaking

Accuracy of Speaking

According to (Cendra, 2022) accuracy deals with many linguistic-related factors, such as good pronunciation, diction, and grammar of the target language. Then (Binnedy, 2021) argued that accuracy is the ability to produce correct pronunciation. Correct pronunciation means correct of sounds production and is not influenced by similar sounds in mother tongue language. We can conclude that accuracy is the ability to speak or write without making any vocabulary, punctuations, grammatical, and other errors. Teachers who believe accuracy is the key help their students to produce written and spoken English with zero mistake and perfect correctness.

Fluency of Speaking

According to Chambers cited by (Terzioğlu & Kurt, 2022), fluency can be defined as the speech rate. Even though, we have to speak fluency because listeners are able to response about the speakers said. In addition, Harmer in (Nurdin, 2020) fluency are the ability to speak fluently and accurately. Fluency is also the main important in speaking orientation in order to make the communicator understand about the ideas or the messages which want they deliver.

Hereby, we have to consider that fluency is strongly erected by language problem. To put into simpler words, fluency is the ability to write, speak and read smoothly and effortlessly. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and ‘ums’ or ‘ers’. These signs indicate that the speaker does not have spent a lot of time searching for the language items needed to express the message.

The Concept of TEDxTalks YouTube Channel

TED Talks is found by Anderson in 1984. He is a British - American businessman who is the head of TED, a non - profit organization that provides idea based talks and hosts an annual conference in Vancouver, British Columbia, Canada. TED is spreading innovative ideas and exciting discoveries through 18 minute talks delivered in front of live audiences at TED conferences.

According to (Salem, 2019) TED Talks is one of the ICT tools that can be effectively used to promote speaking skills. Watching TED talks can also helps improve teaching quality. Students may find traditional lectures boring and predictable. Playing short TED talk videos in class can regain attention and encourage group discussion. Rather than showing slides full of bullet points, teachers can learn to make only one point for each slide. The storytelling style shows teachers how to maintain the attention of students. TED talks also encourage teachers to rehearse their lesson beforehand so they can avoid reading slides all the time (Romanelli et al., 2014).

Procedures of Watching TEDxTalks on YouTube

There are steps for watching TEDxTalks videos on YouTube, they are:

- a) Type ‘TedxTalks’ on YouTube search bar
- b) Click on TedxTalks YouTube Channel to see the video
- c) Choose a video that you want to watch

III. THE RESEARCH OF METHOD

The Research Design

In a scientific research, a researcher usually uses a research approach to obtain data with specific purposes and uses. In this research, the researcher chooses quantitative method approach. On the report of (Sugiyono, 2014) quantitative research method can be interpreted as the research method that has a certain sample. As the quantitative method approach uses in this research. The researcher also needs the research design to collect accurate and reliable data to draw valid conclusions which is the experimental research design. Experimental design is the most rigorous scientific research design and appropriate to investigate the effect of a variable on another variables (Hasnunidah, 2017).

The Location of the Research

The research was conducted at SMK Swasta 2 Tamansiswa Pematang Siantar which was located at Kartini Street, No. 18, West Siantar, Pematang Siantar, North Sumatera in the year of 2023.

Population and Sample

According to (Arikunto, 2014) population is the whole subject of research. The population of this research is the second year students which are the eleventh grade students in the 2022 – 2023 academic year conducted at SMK Swasta 2 Tamansiswa Pematang Siantar at Kartini Street, No.18 consisting 6 classes. There are about students 198 as the population.



According to (Hasnunidah, 2017) a small group of individuals who directly involved in research is called a sample. The researcher inferences that cluster sampling which is a type of probability sampling in which the researcher select the sample from a little area out of one wide area. The sample of this research was the grade XI TKR 5 which consisted of 32 male students.

The Data and Source of Data in Research

Research data is any information that has been collected, observed, generated or created to validate original research findings. The data of the research will be taken from the students' score of post-test at the eleventh grade of SMK Swasta 2 Tamansiswa Pematang Siantar.

The source of data in the study is the subjects from which the data can be collected for the purpose of research (Arikunto, 2010). Hereby, the source of data in this research is the eleventh grade of SMK Swasta 2 Tamansiswa Pematang Siantar and the sample for the research are 32 students.

The Technique of Collecting Data

Data collection is the process of gathering and measuring information on variables of interest, in an established systematic fashion that enables one to answer stated research questions, test hypotheses, and evaluate outcomes. Collecting data is most important step in every research because the main purpose of it is getting data. The research instrument that will be used is post-test only.

The Technique of Analyzing Data

Technique of analyzing data in this research uses mean formula to know the average of students' score and to check students' improvement in speaking. The researcher calculating the frequency and normality of the test by using SPSS version 21.0. The steps that should be analyzed in program SPSS 21.0 are: Frequency, statistic, normality, homogeneity and hypothesis testing.

IV. THE DATA AND DATA ANALYSIS

The Data and Data Analysis

The Data and Data Analysis of Pre-test

In this pre-test, the researcher use the implementation of question and answer based on the video that has been watched to the students. In the pre-test, the majority of students (37,5%) scored 40, while 31,3% scored 60, and 21,9% scored 50. The mean score was 47,50, with a median of 50,00. The standard deviation was 10,160, the variance was 103,226, and the range was 30. The data was found to be normally distributed based on the Asymp.Sig.(2-tailed) value of 0,052.

The Data and Data Analysis of Post-test

For the post-test, the majority of students (37,5%) achieved a score of 60, while 34,4% got a score of 80. The mean score was 67,81, with a median of 70. The standard deviation was 10,391, and the variance was 107,964. The normality test conducted on the experimental class indicated that the data was normally distributed or homogeneous with an Asymp.Sig.(2-tailed) value of 0,046.

The Data and Data Analysis of Pretest and Post-test

The analysis involved a homogeneity test that compared the pre-test and post-test data sources, consisting of 64 cases with one variable. The F-counted value was calculated to be 62,518, and since the $F_{\text{counted}} = 62,518 > F_{\text{table}} = 3,99$, which means the using of TEDxTalks YouTube Channel is effective in improving students' speaking skill. Based on the hypothesis testing, it is shown that $T_{\text{counted}} = 65,000 > T_{\text{table}} = 1,695$ which indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This statement means there is a significant differences on students' speaking skill by using TEDxTalks YouTube Channel especially in their accuracy and fluency.

Finding and Discussion

Based on finding above, the pre-test results showed a majority of students scored 40, with a mean score of 47.50. In the post-test, a majority of students achieved a score of 60, with a mean score of 67.81. The data was found to be normally distributed based on a significance value of 0.052 in the pre-test and 0.046 in the post-test. A homogeneity test comparing the pre-test and post-test data showed that the use of TEDxTalks was effective in improving students' speaking skills. The null hypothesis was rejected, and the alternative hypothesis was accepted based on a T-counted value of 65.000 being greater than the T-table value of 1.695. This statement means there is a significant differences on students' speaking skill by using TEDxTalks YouTube Channel especially in their accuracy and fluency. It can be happened because the researcher used TEDxTalks videos with easy vocabulary and Indonesian subtitles to help students better comprehend unfamiliar words. The researcher also assisted



students in learning new vocabulary, helped them improve their pronunciation and taught them how to construct sentences using newly learned words.

V. CONCLUSION

Based on the Hypothesis testing above that $T_{\text{counted}} = 65,000 > T_{\text{table}} = 1,695$ which indicates that the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted. This statement means there is a significant differences on students' speaking skill by using TEDxTalks YouTube Channel especially in their accuracy and fluency. Using the TEDxTalks YouTube Channel can improve students' speaking skills, particularly accuracy and fluency. Pre-test and post-test assessments should be conducted to evaluate the effectiveness of educational interventions, and educators should consider this aspect when designing language learning programs. This research highlights the potential of digital platforms like YouTube in improving language learning skills and provides a starting point for discussions on the use of technology in language education.

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