USING DIGITAL VIDEO CAMERA TO IMPROVE STUDENTS SPEAKING AND PERFORMANCE SKILL

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Abstract: Speaking is often considered as the most difficult skill to be learned by the students. Hence, people may often judge our language competence from our speaking rather than from any of other language skills. In classroom, teaching speaking may seem difficult and high challenge. Teachers often face problem from the students. They are particularly reticent in speaking activities and when asked to speak English, especially when making presentation, some students afraid and nervous. The teachers therefore are challenged to develop various teaching techniques in order to help students to improve their speaking skill and get higher motivation to learn English. Bringing video digital camera into classroom can shape new trend in English language teaching. Nowadays people are engaged with technology, particularly young people called digital native love to do any activity by using their handed devices such as digital video recorded, smart phones, and tablets. This paper introduces the use of digital video camera in the classroom. It believes that digital video camera is easier to use to record any kinds of student’s activities and playback to view student’s performance. Hence, Video camera can be an innovative way to help students better in speaking skill.

Keywords: Digital video camera; speaking skill; performance.

Introduction
As a language skill, speaking is one of the productive skills that must be mastered by the students. People may often judge our language competence from our speaking rather than from any of other language skills. If the students do not perform well in their speaking, people will judge them as unsuccessful language learner. Most students think that speaking is often considered as the most difficult skill to be learned. Although, they are aware that speaking is one of the most important skill to be developed and they also consider it as the most challenging skill to acquire.

Since English growth as an international language of communication, there is clearly a need for many students to speak and interact in any situations through the language. It shows that speaking skill is required in order to make students able to communicate. They can able to express their idea when they use the English in the outside world in any situations, such as be foreign travel, business, and other professional reasons. It also becomes one of the evidences that students’ English mastery is speaking. Consequently, as language learners, they must be able to speak the language that they learn

In classroom, teaching speaking may seem difficult and high challenge. Teachers often face problem from the students. They are particularly reticent in speaking activities and when asked to speak English, especially when making presentation, some students afraid and nervous. This condition often caused tension.
Students lack the ability in speaking; this may be due to several factors. First, students are shy to speak. In learning process, they tend to be passive and avoid speaking because they have to think twice about the reaction of the surrounding that often not tolerant with their error and it can lead to their embarrassment. Second, students have lack of vocabularies. It can be seen that they prefer use more Indonesian words to English ones. Moreover, they often make unnecessary pauses to think of what the appropriate vocabulary items should be used when they practice speak English. Third, students cannot pronounce the word well. Because of the previous problems, students lack of involvement with the language. In other words, they lack of practice with the language. Consequently, they pronunciation is not correct and it is quietly effect to sound and meaning that can make listener difficult to understand what the speaker is talking about. And the last, grammar of sentences is one of the prominent problems that students face. They think mostly about the correct grammar while speaking. They consider that wrong grammar will make communication failure or unsuccessful.

The teachers therefore are challenged to develop various teaching techniques in order to help students to improve their speaking skill and get higher motivation to learn English. Based on these, the writers will try to discuss and propose an innovative technique in teaching speaking. The technique that will be discussed in this paper is using digital video camera. Bringing digital video camera into classroom can shape new trend in English language teaching. Nowadays people are engaged with technology, particularly young people called digital native love to do any activity by using their handed devices such as digital video recorded, smart phones, and tablets. It surely believes that video digital camera is easier to use to record any kinds of student’s activities and playback to view student’s performance. These videos can be accessed using the student or teacher smart phones or tablets. Furthermore, teachers, as well as students are now able to record or take pictures and develop a video to document a particular subject be it their learning, their experience on going holiday or any event. Then they can edit the recording and upload to You Tube.

In addition, students may able to express themselves without worry to be laughed by their friends when they make mistakes. They can feel free and have self-confidence to give performance. On the other hand video camera as a tool facilitate both teacher and students in teaching and learning process and also create the activity in the classroom more meaningful and enjoyable. Hence, Video camera can be an innovative way to help students better in speaking and performance skill.

Review of Related Literature

The Nature of Speaking

In understanding the nature of speaking, some theories about speaking are given in this part. It is expected that these theories will provide the readers with general description of speaking concepts and definitions. McDonough and Shaw (2003, p.134) states that as a skill that enables us to produce utterances, when genuinely communicative, speaking is desire and purpose driven. In other words, we genuinely want to communicate something to achieve a particular end. This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and or solving particular problem; or establishing and maintaining social relationships and friendships. To achieve these speaking purposes we need to activate a range of appropriate expression.

According to Richard and Renandya (2005, p.201) speaking is used for many different purposes, each purposes involves different skills, such as established rapport, or to engage in their friends to seek or express opinion, to persuade someone about something, or clarify information. Hornby (1974, p.826) states that “speaking is the way of one in giving his/her opinion without hesitation or fear”.

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In addition, Nunan (2003, p.48) reports that speaking is the aural/oral skill because it consists of producing systematic verbal utterances to convey meaning. Moreover, Widdowson (1978, p.54) states that speaking is an active productive skill and makes use of oral production communication through speaking are commonly performed face to face. Hedge (2000, p.261) says that: “learning to speak competently is a complex task. It involves the mastery of grammar, vocabulary, pronunciation, and fluency”.

Based on the explanation above, it can be concluded that speaking is a productive skill that must be mastered by the students in learning a language. They are able to give their opinion to the others and express their feelings in speaking without hesitation or fear of mistake. Moreover, they are going to be known by the others because of their speaking skill. It is also one of the verbal utterances to convey the meaning and it can be applied in face to face contact. And the last, it is a complex task because it involves the mastery of grammar, vocabulary, pronunciation, and fluency. By mastering those students can speak in order to give their opinion or idea and express their feeling without hesitation. They can also use speaking for any different purpose.

**Teaching Speaking**

Students may not ignore speaking even though they have some problems in speaking. Students think mostly about their mistakes, shy to say something or nervous to speak because their English is not good. Actually, as long as they speak a mistake is not counted as failure in learning. They must be involved with the language. In other words, they must practice with the language. They must be able to seek out opportunities to use the language in any situation particularly in real communication not must in correct grammar. Real communication is they can understand the expression is being uttered each other even though their grammar is not correct.

The English teacher should take these problems into consideration when he or she teaches speaking. Teacher can overcome these problems using the suggestion given by experts. Penny Ur (1997, p.21) suggests that to use group work. The shy learners normally are reluctant to study individually. They like to be more silence or as listeners than speakers. But, if they are in group it will make their confident increase and have good spirit to argue each other in groups. Thus teacher can give some instruction or training in discussion skills and keep the students speaking the target language in group work.

Furthermore, Brown (1994, p. 237) suggests applies speaking skill in oral language such as monologue and dialogue which involves two or more speakers. In addition, Richard (1997, p.ix) explains number kinds of activities focus on speaking. They are giving feedback, conversation, pair work, role play, group work and class activities.

Based on the theory above, it can be concluded that teacher can vary the techniques into some such as divides students into group work in order to make them active to speak in group. They like to be more listener than speaker but if they are in group it will build their spirit and confident to argue each other. Moreover, teacher requires being able to select an interesting topic to be discussed. In addition, apply monolog and dialog to students which involves two or more speakers. Then teacher is quietly suggested to give feedback about their performance.

In fact, many teachers still get difficulties in teaching speaking. However, teacher has tried to use variant technique that appropriate to solve her/his students problem in speaking class. Students are still often reticent when it comes to speaking activities. They particularly often avoid or nervous when required to speak English, and especially when making a presentation because of some reasons. These conditions may often make teacher tension.
Teacher therefore has to try a different and innovative way to solve this problem in teaching speaking.

Video is one of a number of ways in which the teacher can do a lesson away from the normal classroom setting. According to Riddell (2003, p. 235) in his book teaching English as a foreign/ second language, states that using the video brings special challenges for the teacher in terms of using equipment, but this concern should not stop the teacher from making use of this resource. In addition, video camera, also sometime called camcorder, are useful devices when we want to see the improvement of performance. Moreover, access to video brings with many advantages for both teacher and students. We can do many activities with the video. The choice of the activity will depend on the usual factors such as level of class, composition of class, nature of class, aims of lesson, age group, and time available. Video recording can use for any level and for any activities. Particularly, in language classroom it can be used to record students language used in pair work or group activities, whether they are performing self-introduction or role play or just sing a song together In English. Even some teacher also asks their students to record their own project, and then they ask to show they final project to the whole class.

These days, there more and more digital videos being recorded using various equipment including digital video recorders, smart phones and even tablet. The use of digital video camera in the classroom has seemed to give an alternative ways to improve students’ speaking and performance skill. Digital video camera can be used to enhance students’ experience in learning language, emphasize active learning, responds to different learning styles, enhance collaborative learning, increase individualized learning and self-study, and encourage greater student independence.

Discussion

Nowadays, almost people in this world, no exception to young people are keeping in touch with the smart technology such as, digital camera, notebook, tablet, smart phone, IPAD, and gadget. Even it becomes an important part from their life. They can do and get anything from their devises easily. For example, they are able to record or take pictures and develop a video even they can edit the recording by her/him and then upload to online communities such as; Face book, You Tube, and Blog in order to share their project. So, everyone can see what they do and hope it will get respond from the viewers.

Here, the writers will discuss about using digital video camera in relation to improve of students’ speaking ability. Having students to communicate in classroom, especially the low proficiency learners often caused tension. Students often avoid and reticent when teacher asked them to speak up. In many situations, students come to the class with video cameras already in their hands. Smart phones and tablets both have video camera -recording. The writers saw almost of students have mobile devices such as, laptop or notebook, smart phone, and even tablet. They love to take picture in any situation popularly called self portrait or record their activity inside as well as outside the classroom. Furthermore, they often upload and share their recording to YouTube and other online communities. They look so very happy and satisfied with their work result.

Based on thoughts, bring video cameras to classroom will make the activity in classroom completely different. Compare with traditional speaking class format it can be an alternative way to make our class more challenging and motivating. In addition use of digital video can be potentially being a powerful and effective technique in teaching. In speaking class, video can use for any activities. Brooke in Shrosbree (2008) states that another use of the video is to record the students project or performance such as; role plays, documentaries
and TV commercial. It means that video is very useful for practicing presentation speaking skill.

Practically, using digital video cameras in the classroom can give more values to the students. Meanwhile, teacher use digital camera to enhance students learning experience inside and outside of the classroom. One thing that must be believed that students love it and it will help students to become more involved with the subject at hand. According to Riddlle (2003, p.233) there are some advantages of video use for both students and teacher. Firstly, using the video gives lesson variety. This is very important for maintaining interest and motivation. Secondly, students’ interest is usually high. It is because of the fact that video is worldwide, and something students want to understand and enjoy outside the class. Thirdly, the visuals and sound make the language more memorable; context is clear. Fourthly, video can be used in a number of ways. It can be used to focus on specific language skills, as well as providing a link with earlier or later lesson.

Furthermore, the use of digital camera becomes a cognitive process. It can be seen from the reason and plan what picture to take and why those picture are needed. By recording students also provide some advantages. Students can critique themselves, see of their performance, and be proud of them. Teachers can grade later and more thoroughly.

According to Riddlle (2003, p.234) there are many activities that can be promoted to the student. Here are some way possibilities using video camera digital in classroom:

1. Role play
2. Debates
3. Mini talks (a student prepares and gives a talk on a subject of interest)
4. Surveys (example; Interviewing staff, students, or outsiders on a given topic)
5. Plays with each students taking on a role
6. Make clip or movie slideshows

In this paper, the writers would like to discuss some of activities use of videos. Particularly writers focused on two challenging activity. They are teachers made videos and students made video. Teacher made video means that teacher use the camcorder to record and view students’ performance in English. In addition, students can see how their performance, what they look like and sound that their produce. When video played students will know their lack in speaking. Then teacher get students to give comments about their friend performance or do self-correction about their mistakes in term of grammar, pronunciation, and vocabulary. Therefore, teacher can use video to help students become better speakers in English.

While, students made video means that students are allowed to work in groups to make a finish product, and give them a chance to use their smart phone or tablet. Teacher requires her/his students to make a video about their activity inside as well as outside the classroom freely. It can be forming of mini talks or interviewing native speaker or the English lecturer. Students are free to choose the theme. Teacher can also suggest students to plan and film their own project, having them do the storyboarding, write the script, narrate, film, edit and then finally show their finished big project to whole the class. So that they can see what they have done, and then get students to mark each other and provide feedback and a chance for correction.

For the activity interviewing native speaker or English lecturer, students still work in group and they need a device suitable for recording such as smart phones, tablet, or handled video recorder and get learners to prepare the list of questions. Teacher monitors and assists the students to ensure that they are developing question well. When viewing what they have recorded, teacher can supply a task for students to do while they watch.
Here, when teacher played the video to the rest of the class, to be stressed that teacher should tell them something positive about their performance. Naturally, some students do not like being filmed. So, help them build up their confidence. Furthermore, show them, how videotaping as a tool for future improvement. At that time, students can see their performance as well as their fluency and hesitation, how well they prepared, and their gesture or non-verbal behavior. Students also more harshly criticize their self than teachers do. In short, have them to look for one good point and one point to improve next time.

Riddle (2003) warning about the important notices when using video camera in classroom. The concerns about using the equipment. Then, students may not see it as real learning, so teacher should tell them what the purpose is. Moreover, teacher may have to prepare their own material and task. Students sometimes get frustrated by the stop start nature of the lesson. And the last, with very big classes not everyone may be able to see the screen properly.

In addition, Katchen (1992) also mentions a few points to keep in mind if we want to use video camera in classroom. First, if teacher chooses using school camera, make it sure it will be available at the time plan to use it. In other words, prepare your camera video before you have planned to use it. Next, know well of the equipment, practice using the camera features and function, such as panning (moving side to side), practice up and down, framing the image, zooming in and out, and other special feature. Then make it sure to adjust the lighting inside and backlight. Having made sure of that teacher know how to operate the camera.

Conclusion

Video camera is one of a number of ways in which teacher can do a lesson away from the normal classroom setting. One interesting use of video is to document and assess students’ productive performance of learning language. Moreover, in language classroom we can record students’ language use in pair work or group activities. Using the video brings special challenges for both teacher and students. Besides, the popularity of video sharing websites such as YouTube, Blog gives potential opportunities for students to display and share their videos online, and to receive feedback from people around the world. It is hoped that could be motivated EFL students.

References


DEVELOPING INTERACTIVE CD BASED MACROMEDIA FLASH MULTIMEDIA IN LEARNING TENSES AT STKIP PGRI SUMBAR

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Abstract: Understanding Tenses is still a complex problem for some students. Lecturing and reading Grammar textbook cannot supplement the students’ knowledge in the class. To complete the students’s need in mastering Tenses independently, the package of multimedia consisting animation, video, and picture is offered. Thus, this research is aimed at: (a) developing multimedia through interactive CD based macromedia flash in learning Tenses and (b) evaluating the multimedia to improve the students’ understanding in learning Tenses independently. This study is Research and Development. The subject of this research is the first semester students of English Education Department who take Grammar I. The steps of development are defining, developing, and evaluating multimedia. The findings of the research show that the software quality of multimedia is good based on the judgement of subject expert, media expert, and the first semester students who take Grammar I. This product (Interactive Compact Disk) meets the teaching objectives of Grammar I subject.

Keywords: Multimedia; Interactive CD based macromedia flash; Learning Tenses

Introduction

Due to the advances of technology nowadays, teaching learning process does not face some obstacles in some areas. Students at either university or college are able to access all of information from many websites on the internet. The students can do assignments or homework by opening some links in a quick time. Meanwhile, library visit is rarely done by some students since the thickness of books makes them not stay longer in the library. Therefore, the function of library as a source of bundles of knowledge has been displaced by utilizing technology.

Based on previous phenomena, lecturer is demanded to utilize technology advances in order to design inovative and interactive media. By providing interactive media, the lecturer will stimulate the students to be active in the class. Besides, the teaching material is able to be learnt outside the class if it is needed. It is supported by Arsyad (2002.p.15-16), teaching media aid students to elevate the comprehension, recall information certainly, arouse students’ curiosity, and grow out motivation.

The composition of media consists text, picture, photo, audio, or video. The media should be interactive and attractive. To meet interactive aspect, this media allow students to move from one topic to another topics. Besides, the attractive aspect demands the lecturer to present interesting display by combining animation, sound, music, text, or picture. The media can communicate with students directly. Hence, transferring knowledge is accessible.

Considering the importance of teaching media in teaching learning process, the lecturer ought to prepare teaching materials which are desinged interactively. In contrast, based on interview with some lecturers who are holding Grammar Subject at STKIP PGRI SUMBAR, the students are assigned to work on the textbooks or handbook. In addition,
lecturing is still most favorite technique that is implemented by some lecturers. Even though reading textbooks and lecturing are continuous activities in the class, some students assume that those activities help them in comprehending the materials in the class. On the contrary, some students still expect to keep in touch with interactive media designed by the lecture himself or herself.

One of teaching materials in Grammar 1 Subject is Tenses. In general, Tenses are divided into three sections, that is Simple Present Tense, Simple Past Tense, Simple Progressive Tense. Definition of each Tenses dan the verb included in the sentence assists the students to differentiate Tenses, yet the students still face obstacles in doing some assignments. In fact, translating English texts into Indonesia version is polemical for most students. The results of translation don’t make sense and confusing. Moreover, while they are having English conversation, they hesitate in choosing appropriate verbs based on some contexts and time. This condition is proved by Grammar Testing done by 111 students within three classes. It shows that only 7 students who get A (range of score = 81-100), 35 students get B (66-80), 61 students get C (56-65), and 8 students achieve D (45-55). In conclusion, 42 students are able to understand three Tenses deeply and 69 students have poor understanding.

To overcome these problems, the lecturer needs to design innovative and interactive media. Therefore, The students are attracted to learn Tenses either inside or outside the class independently. The students not only remember but also recall every single information. They can be reinforced by answering session through finishing quiz or assignments included in this product of multimedia. Based on this background of this research, the researchers limit discussion on developing interactive CD based macromedia flash in learning three kinds of tenses that is Simple Present Tense, Simple Progressive Tense, and Simple Past Tense for the first semester students at STKIP PGRI SUMBAR. Dealing with the limitation of the research, the research questions are:

a. How is the development of interactive CD based macromedia flash in learning three kinds of Tenses for the first semester students at STKIP PGRI SUMBAR?

b. How is students’ motivation in learning three kinds of Tenses for the first semester students at STKIP PGRI SUMBAR?

c. How is students’ attitude in learning three kinds of Tenses for the first semester students at STKIP PGRI SUMBAR?

**Multi Media**

Multi media consists of text, picture, photo, audio, or video. Dicky (2009) states that format in presenting multimedia can be divided into five, they are: a) tutorial. This format is used to present learning material which is usually used by the teachers or instructors such as text, static or movement picture and graph. b) drill and practice. This format is aimed to train user, so the user is able to master the concept of learning material. This program is completed by the correct answers and detail explanation until the user can go forward to see the final score. The display of final score measures successful level in answering the questions provided. c) Simulation. It represents dynamic process which occurs in the real world such as simulation on plane crash, business bankruptcy, or nuclear disaster. d) Training and experiment. This format is alike simulation, but it is related to experimental activities for instance in science laboratory. This program provides tool and picture of ingredients then the user can do experiments based on the instructions given. e) Role Play. This format gives opportunity for user to learn material as if the user play it.

Therefore, drill and practice is suitable with the researcher who design interactive CD in understanding Tenses in Grammar Subject.
**Interactive CD based Macromedia Flash in Learning Tenses**

Interactive CD is a media on multimedia format which is designed on a CD (Compact Disk) that consists of interactive application. CD Rom (Read Only Memory) combines voice, video, text and program on CD. The interactive CD can be used alike navigation system on the internet. Interactive CD is offline, while internet is online. Besides, Macromedia flash 8 is software which is designed to create animation vector based which is smaller than video file is. Tenses can be defined as an event can occur in present, past and the Future (Cysco). It is different with Indonesia structure. Hence, verb can indicate present, past and future. There are three main tenses in English, they are simple present tense, simple past tense and future tense. Main tense also can be divided into simple present, progressive and perfect tense. These tenses are still difficult for students in using the tenses in reading context. The researcher developed multimedia of three kinds of tenses such as simple present tense, simple past tense, and simple present continous tense.

**Research Method**

This research was Research and Development (R&D) conducted at English Department of STKIP PGRI SUMBAR on February – August 2015. Data were collected through questionnaire and observation notes. The respondents of this research was 28 students who had passed Grammar I, registered in 2014/2015 academic year. The procedure of this research could be seen as follows:

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*Figure 1. Instructional Development Model*

Data were analyzed descriptively by calculating the percentage of students’ answer from close ended questionnaire by using Likert Scale. There were two kinds of close ended questionnaire which measured students’ attitude and students’ motivation. The total items of questionnaire on students’ attitude were 24 statements. Besides, the total number of items on students’ motivation was 20 statements.

**Findings And Discussion**

**Findings**

To answer the first research question, there were some stages in developing interactive CD based macromedia flash as follows:
a. Analyzing students’ needs
In accordance with open ended questionnaire distributed to 30 students in 2014 D session who had passed Grammar I Subject on March 18th 2015, most of students stated that learning three kinds of tenses were still difficult for them. They were not accustomed to recalling information about the differences among them. Moreover, The multimedia were not available so that teaching learning process did not attract the students’ curiosity. Then, analysis of syllabus of Grammar I Subject was done in order to know the objectives of teaching Grammar I.

b. Analyzing product
In designing interactive CD based macromedia flash multimedia, the storyboard was created to describe the sketches of product. It could be seen as follows:

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**The Storyboard**

**Introduction of video**

**Cover page**
Content of material

Choose one of the four choices that you think is the right answer!

1. She _____ her dog everyday
A. To feed
B. Feed
C. Feeds
D. Feeding

Multiple choice exercise

Choose one of the four choices that you think is the right answer!

1. She _____ her dog everyday
A. To feed
B. Feed
C. Feeds
D. Feeding
c. Testing the product

The judgement from one expert who was specialized with media, two experts who were expertised with Grammar subject, and students’ response after fulfilling questionnaire were really needed to revise the product. Referring to the expert’s suggestion, this multimedia was needed to improve. First, it was better for the researcher to add the button which had function to display incorrect or correct answer.
to motivate the students to work on it independently. Second, the button for explaining menu was added to explain description of learning material, pre-test, and post-test. Next, the sentences were readable and there were some interesting formula which were easily remembered. In addition, two experts who were specialized at teaching Grammar Subject contributed that the learning materials were appropriate with the content of syllabus. After doing revision, the researcher began to explain the material by using the revised product. Then, the researcher distributed two kinds of questionnaire that is questionnaire to know how the students’ attitude is and questionnaire to know how students’ motivation is toward this revised product. The range of students’ percentage in fulfilling questionnaire about the students’ attitude was 62 – 100%, it indicated that the students were interested to learn English through multimedia and 62 – 88% showed that the students were motivated in learning English through multimedia. Accordingly, the findings of the research show that the software quality of multimedia is good based on the judgement of subject expert, media expert, and the first semester students who had passed Grammar I. This product (Interactive Compact Disk) meets the teaching objectives of Grammar I subject.

Discussion

This research and development yield a product. After designing this multimedia, the researcher consider about three essential things to do such as validity, practicality, and efficient. To know whether this product is valid or not, the researcher asked some experts who are specialized in mastering media and Grammar subject. Also, the students’ response about the product supports this research. The content of multimedia is not out of the track of syllabus. In addition, the sentences are readable and clear. Some buttons for navigating have been added to help the students to work on it. This product is practical to use since the students can recall their information outside the class or at home. Therefore, this product can influence the students’ persistence, diligence, discipline, awareness, team work, and responsibility based on the result of students’ questionnaire.

Conclusion and Suggestion

Students’ difficulties in understanding Grammar especially Simple Present Tense, Simple Past Tense, Simple Present Continuous Tense can be seen from the students’ mark in Grammar I Subject. To overcome this problem, multimedia is needed to improve the students’ ability. In designing this multimedia, the researcher analyzes the students’ needs, analyzed the product, and test the product. In testing the product, the researcher asks one expert who is specialized at designing media, two experts who are expertised at teaching Grammar subject, and also students’ response in fulfilling questionnaire. The result of this product is good since some positive responses come out from the students. Besides, it is suggested for another researcher to conduct Research and Development in designing multimedia for another subjects at college or university. Therefore, the students are accustomed to learning some materials independently without having guidance from lecturer.

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WESTERNIZING OF ISLAMIC CONCEPTS: ANTHROPOLINGUISTICS ANALYSIS ON ENGLISH TEXT BOOKS AT ISLAMIC HIGHER EDUCATION

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Abstract: English is a subject that every student takes minimum four credits for English I and English II at IAIN Padang. In teaching English I and II which are depicted from the syllabus, teachers design their class toward Islamic English. Students are expected to have skills mostly for reading and speaking. Teachers use text books whose orientation is English for general purposes and Islamic English. The use of materials taken from internet becomes supplementary sources that are easily employed by teachers. Some teachers admit that bunches of sources available on websites come up to another problem of selection since their understanding on Islamic terms and concepts is inadequate. Creating of a teaching media, in this case of a text book, has become a challenge for them of considering the global use of English and their responsibility to the circumspection of implementing Islamic value. It is now popular to use the term of “veil” instead of “hijab” or “calling” rather than “azan”. The terms usage is derived by the dictionary translation but not a cultural translation that not all words have meaning equivalent across cultures. Therefore, this article puts forward the evaluation on English text books for Islamic English teaching at Imam Bonjol State Institute of Islamic Studies of Padang. An anthropolinguistics approach was applied to reveal the westernizing of Islamic value which result a dissonance of language use in the text books.

Keywords: Islamic English; Islamic Terms; Westernizing

Introduction

Every semester Imam Bonjol State Institute of Islamic Studies of Padang (IAIN Padang) distributes around forty to fifty classes of English Subject. English I, mostly the general English, is distributed at the odd semester and English II, at a specific purpose derived from each department objective is distributed at the even semester. Both of subjects are 2 credits (sks). Students are also registered to take an intensive English class where they are introduced into Islamic English as well as improving their skill in speaking and reading. Teachers provide the learning with general English text book such as English Grammar, Interchange, Interaction, American Breakthrough, and Islamic English. Some of them also supply the class by the material taken from website such as islicicity.com. The lessons are aimed at the competence in using English in Islamic context and Islamic teach as well as their understanding and competence in English language itself. The progress of teaching and learning has to come to an evaluation of the actual language use as the students interact with the foreigners. Students should be able to explain Islam as a religion concept and the Muslims accordance with their concern in Islamic studies. The use of inappropriate Islamic terms may turn to ambiguity, misleading, or a broken communication. Last semester evaluation, teacher’s discussion released some obstacles in teaching Islamic English especially the terms. Therefore, this article gives an analysis on the using of Islamic terms which considers the circumspection on the carrying the values of Islamic teach into an English translation or idioms.
The analysis will make use of anthropolinguistical approach which derived from concepts derived from the Whorfian tradition. According to Black (1959), Gilbert and Key (2006), there are ten points than notified from Shapir-Whorf Hypothesis. Whorf has committed the following proposition: (i) Languages embody "integrated fashions of speaking" or "background linguistic systems," consisting of prescribed modes of expressing thought and experience. (2) A native speaker has a distinctive "conceptual system" for "organizing experience"; and (3) a distinctive "world-view" concerning the universe and his relations to it. (4) The background linguistic system partially determines the associated conceptual system; and (5) partially determines the associated world-view. (6) Reality consists of a "kaleidoscopic flux of impressions." (7) The "facts" said to be perceived are a function of the language in which they are expressed; and (8) the "nature of the universe" is a function of the language in which it is stated. (g) Grammar does not reflect reality, but varies arbitrarily with language. (io) Logic does not reflect reality, but varies arbitrarily with language. Of this perspective, the use of dictionary translation of the Islamic terms such pray, fasting, veil, and etc may ignore the words conceptualization is based on the value of native culture or basic value. It is not simply a relativity that could violate the origin and the meaning which leads into a cultural practice. The research was carried from three text books which are used mostly in teaching English I and English II. A content analysis and linguistics approach toward text and discourse are use to analyze the data. Formal and informal method was applied to present the result of the analysis.

Theoretical Review and Method

Language can be seen as a form of culture. It has functions as a medium for communication that reflects pattern of thought and system of social life. A strong relation between language and culture that are mainly discussed in different discipline, linguistics and anthropology, promote an interdisciplinary study that is Anthropolinguistics. This interdisciplinary study focuses the study of speech and language within the context of anthropology (Hymes, 1963:277) and according to Duranti (1997:2) this study mainly focuses on the study of language as a cultural resource and speaking as a cultural practice. These concepts slightly are in the frame of cultural studies but this article frames anthropological linguistics as a sub-field of linguistics which is concerned with the place of language in its wider social and cultural context, its role in forging and sustaining cultural practices and social structure (Foley, 1997: 3). In discussing the text book for Islamic English the idea of linguistic relativity that is derived form the Sapir-Whorf Hypothesis is becoming the main analysis.

There are some points to consider dealing with the linguistics relativity that there are certain thought of an individual in one language that cannot be understood by those who live in another culture; secondly, the hypothesis states that the way people think is strongly affected by their native languages (Paul Kay & Willett Kempton,1984). They also give assumption and claim on linguistic relativity that are:

a. People of the world have developed different way of viewing the world
b. Language differences reflect differences in culture.
c. Language differences reflect differences in conceptual structure.
d. Language can create some aspects of reality.
e. The conceptual system underlying the language that a person speaks will affect the way in which that person thinks about the world and, accordingly, the way in which that person will reason when solving problems.
f. Language differences affect our daily, automatic thinking, rather than what we are capable of thinking about.
g. The more frequent and automatic the word or grammatical form, the more it potentially affects what we observe in the world and how we reason.

From these assumptions and claims Whorf and Sapir argue that people try to cut up nature and organize it into concepts and ascribe significance as they do, largely because of absolutely obligatory patterns of their own language. He also argues that the world is presented in a kaleidoscopic flux of impressions which have to be organized largely by the linguistic systems in our mind. As well as Sapir also states that meanings are not so much discovered in experience as imposed upon it because of the tyrannical hold that linguistic form has upon our orientation to the world.

Islamic English text books are a form of cultural evidence of ideas which consist of Islamic value. It is important to notice of Islamic value and Islamic culture which are expressed in the frame of English, basically has no Islamic value, and could be failed in caring the Islamic value or culture.

Findings and Discussion

The analysis is conducted from the three text books that are “Islamic English” (2005) by Muhibbin Syah, “English for Islamic Studies” (1995) by Djamaluddin Darwis, and “English for Islamic Students” (2000) by Arwemi. These three books are organized by presenting reading texts that is related to Islamic content and Islamic history. The text book written by Syah consists of 22 reading text with various topics. Darwis put 29 reading text in the book which each chapter begins with a passage. Arwemi (2000) included 25 reading text in her book. Each book gives reading comprehension questions, vocabulary explanation and grammar review. The organizing of these text books are based on the orientation of reading that come to purpose as the main input for Englizing of Islamic content.

<table>
<thead>
<tr>
<th>Text Book</th>
<th>Islamic Religion Content</th>
<th>Islamic Studies</th>
<th>General Content</th>
<th>Muslim Writer/Editor</th>
<th>Non Muslim Writer/Editor</th>
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<tr>
<td>Islamic English</td>
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<td>10</td>
<td>5</td>
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<tr>
<td>English for Islamic Studies</td>
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<td>12</td>
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<td>Not mentioned</td>
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<tr>
<td>English for Islamic Students</td>
<td>6</td>
<td>9</td>
<td>10</td>
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The first book gives more Islamic studies content which written by half Muslim writer and non Muslim writer. The second book explores more Islamic religion content than Islamic studies which are more in Islamic history as a religion and culture. The third book has more general content which has no discussion with Islamic teach.

A text which is produced by a non-Muslim writer about Islam and Islamic value/culture could be a reinterpretation product from their system of thought. Subconsciously, the writer did the new framing of Islam which is prospective to the westernizing, where their native language is English. It can be seen from the text such as “Muhammad and Islam” which is written by Belinda Hollyer. There is also a text entitled “Community and Ethics” which is written by Warren Matthews. The last example is the text about war dan Human right in Islam which is written by The Australian Federation of Islamic Council. It is believed that interpretation of a
value would be different as a effect of basic value owned by individual. This basic interpretation of something-for example value and symbol in a culture- known as etic and emic. Muhammad is mentioned as a massager or a prophet. The meaning of Muhammad would be different between Muslim and non-Muslim where the involvement of faith which constructs the value for Muslim contributes the meaning of Muhammad as a person. Muhammad could be reinterpreted by non-Muslim as a new perspective such as “... He received revelations from God through Gabriel, and these revelations formed the Holly Quran, the sacred book of the religion called Islam...” The meaning of ‘form’ can show various interpretations of what Muhammad did and related to the existence of Al-Quran which was compiled by caliph. The interpretation of word ‘form’ come to the precise meaning for them who has adequate understanding to Islamic teaches.

... As a general faith, a Muslim believes in Allah with all his names and attributes, and he accepts all his commands. There are ninety-nine attributes and names of Allah and a Muslim believes in all his attributes... (Darwis, 1995: 26).

The author uses the word ‘attribute’, a noun, to describe the characteristics of Allah, god almighty. According to Merriam Webster, attribute(s) means a usually good quality or feature that someone or something has. Unless, the identification of Allah by the characteristic and the description of him is more to the abstracts description. The use of the word ‘attribute’ may come to concrete feature of Allah. The best word should be used to represent the word ‘sifat’ is the word ‘nature’ in English. According to Black (1959) if we were to accept the view that reference to somebody's-having-a-concept-of-something is a compendious way of talking about certain related capacities to distinguish objects, to respond to them differentially, and especially to talk about them, we might agree to regard "thinking as the [a?] function which is largely linguistic" (p. 66). But having-a-concept cannot be straightforwardly identified with ability to use the corresponding word. Another example of this related case is the use of word ‘faith’ to represent the concept of ‘iman’ in Islamic value.

There are some words that have no basic system in the western culture but the authors try to find the representative lexicon that could express the value of Islam and Arabic culture. These are the words: veil, calling, alms/charity, pray, fast, pilgrimage and etc. The word ‘veil’ is derived from the Christian tradition in the middle age and the description is a piece of cloth or net worn usually by women over the head and shoulders and sometimes over the face.
‘Veil’ has origin from the Middle English which is derived from Anglo-French veil, see picture 1 and 2. The word veil is originated from the word *vela* in Latin, and *velum* for its plural form. The use of veil to define or to represent *hijab* is something misconception. Some western people tend to use the word ‘*hijab*’, from its original culture (Islam), instead of the use of veil. The respect of different culture will express something in different word is becoming to the consideration of choosing the correct interpretation of Islam culture and value into English one. The use of the word ‘veil’ represents the westernizing of Islamic culture and value.

Other terms that seems to lose their origin are pray, fast, and calling. Pray has meaning as to speak to God especially in order to give thanks or to ask something; to hope or with very much for something to happen; to seriously ask (someone) to do something (Merriam Webster online dictionary). Fast means the state of between meals usually separate by asleep that can be understood by the word ‘breakfast’. This word does not fit to represent the fasting in Islamic teach (syiam). It happens also to the word of calling as represent of *adzan*, a sound to notify time for *shalat*. There is also a different meaning between *sedekah* and *zakat*, but the same term is use by the representing of word ‘alms’. ‘Alms’ has close meaning to charity which is given to the poor as a blessing. *Zakat* and *Sadakah* have specific rules which are guided from the Islamic teach.

English that can be assumed as a representation of western expression does also simply express the value of religion of its majority, Christianity. Meanwhile most of Moslem countries use Arabic. Acquiring the Islamic value by other countries which are not originated by Arab culture will adopt the exact term use in Arabic, for example for Malay language. The terms of *zakat* or *wakaf* does not meet its basic value if it is translated into word “charity” in English. The tradition or the organized behavior of giving charity for western culture that is assumed different to Islamic concept of *zakat* and *wakaf*. This example, in a further interpretation, supports the statement that it is impossible for a culture translation because the root of the value which is lead by the nature might be violated.

The idea of westernizing does not mean as the framing of Islamic concepts from the Christianity form. The use of the terms is assumed as a translation process which less consideration of the value that lead in to a religious practice in both religions. Over generalization and misuse of some terms such as veil, pray, and charity could reduce or delude the original values which are originated from the Islamic teach. The failure of these terms in representing the origin meaning could me measured by how it is understood by the reader or hearer which has no understanding on Islam and for further evidence it could be evaluate by how the terms are manifested into practices in real religious act by one who read or hear them.

**Conclusion**

Few Islamic terms use in the three text books are failed in carrying the values of Islamic teach into an English translation. It is happening as the act of literal translation of the general uses of English register for religious field. The uses of Arabic original terms which carefully bring the origin of value of the Islamic teach are preferable. Authors and teachers who teach Islamic English are suggested to consider the meaning and the value of the Islamic terms by exploring the origin of each lexicon by cultivating the historical, cultural, and Islamic values that is bounded in the terms.
Reference
SUCCESS IN SECOND LANGUAGE LEARNING:
WHAT THE STUDENTS DEFINE

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Abstract: Defining success is a difficult and elusive task. However, every student has their own definition of what success in second language learning is. Triggered by the question in Saville-Troike book *Introducing Second Language Acquisition* (2006), this paper is aimed in describing the definition of success in second language learning from students point of view and their arguments behind the definition. Jambi University Students who took Second Language Acquisition course in 2014 academic year were the respondent of the research. The definitions were grouped into three categories: know the basic rule of the language, speak fluently like native speaker, and use the second language to communicate. The definition and its argument reflect the student’s goal in learning second language.

Keywords: Definition of Success; Learning; Second Language

Introduction
All normal children with a normal upbringing are successful in the acquisition of their first language. However, in second language learning, learners are greatly varies in their success. In the same classroom setting, for example, some students progress rapidly while others struggle along slow progress.

Individual learner differences and success in second language learning are not new topics. Many researchs were conducted to find out the personal characteristics of learner that make one learner more successful than another. But what does it mean learning a second language successfully?

Indicators of success and how to measure them are at the center of controversy. Lightbown and Spada (2000) stated that the study of individual learner variables, such as motivation, aptitude, and intelligence, is not easy and the result of research are not entirely satisfactory due to the fact that these learner variables interact in complex ways and partly because of the lack of clear definitions and methods for measuring the individual characteristics. Is student with high motivation the one that success in learning second language? Is high intelligent student more successful than those who has great motivation and aptitude?

In Alsayed study (2003) determining successful language learners was done on basis of the subjects’ IELTS scores. So, is having high score on IELTS the descriptor of a successful language learner? Or, getting the highest score in TOEFL is the descriptor of successful second language learning? Clear definition of success in second language learning is needed, not to measure learners characteristics but to help us understand learner differences in learning. Whose definition of success? The definition that comes from the students themselves.

This research was triggered by a question in Saville-Troike book *Introducing Second language Acquisition* (2006). It asked how the students define success in learning second language, whether per the initial rate of learning, per the ultimate achievement, or per closeness to native (native-like) pronunciation and grammaticality.
In the classroom discussion of a Second Language Acquisition course in Jambi University, different answers were obtained. It seems that different ability have different form of definition. Some students answered the question completely with their arguments while others simply say “I don’t understand”. This classroom discussion was used as a preliminary data for a research about success in second language learning.

Future research will need to find ways of ensuring that learners’ verbal reports of their beliefs reflect their actual beliefs, and of investigating what effects different ‘philosophies’ have on learning outcomes (Ellis, 2000). This paper will not describe the characteristics of a successful language learner. Instead, it is a description about the definition of success in second language learning itself which reflect the students belief and goals.

Success in Second Language Learning and Individual Differences

Second language means any additional language a students learns after his/her first language. In this paper it refers to English because all respondent of the research define the success of learning English as an additional language to their first one.

What is success? In Merriam-Websters dictionary success is a) degree or measure of succeeding, b) favorable or desired outcome. In general it is the achievement of something desired, planned or attempted. However, based on the preliminary data different student has her/his own definition of success. Differences among individual learners may lead to differences in their learning success.

Individual differences in second language learning, principally foreign language aptitude and motivation, have generated the most consistent predictors of second language learning success. Harmer (2007) mentioned about success in his book The practice of English Language Teaching: ...success is a powerful agent for the sustaining of a student’s motivation. If they achieve identifiable goals, our students are likely to remain engaged with what’s going on. ...Teachers need, therefore, to manage for students success. For Harmer success is the power for learning motivation, not the result of motivation itself as Gardner has stated (in Gass and Selinker, 2008). Different from Harmer, Bialystok and Hakuta (in Saville-Troike, 2006, 172) wrote that the learners’ diverse experiences and goals produce different results in their L2 acquisition. The learners differences in goals and outcomes cannot be classified as more or less successful, only different.

The study of Naiman, Frohlich, Stern & Todesco and Reiss (in Ellis, 2005) have indicated that there are five major aspects of successful language learning. They are 1) a concern for language form, 2) a concern for communication (functional practice), 3) an active task approach, 4) an awareness of the learning process and 5) a capacity to use strategies flexibly in accordance with instructional requirements.

However, basic disagreement remains in the definition of relative success in second language learning. Since the definition of criteria for success depends on theoretical orientation, drawing general conclusions is difficult without common criteria for evaluation (questions, methods of assessment, and interpretation of findings).

When success is measured only in relation to norms of native speakers, it will be problematic considering the ethical issues when it is used as a determining factor in access to educational and economic advancement (Saville-Troike, 2006). Adopting ‘native-like’ pronunciation as goal may be considered ‘imperialistic’ for particular learners whose goals for second language use do not include identification with native speakers of the language nor membership in its native speech communities.
A number of individual and social factors strongly affect ultimate learning outcomes. Most of the factors cannot be controlled. The implication for language teaching is that to recognize the factors for efficiency and effectiveness of second language development such as considering the goals that learners have for learning a second language, students' definition of success.

Method
This is a descriptive qualitative research. The participant of this research were all fourth semester students who took Second Language Acquisition course in 2014/2015 academic year in the English Study Program of Jambi University. They were 80 participants all.

What is the definition of success in second language learning and what argument base the definition are two questions being answered in this research. The data was obtained by asking the students to answer two open questions: “Do you have your own definition about success in language learning? If yes, what is it and why do you define so?” They answered them in written form. These self-report data then be grouped into their categories. To overcome the problem of reliability of the data, the same question were answered by the same participants in two different occasions. They were also discussed in different meeting.

Finding and Discussion
From written responses there are various definitions and arguments were obtained. In the following discussion, some prominent answers from the respondent were quoted as it is. No editing has been given on its content, structure, or language. The data were grouped into three main definition: 1) know the basic rule of the language, 2) speak fluently like native speaker, and 3) use the second language to communicate. There are also exceptions in the data and is grouped into other responses. Most students define success per ultimate achievement and per closeness to native pronunciation and grammaticality, not per initial rate of learning.

In the classroom, the research questions were discussed. Similar answers were gathered. Some students said that success in learning second language is when you can speak like native speaker. Others debated that successful learning of second language is when you can use the grammar of the second language with minimum mistake. All of them agree at last that success means be able to use the language for communication needed whether oral or written. However, almost all students said that they were not success yet in learning English as second language.

Know the Basic Rules of the Language
The first definition, that is know the basic rule of the language, was defined by only a few of the students. In their definition they use the word ‘know’, the very basic ability in Bloom taxonomy. The argument behind definition show that they were influenced by structural linguistics. The emphasis is given on grammatical rules and linguistic components. The students concern language form as aspect of success. Misunderstanding was shown in their given argument. For them knowing the form means the ability of communicating such as defined by (1) below.

(1) In my opinion the definition about ‘success in language learning’ if someone know the basic of language such as grammatical structure. When someone success in language learning, they already know about morphology, syntax, phonology, and semantic. Why? Because when we know all of them we can communicate, read, and do another stuff in second language.
I define my success in language learning by I know how to speak my L2 fluently, have a good grammar, and able or even master in all linguistic components such as syntax, morphology, semantics, etc. I define these because I believe that people who are able in what I said above are already success in language learning.

Different from the written response, in the classroom discussion, more students agree in the ability to use basic rule of the second language as part of success. But they said that the pronunciation should not like native as far as the participants of the communication get the message conveyed. In addition to the difficulty to pronounce like native, it gives a feeling of being colonized.

**Speak Fluently Like Native Speaker**

Speak fluently like native is defined by more students than know the basic rules of the language. Some definitions do not only put speak like native as a definition of success but also give an additional argument that reflect the soul of a teacher. Success for her when she is able to teach others to success in language learning.

(3) I feel success if can communicate with the language like native. And not just can communicate but also know places the words or sentence depend on condition. If I can do good choosing the words when I communicate with people, because I am not just learn the language but also learning how teaching language. I feel success if I can teach the language to other and make them have knowledge about that, and finally I can make the other person success in language learning.

The other respondent define succes as the outcome of her learning after following the learning process; whatever it is, like in (4) and (5) below:

As far as the goal become true, it is the success. This definition is a little bit influenced by Selinker, interlanguage.

(4) Success in language learning is when our goal in a specific language become true. What I mean here when I started to learn English, my goal is I want to speak fluently like native speaker. When I already can speak English like native with a good pronunciation, and can put words together in right grammatical form. I define so because when we acquiring a language we already have initial state, then we learn in process, it is called interlanguage, and the last is final state that we can say it as success.

(5) The outcome from what we learning. We can say that our language learning is success when we know the process. We should do something to learn like make group discussion. Take the private and so on.

**Use the Second Language to Communicate**

There were not all students stated that success in second language learning means able to speak like native speaker or knowing basic rule of the language. For most of them, can fulfill their needs of communication is success, even without IELTS score descriptor as described by Alsayed (2003). The students added that success in learning second language also deal with socialization and culture.

(6) I keep in my mind about success princip in learning a L2. Success for me is: If I can speak and communicate others people using a L2 as a native speaker, not only that point but also I know the culture of that language and I can socialize it with many people. Why I said that? Because when someone only can speak with L2 but cannot learn or socialize the culture, its same like you got nothing in learning L2, because when we speak about new language or L2, we cannot learn just the language, but the culture too, because language develop in culture. (ade eva)
My definition about ‘success in language learning’ is a condition when a learner is already able to use the language to communicate. If a learner know only the structure, grammar and other aspect of language but he/she cannot use the language it mean that he/she not success yet in language learning. My reason why I define it like this because I believe that language is a tool to communicate. And if someone only know the details of it but does not know how to use it then it would be useless.

Success in language learning for me is when I can immediately speak my L2 without hesitant, and I know many vocabularies and remember it, also when a native speaker speak I can understand what they’re talking about. Success, for me, when I can reach what I want to get when I start to learn language.

Success in language learning is when the learners are capable to use the language by speaking and writing. Because communicate not only about speaking but also writing. Success is very simple for a few of the student, like ability to write letter or type a message on phone; daily use of communication. Although it is very simple it reflect the respondents learning outcome.

When we want to write a letter or type a message on the phone, we should know what we want to write. As well as when we want to speak, we should know and understand what we want to say

My own definition about success in language learning is when I can master the four based English skill and I can use it actively without obstacle. Somebody who can be talk ‘success’ in language learning when they can use their skill balance with process input which they get. And they can share it to other learners confidently

Other Responses (Exception)

Out of the above three groups of definition there are students who stated their answer in different ways like (12), (13), and (14) below:

(12) Kita akan lebih mudah berkomunikasi dengan budaya lain Dengan kemampuan bahasa kita bisa bekerja di luar negeri

(13) have motivation to learn very hard in order to what we want to get achieve.
After have motivation we can achieve our success.

(14) I don’t have definition about success in language learning because I can’t find way to learning second language.

In (12) the student did not use English for her definition. However it is implied that success for her is easiness in communication. In (13), like Gardner (in Gass and Selinker, 2008) the student mentioned motivation as the requirement of success, but did not define success itself. However, her goal in learning the second language was clearly stated. On the other hand, in (14) one student directly sated that he does not have definition of success in second language learning. The reason is because he can not find way to learning second language. The way he answered the question show his motivation and ability. Based on observation in the classroom learning, the student is one of the weak. In an informal conversation he said that he has a family problem. The implication is that he need help in finding his goal so that he would be more motivated on his learning.

Conclusion and Suggestion

Success is the accomplishment of an aim or purpose. So when defining success in second language learning it means the accomplishment of the learning purpose itself.
Learning L2 involves the acquisition of the knowledge of the second language. This is a commonsense view of learning that has implications for how to teach, to present, to assess the standard goal. But individual differences in defining learning success tell us not to set the standards by ourself. Why force the students to reach high standard when their definition of success in L2 learning only to involve in simple communication in easy everyday need? Why ask them to get 500 on Toefl score when success is not laid there based on their definition?

References
AN OVERVIEW OF BLENDED LEARNING: A NEW TREND OF LEARNING MODEL FOR ENGLISH TEACHING AND LEARNING

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Abstract: By the fastest developing of the technology nowadays, many lecturers try to find out the new trend of learning model to make the students interested in learning. This paper highlights the components of blended learning. They are concepts, principles, the instructional methods, and the advantages and disadvantages of blended learning. The theories of concepts and principles of blended learning are based on the Thorne (2003), Bersin (2004), Oliver and . Meanwhile, the theories of the instructional methods (synchronous and asynchronous) are from Woodal (2010). The advantages and disadvantages of blended learning are from Hofmann (2011). After showing the theories, the paper relates it to the English teaching and learning process. Teaching and learning English as a subject of the courses challenges any teacher and lecturer to make a comprehensive and interesting lesson plan to be applied for the English subject learners. The lesson plan is the combination between online learning and face-to-face learning. Online learning model uses learning management system (LMS). Meanwhile, face-to-face learning model uses collaborative learning strategy. By showing the lesson plan, it can be seen that blended learning, indeed, is a new trend learning model in English teaching and learning process.

Introduction

Teaching English in State Polytechnic of Padang is still focused in teacher-centered and traditional way. Teacher and students sit in a classroom; teacher delivers material by presentation, giving classroom paper-assignment and written test as evaluation. The students are not actively involved in finding the idea of what they are learning and expand their knowledge. They really depend on the lecturer explanation and module given. They don’t have willingness to find the concept and practice it by themselves both inside and outside of the classroom. Meanwhile, higher education needs the students’ involvement, participation and creativity, especially in English learning.

Then, some teachers use traditional way in delivering the material. Not all of the teachers use technology, such as excellent wireless connection facilities provided by the campus for their supported facilities or main facilities. Teacher tends to use blackboard and marker as the equipments to present information for the students.

In addition, most of the students in Polytechnic State of Padang, particularly in Telecommunication Engineering class, have a low level of vocabulary mastery. There are some factors contributing, for examples: lack of resources, lack of practice both inside and outside of the classroom, lack of information how to do an autonomous learning. They only have a time for a half an hour to study in classroom in exposing themselves for English practice.

So that, teachers need strategy to encourage such students in studying English i.e. a strategy that is the student’s way of life and interest. Nowadays, teenagers are really closed to the technology updates, developments and tools, like computer, tablet and internet. They spend their time in front of the computer for hours, whether to chat with their friends, to play online games, downloading books or many others. They even use internet everywhere and anywhere in their tablets to access and do many things.
Teacher may relate these students’ interest to their instruction, in order to get students motivated and actively participated in order to develop their English skill. They will be pleased and enjoy in studying if the learning model closes to their habit or world. One of the new trends of learning model in English teaching and learning process is through a blending of in-class instruction and online learning. It is familiarly called “Blended Learning”.

**Concepts of Blended Learning**

Thorne (2003) conceptualizes blended learning as “a way of meeting the challenges of tailoring learning and development to the needs of individuals by integrating the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning”. Then, Bersin’s (2004) defines Blended Learning as the combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. Blended learning as traditional instructor-led training is supplemented with other electronic formats in which blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats.

Based on definitions above, the writer concludes that Blended Learning is a combination of online learning and traditional classroom by using some media. It is possible to make the students interact each other and even with their teachers to discuss the information or materials given from many sources both inside and outside of the classroom continuously.

This learning model, blended learning, also make the students to be personalized their learning. Oliver and Triggwell (2002) stated that “The point is that Blended Learning means different things to different people, which illustrates its widely untapped potential”. Not all of the students have a high intelligence and every student has a different model of learning. During the teaching and learning process, the students have the same treatments though they have different model of learning. They listen the teacher’s explanation make the task and do discussion. In blended learning model, teaching and learning also use online learning in which every student can adjust their learning model that is related to the their own strength. Some students may be good in listening and may be some of students are good in reading. This situation will make the students to review and even study the lesson many times and it must not be influenced by the time and place. By having 20-25 students in a class, it is possible for the teacher to explore the students ability deeper.

**Instructional Methods in Blended Learning**

In order to meet the desired learning objectives, it needs an appropriate instructional media. The instructional media selection process is a systematic approach and an integral component of the instructional systems design (ISD) process, woodal (2003). When selecting the most appropriate instructional media for distance learning, consideration must be given to a number of variables that may influence the selection of one medium over another. Media selection should evaluate general and specific criteria, including instructional, student, and cost aspects for each delivery technology to make sure the attainment of the instructional goal.

There are some instructional issues proposed by Holden and Philip (2010) that must be considered. They are:

a. Identification of knowledge and skill gaps
b. Effective assessment and measurement tools
c. Level of interaction (didactic versus dialectic)
d. Instructional strategies
e. Complexity of content
f. Rate of content change
g. Level and domain (cognitive, affective, psychomotor) of learning objectives

Delivery issues to consider are:
a. Audience size & distribution
b. Cost
   1. In house vs. outsourcing
   2. Availability of existing infrastructure
   3. Delivery - hardware endpoints
      - Video teleconferencing equipment
      - Satellite receivers
      - WAN/LAN system/connectivity
      - TV/monitor, display devices, servers/computers
      - Portability (smartphones, DVD players)

Synchronous vs Asynchronous

According to Woodal (2010) there are 2 instructional methods in Blended Learning, the Synchronous and Asynchronous. Synchronous (real time) is the more traditional instructional approach to online training and has instructor (or mentor) and learner available at the same time. Usually they are in the same place where all participants share learning experience and may interact with each other. It is also possible to be in different places at the same time. Method in this domain consist of Traditional classroom, live product practise (lab), interactive chat, mentoring (coaching) and virtual classroom.

Then, Holden and Philip (2010) say synchronous learning environment supports live, two-way oral or visual communications between the instructor and the student. Synchronous learning also incorporates these elements:
   a. Provides a dialectic learning environment with varying levels of interactivity
   b. Encourages spontaneity of responses
   c. Allows for optimal pacing for best learning retention
   d. Allows for immediate reinforcement of ideas
   e. Controls length of instruction when completion time is a constraint
   f. Is constrained by time, but not place

Meanwhile, Woodal (2010) defines Asynchronous (different time) means that the instructor (or in most cases, computer-based courseware) and the learner are available at different times, a benefit for self-directed learners that like to learn at their own pace and own time. Methods in this domain consist of documents and web-pages, web-based training, computer-based training, cd-rom, assessments, tests, surveys, simulations and labs, and recorded live events.

In addition, Holden and Philip (2010) say that an asynchronous learning environment exists when communication between the instructor and the student is not real-time. Examples of asynchronous instruction in a distance learning environment are the use of text materials (print or electronic), and online discussion boards where students respond to questions from the instructor or other students. Asynchronous learning also incorporates these elements:
   a. Provides for more opportunity for reflective thought
   b. Not constrained by either time or place
   c. Delays reinforcement of ideas
   d. Provides for flexibility in delivery of content
   e. May have higher attrition rate and may extend time for completion
Furthermore, Thorne (2005) one of the common media used is Learning Management System (LMS). Learning Management system is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology courses or training programs. Based on Capterra (2015), The most popular LMS are Moodle, Edmodo, and Blackboard. The use of LMS in Blended Learning because online learning activity must be trackable and manageable. The teacher can use this media that are related to the learning outcome and kinds of activity held.

**Lesson Plan**

According to Graham (2004), Blending can occur at four different level:
- Activity level
- Course level
- Program level
- Institutional level

Across all four levels, the nature of the blends is either determined by the learner or the designer/instructor.

In this paper, the writer writes blended learning lesson plan for a course level, particularly in English Classroom by having Asynchronous Instructional method. A course level blend entails a combination of distinct face to face an online learning as separate time so that they are sequenced chronologically but not overlapping.

Here is a Lesson Plan that can be applied in English face to face Classroom in Blended Learning

<table>
<thead>
<tr>
<th><strong>A. Students and Setting:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It is a Basic English Class. It is a required subject that is taken by the students on the first grade in university. The students are about 19 to 20 years old. The students in this class are majoring in Telecommunication Engineering. There are 25 students in the class. It has one meeting per week for 18 weeks in one semester .Each meeting has a half an hour.</td>
</tr>
<tr>
<td>In this class, the students’ backgrounds of education are quite varied. Some of them are from Vocational High School, Islamic High School, and Senior High School. They have different level of English fluency. The students from Vocational High School get English lesson in their high school less than those who are from Senior High School and Islamic High School. So, the Vocational High School students who come to the class are low in English Proficiency level.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Background:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>This meeting is in-class instruction and a continuation of previous online learning. The topic is “computer” vocabulary. They had already got material shared via LMS (Edmodo). They did online assignment and quiz. Based on their quiz result. The writer makes some collaborative activity plans to be applied in the face-to-face classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>C. Learning Objectives/Expected Results:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>After having this lesson,</td>
</tr>
<tr>
<td>1. The students will be able to identify the appropriate vocabulary in specific context (computer)</td>
</tr>
<tr>
<td>2. The students will be able to use the specific context vocabulary (computer) in speaking activity</td>
</tr>
</tbody>
</table>
D. Materials
List of vocabularies, vocabulary worksheet, discussion guidance list, reading text

E. Procedures / Timing:

<table>
<thead>
<tr>
<th>Teacher does/says</th>
<th>Students do/say</th>
<th>Approximated time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greeting</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Now, it’s time to collaborate with your friends and discuss in group about what you have got on online learning</td>
<td>Discussion</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Give a guided list for their discussion and vocabulary worksheet</td>
<td>Work with their vocabulary worksheet</td>
<td></td>
</tr>
<tr>
<td>Questions and answer session</td>
<td>Ask questions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Teacher listens to their presentation and observes their vocabulary mastery whether they get the intended vocabulary or not.</td>
<td>Presenting their discussion and the result of their work</td>
<td>40 minutes</td>
</tr>
</tbody>
</table>

F. Reflection
Collaborative activity in the classroom provides them an opportunity to share their content-mastery on online information that has been given by the teacher. They may discuss on what they do not understand. Teacher can monitor the students’ achievement through their presentation. Teacher can see their vocabulary-sized and how they use it in a specific context.

Advantages and Disadvantages Of Blended Learning
There are some advantages and disadvantages of Blended Learning in English Class:

**Advantages**

a. Increasing the interactions (teacher-students and student-students)

Blended learning can increase the interactions in the teaching and learning process whether teacher and students, student and students or students and teaching materials. In a conventional way, not all of the students are brave to propose questions and even have a chance to share their ideas in a discussion. It is because the time given by the teachers are limited to propose a question and to discuss. It is also supported by the condition in which some of the students are fast learners and brave in teaching and learning process. This condition will not happen in an electronic learning model.

Not only the interaction between teacher and students, but also the interaction between student and students is encouraged in traditional face-to-face teaching method. Students will be able to learn and share their knowledge with others. That kind of cooperative learning process will increase students’ rate of improvement, not only their cognitive side, but also their affective side.

b. To make the interaction is not limited by time and place (time and place flexibility)

Because the teaching materials are packed electronically and available to be accessed through internet, the students can do interaction from everywhere and anytime. So that, the tasks can be submitted to the teachers right away when it is
already finished. It is not necessary to look for the teacher and make appointments to submit it. The students will not be limited by time and place of teaching and learning place. It provides flexibility for both teacher and students in conducting teaching and learning process. The flexibility are in delivering learning materials, administering assessment in Learning Management System (online task submission, quizzes and final test). These kinds of assessment will make teacher have much more time to evaluate and grade students’ performance, and the students are able to finish their tasks from wherever they are without coming to the classroom.

c. To ease the completing and saving of the teaching materials

   The available facilities in internet technology and software keep advancing and it also makes the electronic teaching material developments become easy. So that the completeness and up-date of teaching materials can be done periodically and easily.

Disadvantages

a. Technology support

   Both, teacher and students have to be facilitated by supporting technology, like computer and wireless connection, appropriate program or computer application.

b. Ineffective use of learning technology tools can waste resources.

   If teachers do not develop the course guidelines well and are unaware of how to use the learning technology provided, teaching and learning process may not get the expected results. It is really important to find the right tools before implementing blended learning program to the class. Determine which devices and software are going to meet the needs, as well as which fit into the students capability.

c. Learners must have basic technology knowledge.

   Virtually, all blended learning environments teacher may encounter learner who are not familiar with technology. To alleviate this problem, teacher should have support on hand to teach new learners on how to operate application, program and Learning Management System used in Blended Learning.

Conclusion

Teacher should find a model and a method of delivery that is appropriate to his/her own English classroom. One of the models that can be used is the combination of the advanced technology to the traditional way; it may increase student’s curiosity in learning English. The instructional method can be synchronous in which students and teacher are available at the same time but may be not in the same place and asynchronous method where teacher and students are may not available at different times. Learner can learn at their own place and time. Teacher can applied one of the instructional method above based on their instructional goal and preference.

References


Hofmann, Jennifer 2001: Blended Learning Case Study. Available at: http://www.learningcircuits.org/
Pre-Service Teachers’ Challenges in Designing Lesson Plans: A Case Study at One State University

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Abstract: This study aimed to investigate, explore and describe what kinds of challenges and constraints that have been faced by English Pre-Service Teachers in one state university in Jambi, then also investigate how they overcame those challenges and constraints in order to design lesson plan. The participants were one generation of English Pre-Service Teachers; they were 2010 students-teachers. The theoretical framework related to the eleven components in PERMENDIKNAS under KTSP curriculum were used to guide this study. The study was designed as a qualitative case study, and involved demographic questionnaire and face-to-face interview for data collection. This research indicated that participants were most confused on designing learning activities, assessments and teaching materials.

Keywords: Pre-Service Teacher’s Challenges; Designing Lesson Plan

Introduction

Background of the Study

Lesson planning is the design of “combining a number of different elements into coherent whole so that lesson has an identity which students can recognize, work within, and react to” (Harmer, 2001, p. 308). Planning a lesson is a crucial process, because it helps teachers to deal with instruction more successfully. According to Houston and Beech (2002), effective lesson plans are necessary for teaching, lesson plans lead to improve student learning. In other words, lesson plans are likely a map for teachers to know what they would do and teach in the classroom. In other word, the development of teaching English is implemented based on teachers’ preparations and good lesson planning.

Along with the designed lesson plans which are implicitly related to the teaching process, English pre-service teachers also have contributions in order to design lesson plans in teaching practices (TP) program. But, they do not always have opportunities to observe, practice, and receive feedback on the particular teaching practice itself. In fact, English pre-service teachers at one state university in Jambi seem to have challenges and constraints in designing lesson plans although they have learned the theories, practices and rationales during coursework.

Subsequently, the study in this issue is encountered important information to develop policy and evaluate the teacher education program. So, lack of research on pre-service teachers’ voices toward designing lesson plans encourages the researcher to do a study in this practical issue.

Purpose of the Study

The purpose of this research was to explore and describe what kinds of challenges and constraints faced by pre-service teachers in designing lesson plans. Moreover, this research also aimed to investigate how Pre-Service Teachers (PSTs) overcame those challenges in order to design a good lesson plan. It was also intended to find out the possible solutions and solving strategies in designing lesson plan.
Research Questions
Based on the brief explanation in the background of the research, the following questions in this study explored every central problem which faced by Pre-Service Teachers.
1. What are the challenges and constraints faced by English Pre-Service Teachers (PSTs) in designing lesson plans?
2. What are the strategies that they applied to solve those challenges and constraints?

Limitations of the Study
This case study research has limitations. First, this research focused on English Study Program at one public university in Jambi. Second, there were only nine participants. This research focuses on one generation of English Pre-Service Teachers. They were 2010 students-teachers. They were the recent English Pre-Service Teachers from a state university in Jambi. The Pre-Service Teachers have finished their Teaching Practice in December 2013. Third, the data collection is collected by demographic questionnaires and interviews. Finally, the findings and discussions in this study were limited based on the data analyses from the participants; it limited to the research site only.

Significance of the Study
Theoretically, the findings of this study were expected to be helpful and give information to become an enhanced thing in education. Practically, significances were related to students-teachers, policy makers, next researchers and lecturers of students-teachers. The findings of this research could be help them to cover weakness of teaching TEFL and better program in the future.

Literature Review
Theoretical Framework
This study used PERMENDIKNAS RI Number 41 (2007) under KTSP curriculum which stated about eleven important components as theoretical framework. They are; Lessons’ identities, standard competence, basic competence, indicators, learning objectives, teaching materials, time allocations, teaching methods, learning activities, assessment learning outcomes and learning material resources.

Effective Lesson Plan and Its Implementation
Based on Center for Adult English Language Acquisition (2007), planning a language learning lesson is different from planning other types of lessons. An effective lesson plans are started with a goal and objectives that meet the needs of the learners and includes activities that lead, step by step, to the completion of the goal.

Previous Related Research
There are numbers of studies had been carried out to explore the challenges and constraints of pre-service teachers in designing lesson plans. One of those were Yuza (2013) also had been done with her study about English Pre-Service Teachers experiences in doing Teaching Practices. This research appeared for some themes: (1) Teaching Experience (change, contrast, and surprise); (2) Practice Shocks of English Pre-Service Teachers; (3) The Pleasant Experience and The Meaning of The Teaching Practices for Pre-Service Teachers. But, this study did not give detail concerns about each component in lesson plan based on Permendiknas (2007).
Research Method

Research Design and Approach of the Study

This study was focused on investigating and getting deeper understanding about challenges and constraints that English Study Program students as pre-service teachers have faced in order to design lesson plan after completing six semesters and do Teaching Practices (TP). Based on Creswell (2012), qualitative data collection comes out with sensitivity to the challenges and ethical issues of gathering information face-to-face. In sequence, the case study research involves the study of an issue explored through one or more cases within a bounded system (Creswell, 2007). Thus, this research was conducted by using qualitative design, and the approach was attempted by a case study.

Research Site and Access

The research site for this case study was conducted at one of two state universities in Jambi Province, Indonesia. For the access, the researcher had gotten permission from the head English Study Program and the faculty of this research site.

Researcher’s Background and Biases

According to Merriam as cited in Creswell (2007, p. 208), “clarifying researcher bias from the outset of the study is important, so that the reader understands the researcher’s position and any biases or assumptions that impact the inquiry”. It means that this study did not reflect on own researcher’s biases, values, and assumptions. The researcher completed with member checking to ensure that the data findings are accurate.

Sampling Procedures and Participants

Based on Creswell (2007, p. 125), “the concept of purposeful sampling in qualitative research means that the inquirer selects individuals and site for study because they can purposefully inform understanding of the research problem and central phenomenon in the study”. As a result, the participants of this study were pre-service teachers, the English study program students which have the experience of study to conduct lesson plan in TEFL and Teaching Practices (TP) courses based on purposive sampling. Dornyei (2007) said that purposive sampling can follow a number of different strategies depending on the research topic and setting. Then, the researcher used one of them which assume a profile targeted attributes; typical sampling.

Data Collection Procedures

Based on the explanation of this way, the data were collected by doing demographic profile questionnaire and in-depth interview. Researcher used demographic profile questionnaires as the first method in data collection. For the second method, the researcher used interview in collecting the data as the most often method usually used in qualitative inquiries (Dornyei, 2007).

Trustworthiness

To prove trustworthiness, the researcher used Lincoln and Guba (1985) theory; first, this study was took prolonged engagement and repeat interviews (Creswell, 1998; Merriam 1998). Second, in member checking, the researcher was delivered the transcript and also data interpretation to the participants to verify the feedback of the accuracy and credibility of data, findings, interpretations and conclusions. Finally, the researcher was provided rich and thick analysis to ignore the researcher’s bias (Johnson and Christensen, 2008). There were four steps in data analysis; data management, generating and
developing codes, themes, or categories, within-case and cross-case display, and the last is interpretation and presentation.

Data Analysis
Qualitative research is a kind of educational research based on assumption, and it focuses on the participant experience and perception, which occurs in natural setting, where human behavior and event occur (Creswell, 2003). There were four steps in data analysis: data management, generating and developing codes, themes, or categories, within-case and cross-case display, and the last is interpretation and presentation.

Findings and Discussions
Overview of the Study
The purpose of this study was to explore and describe English pre-service teachers’ challenges and constraints in designing lesson plans, and the solving-strategies of them. The interviews were conducted from March 26 until April 16 in year 2014.

Biographical Description of Participants
There were nine participants involved as the participants in this research. They were four males and five females. Their names are Evan, Annabel, Andrew, Billy, Selena, Darius, Laura, Sophia, and Naomi (all names were pseudonyms). They were eight semester students who had completed their Teaching Practice in December 2013.

Findings
Lesson Plan Philosophy of English Pre-Service Teachers
Lesson planning is the design of “combining a number of different elements into coherent whole so that lesson has an identity which students can recognize work within, and react to” (Harmer, 2001, p. 308). Six of nine participants told that lesson plan was important; it meant that they had positive perspective toward lesson plans. They stated:
“Yes, of course important. You have guidance. So, when you teach, you can make systematically, and you can also control the class, control the activities. Because without lesson plans, the learning process will not run smoothly.” [Naomi]
In brief, it could be concluded that most of pre-service teachers have positive philosophy about lesson plan as the guidance and plans to control and help in order to make teaching process can run systematically.

The Challenges and Constraints Faced by English Pre-Service Teachers in Designing Lesson Plan

<table>
<thead>
<tr>
<th>Major themes</th>
<th>Sub-themes</th>
</tr>
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<tbody>
<tr>
<td><strong>Permendiknas Components</strong></td>
<td></td>
</tr>
<tr>
<td>Lessons’ Identities</td>
<td>Need to consider with syllabus Low basic knowledge</td>
</tr>
<tr>
<td>Standard Competences</td>
<td>Hard to distinguish Complicated</td>
</tr>
<tr>
<td></td>
<td>Need to consider with syllabus, materials and skills Unclearly definition</td>
</tr>
<tr>
<td>Basic Competences</td>
<td>Not recognize well Hard to distinguish</td>
</tr>
<tr>
<td></td>
<td>Need to consider with syllabus, materials and skills</td>
</tr>
<tr>
<td>Indicators</td>
<td>Appropriate bloom taxonomy Students’ competencies</td>
</tr>
<tr>
<td></td>
<td>Lack of comprehending Hard to differentiate</td>
</tr>
<tr>
<td>Learning Objectives</td>
<td>Unless expectation Suitable bloom taxonomy Students’ abilities Hard to differentiate</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Teaching Materials</td>
<td>Developing from standard and basic competences Ignore wasting time materials Books limitations The regulation Low motivation from students</td>
</tr>
<tr>
<td>Time Allocation</td>
<td>Takes time to design Unexpected real prediction Learning activities consideration Target students Designed times in each phase</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Meet the students’ need Unfamiliar with kind of teaching methods Careless</td>
</tr>
<tr>
<td>Learning Activities</td>
<td>Ignore teachers’ tendency Target students’ abilities and needs Consider with so many other components Less-motivated students Arranged each phase</td>
</tr>
<tr>
<td>Assessment</td>
<td>Time target allocations Level of difficulties Students’ abilities and characteristics Less-understanding of aspect wants to measure Lack of knowledge Careless</td>
</tr>
<tr>
<td>Learning Material</td>
<td>Students’ proficiency Topics Appropriate materials for vocational school Limitated source</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
</tr>
<tr>
<td><strong>Experiences and Environment Factors</strong></td>
<td></td>
</tr>
<tr>
<td>TEFL I</td>
<td>Unexpected knowledge Less-introduction about lesson plan</td>
</tr>
<tr>
<td>TEFL II</td>
<td>No explanation of permendiknas components</td>
</tr>
<tr>
<td>Mentor in Placed School</td>
<td>No good responses No enough knowledge</td>
</tr>
<tr>
<td><strong>Pressure of Language Used in the Lesson Plans</strong></td>
<td></td>
</tr>
<tr>
<td>Easier to design in Bahasa</td>
<td>Asks by placement school Easier to comprehend Comfort zone</td>
</tr>
<tr>
<td>Easier to design in English</td>
<td>Directly to the point Difficult to use good dictation in Indonesia Already familiar in previous subject</td>
</tr>
<tr>
<td><strong>Demotivation</strong></td>
<td>No passion in teaching</td>
</tr>
</tbody>
</table>

Lesson Plans’ Components Based on Permendiknas (2007)
Lessons’ Identities. Based on Permendiknas (2007), Lessons identities of the subjects are including: educational unit, grade, semester, course and skill, subject or theme of the
lesson and number of meetings. In this study, there were six participants stated that they did not find some kind of problems when designing lessons’ identities, as they testified:

“...consider with the syllabus that they give to me. For the problem yaa... When I design my.. when I design lessons identities we always refering into the syllabus again... we have to.. Referring again to the syllabus that the teacher at that school just to ask.” [Selena]

Surprisingly to know that there were pre-service teacher who did not well-known with this component. It showed that it was significant to investigate more. The data was showed that the constraint came from low basic knowledge to design lesson identities.

**Standard Competences.** Standard competences are a minimum qualification ability of learners which describe the acquisition of knowledge, attitudes, and skills that are expected to be achieved at each grade and semesters in a subject.

“In choosing the standard competences, we have to categorize what’s material that will be taught. I suit it with standard competences. It is more challenging, because have to relate with the materials so more complicated, but not really hard.” [Darius]

In conclusion, the challenges and constraints of pre-service teachers to design standard competences were because hard to distinguish, complicated ones, need to consider with syllabus, materials and skills, and unclearly definition about this component.

**Basic Competences.** Basic competence is amount of the ability to be achieved by a number of students in a particular subject as a reference for designing indicators of competence in a subject (PERMENDIKNAS, 2007).

“...Hard to find whether to choose standard competences and basic competences. Ya.. sometimes I difficult to choose... I have to choose.. I still read it... Its suitable or not. It takes long time.” [Laura]

As a result, pre-service teachers’ challenges and constraints to design basic competences were not recognize well about this component, hard to distinguish this component and need to consider with syllabus, materials and skills to design it.

**Indicators.** Based on PERMENDIKNAS (2007), indicators are behavior that can be measured or observed to show achievement of certain basic competence. It could be reference for assessing a subject. Indicators of achievement competence formulated using operational verb that can be observed and measured, which includes knowledge, attitudes and skills.

“Ya..the problems. The components that full with the problems. **Indicators and learning objectives, sometimes hard to differentiate.** I think they are similar. I felt confuse with that. Hmm.. bloom taxonomy also more complicated. Ya, there are some..not difficulties but more about the confusion.” [Andrew]

The challenges and constraints in this part were actually affected based on some consideration to choose appropriate bloom taxonomy, need to think about students competencies, lack of comprehending about what exactly indicators are, and hard to differentiate between indicators and learning objectives.

**Learning Objectives,** Before planning the lesson, the pre-service teachers should need to identify the learning objectives first. Then, the pre-service teachers could design appropriate learning activities and develop strategies to obtain feedback on student learning in every meeting.
“I design learning objectives from basic and standard competences also. Sometimes I feel confuse because when I have TEFL course, I think they are similar each other. Because they are contained with the purposes of teaching and learning process.”

[Laura]

Aim of learning process was directly related with its object. In conclusion, the pre-service teachers’ challenges and constraints related with designed lesson plan were unless expectation, suitable Bloom taxonomy, students’ abilities and difficulties to differentiate between learning objectives and indicators. As a result, they needed to know, recognize and comprehend essentially what’s the purpose of each learning activities.

Learning Materials. Teacher is required to generate new things about language learning materials, and of course changing the design and delivery the construction as a result of the flexible way in teaching process. The participant stated:

“Ya, sometimes I face problems into the.. how I put learning materials is it based on our..our knowledge or based on the book that students use or we can catch from the internet or another book. It could be some problems if we put all the categories that I said to you.. it could be wasting time in that classroom only for the materials.. only for the materials, it can make other phases.. it could be not achieved anymore.”

[Selena]

The interview result showed that designing learning materials were complicated also; how the material can represent standard competences, basic competences, indicators and learning objectives.

Time Allocations. The main body of a formal plan lists the activities and procedures in that lesson, together with the times which expect to take. Refering to PERMENDIKNAS (2007), time allocation is determined in accordance with the purposes of basic competence and learning phase.

“Arrange time allocation is one of the significant parts when designing lesson plan. Here, it will be better if we consider with some aspects, and we have to make it as real amount of time that will be happened in the true situation when doing teaching process.” [Billy]

Truly, arranging time allocation was not easy. It proved with statements’ from eight participants that met challenges and constraints when designing time allocations. In summary, the big challenges and constraints from English pre-service teachers in designing time allocations were because took more time to design, unexpected real condition when teaching process run, consideration of learning activities, target students and good arrangement of times in each phase.

Teaching Methods. The kinds of material which will be helpful, methods are also included various procedures and techniques to deliver materials in classroom (Harmer, 2001).

“It is actually the challenge to choose the best method that will be used in our class. How we meet the students’ need.” [Sophia]

As a result, the kind of challenges and constraints of them in designing lesson plan were because they must met with the students’ need, unfamiliar with kind of teaching methods and careless attitudes toward teaching method itself.

Learning Activities. When planning a lesson, the crucial factor is to consider what students will be doing in the classroom, the teacher have to make decisions about activities almost independently of what language or skills they have to teach (Harmer, 2001).
“…components that mostly difficult to design is learning activities, that’s the most components that enough difficult, because related with.. in learning objectives.. also suit with the indicators. So in learning objectives..it have to suit.. the materials with the learning objectives itself..learning objectives, after we deliver it. So, the students have to achieve the learning objectives itself.” [Andrew]

The data showed that learning activities were the big challenge and most difficult component in lesson plan. It was the key which deal with pre-service teachers’ action in the classroom. From the findings above, the participants’ challenges and constraints in designing this component were they need to ignore teachers’ tendency, consider about target students’ abilities and needs, consider about other related components, students’ had less-motivation, ability to arrange each phase and consideration about time target allocations.

Assessment. One of the things that students expected from their teacher was an indication of their assessments. It was where the teachers had to act as an assessor, offered feedback and correction, and graded students in various ways.

“Assessment is one of difficult part, because here we have to make the assessment that really appropriate with the materials and also level difficulties that we have to consider, we have to avoid that the students feel that the test given is really easy or really difficult in make that task, so it really make with well prepare.” [Darius]

Related with findings above, the data showed that the biggest challenges and constraints in designing assessments were related with level difficulties of assessments, students’ abilities and characteristics, less-understanding of aspect want to measure, lack of knowledge and low attention about this component.

Learning Material Resources. Ability of English pre-service teachers in providing learning resources was also substantial in designing a language lesson. They needed to decide what language to introduce and it be learnt by students, because lesson planners had to select content which had a good chance of provoking interest and involvement, they could not only depend on the course book, while they had to know when they had to use course books' topics or whether to replace them with something else (Harmer, 2001).

“When choosing learning material resources appear any challenges because I have to think about my students’ proficiency and also have to consider how to construct students’ motivation.” [Andrew]

Based on findings above, the most challenging and constraining factors of designing learning material resources were relating to students’ proficiency, topics of materials, appropriate materials for vocational school and limited sources.

Background and Environment Factors

At this point, the researcher presented participants voices toward their feelings and experiences in their teaching preparedness background. It started from TEFL I and then TEFL II subject. To make completely, the researcher also added up with their Teaching Practice experiences related with the mentor in their placement schools.

TEFL I. One of the common themes that emerged from the interview data was pre-service teachers’ preparedness to have Teaching Practice in their last subjects; TEFL I.

“Hmm.. for TEFL I subject, we just learn about the basic way of teaching, we just perform in front of class, but didn’t get comment. What’s part that we are wrong, we just do that subject, that’s just a part of process, not really help. Hmm... I think in TEFL I not enough, didn’t give enough..just get the theory, and of course the theory...
didn’t make us interested, because the college students more pay attention with such kind of practicing. And then my TEFL I lecturer also didn’t give feedback when we are perform in front of the class, and just record the video.” [Evan]

The findings showed that actually TEFL I subjects came to the English pre-service teachers with unexpected knowledge and less-introduction about lesson plan, so it appeared as one of the factors that related to make them met the constraints when had to design lesson plan in Teaching Practice experiences.

**TEFL II.** Experiences are best teacher. It made the experiences that already done by pre-service teachers which decided whether it would be support their comprehending and understanding related with designed lesson plan. Here there were two participants that just faced how to make mini lesson plan in TEFL II subject, they did not find lesson plans’ rule based on Permendiknas.

“Hmmm.. TEFL II. I think it can be help me. Because in the TEFL II, also teach about how to make mini lesson plan. But, it can help me I think. Hmmm.. I want TEFL II. hmm.. in TEFL II.. yaa what can I say? Yaa..more in the lesson plan, beside taught the mini lesson plan, but also can also mention.. show to us what is lesson plan and also taught us more lesson plan in the real context, I mean in the school. So, we didn’t difficult to design that when in the field.” [Annabel]

The findings proved that the causes which made pre-service teachers were confused in designing lesson plan with Permendiknas format related with their courses background. So, they were even unfamiliar with eleven components in Permendiknas. The challenges and constraints which affected by TEFL II subject were because there was no explanation from permendiknas components in that subject.

**Mentor.** Mentor is a qualified experienced teacher who is assigned to assist, guide, and evaluate pre service teachers by providing feedback for the improvement in their induction process at placed school (Ozturk, 2008).

“Never, my mentor .. never give me ee about lesson plan...Ya..maybe, there is an expect.. because also in my opinion, my ability to design lesson plan not really hmm..not really perfect, so I think if there is also guidance from the mentor maybe it can be better.” [Darius]

Based on the findings above, the most challenges and constraints related with pre-service mentors in Teaching Practice were they did not meet good responses and did not get enough knowledge about designing lesson plan.

**Language used in Lesson Plans**

Some of the participants described about their challenges and constraints when met the reality in Teaching Practice, that lesson plans have to make in Indonesian. While, the pre-service teachers’ background in TEFL II subject have learnt to design lesson plan in English. So, it appeared as the academic shock. School-based format and campus-based experiences in designing lesson plan were different.

“I difficult to design lesson plan in Indonesian. Hmm ya because.. in Indonesia has.. have a different background.. have a different background in the students’ need. I think I prefer to choose English language to design lesson plan than Bahasa Indonesia, that so have another language. Ya, easier to design lesson plan in English, because in Bahasa Indonesia we have to referring to KBBI, Kamus Besar Bahasa Indonesia.” [Selena]
The placement schools asked participants to design lesson plan in Bahasa. It appeared as the constraints, because they did not have experiences to design lesson plan with Indonesian. They uttered:

“I prefer to use Bahasa.. Indonesia. I felt easier in designing lesson plan.. in Bahasa. Our language to be a lot easier, because when in the school, it also asked to write lesson plan in Bahasa.” [Sophia]

**Demotivation**

Dörnyei (2001) defined demotivation as “specific external forces that reduce or diminish the motivational basis of a behavioral intention or an on going action” (p. 143). Demotivation in this context, can disturb pre-service teachers passions and efforts to design lesson plans. Interestingly, five participants mentioned similar demotivation reasons. They reacted:

“I interested with English, not because I want to be a teacher, the most reason why I choose this faculty is not because my own passion, but from the external suggestion, hmm.. I want enter to become midwifery.” [Annabel]

Demotivation in this study found that English pre-service teachers actually did not have passion in teaching, and it influenced to their attitudes to design lesson plan, as one of requires being a teacher.

**English Pre-Service Teachers Solving Strategies to Deal with Their Challenges and Constraints in Designing Lesson Plans**

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The solving strategies by pre-service teachers

**Mentor Consultation Strategy.** Four participants uttered that this strategy was the best one, because it was just run through the processes.

“Hmm.. the strategy.. ask the mentor. Mam, what will we have to the students after we have this material; she will give me the answer.” [Sophia]

Based on the data, this strategy was used on deciding basic competences and also materials.

**Resourcing and combining.** The development of technology facilitated the participants to find the references more easily; it was the reason why the participants used this strategy to deal with their challenges and constraints. The strategy was used by the participants to find out how to support and emerged their lesson plan become a good one, and also to design the appropriate learning activities, teaching materials and teaching methods. There were two participants stated about that:

“Hm.. I do googling.. read some articles how to design a good learning activities and fun learning activities and sometimes I watch in YouTube.” [Naomi]

**Working group.** With groups, the pre-service teachers can share anything. It was not only about how to design lesson plan, but also about their problems when teaching in the classroom. Groups also helped the pre-service teacher to come for new approach and ways of thinking. Three participants declared:
“Okay I deal with the problems..I will discuss with my partner.” [Selena]

Analyzing the previous lesson plan. The latest lesson plan was also used by the participants as the reference; it could be such a guidance to design a new one. One participants stated that he usually designed lesson plan with analyzed the previous lesson plan, it help him. He stated:

“Hmm I think.. ee I usually see from the latest or from the others, so I just suit with I have now, so not really difficult. Hmm.. for me, I prefer to suit with the format of lesson plan that already created, also I develop again and I suit again.. because if make the lesson plan from beginning its seems to ee.. Hmm.. ya that’s I said to you before, see and read from the others and after that suit again with the new one.” [Darius]

Special Arrangements and Attitudes. Challenges and constraints brought the participants to deal with their special arrangements and attitudes. It was one of their energy to across their challenges and constraints itself. Following was the participants’ statements about their special attitudes:

“I read.. repeat.. Hmm..Read re-read and re-read. And determine what’s a standard competence. I have to.. still read it. It’s suitable or not. It takes long time.”

[Laura]

These data have shown that in fact, everybody had their own ways to deal with their challenges and constraints. Every individual was different, so that was why they needed different behavior and attitude to solve.

Discussion

Lesson Plan Philosophy of English Pre-Service Teachers

The participants’ perspectives toward importance of lesson plan influenced also to their attitudes to make and use lesson plan itself. How the pre-service teachers meant to the lesson plan’s purposes related to their motivation or demotivation in designing lesson plan. This might be due to a variety of reasons: that the pre-service teachers’ awareness had increased and they had become more demanding towards themselves, or that they had became more stressed when designed it. So, the pre-service teachers’ perspective toward lesson plan and its purposes gained to their attitudes. The findings showed there were six participants meant the lesson plan with positive personal perspective. While, the other stated about their negative personal perspective.

Lesson Plans’ Components Based on Permendiknas (2007)

This research indicated that participants were most confused on designing learning activities. From eleven Permendiknas components that must be included in lesson plan, learning activities became the most difficult one to design. There were six participants stated about that. Then, two others participants got most constraints in design assessments. Subsequently, there was one participant which stated about that teaching materials were the hardest one. The findings in this current study were similar with Yuberti (2013) study that pre-service teachers had lack of ability in preparing lesson plan components.

Background and Environment Factors

The findings proved that the causes which made pre-service teachers were confused in designing lesson plan with Permendiknas format related with their courses experiences. As explanation from two participants, they actually did not find description about Permendiknas components, because they just learned how to make mini lesson plan.
So, they were even unfamiliar with eleven components in Permendiknas. The confusion was caused by unclearly format that actually they have to make.

Besides, environment factors in placement school also expected to help pre-service teachers when they met their challenges and constraints in designing lesson plan. They felt that they did not get enough knowledge from their mentor in order to design lesson plan. As a result, less experiences, less knowledge, and less guidance were main reasons for them in order to get good understanding when design each component in lesson plans.

**Language used in Lesson Plans**

One challenge of participants also happened because the distance from campus-based format and school-based format in designing lesson plans. They met the reality in placement school; the school asked them to design lesson plan in Indonesian, not in English. So, it appeared as the academic practice shock. School-based format and campus-based format in designing lesson plan were different.

The findings showed that there were five participants that met academic shock when they came to the placement school. School-based format and campus-based format in designing lesson plan were really different. The placement schools were asked participants to design lesson plan in Bahasa.

**Demotivation**

It is the crucial factor which influenced the actions, spirits, and also effects to the result of their lesson plan. In other word, demotivation made participants unsuccessful toward their study, because it related with their attitudes and forces to design lesson plan itself. Based on interview result, there were five participants said that they actually did not have passion to be a teacher, while they entered faculty teacher training and education. Demotivation in this study refered to the lack of effort, need and desire in designing lesson plans, particularly for English subject. Demotivation made these participants just followed the rule, they did not make the real extended way to face the struggle.

**The solving strategies by pre-service teachers**

Based on Dornyei (2005), every individual is different. It meant that participants had their own way to solve their challenges and constraints. Their strategies came from their experiences. Based on findings, the participants were offered five solving-strategies to deal with their challenges and constraints in designing lesson plan, they are; mentor consultation strategy, resourcing and combining, working group, analyzing the previous lesson plan and special arrangement and attitudes.

**Discussions in Relation to the Previous Related Research**

The findings in this study found that pre-service teachers still faced confusedness. They still had blur knowledge, comprehension, experience and capability related to design eleven components in lesson plan based on Permendiknas. This fact which showed that pre-service teachers found difficulties to design lesson plan was very consistent with the previous related researches.

**Conclusion and Suggestion**

**Conclusion**

This research indicated that most participants were confused on designing learning activities, assessments and teaching materials were the hardest one. Finally, the findings of the study also implied that pre-service teachers’ challenges and constraints were significant issues in the university system which needs the immediate attention of the education policy in English Study Program. From the findings also covered that pre-service teachers needed more helps and guidance in order to design good lesson plan with eleven components based on Permendiknas (2007). Besides that, the pre-service teachers should
have deep awareness, comprehension and understanding of what the real function and purpose of the lesson plan itself.

**Suggestion**

From the findings of this research which underlined the pre-service teachers’ challenges and constraints in designing lesson plan were mostly caused by some factors. So that, English re-service teachers suggested to prepare themselves started from earlier, since take TEFL I, TEFL II and also micro teaching courses. The next pre-service teachers need more practical efforts to design good lesson plans.

With the respect to the limitation of time and capability, this research can still be developed. For further research, it suggests to conduct a study with the large participants in the same topics, so that the result can be more specifics representation and description, it can be used by the policy maker of teaching practice program and also English Study Program.

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DEVELOPING ABILITY IN ANSWERING READING QUESTION
BY USING QUESTION-ANSWER RELATIONSHIPS TECHNIQUE

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Abstract: The ability to comprehend the reading text is very crucial to assess the students’ understanding towards what they have read. The main goal is to derive some understanding of what the writer is trying to convey and make use of that. Unless the reader cannot gather any information and use it to efficiently function. A technique called Question-Answer Relationship (QARs) was used to assist students to gain the ability to comprehend the text. This technique was technically used to identify the type of response necessary to answer question. This technique requires the students to distinguish when it is appropriate to use background knowledge or textual information to answer the question. The objectives of this study were to find out the significant differences between students’ ability in answering questions of reading text, and to figure out whether the QARs technique were able to develop students ability in answering questions of reading text. The population of the study was all of the eighth graders of SMP Negeri 1 Lembak consisting of 139 students from 5 classes. 60 students were selected by using cluster random sampling method and the samples were divided into two groups, experimental and control group. The test consisted of 40 multiple choice questions. The result of data analysis showed that t-obtained 2.006, where the critical 1.67, at the significance level of 5% and df 52. This showed that there were any significant differences in students’ ability in answering the question between the students who were taught by QARs and those who were not. And through this study, teaching reading by using question-answer relationships technique can significantly develop the students’ ability especially to the eighth graders at SMP Negeri 1 Lembak.

Keywords: Comprehension; Question-Answer; Reading text

Introduction

Language is a tool to convey the ideas, thoughts and feelings. English is the first language in Indonesia which as important role in developing science, technology and culture as well in establishing relationship to other nations.

In learning English there are four skills that should be mastered by the students. There are listening, speaking, reading and writing. Reading is one of the important aspects which can influence the students’ success in learning English as a foreign language. Through reading book, newspaper or magazine, we can get more knowledge and information not only in our country, but also in other countries. Obviously, the student who wants to develop his knowledge should have ability and strategy in reading. In relation to this, by having ability and strategy in reading, they can read the text and then comprehend it.

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

Reading is the third of the four language skills, which are listening, speaking, reading and writing in our own language, reading is usually the third language skill that we learn.
Answering reading comprehension question is also one of the abilities in reading that requires thinking process. This sentence means that several important reading comprehension skills are needed in answering reading comprehension question such as recognize topics, main ideas, identifying key supporting points, making inferences and understanding vocabulary. To develop students ability comprehension skill in answering question of reading comprehension we can use question-answer relationships technique (QARs).

To answer reading comprehension questions is not a simple process. Based on research and interview to the teachers of English, especially those who taught the Eighth Grade Students of SMP Negeri 1 Lembak before doing experiment, the teachers found the many students had difficulties in answering question of reading comprehension, because they were sometimes confused and difficulties with the usage of Wh-question, Yes/No question, even though the answers were not in the text, they still tried hard to find the answers which lead them incorrect answers.

Alexander L.G (2000:06) states that in answering the reading comprehension question, students must be able to differentiate between the information, which is in the text and the information that they have in mind. Actually there are so many several methods in reading comprehension especially that can be used to develop students’ ability in answering question of reading comprehension. One of the methods is question – answer relationships technique.

Cochran cited in revised by Alexander L.G (2004:05):” Question-answer relationships technique basically looks at the four places where an oral or written answer can be found: right there in the text (literal) in the text but not spelled out for the students (interpretive) in what students have learned and what is in the text   (application) on in their own heads (right there, think and search, You and author and on your mind)”. Based on the previous statement that question answer relationships techniques can help the students realize that the answers they are seek related to the type of question that is asked. And consider both information in the text and information from their own background knowledge. In other words by using this technique students can find the sources of the answer, where the answer is found within a single sentence in the text and where the answer is found in several sentences in the text and the answer is in the students background knowledge or a combination of the text and readers’ background.

From the previous explanation, it was interested in developing students’ ability in Answering Question of Reading comprehension. The title of his study is developing students” ability in Answering Question of Reading comprehension by using Question-Answer Relationships Technique to the Eighth Grade Students of the state of Junior High School 1 Lembak”.

The problem of study

The problem of this study is formulated on the following questions:
1) Were there any significant differences between students’ ability in answering question reading comprehension to the students who were taught by using Question- Answer Relationships technique and those who were not?
2) Could Question- Answer Relationships technique develop students’ ability in answering question of reading comprehension?
Formulation of the problem
The formulation of the study divided to be some questions, there were:
1) Were there any significant differences between students’ ability in answering question reading comprehension to the students who were taught by using Question-Answer Relationships technique and those who were not at SMP Negeri 1 Lembak?
2) Could Question-Answer Relationships technique develop students’ ability in answering question of reading comprehension at SMP Negeri 1 Lembak?

The objectives of study
Based on the problems above, the objectives of this study were to:
1) Find out whether or not there were significant differences between students’ ability in answering question reading comprehension to the students who were taught by using Question-Answer Relationships technique and those who were not.
2) Know whether or not Question-Answer Relationships technique can develop students’ ability in answering question of reading comprehension.

The significance of the study
Essentially, question-answer relationships technique was useful for the teachers of English in applying the teaching process. Also for the students question-answer relationships technique is useful when their faced trouble answering question of reading comprehension. To the writer himself, this study was very helpful to enlarge his knowledge through reading book which relevant to this study.

Literature Review
The Concept of Reading Comprehension
Reading is the skill that may often be used and is retained the longest. It concerns not only assigning the English sounds or written words but also the understanding of what is written. So that comprehension is an active process that requires the combination of meaning from incoming information and prior knowledge.

According Wilhelm (2012:1) claim that: “Comprehension is capacity of the mind to perceive and understand”. Reading comprehension means the capacity and understands the meaning communicated by texts. Comprehension needs an active reader to construct the meaning of the texts.

Reading Comprehension is defined as the level of understanding of a text or message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message.

Comprehension is creative, multifaceted process dependent four language skills; Phonology, syntax, semantic, and pragmatics. And Reading Comprehension is the ability to read text, process it and understand its meaning.

Categorizing Reading Comprehension
Marlisasari (2007) says: Comprehension involves thinking. As there are several various levels in the hierarchy of thinking, so is the various levels comprehension. Comprehension skills divide into four categories such as (a) Literal Comprehension, (b) Interpretation, (c) Critical reading, and (d) Creative reading.
a. Literal comprehension
Literal Comprehension represents the ability to obtain a low-level type of understanding by using only information that is explicitly stated.

b. Interpretation
Interpretation, the next step in the hierarchy, demands a higher level of thinking ability because Question in the category of interpretation are concerned with answer that are directly stated in the text but are suggested or implied.

c. Critical reading
A reading is a higher level than the other two categories because it involves evaluation, the making personal judgment on the accuracy, value and truthfulness of what is read.

d. Creative reading
Creative Reading uses divergent thinking skills to go beyond the literal comprehension, interpretation, and critical reading levels. In creative reading, the reader tries to come up with new or alternative solutions to those presented by writer.

The concept of question-answer relationships technique
According by Alexander (2005:06) state that: Question-answer relationships technique is starting with two categories of answer “In the book” and “in my head” The farmer includes answer that are “right there or require putting it together” In my head” items are made of “on my own” and “writer and me answer”.

Telly E. Raphael (2011: 11) state that QARs techniques is used to identify the type of response necessary to answer question. This technique requires the students to distinguish when it is appropriate to use background knowledge or textual information to answer question.

From the previous explanation, question-answer relationships technique arranges, the places of the answer in reading comprehension question can be found:
- In the book: The answer which based on the information in the text
- Right there: The answer is found within a single sentence in the text
- In my head or in my own: The answer is the students’ background of knowledge
- Putting it together: The answer is found in several sentence in the text
- Writer and me: A Combination of text and readers’ background is required to answer the question.

The types of comprehension question
There are some types of comprehension question to help us add variety to our questioning. These question can be used with any reading material and involve many aspects of question, such as (a) vocabulary, (b) casual relations, (c) generalizing, (d) detecting author’s point of view, and (e) comparison.

(a) Vocabulary
1) Questions to help students understand the meaning of a particular word
2) Questions to help students understand word used in the text in terms of their own lives.
(b) Casual Relations
1) Questions to help students recognize casual relations stated directly in the text.
2) Questions to help students recognize casual relations not directly stated in the text.

(c) Generalizing
Question to encourage students to generalize from what they read to their own experience.

(d) Detecting Author’s Points of View
Questions to help students in detect the authors’ point of view with their own view.

(e) Comparison
1) Questions to encourage the students to compare things within the text.
2) Questions to encourage the students to compare elements of one material with their own experiences.

Categories of question-answer relationships technique
According to Caldwell & Leslie, (2005) claims: there are four categories in the question-answer relationships technique:

a. Right there
The answer is easy to find, usually within a single sentence using words taken exactly from the text.

b. Think and search
The answer is in the text but not in one sentence; look through the entire passage to find the answer.

c. Author and you
The answer is not in the text; you must think how to use clues from the text to figure out the answer.

d. On my own
The answer is not in the text; I do not need the text to answer the question. I already know the answer from my own background knowledge.

The benefits of question answer relationships technique in answering question of reading comprehension
The Benefits of question-answer relationships technique in answer question of reading comprehension, is empowers students to think about the text they are reading and beyond it, too. It inspires them to think creatively and work cooperatively while challenging them to use literal and higher level thinking skills (www.adilt.org/strategies/19802/) 20/11/ 2014 / 22:47). And According to Rubin (1999:199) the teachers can use to help their students gain insights into how they about reading text and answering question. It also helps students “realize” and to consider both information in the text and information in their own background knowledge. In the question-answer relationships technique students learn to distinguish between information that they have in” their head” and information that is in “the text”. Furthermore, Rubin (2001:231) his state that question-answer relationships technique can be used to develop concepts, builds background, and process and even lead students to higher level of thinking.
Method

Method of research

This study was conducted through an experimental method. And this method was used true experimental design. It means that this thesis conducted an experiment to develop students’ ability in answering questions of reading comprehension. To do that, the experiment method was used. Arikunto Suharsimi (2002:06) claims: An experimental method is an approach to educational research in which an idea or hypothesis or verified by setting up situations in which the relationship between difference subjects or variables can be determined.

This experiment was done in the form of the actual teaching to the sample students who were divided into two groups: group A as an experimental group and group B as a control group. The experimental group was taught through question-answer relationships technique and control group wasn’t thought through independent technique. To avoid misinterpretation about terms in this study, actually the word of developing based on word “Development” or to be development. Developing is to design, create, or improving an object, idea or other items. The phrase reading comprehension refers to the ability to understand the meaning of being read done by habit formation. It means that reading in this study will be discussed by students to get more information in answering question of reading comprehension. And according to L.G Alexander (2002:145) states that: The word question–answer relationships technique refers to a collection of graded passages and exercises for oral comprehension practice. In order to question-answer relationships technique will be used as a method of teaching students in answering question of reading comprehension.

Research Variables

There are two types of research variable. They are dependent variable and independent variable. In this study, dependent variable is the students reading comprehension. Independent variable is using question answer relationships technique.

Population and Sample

The Population

According Arikunto Suharsimi (2007:108) claims that population is any group of individuals that have one more characteristics in common that are interest to the discussing. The population of this study was the eighth grade students of the State of Junior High School 1 of Lembak, there were five classes. The total students’ of the population was 139.

Sample

This sample of this investigation is the eighth grade students of the State of Junior High School 1 of Lembak which are taken randomly from each class. The samples of study were taken by using cluster random sampling method. Based on this method there are two classes were chosen, they were VIII/1 and VIII/2. The writer took all of students from two classes so there were 60 students as the sample.
Discussion

Based on the calculation by using SPSS 17.0 program, the mean in the experimental group of pre-test score was 51.93 and the mean of post-test score was 70.32. The result of mean from pre-test and post test in experimental group showed that there was significant differences between the students score pre-test and post-test score. The mean in control group of pre-test score was 54.50, and the mean of post test score was 63.53. The result of mean from pre-test and post-test in the control group showed that there was the differences between the students pre-test score and post-test score but not significances as in the experimental group. Based on the statistically analysis of independent sample t-test, the result of students score in experimental group and control group that the value of t-obtained 2.006 was higher that t-table (1.671). It can be calculated that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted, because the differences between the experimental group scores and control group there was significant differences between the students score at the eighth grade students who were taught through Question- Answer Relationships Technique of the students’ scores of those who were not.

Conclusion and Suggestion

Conclusions

From the previous chapter, it can be concluded that teaching English by using question answer relationships technique helped the students to developing students’ ability in answering question of reading. For the reason, students who were taught by using question-answer relationships technique tended to better in answering of question reading comprehension than that of those who were taught by using conversional technique. It can be seen from the result of this study that the students who were taught by using question-answer relationships technique had higher achievement in answering question of reading that the students who were not. Based on the findings and interpretation before, the result of student score in the experimental group and control group (value of t-obtained) using independent sample test was 2.006 was higher than the critical value 1.671 at the significant level p <0.05 for two tailed test and degree of freedom (df) was 58. So the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted. It can be concluded that question-answer relationships technique was significant and useful way of developing student’s ability in answering question of reading.

Suggestions

Based on the previous conclusion, some suggestions would like to be offered to the teachers of English, the students, and institutions. The teacher can ask some questions related to students’ background, knowledge and experiences, besides the question in reading text that is question-answer relationships forms, in order to make the students interested in answering question of reading comprehension activity. The teacher can give detailed explanation about material when in learning process and encourage and motivate students to learn English especially in reading.

Thus, the students need to pay more attention to the teachers’ explanation about the lesson in learning process and use question-answer relationships technique to answer the question of reading material, especially in learning English, and by practicing it; it will add their ability to answer the question of reading comprehension.
The schools are suggested to provide many collection of reading text at school library, many kinds materials such as textbooks, magazines, newspaper, media and the other valuable English books to improve students’ knowledge, and improve reading ability in order that they have opportunity to apply they have got in their classroom learning at the school.

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DEVELOPING A MODEL OF INSTRUCTIONAL MATERIALS FOR ENGLISH FOR YOUNG LEARNERS COURSE FOR KINDERGARTEN TEACHERS TRAINING DEPARTMENT OF STAIN BATUSANGKAR

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Abstract: This research was aimed at developing the valid model of instructional materials for English for Young Learners course for Kindergarten Teachers Training Department of STAIN Batusangkar. This was a development research with IDI model and consisted of three steps: front-end analysis, prototype design, and assessment. The result of front-end analysis showed that the instructional materials that fit the need and the ability of the students were not available yet. Students still got difficulty in understanding instructional materials and finding the appropriate methods to teach the young learners as well. Consequently, they needed a more valid and applicable instructional materials as a preparation for their future activities in teaching English to young learners. Based on the unexpected condition, a model of instructional materials that consist of several chapters with appropriate and meaningful materials, instructions, illustrations, tasks and practices were designed in order to be the solution of the problem. The prototype fulfilled the content and construct validity after being validated by relevant and experienced experts.

Keywords: developing a model; instructional materials; English for young learners course for kindergarten teachers

Introduction

English is taught as a local content in almost elementary school in Indonesia. Recently, it is taught to the earlier grades of education. It is even introduced at kindergarten. Cameron (2001:16-17) writes that many advantages are claimed for starting to learn foreign languages in primary years, especially in listening skill, such as a long-term pronunciation in more naturalistic context.

Realizing the importance of teaching English to young learners and some benefits that it contribute to children, Kindergarten Teachers Training Department (PGRA) of STAIN Batusangkar offers a subject “English for Young Learners” at the third semester for the students. This subject is necessary for the students in order to provide them with description and appropriate ways to teach English for young learners later on. It is also crucial for them to know English better so they can introduce English as an international language to the young learners.
Unfortunately, based on the observation, it was found that there was no clear description yet about this subject. There was no fixed syllabus used, and even no appropriate instructional materials for the students. So far, the lecturer used adopted book taken for the materials for English for Children subject at the English Department. However, some problems occur. First, the English basic ability of the students who take the subject was still far from what they expected to. They seemed to get difficulty in pronouncing the correct words, and even uttering the simple words. Next, their knowledge about the nature of teaching English to young learners needed to be developed. Then, they seemed to have lack ability in indentifying and choosing the good techniques to teach English for young learners. And finally, the representative instructional materials as a guide for the lecturer and students was not available yet.

Dealing with the importance of teaching materials, Richards (2001:251) points out that teaching materials are key component in most language program. This implies if the instructional materials are not sufficiently available, the achievement of learning goals will be much harder. In addition, teaching materials are tools that can be figuratively cut up into component pieces and then rearranged to suit the needs, abilities and interests of the students in the course (Graves, 1996; in Zulhermindra, 2007:23). Furthermore, Cunningsworth (1995) elaborates the role of instructional materials in language teaching. According to him, the roles of instructional materials are as: 1) a resource for presentation materials, 2) a source of activities for learners’ practice and communicative interaction, 3) a reference source for learners’ grammar, vocabulary, pronunciation and so on, 4) a syllabus (where they reflect learning objectives that have been determined), and 5) a support for less experience teachers who have not yet gain in confidence (Richards, 2001:251).

Realizing the importance of instructional materials and the potential problems which may be faced by the Kindergarten Teacher Training Department of STAIN Batusangkar in following English for Young Learners course, this research was conducted to design a model of instructional materials that fit the need and ability of students at English for Young Learners subject. The instructional materials consists of the relevant theories, meaningful illustration, and useful tasks and practices for the students. The problem of the research was formulated in the following question: “What is the validity of the model of instructional materials for PGRA students at STAIN Batusangkar?” This research is therefore aimed to find the validity of the model of instructional materials for PGRA students at STAIN Batusangkar.

Method

This research used IDI Model (Instructional Development Institute). This models consists of three stages, they are define, develop, and evaluate. This research is focused on the developing of a model of instructional materials used for the students of PGRA department at STAIN Batusangkar who take the English for Young Learners subject.

In line with the IDI model, the design of this research can be seen in the figure below. The stages are front-end analysis, prototype, and assessment.
The stages are explained below:

1. **Front-end analysis**

   This stage is important to find out the condition in the field. There are some steps that the researchers do, they are: analyzing the materials/textbooks used for the Teaching English for Young Learners subject, analyzing students’ achievement, reviewing related literature, interviewing the lecturer of the subject and also the head of PGRA department, and understanding the students’ characteristics in order to design the instructional materials that will be useful and applicable for them.

2. **Prototype**

   The design of the prototype is a model of instructional materials for PGRA students who take English for Young Learners subject. This prototype is design based on front-end analysis and validated by experts of content and construct. The validation process is in line with interview and also discussion with the experts about the revision of the prototype. The model of instructional materials was created based on the syllabus that consists of theories, pictures and illustration, guided steps in teaching, and several tasks for the students’ comprehension.

3. **Assessment**

   The assessment stage is focused on the evaluation of the prototype by doing try-out to certain groups of students in order to find out whether it can be used to improve the students’ understanding in teaching English for young learners. Beside that, students’ opinion or impression about the materials are also gotten through interview and questionnaire to see the effectiveness of the model.

**Finding and Discussion**

Finding is started with the result of need analysis and then the sample of the materials (prototype). Finally, the validation result is exposed.

**The Result of Need Analysis**

Need analysis was done through class observation, document analysis, and interview with the lecturer, some students, and also the head of PGRA Department. The result of need analysis as follow:

- The students did not understand English well.
- The students were not sure about the appropriate English materials for young learners.
- It was difficult for them to use the textbook given by the lecturer because of full of English.
- The available textbook/materials were too complicated because of too much theories and no illustrations or pictures.
• The students needed the right techniques or strategies to teach English for young learners.
• The materials should be focused on helping the students to get more and understand vocabulary.
• Because the young learners tend to study while playing, the instructional materials should show some good games for them.

Based of the need analysis above, it can be concluded that the PGRA students need a model of instructional materials that can help them to get better understanding about English in general and teaching English for young learners in particular. Basically, the materials are used as their preparation to be a good teacher for the young learners in the future.

Prototype the Model of Instructional Materials
Based on the information gotten from need analysis, a prototype of model of need-based instructional materials is designed to answer the students’ needs. The prototype consists of:
1. Theories about young learners, teachers of English for young learners, teaching vocabulary to young learners, developing instructional materials, instructional media, communicative activities, lesson plans and practice teaching.
2. Several illustrations and pictures that can help the students to understand the materials.
3. Practical guide to teach vocabulary to young learners.
4. Tasks or exercises to test the students’ understanding about the chapters.
5. The samples of games, role plays, story telling and another fun activities to teach English to young learners.

The sample of the instructional materials can be seen at the end of this paper

Validity of Prototype a Model of Instructional Materials
The validation from the experts show that there were some revisions that should be made. One of them was that the model should include relevant pictures and sample practical activities in order that it can be used as practical reference for the students of the department during the course.

The validation also gave some suggestions. Some of them were:
• the model should be supported with sample CD/videos containing songs, games and/or stories that are found in the model
• the model should be made more practical in order that it can be used as practical reference for the students of the department.
• the model should include themes that the pupil learn and relevant English vocabularies.
• the model should be provided with sample lesson plans and media that can be used by the students to design their teaching.

Based on the explanation above, it can be concluded that the model of instructional materials that is designed for the PGRA students who take English for Young Learners subject is valid in both content and construct (content and construct validity).
Conclusion And Suggestions

There are some conclusions that can be taken, they are:

1. Based on the result of need analysis and prototype design, this research finds a prototype a model of instructional materials for PGRA students at English for Young Learners subject that consists of important theories, illustrations, instructions/steps, and also tasks or exercises. This model can help students to get better understanding about teaching English for Young Learners.

2. The result of validation process shows that the model of instructional materials is valid in terms of content and construct. As a consequence, it can be used in English for Young Learners subject activities.

The researcher did not try-out this prototype yet. That’s why, it is suggested to the researchers to see the practicality and effectiveness of this model in the next research.

References


.Sample of the revised and improved model

Chapter 1: Young Learners and Foreign Language Learning

Learning Objectives

After learning this chapter, you will be able to explain:

a. Definition of English Young Learners
b. Characteristics of Young Learners
c. Teaching foreign Language to Young Learners

Learning Materials

a. Definition of Young Learner

Some experts define young learners as follow:

   Young learners are students in elementary school by the age around 6 to 12 years old.
2. Nunan (2005:2)
   Young learners are defined as children between the age of 5 to 12.
3. ....

Evaluation
THE SIMILARITIES BETWEEN ENGLISH LEARNING (L2)
FOR LANGUAGE LEARNERS AND MOTHER LANGUAGE (L1)
ACQUIRING AND LEARNING FOR CHILDREN

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Abstract: Students and the children learning and acquiring habits have great potential influences to students’ and children’s achievement in learning and acquiring the language. The purpose of the research is to investigate students and children learning habits in term of their habits in performing learning and acquiring activities. The research design which is used in this research is descriptive research. The sample of the research is 30 of second year students of SMP 5 Jambi City and 30 mothers of the children. The instruments of the research were questionnaire and observation. There was three learning and acquiring habits in learning and acquiring. 1. They were Look for Pattern in a language; the students and children learned language systematically, naturally, did not worry about the grammar too much, concentrated on communicating, and never formally learned the grammar on EFL. 2. Guess; Hazard, guess a new word, Use contextual text, Use structural clues such as gesture, and tone of voice. 3. Practice, includes: Practice language with friends, with whom they only spoke using the language, Practice language by reading in language, Practice English by translating paper, and with language television. Finally, it was strongly recommended: more attention should be paid to intensively practice language better achievement in language. It was found that between the L2 students and the L1 children had the same strategies in learning and acquiring the language.

Keywords: Acquire; English Learning; Learning; Mother Language

Introduction

The face of teaching and learning English has changed with the emergence of firstly behaviorism and later cognitive. Both have contributed insights of how one should perceive learning and acquiring the language. In this case English language is possible to establish a generic similarity between acquiring and learning the L1 language for the children and the students’ acquiring and learning the L2 language (English Language). One of the remarkable characteristics of human beings is that the virtually every single one acquires and learns the language at a very young age. Here the research focuses on between how the students and the very young age children acquire and learn the language as L1 and L2. It must be very complex of the system.

In discussing second language acquisition, there are some factors should be considered the environment (parents or adults and peers for children and teachers and peers for students) influence the children/students’ language development very much. They carefully follow the movements of parents’ or teachers ‘mouth and try to imitate them. They are sensitive to the rhythm and intonation of parents/teachers ‘talk. (Benedict de Boysson-Bardies, 1999: 37) Parents provide predictable repeated situations in which meaning of utterances are clear to the children and the teacher do too. They do it not only using the vocal but also non-vocal language.
Method

The research used a qualitative descriptive approach. The problem is about “the similarities between English learning (L2) for language learners and mother language (L1) acquiring and learning for children.” It is qualitative because the writer observed the language acquisition and learning of the children which requires a case study method. A case study is a research study that aims at analyzing a phenomenon in its real life context. (Goode and Hutt 1982)

Library research is also employed for obtaining comprehensive data. In the library research, the information is collected at the basis of the studying references books.

In collecting the data, the subjects were investigated directly by the researcher and the children’s mothers. Questionnaires were also distributed to the students and the children’s mothers to obtain the comprehensive data. The results were analyzed.

Findings and Discussions

Findings

Environment has influenced the children and also the students in the conversation very much. Usually children like to talk about what they know already, and they begin by talking about their surroundings. (Slob in and Sinclair de Zwart, 1973; in Clark and Clark 1977) Children build directly on this knowledge when they come to formidable task of mapping ideas as communicative intention onto language. But the first thing to be considered then is that one child has in different mind, surroundings, and so on.

Attention getters and attention holders fall into two broad classes. The first consists of names and exclamations. For example, often use the child’s name at the beginning of an utterance. This is an effective way to make the very young children attends, even the one year old child. Their preference for the human speech voice appears early on; in fact it seems quite likely that children are innately predisposed attended prudentially to human speech versus other sounds.

According to Abdul Majid (Perencanaan Pembelajaran, 2008:16), Learning is a process of teaching which is done by the a teacher in guiding, assisting students in having the experience of knowledge or relatively permanent change in a behavioral tendency which is caused the experience done continuously in the time and is the result of reinforced practice of how to prepare the learning experience for the students (Hilgard & Bower in Pupuh Fathurohman & M. Sobry Sutikno, 2007:5).

Acquisition learning is seen as going on all the time. It is ‘concrete, immediate and confined to a specific activity; it is not concerned with general principles’ (Rogers 2003: 18).

Formalized learning arises from the process of facilitating learning. It is ‘educative learning’ rather than the accumulation of experience. To this extent there is a consciousness of learning - people are aware that the task they are engaged in entails learning. ‘Learning itself is the task.

In the past, learning used to be regarded as a passive process since the students are just received the information without giving converse information. Nowadays, leaning is not merely noticed as a passive process because it requires other elements; motivation of the learners to form learning habits. As quoted from Deci, E. (1972), motivation is the set of reasons that determines one to engage in a particular behavior. While Hornby (1974:285) stated that habit is “one’s settled practice.” Activities which are done frequently will finally create a habit. In this way, learning activity which is conducted frequently will create learning habit.
Learning habits which are formed by motivation not clearly showed the interference of teacher and or school’s prerequisites dealing with EFL. Some experts of EFL endeavor to relate to what they see as their students’ sense of motivation in class. Often, the motivation has positive impact in raising students’ proficiency of EFL – and the effect is usually long. In general, then, the students’ natural interest is not, therefore, something which we can rely on to generate sustained motivation in language learning.

Motivation, later, have a close relationship to students’ attitude in learning EFL. Most of the students, when they feel that they are fail in learning process, they admit to felling of frustration. In the other hand, students become demotivated when they realize the importance in learning EFL.

There are four skills in learning language and also acquiring the language. They are listening, speaking, reading, and writing. This research used observation to the children and questionnaires to the English teacher, students, and children’s mom.

This research found learning habit used by the students in learning English (L2) and acquiring the language by the children (L1) as follows:

The finding is gathered from students ‘questionnaire and observation done by the children’ moms in listening, speaking, reading, and writing habit are similar for students in learning L2 and the children acquire the L1:

**Listening Habit**
1. They liked to learn by listening to foreign language speakers.
2. They liked to listen teachers ‘speaking English.
3. They liked to listen to the language target songs.
4. They liked to watch the language target in television movie.

**Speaking Habit**
1. They liked to practice the language target with friends.
2. They liked to learn the target language by talking in pairs /peers.
3. They liked to talk in the target the language even mistakes.
4. They like to practice the target language.

**Reading Habit**
1. They liked to read books in target language.
2. They liked to read interesting instruction.
3. They liked to read advertisement in target language.

**Writing Habit**
1. They liked to write the target language.
2. They liked to write exercise in free writing.
3. They liked to write text presented visually.
4. They liked to write down orally presented text.
5. They liked to write everything in target language.

After giving the questionnaire to English teachers and observation by the mom (Students learning the L2 in the class and children acquiring the language), the finding are found.

1. The children learned the language step by step from the closest things.
   The students learned English step by step from the most difficult to the easiest.
2. The children always asked the mom many times about the things he asks or listen.
   The teacher set up a need to communicate.
   The teacher presented some vocabulary using pictures.
4. The children learned from mistake in using the language. 
   The students learned from mistake in using the language.
5. The children made discussion with parents. 
   The teacher showed something interested in the students’ opinion and related to the content of the lesson.
6. The children imitated language as native like. 
   The students imitated English as native like.
7. The children concentrated using the language on communicating.
8. The children screamed/cried/ grumbled when they were not cared about. 
   The teacher challenged the students to think.
9. The children showed something and ask. 
   The children eager to know by pointing something and asked.
10. The children tried to understand language by attending the parents said. 
    The teacher regularly demonstrated progress through repeating activities.
11. The direct guess a new word when he listened to language. 
12. The children guess meanings from word context. 
    The teacher presented some vocabularies using explanation.
13. The children payed attention to tone of voice in speaking, 
    The teacher helped students to develop positive, individual strategies for learning.
14. The children read and guessed the story based on the pictures. 
    The teacher presented some vocabularies using mime.
15. The children read based on the pictures. 
    The students read based on the pictures.
16. The children listened to the language from the parents. 
    The teacher helped students to develop positive, individual strategies for learning.
17. The children repeated language from the parents and audiotape. 
    The students imitate English as native like.
18. The children practiced talking by him/herself. 
    The teacher helped students to develop positive, individual strategies for learning.
19. The children analyzed reading/listened based on the pictures/tape tv. 
    The children free wrote on his own.
20. The children talked to peers using their own language. 
    The teacher invited students to talk to friend in English.
21. The children sang songs. 
    The students sang songs in English.
22. The children practiced pronouncing the correct words. 
    The students practiced pronouncing correct word in English.
23. The children made discussion with friends/parents to solve problem. 
    The students discussed with students to solve English problem.
From the questionnaire, it is found that how the children and the students acquire and learn the language steps by steps are always the same. The children and students always ask the mom /teacher many times about the things they asked or listened that interest on them. The children likes Interesting magazine, book, and booklets, while the teacher present some vocabulary using pictures to make easy to understand for the students. The children made discussion with parents, while the teacher involves students in discussion.

The children imitate language as native like while the teacher imitates English as native like. The children concentrate using the language on communicating and the teacher practices conversation with the students. The children scream / cry / grumble when they are not cared about. The children show something and ask . The children try to understand language by attending the parents say while the teacher uses English in teaching to make the students familiar of English.

The direct guess a new word when they listen to language. While regularly the teacher demonstrates progress through repeating activities.

The children guess meanings from word context while the teacher ensures that initial learning activities lead to success.

The children pay attention to tone of voice in speaking. While the teacher pays attention to tone of voice in speaking.

The children read based on the pictures while the parents present some vocabulary using pictures.

The children listen to the language from the parents while the teacher gives instruction shortly and clearly.

The children repeat language from the parents and audiotape. The child doesn’t learn grammar.

The children practice talking by himself and the teacher practices conversation with the students.

The children analyze reading /listening based on the pictures /tape TV. The children free write on their own idea. While the teacher shows interest in the students ‘opinion and relates the content of the lesson.

The children talk to peers using their own language. The children use language on the phone the children sing songs.

The children practice pronouncing the correct words while the teacher practices pronouncing correct word in English.

The children make discussion with friends/parents to solve problem while the teacher makes discussion with students to solve English problem.

The research uses a qualitative descriptive approach. The problem is about “The similarities activities between the children in acquiring and learning mother language (L1) and students in learning the second language (L2).” It is qualitative because the writer observed the language acquisition and learning of the children which requires a case study method. A case study is a research study that aims at analyzing a phenomenon in its real life context. (Goode and Hutt 1982)

Library research is also employed for obtaining comprehensive data. In the library research, the information is collected at the basis of the studying references books.

In collecting the data, the subjects were investigated directly by the researcher and the children’s mothers. Questionnaires were also distributed to the students and the children’s mothers to obtain the comprehensive data. The results are analyzed.
Discussion

Based on the description of the finding above, the researcher presents the following points to answer the first research question:

1. What are the habits and activities of the students in learning the language (L2)?
2. What are the habits and activities of the children in learning and acquiring the language (L1)?
3. Is it similar between L1 and L2 acquiring and learning language for the children and students?

For questions no.1 and 2, from the questionnaire given to 30 students, mothers of the young children and the teachers, the learning habit that the students use in learning English as L2 and the children acquire the language (L1) divided into four skills, they are:

a. Listening habit (students in L2 as foreign language (English) and children in L1 as mother tongue)
The listening habit include: Listening foreign language speakers (L2) and L1 for children, listening to language cassette (L2/L1), listening to (L2/L1) song, listening to (English/L1) on television.

b. Speaking habit (students in L2 as foreign language (English) and children in L1 as mother tongue)
The speaking habit include: Speaking with friend/peers in class/home, speaking in impair in (L2/L1), speaking in conversation in class/home, speaking of out the class/home.

c. Reading habit
The reading habit include: Reading text, reading interesting novel, reading magazine and reading advertisement. While for the children they read pictures wether from books or magazine or advertisements.

d. Writing habit
The writing habit include: Writing instruction, writing exercise in conference meeting writing exercise in free writing in, writing text presented visually, writing down orally presented text, and writing everything.

However, the category of the students and the children use learning/acquiring habit for the four skills of language different each other for example the students and the children sometimes listen to target language, sometimes reading English/language, sometimes writing English/language, sometimes speaking English language.

From the observation done by the mom and asked directly to the mom of the children and the English teachers found as follows.

Language acquisition and learned occurs when conversation. Conversation is occurred in the environment. Speaking to the children/students needed a special way, which makes the conversation go on. How parents talk to children had certain incidental consequences, teachers do too. The children and students are presented with specially tailored model of language use, adjusted to fit, as far as possible, what they appear to understand.

The environment (parents or adults and peers for children and teachers and peers for students) influence the children/students’ language development very much. They carefully follow the movements of parents’ or teachers’ mouth and try to imitate them. They were sensitive to the rhythm and intonation of parents/teachers’ talk (Benedicto de Boysson-
Parents provide predictable repeated situations in which meaning of utterances are clear to the children and the teacher do too. They did it not only using the vocal but also non-vocal language.

They learned/acquired the language from the things which are close to them and usually used. They did like listening to the people who exposed the language and ask what they don’t know and want to know. They like listening to the music or song and imitate it. They like to expose the language which they have understood. They liked learning and acquiring from interesting pictures, interesting book or booklet.

The children and the students guest the meaning from the context and the pictures or the things show to them. The children and the students learn and acquire step by step, from the easy one.

The teachers and the moms used to repeat the word if the children and the students didn’t understand. The teachers and the moms encouraged the children and the students. The moms and the teachers used to demonstrate the language to make progress. The moms and the teachers involved to speak and invite them to discuss or communicate.

There are many things that the students and children learn and or acquire the language are the same.

Conclusion

Based on the result of the research, it can be concluded that there were a number of learning and acquiring habit. The learning and acquiring are: Includes listening to native speakers whether L1 or L2 for the children, listening to song, listening on program television, speaking with friends or peers, teachers and mothers, speaking in conversation. Reading texts, booklet or advertisements, reading instruction, writing instruction, writing based on pictures, and writing based on advertisements, free writing, writing presented visually, writing down orally presented text, writing everything.

In brief, it is clear that students and children are different in some cases but they also have similarities in perceiving and believing, something that mostly influenced their ability in learning the language or acquiring the language.

The use of various learning habit will improve the understanding and performance of the students and the children about learning and acquiring the language habit. What this research shows is to obtain a wealth of useful information on students and children habit in learning and acquiring the language whether as L1 and L2. A teacher and a Mom can then use this data in the learning and acquiring the language and execution of learning and acquiring habits that will let the students discover more about themselves as language learners, encourage the students to evaluate the learning habit and gives the students the opportunity to explore new learning approaches/ techniques and make any personal improvement to their existing learning behavior.

Suggestions

Based on the conclusion above, the students and English teachers, and also the mom can consider the following suggestion in order to improve the quality of English teaching and learning and acquiring the language:

1. It is better for the students and the children to use learning habit in English as (L2 for the students and L1 for young children), they have to increase their intensity of their learning habit and acquiring habit in English language as L2 and regional language as L1 by doing various activities they can use learning or acquiring habit inside and outside of the class or house.
2. Regarding to the importance of learning and acquiring habit in L2 and L1 to, there are some factors to be considered; Environment, teacher or mom as motivator, in learning the conducive environment, professional teachers or moms, plays important roles for the successful of learning and acquiring the language.

3. As L2 teacher and mom, the teacher and mom should know students and or children learning and acquiring habit in L2 and L1 in other to make them easier in conducting the teaching and learning process in the class and acquiring the language at home. By knowing the students learning habit and acquiring habit, the teacher and mom can design well. How to make leaning and acquire run.

4. Considering many problems in teaching and learning English (L2), the students should more pay attention to practice English

References


FACILITATING CHILDREN TO SPEAK ENGLISH THROUGH LANGUAGE PROMPT CARD

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Abstract: Children have enormous ability to learn a language, by providing favorable and structured input and practice opportunities, a positive learning atmosphere can be ensured in the children’s class. A structured and practiced media that can be applied is Language Prompt Card. Language Prompt Card is a set of card consists of practical language (customized and structured sentence); it is in form of statement and question-answer. Being facilitated by the card, children have to practice speaking in the classroom. Additionally, the card gives a model to the students the correct form of a sentence

Keywords: Language Prompt Card; Teaching Media; Young Learners

Introduction
The main purpose of learning a language is that the students are able to use it for communication. Therefore, teaching should help them to achieve that purpose. Nowadays, in fact, most of English teaching emphasizes on knowledge of the language rather than how to use it. Terribly, it happens when children learn English for the very first time.

There have not been so many testimonies on the success of English teaching particularly in Elementary school. On the contrary, children do not really like English and tend to avoid it because it is difficult and complicated. There are some reasons contribute to this problem. Firstly, curriculum, the KTSP curriculum has not clearly stated that English should be taught to certain classes. Some schools have introduced English with different policies particularly in choosing the class. Some schools start English teaching from the first grade, and others start from the fourth grade. When 2013 curriculum is implemented, English is an extracurricular. It seems that English is not necessary to be taught in Elementary school.

Secondly, there has not been any standardized material for English instruction. In fact, most of English teachers are dependent much on the use of local published worksheet (LKS). Surely, LKS does not provide complete material coverage including the target language and indicators of the students’ competence. It influences the way of teaching and leads to a teaching for a test not teaching for language. Consequently, it highlights the students’ ability in doing tests not their competence of English particularly speaking and writing.

The third is the quality of human resources and the instruction’s quality. The success of teaching is much more affected by teachers’ ability in teaching. Good teachers will surely find good ways in teaching and learning English. Based on personal observation, there are teachers teaching English but they are not English teachers. Obviously, they do not have sufficient background knowledge on how English teaching should be and it leads to ineffective English learning.

Children have enormous ability to learn a language, related to problems mentioned above, some suggestions proposed are, first, providing favorable and structured input and practice opportunities in order to create positive learning atmosphere, second, choosing effective method and strategy to really help students achieving the target language that is using English in a simple context, and the last, using appropriate and suitable media to help them to speak English.
It has been widely believed that pictures are simple effective media to attract students’ interest. Pictures are met with the students’ characteristics in which they understand things visually and are able to use their ability for imagination. By their spatial intelligence, creating a picture of an object by writing the word for the object over and over will be interesting for them. However, pictures are sometimes not enough. In this paper, the writer is interested in introducing the use of pictures with short structured and customized sentences which is known as Language Prompt Card.

Review to Related Literature

Teaching English to children

Generally, teaching children means activating their body through some activities, since they cannot think abstractly yet. Moreover, teaching English to children is about introducing basic English by involving them in some activities like playing, singing and etc. As Scott and Ytreberg (1990) describe, children will understand through hands, eyes and ears. Another way to make them active in learning process is by practicing the language or giving a real task. Applying that way, teacher gives them an occasion to the real language use. (Halliwell, 1992).

When children are involved in learning process, they can be encouraged to use English in whole class activities and also while working with their peers in pairs and groups. Working with their peers in pairs and groups occasionally has more benefits for some reasons; first, if activities are done as a whole class, the children may not be directly involved in participating and can become bored and distracted. This is especially true in large classes. On the other hand, if children are working in pairs and groups, they will all have the opportunity to use English and to be engaged in the activity. Second, pair and group work can also help children to develop other skills such as listening to others, co-operating and reaching a consensus. These skills are useful to children no matter how good their English is! Third, pair and group work can provide a change of pace in a lesson and so revitalize the class atmosphere (Copland, et al, 2012)

Card as media of Teaching Speaking

Since media are appropriate and suitable to help and facilitate children in learning, they are very important to use (Slatterly and Willis, 2001). Children will be easier if the material is not only delivered in form of word or sentence. Teaching media can motivate and increase children curiosity (Cameron, 2001). So, it is particularly important to appeal visual learners, as a very high proportion of learners have this type of intelligence. One of the visual media is card.

Card can be bright and colorful and make a real impact on visual learners. Many of the activities outlined below will also appeal to kinesthetic learners. Cards are useful because the teacher and children can pick them up, move them and display them in different places and different sequences

Usually, a teacher can draw or put a picture on a card, but sometimes it is possible to write a word or phrase. It depends on the material and goal of learning. For vocabulary learning for example, a teacher can draw a picture, then show the card to the students and they will mention the name of picture on the card, or, a teacher may have a couple of cards, one consists of picture and the other consist of word, then children can match both of cards.
**Language Prompt Card**

Card or flashcard consisting picture or word is not enough to help children to speak; it is only used in teaching vocabulary. Therefore, providing customized and structured language is needed. It is possible to combine a picture and two or more simple sentences on a card. So, it is called as language prompt card.

To make children confident to speak, the usually need a model and example. The teacher is the first model who gives them example, but later, if it is needed for everyone to practice using the language, language prompt card can be the solution. In pairs or group, each student can take one card and then practice it.

**Using Language Prompt Card in teaching speaking to children**

The followings are steps of using Language Prompt Card:

1. Decide the material
   Consider the topic, the learning objective, and the target language that has to be achieved by the students.

2. Create the language prompt (sentences) will be used in the classroom
   The language prompts are customized language that meets with the students’ level and the context of situation.

3. Prepare the card with a picture and the customized language (sentences) based on the material.

**Picture 1. Language Prompt Card of Animal**

<table>
<thead>
<tr>
<th>It is an animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>It lives in the jungle</td>
</tr>
<tr>
<td>It has four legs</td>
</tr>
<tr>
<td>It has strip fur</td>
</tr>
<tr>
<td>It usually eats meat</td>
</tr>
<tr>
<td>It is a lion</td>
</tr>
</tbody>
</table>

**Picture 2. Language Prompt Card of Sport**

<table>
<thead>
<tr>
<th>It is kind of sport</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is played in</td>
</tr>
<tr>
<td>door/outdoor</td>
</tr>
<tr>
<td>It is played two/four players</td>
</tr>
<tr>
<td>To play the game, we usually need racket and ball</td>
</tr>
</tbody>
</table>

**Steps of utilizing Language Prompt Card for teaching speaking:**

1. Giving an example to students how to read the sentences and how to use the card
2. Dividing the students into several groups
3. Giving a set of cards to each group (the number of cards depends on the time allotment and the number of students)
4. Ask each member of the group to take one card
5. Decide who will describe the card first, and others will guess it.
6. The next students of the group continue taking the rest cards one by one.

**Positive atmosphere as the result of using Language Prompt Card**

When Language Prompt Card is used in class, a real situation of language use happens there. All members of class are practicing English based on the context, describing animal for example, every child describes the animal characteristics to others while they also try to be good listeners to guess the name of animal, etc. Finding this situation, using Language Prompt Card creates some positive atmospheres in class, they are:

1. Everyone is an active learner (Piage, 1936)
2. Each moment of the class is interesting and engages them to be involved in learning process
3. It creates contextual learning
4. It creates joyful and fun learning (facilitate their imagination and acquisition)
5. They follow all the steps of learning in sequence (effective learning)
6. It creates many repetition of structured and customized sentences and develops their language components
7. By learning in group, it brings them in positive competition and team work.

**Conclusions**

Children will learn effectively if they are provided with examples and model from the teacher, especially in speaking. Through Language Prompt Card the students will have sufficient opportunities for practicing speaking easily. It also gives the model how to speak English meaningfully.

**References**

CREATIVE TEACHING FOR INTERACTIVE CLASSROOM

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Abstract: Student’s participation in classroom is always expected by teachers. Therefore, they try to find out various techniques of teaching to get students’ attention in classroom. The more creative they teach the more attention the students will give. Communicative Language teaching (CLT) model is an alternative model which has been believed to be effective in creating interactive classroom. This research is aimed at exploring how micro teaching students at the English Education Department (FKIP, Universitas Muria Kudus) make use of CLT model to have an interactive teaching model. The research uses a case study design which focuses on describing a case of learning activity in micro teaching class. It is found that the students have done the efforts to make their teaching practice interactively done by using various teaching techniques and media. Creativity in teaching brings about interactivity between students and teachers.

Keywords: Communicative Language Teaching; creative teaching; interactive classroom

Introduction

Student’s disinterest during a learning process in the classroom is an unexpected case for a teacher since it can make the learning objective of the class unsuccessfully achieved. It is for sure something avoided by a teacher. Teachers are recommended to have continuous reflection to consider modifying their instructions, teaching method, learning media, equipment and any other important point to motivate students to get involved and give good attention in the learning process. Alternative methods of teaching have been suggested by experts to encourage students to get involved actively in learning process. One of the methods is by bringing the context of learning themes in the classroom so that the students will have a perception of being in a real situation. This approach is commonly termed as Communicative Language Teaching (CTL). It is a teaching method which conditions classroom activities to be meaningful and able to involve real communication (Richard, 2006: 2). To make the students take part actively in learning process, a teacher should bring the context of the discussed topic into the classroom. It means that students need to have factual visualization of the subject as if they were in a real situation in a community. In this case, developing students’ communicative competence will in turn naturally facilitate them to do active learning.

Method of Communicative Language Teaching (CLT) is considered to be the anchor of paradigm shift, from grammatical competence paradigm to communicative competence paradigm (Richard, 2006: 3). The perception of grammatical competence paradigm suggests that students learn English by understanding how sentences are well constructed. They learn the grammatical rules and practice producing sentences with acceptable pattern of word classes. In turn, students are expected to understand the language theory well. It is indeed a good standing point because understanding sentence construction is a basic need for students to learn language. However, students also need to be introduced and, in the next level, exposed to meaningful situation when using English since using language is concerned with practicing a meaning negotiation. Therefore, there must be a next step for students, after they understand the concept of grammar, to learn how the mastered theory of grammar is used in a meaningful communication. In a simple remark, they need to practice using their grammar
mastery in contextual communication thematically. This is the notion of the importance of encouraging students to have intensive practice of communication in English because language is means of communication. Students are considered to have language proficiency when they know how to use the language in a various communication setting.

It is the sense of developing students’ communicative competence in which they are not only conditioned and endorsed to learn language in grammatical level but also in wider scope of functional level. Canale and Swain (1980), Canale (1983) in Celce Murcia and Olshtain (2000: 16) proposed that communicative competence could be described as consisting of at least four components: linguistic or grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. CLT aims at developing students’ communicative competence which is expected to help teachers make the students active in participating in the classroom. Learning process needs active students and challenging as well as creative teachers. Poorman (2002) points out, “true learning cannot take place when students are passive observers of the teaching process”. It implies that students’ disinterest in the learning activities may be caused by the fact that the teachers do not create a conducive and challenging atmosphere for the students to give all out participation in the class. Making the students get involved in classroom activities is a way of anticipating student’s disinterest to the class and it can be done through the implementation of Communicative Language Teaching (CLT) Method which covers such learning methods as role play, cooperative learning, project based learning, and other learning methods which provides stimulation for students to communicate actively in the class in various context.

Besides considering the use of the above mentioned teaching methods and in the scope of making efforts to find ways of designing an interactive class for better participation of students, teachers are also suggested to find appropriate teaching techniques, strategies and media. This research aims at exploring how micro teaching students at the English Education Department (FKIP, Universitas Muria Kudus) make use of Communicative Language Teaching (CLT) method to have an interactive teaching model. The research tries to describe the student-teachers’ learning activities in micro teaching class. It is expected to find how the students have done the efforts to make their teaching practice interactively done by using various teaching techniques and media. It is also to investigate how creative the student-teachers are in teaching to bring about interactivity between students and teachers in the classroom.

Methods

The research is a case study which investigates how students of Micro Teaching Class implement the concept of Communicative Language Teaching (CLT) method in developing interactive learning and teaching process. The subject of the research is the students of sixth semester who take micro teaching class. They are required to take this class as a pre-requisite subject for them to take a teaching practice program in seventh semester in a real school. The class is designed to train the prospective student-teachers to experience teaching activities practically. In this class, they are introduced to some curriculums having been implemented by schools in different level in Indonesia, such as Competency Based Curriculum, Institutional Based Curriculum (KTSP), and Curriculum of 2013. The student-teachers are also taught how to design a syllabus and lesson plan and how to practice them in the class. In this class, the student-teachers also explore the teaching method development from time to time in local and international scope. Through these learning activities, the student-teachers are expected to choose which method, technique, strategy and media are effective to build an interactive class.
The teaching practice is done by the student-teachers in three stages. The first stage is designed for teaching practice by using Competency Based Curriculum (KBK) and Institutional Based Curriculum (KTSP). In the second stage, the student-teachers perform the teaching activity by using Curriculum of 2013 while in the last stage they may choose one of the curricula. The audience or participants in the first and second stage are their own friends while in the third stage, the participants are real students of Junior or Senior High School students invited to the classroom. During the teaching performance, the assessment is done by the lecturer as first assessor and a student-teacher serving as second assessor. The assessment is done referring to assessment rubric which covers the following points:

a. How is the apperception done?
b. How is the student-teacher’s mastery on the teaching material?
c. How does the student-teacher relate the material with the real context of daily life?
d. How does the student-teacher encourage the participants to be active through the use of certain technique, strategy and media of teaching?
e. How does the student-teacher encourage the student’s participation in the classroom when using certain technique, strategy and media of teaching?
f. Is the class interactive?
g. How is the student-teacher language proficiency?
h. Does the student-teacher give follow up of the classroom activities?

The above questions are the points on which the observation in the research is based. Those questions, more or less, provide an instrument to describe whether or not the student-teachers use Communicative Language Teaching (CLT) Method. The questions also guide the researcher to explore to what extent is CLT applied to build an interactive class. The researcher also observes the responses of the classroom participants by recording the teaching practice.

Finding and Discussion

The research is done in three classes of micro teaching with total number of students as many as 97. All of them get three chances to do the teaching performance. The performance is assessed by two assessors; those are the lecturer serving as the first assessor and one of the student-teachers serving as the second assessor. The assessors are given assessment rubric containing the above points of question. The assessment rubric is considered as the instrument of exploring how student-teachers manage the class in the perspective of CLT. Besides, video recording is also used to help the researcher investigate the students’ responses towards the teaching and learning process. Score is given by the assessors based on the above points of question. The research finds out that in the first stage of performance, many student-teachers have not implemented CLT. The performing student-teachers are recommended to accommodate the suggestions given by the lecturer and the other student-teachers in a reflection session. The reflection is done after the student-teachers do the performance. It is done so as to improve their performance in the next performing session. In this stage, it is found that there are 49 student-teachers or almost 50% who get low score. Based on the observation result most of them did not apply the CLT method well. It is proven by their less interactive class compared with the others.

In the second stage, there are 31 student-teachers who get low score. It means that there is a decrease in number of those who do not apply interactive class. It can be said that most of them have found alternative way to make the class interesting or interactive in terms of the class which get positive response from the students. Meanwhile, in the third stage there
are 16 student-teachers who get low score which means there is also a decrease in number of those who cannot manage the classes to be interactive ones. According to the points of questions used by the researcher to assess the teaching quality of the student-teachers, there are several important points that should be fulfilled by the student-teachers to be considered as having qualified teaching performance, those are quality of apperception, mastery of teaching material, level of relevance of the material towards daily life context, the use of appropriate technique, strategy and media of learning, classroom interactivity, student-teacher’s language proficiency, and ability to follow up the class. The research result shows that there is a tendency (from the first up to the third stage) toward good improvement of the student-teachers’ teaching quality at least indicated by the score supported by the observation result.

Referring to the assessment rubric, observation, and video recording, the student-teachers have done good efforts to make their teaching performance be positively responded by the classroom participants. Some student-teachers use teaching methods like cooperative learning, role play, genre based instruction, project based learning and suggestopedia, while regarding the techniques and strategies, most of them use game and group discussion to encourage the students to be active in the class. Meanwhile, it is found that the teaching media like picture, audiovisual, quiz, games and short story were also used by the student-teachers to stimulate the student’s participation in the class. It is also found that the student-teachers, during the three stages, have dynamic efforts to do good teaching performance so as to develop interactivity between teacher and students. The observation shows that the student-teachers who can manage their method and media of teaching to facilitate the participants (students) to learn English through meaningful classroom activities and real communication are those who get good attention from the students. It means that whatever the method or media of teaching as long as the teachers can create an interactive class, the students will be encouraged to participate in the learning activities. However, empirically there are certain methods and media of teaching, like the above mentioned ones, which are best compatible with the implementation of Communicative Language Teaching method. Among the strategies done by the student-teachers to encourage student’s participation in the class, classroom questioning is the most effective way to do so. The classroom questioning will be more influential if it is combined with other supporting techniques and media of teaching, for example, teaching narrative text with short story movie combined with group discussion and classroom questioning.

Student-teacher’s creativity is also a determining factor for interactive class. Some of the students have shown their creativity by presenting: modified audiovisual media, puppet of short story, song for listening skill, interactive game, and short movie. However, it shows that the media will give a real effect in stimulating student’s participation as long as the teacher can make use of the media appropriately. Teachers should understand the student’s learning characteristics so that they can choose the suitable media for learning activities. In a very simple perspective, if teachers want to make their students give participation in the classroom, make the students do something. It means that all the learning aspects of the students should be stimulated, not only the cognitive aspect but also affective and psychomotor aspect. This can factually be done by the student-teachers of the micro teaching class by developing their creativity in using the learning media. It will, of course, be variously done by them since they have different potential pedagogical skills. Another thing that can be perceived from teaching practice in the micro teaching class is that good media of teaching are not always those which are electronic ones. Good media can be gotten from the simple media in our surrounding. The point is on the series activities during the use of the media to expose as much as relevant learning experience to the students.
Conclusion and Suggestion

Conclusion

From the above discussion, there are some concluding points that can be put forward, those are: (a.) The teaching performance of the student-teachers in micro teaching class at the English Education Department of Universitas Muria Kudus, has trained them to understand and practice Communicative Language Teaching (CLT); (b.) The student-teachers of the micro teaching class have done the efforts to design interactive class as the typical characteristic of CLT (c.) To create interactive class as suggested by CLT method, some student-teachers use such teaching method/technique/strategy as classroom questions, cooperative learning (jigsaw), group discussion, role play, project based learning and suggestopedia (through song). (d) There are also some students who design their class by using media of picture, movie, puppet, flashcard and audiovisual equipment. (e.) Among those methods, techniques, strategies and media of teaching, the most influential strategy on interactivity of class and which is empirically practiced by the students is classroom questioning and audiovisual media.

Suggestion

To implement Communicative Language Teaching Method (CLT), teachers need to have a good communication strategy since the main goal of this method is student’s communicative competence. Communicative competence is nurtured through meaningful classroom activities and engaged with real communication. A good communication strategy combined with appropriate technique or media of teaching will create an interactive teaching and learning.

References


REFUSAL STRATEGY UTTERED BY THE STUDENTS OF A STATE SENIOR HIGH SCHOOL

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Abstract. The current research depicts the information of refusal strategy uttered by the students of Grade XII-A1 Science Program of The State Senior High School 2 Muara Bungo. Thirty four students of this school get involve in the observation that consist of 12 males and 22 females. The data of this research are collected while teaching and learning process by means of observation, recording, and note taking. The results of the research designate first, the students utter a bit different refusals from English native speakers. Second, they communicate in lack of idiomatic expression in English and they transfer Indonesian rules and conventions into English assuming that such rules are universal. Third, they are not able to appropriately (less polite) select the strategy of refusals, they frequently say ‘sorry, I can’t’ instead of saying ‘I’d love to, but I’m afraid I can’t’. In conclusion, the speech act of refusal uttered by the students could confirm certain pragmatic features.

Keywords: Pragmatics; Refusal; Strategies

Introduction

As Indonesian EFL trainers, we have distinguished that students who are able to produce grammatically well-formed utterances are inappropriate for the contexts in which they are uttered. For instance, a student who replied to a request ‘Would you buy a plate of hodgepodge for me, please?’ mentioned ‘Yes, I Would’ instead of ‘Sure, I’d be glad to’. In other words, they may learn various forms of requests and their responses other than they may not be convinced when they are appropriately use even though they have acquired a good mastery on grammar and vocabulary.

At the time the students of Grade XII A1 of the State Senior High School 2 Muara Bungo were interviewed by the researchers about the case stated on the first paragraph, they stated that they had a very limited oral practice either in their English classroom or in the environment where they live in. Get a hold English request for example; they usually have fewer opportunities to initiate a request and a refusal. In this case, it could be concluded that they had lack of information on English requests and refusals mainly.

Moreover, the students did not know when to use the speech acts appropriately since the teachers did not provide adequate explanation, and chance for them to bring into play the speech acts. Further illustration, way of requesting something ‘Can you help me to buy some drink?’ instead of saying ‘Would you buy some drink for me, please?’ In refusing this request, a speaker may state ‘I’d be glad to, but …’, ‘I wish I could but …’. In reality, the students refused the invitation by saying ‘Sorry, I can’t’ instead of saying ‘I’d be glad to, but …’.

In line with the teachers’ point of view at the setting of the research mention early, first, there is not enough time for pragmatic teaching in an already time-limited curriculum. Second, the teachers there assume that students would naturally be exposed to socio cultural materials. Third, they did not have enough confidence in teaching socio cultural aspects of
English excellently. Last, when teaching speech acts, they just relied on the techniques and the information provided by the textbooks without having an initiative to look for other teaching techniques and sources in order to add the missing information that could enrich students’ pragmatic awareness. Consequently, it appears to be no surprise that pragmatic competence is often neglected in classroom practices.

In the School-Based Curriculum (it is still used in this school), speech act or language function have to be acquired by the students and even they are tested in listening part of the National Examination Test. Commencing those reasons, The research endows information on the refusal strategy uttered by the students and the pedagogical implication of this strategy for a better EFL teaching. This research grants valuable contribution not only for the students and the English teachers but also for the researchers.

**Method of the Research**

For the current qualitative research, 34 students (12 males, and 22 females) of state senior high school 2 Muara Bungo from grade XII A 1 science program were observed to obtain the data. These students graduated from private (Xaverius Junior High School) and state junior high schools (State Junior High Schools 1, 3, and 4) in Muara Bungo. These students were selected as the subjects of the research hence they had good performances in English (they had good marks in the previous semester tests and belonged to the eminent class of the State Senior High School 2 Muara Bungo as well). Consequently, they were supposed to be the model of English speakers of this school who were able to utter the speech act of refusal. Understandably, it is easy to gain the likely data.

Further, the researchers confine the observation on these students so as to attain an in-depth analysis. Prior to selecting the research subjects, another consideration is determined that these students were more active in communication rather than the others. A single class of students for the present research was ample since there is no explicit numbers of the research subjects required in a qualitative research. It is in line with Bogdan and Biken (1994) and Cohen and Manion (1992). They define that a researcher identifies a small number of individuals who have characteristics that he or she requires.

**Data**

The data of this research were utterances uttered by the research subjects in their classroom communication. The data were obtained, first, in the form of oral communication from role plays based on the situations given. Optimally, the subjects were provoked to play the roles under circumstances described in the observation. Among those utterances, not all of them considered as the data apart from the ones that confirm refusal strategy.

**Instrumentations**

Several equipments were functionalized in the research. A mini tape recorder (Sony Recorder ICD-BX140) was brought into play to record the communication made by the students in addition to it was equipped with an external microphone and a set of earphone to produce clear voice. A MD544ZP/A iPad mini was also used as it could produce the record clearer than the Sony Recorder ICD-BX140. Photos were taken by using a Camera of Canon EOS 600D to support the human instrument. Second instrument was interview to understand something from the subjects’ point of view in terms of refusals. Next, note-taking was used to note down everything that could not be recorded by the recorder.
Data Collection

Ever since one of the researchers is the English teacher of the target students, it is more flexible for him to get the data when the teaching and learning process. The data were gained from March the 3rd to April the 3rd, 2015 by means of the instrumentations stated early. The data were obtained as natural as possible so as to keep their authenticity by not showing the recorders explicitly to the subjects. Also the interview seemed to be relax so that the interviewees were not under pressure.

Data Analysis

The data of this research were analyzed by the technique of an interactive model comprised three concurrent flows of activity; data reduction, data display, and data conclusion/verification linked before, during, and after data collection to make up a general domain (Miles and Huberman, 1994:11-12). As a result, not all of the gathered data were displayed in the report since data display was a part of data analysis (data reduction). The data reduction was carried out by several ways such as through focusing, identifying, and selecting the utterances that show refusal strategies. Both data reduction and data display were continuously interrelated since they depended upon each other to generate the process of data analysis comprehensible. The following contour illustrates the data analysis.

![Interactive Model](image)

Figure: Interactive Model (Miles and Huberman, 1994:12)

The conclusion was obtained after the display data were properly managed then further each step of the interactive model was clarified in the procedure of data analysis.

Procedure

In this procedure, first the activities of data analysis dealt with transcribing the subjects’ utterances on the transcription sheets which simplified from Grundy’s (2000:224-228) devices of data transcription. Second, in the identification the researchers checked whether the utterances depicted the refusal acts or not. Along with this identification, the data were reduced by omitting the irrelevant utterances which did not fit with the criteria of this research and clustered on the basis of the contexts as well. After analyzing the whole data, third, the conclusions were drawn on the basis of the objectives of the research (speech act strategy of refusal).
Trustworthiness

The researchers fully realized that bias could occur in this qualitative study. In order to stay away from the bias, the methodological triangulation technique was applied (recordings, interviews, and field notes). Bryman (2011) extends triangulation as the use of more than one approach to the investigation of a research question in order to enhance confidence in ensuing findings.

Findings and Discussion

The following are the analysis of the data gained from the role-plays and discourse completion tests (DCTs) results. The data comprise 17 excerpts obtained from three different situations. Hence the length of the paper for this article is very confine, the researchers merely discuss three excerpts (one excerpt from situation 1, one excerpt from situation 2, and one excerpt from situation 3.

Setting and Situation 1

The students were asked to create a short dialogue for about 15 minutes and then performed it in front of the classroom (08.15 – 10.15 a.m., March the 3rd, 2015/Tuesday).

You are preparing yourself for examination. Your friend requests you to accompany her to a supermarket. You refuse the invitation.

Excerpt:

1 Laras: Hey, Vi!
2 Vivi : Hi! What happen Ras?
3 Laras: Do you want to accompany me to mmm… supermarket vi?
4 Vivi : mmm … Supermarket? When?
5 Laras : After this school, can yoy?
6 Vivi : aaa… I’m so sorry Laras. I’m studying now for exam tomorrow. Mmm How about tonight?
7 Laras : Oh God, Okay. I’m sorry, I disturb you.
8 Vivi : No problem. Good bye.
9 Laras : Bye

In the excerpt, Laras and Vivi performed the dialogue in which Laras expressed conventionally indirect expression containing a request ‘Do you want to … to supermarket Vi?’. However, Vivi could not fulfill Laras’s expectation as indicated by I’m sorry Laras. … How about tonight? In refusing the request, Vivi realized the semantic formula in the forms of (regret) and (excuse) I’m so sorry Laras. I’m studying now for exam tomorrow. And She also offered the alternative strategy How about tonight? Seeing the utterances produced by Vivi, they connote the illocutionary acts of refusal.

Setting and Situation 2

The students were required to construct a short dialogue for about 15 minutes and then performed the dialogue in front of the class (07.15 – 08.15 a.m., March the 11th, 2015/Wednesday).

You addressed a friend at school before the morning bell ring. He/she is not well because of reading The Lost Symbol by Dan Brown all the night. Dan Brown is your friend’s favorite writer. You ask him/her to lend it to you but he/she is still reading it. You have him/her tell you when he/she has finished it.
Excerpt.
1 Obelia : You ok?
2 Maria : Not really
3 Obelia : You look so tired. Your eyes are red.
4 Maria : Yeah, I didn’t get enough sleep last night because mmm…. I read a book till late at night.
5 Obelia : What book?
6 Maria : The last symbol by Dan Brown.
7 Obelia : Another book by Dan Brown? You sure like his books, huh?
8 Maria : Yeah, I do. I also read another one called aaaa… the Inferno of Brown.
9 Obelia : Oh, I heard that one is good! I want to read it!
10 Maria: I’m reading it right now, but after I finished it. I can lend it to you if you want.
11 Obelia: Ok. Let me know when you’ve finished it

The utterances on turn 9 stated Obelia’s personal need that Maria could lend her the novel. There might be a particular reason for Obelia to produce the request as approved by (Fukushima, 2003) that it was reasonable only if the speaker had a reason for wanting it done. Unfortunately, pertaining to the dialogue, Maria could not realize Obelia’s request. She rejected the request I am reading it now denoted that it was being read and could not be lent for the time being until she had finished reading it. She continued the rejection by uttering other alternative but after I finished it. I can lend it to you if you want.

Setting and Situation 3
The students were facilitated to put up a short dialogue for about 15 minutes and then performed the dialogue in front of the class (08.15 – 10.15 a.m.March the 17th, 2015/Tuesday)
Your teacher gave the homework yesterday but you didn’t understand it. So, before collecting the homework, you ask one of your friends to help you.
Excerpt
1 Nurul : Thata, are you busy right now?
2 Thata : aaa nope, why?
3 Nurul : mmm do you understand the English home work we were given yesterday.
4 Thata : uhuu, what do you want?
5 Nurul : hehe so, I am wondering if you could help homework.
6 Thata : well,
7 Nurul : Please
8 Thata : I wish I could help you, really but you have to ask someone else.
9 Nurul : Alright then. Thanks Tha

Nurul asked whether Thata was busy or not at that moment (1) since at the time she wanted to make sure before uttering the request, however, Thata refused it. In response to the request, she realized the indirect strategy wish as alternative statement ‘…really really but you have to ask someone else’. This alternative statement functioned to depict the positive response / feeling or agreement.
Overall, those refusals were pragmatically based on the students’ poor quality in appreciating English and the use of speech acts in Indonesian context. The students’ refusals were merely ‘Sorry … ’ instead of ‘I’d like to but … ’ or ‘I’m afraid but I can’t.’ It is in line with what Kasper and Blum-Kulka (1993) define that the quality and range of linguistic forms by which linguistic action could be implemented and modified consistently to differ between native speakers and non-native speakers. The non-native speakers’ repertoire typically being more restricted and less complex than native speakers’.

They were subsequently maintained by the influences of the setting in which the students (non-native learners) got in touch with communication. Ultimately, the students subconsciously assumed that the language functions of the English and Indonesian speech act expressions were in a similar way.

The students of the State Senior High School 2 Muara Bungo realized two strategies in producing the speech act of refusals. Direct strategies; such as ‘I’m sorry Laras.’ and non-conventionally indirect strategies, for instance, ‘I’m studying now for exam tomorrow.’ were used in resolving the communication. Almost all of the utterances conveyed by the students were in indirect refusals.

People tend to use indirect speech acts mainly in connection with politeness (Leech, 1983: 108) since they diminish the unpleasant message contained in the refusals. The indirect refusals did not infringe the loosing face. However, politeness was not the only motivation for indirectness, indirect strategies were functioned when people/students wanted to make their speech more interesting, and to increase the force of the message communicated.

Olshain and Blum-Kulka in Cohen (1996) describe that the acquisition of native like production by non native speakers may take many years because the sociocultural strategies and the socionatural form are not always ‘picked up’ easily. I is supported by Al-Eryani (2007) who states that in expressing speech acts the students are influenced by cross-cultural variation and the content of the semantic formula used by language group in relation to the contextual variables, which include the status of interlocutors.

In terms of intimacy, a direct refusal was conveyed by Maria: ... I can lend it to you if you want equals with I don’t want to lend the book to you unless I’ve finished reading it. In uttering the refusal, it was fairly accepted since both interlocutors were in the same aged (they were classmates). Maria performed the perlocutionary act to satisfy her friend’s need. Simply, the research subjects were accustomed to apply the Indonesian models of speech acts.

The type of refusal strategy performed by the research subjects signified the pragmatic transfer. They realize the typical pragmatic politeness due to the L1-norm transfers or cultural differences. It implies that they concern the cyclical patterns of communication wherein they realize pragmatic politeness in English, but with Indonesian ways of opining, remarking, approving, disapproving, and suggesting. Insufficient knowledge of English and/or exposure in English communication inspires the students to transfer certain patterns and meanings from L1 (Indonesian) and resolve a communication strategy. Such the transfers and resolves are tolerable because they are Indonesian learners of English. They mix between direct and indirect strategies. The mixture of elements deriving from the direct and indirect strategies in given utterances simply convey a kind of hybrid strategy somewhere in between the two. This hybrid strategy is certainly specific to the research subjects. Eventually, the model of this politeness signifying on the work of second and/or foreign language inference lie in the detailed information about how Indonesian students of English realized and construed refusal strategy.
Conclusion and Suggestion

Conclusions

The data of the present research comprise 17 excerpts obtained from three different situations. Nevertheless, only three of them displayed in the paper (one excerpt from situation 1, one excerpt from situation 2, and one from situation 3) because of the technical reasons that may not be mentioned. The excerpts contain utterances that show the students’ refusal strategy. The indirect strategy are frequently conveyed when they (students) need to be covert in declining their disagreements toward the fellow students.

It is noticeable that one of the utterances, i.e., sorry, I can’t because I have to prepare myself for the exam concurrently represents indirect illocutionary act, that is, expressive. In the field of indirect illocutionary acts, the area of expressive is very useful to realize because ordinary conversational requirements of politeness make it awkward to issue flat imperative utterances.

The research subjects of the study encounter grammatical problems, lexical problems, cultural problems, and fluency. The relevant theory (IL theory) claims that these problems resulting from the transfer of training in learning L2 and/or FL as the students have confined knowledge of some English rules or norms. To cope with the problems, they transfer some of L1 (Indonesian) terms in English communication. Other problems arise as a result of the students’ strategy of communication

Suggestions

In relation to the conclusions, some suggestions are addressed to potential readers, among of whom are researchers, teachers or lecturers of English. The research findings of this study may be useful for those who plan to make researches on the related theme. The researchers realize that the present study has some limitations but at least its findings may be handy for those who want to make researches on refusal strategy focusing on the Indonesian EFL students.

For Individuals who plan to carry out studies on this issue may observe classroom interactions with different groups. Very probably they may observe natural interactions between/among student/office assistant(s) and student/office assistant(s) inside or outside this college. Finally, they may observe natural interactions between/among student/janitor(s) and student/janitor(s) inside or outside the schools.

References


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RAISING STUDENTS’ AWARENESS ON SELF MONITORING PRODUCTION

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Abstract: Many students who are still learning how to write in a foreign language always make mistakes. Sometimes, this situation can turn painful and frustrating. In order not to have the students suffer, teachers should come up with such ways to alleviate this pain. Self monitoring production is an alternative way to monitor the students’ mistakes during the process of writing. The students’ learning autonomy in writing will be developed through it. Consequently, they are supposed to be a better writer. However, the students seem unaware of self monitoring production in writing. Thus, this paper deals with how to raise students’ awareness in self monitoring production, particularly in writing essay.

Keywords: Self Monitoring Production; Students’ Awareness; Writing Essay

“Effective, appropriate writing is teachable and learnable, but teachers and students’ commitment, choice, and change are necessary for both”. (Reid, as cited in Hernandez, 2011)

Introduction
Writing has always been regarded as an important skill in teaching and learning English as Foreign Language (EFL). On the one hand, it stimulates thinking, compels students to concentrate and organize their ideas, and cultivates their ability to summarize, analyse, and criticize. On the other hand, it reinforces learning in, thinking in, and reflecting on the English language. Nevertheless, students find composing it in English is difficult. Many students complain that they have lack of ideas and cannot think any interesting and significant enough ideas to write. Indeed, they need to run several stages in writing, what so called as writing process; prewriting, drafting, revising, and publishing. It makes writing become such a boring thing to do since they assume it is a time consuming activity.

In addition, the students tend to write their writing the night before assignments are due. It indicates they neglected some writing process. They truncated the process of prewriting, drafting, revising, and publishing into simply drafting and publishing. They may attempt to skip necessary stages of writing process because they tend to want just get the job done. Speed and efficiency become more important than care and accuracy. Consequently, they just made themselves as poor writer for they only display mistakes even serious errors.

Yet, they could be a better writer if they are encouraged to follow the writing process itself. As Harmer (2007) highlighted that every students need to be involved in the writing process in order to be better writers although this may be time consuming. This encouragement can be realised through self monitoring production. Benedetti argues self monitoring production as a strategy in examining of one’s correctness of oral or written production (qtd in Sadekhi and Baneh, 2012). It can be said self monitoring production is an alternative way for teachers to promote their students’ autonomy and critical self evaluation in writing as well as gear the students’attention on global aspects of their developed writing.

By doing self monitoring production, the students will be an autonomous language learner. It means the students who can organize their own learning without necessarily needing a teacher to guide them (Harmer, 2007). However, their motivations in conducting self monitoring production on writing processes are still questioned. Thus, this paper attempts
to elaborate why having self awareness on self monitoring production is vital to produce good quality of writing, and how to raise the students’ awareness on self monitoring production, particularly in writing essay.

Discussion

Writing Essay and Its Processes

Generally, writing is a sequence of letters, words, and symbols that created by someone into the paper. Specifically, it is a way to produce a language in a written form that comes from someone’s thought. By writing someone can share their ideas, experiences, thought and feeling on certain issues to others.

Writing is also a life skill for people, particularly for college students. If they can write clearly, they can express their ideas convincingly to others – in college, on the job, and in their personal life (Kirsznner and Mandell, 2011). In college, they might write a single paragraph, an essay exam, a short paper, or a long research paper. It is strongly supported by Zemach and Rumisek (2005) who say writing is a very important part of university study. At work, they might write a memo, a proposal, or a report. In their personal life, they might write a letter or an email asking for information or pointing out a problem that needs to be solved, or just post a comment on a blog. Then, it can be said writing is important. If they can write, they will be able to communicate; if they can communicate effectively, they can succeed at college and beyond.

Consequently, the students need to be exposed to a variety of writing experiences. They should be given opportunities to write a variety of writing. One of them is essay. It is a piece of writing with particular structure and layout (Cottrell, 2008). It is written to a set of writing convention. Kirsznner and Mandell (2011) also claim writing as a group of related paragraphs on a single subject. Then Oshima and Hogue (1996) argue writing is a piece of writing several tied paragraphs long about a single topic.

An essay has three main parts: an introduction, body, and a conclusion. The introductory paragraph begins the essay. It consists of general statements and thesis statement (Oshima and Hogue, 1996). The general statements have aims at introducing the general topic of the essay and capturing the reader’s interest. While the thesis statement has several functions like stating the specific topic, giving the reader a general idea of the contents of the essay, and listing subtopics or subdivision of the main topic or subtopics or indicating the pattern of organization of the essay (if necessary). Another division about parts of the introductory paragraph also given by Kirsznner and Mandell (2011). They claims the introductory starts with opening remark which introduce the subject being discussed in the essay, and ends with a thesis statement that presents the essay’s main idea.

The second part of the essay is body paragraphs. It usually consists of several paragraph that support the thesis statement. Each body paragraph begins with a topic sentence that states the main idea of the paragraph. the other sentences in the paragraph support the topic sentence with evidences. Finally, the concluding paragraph ends the essay. It has three functions (Oshima and Hogie, 1996). For instance, it gives signals the end of the essay by using transition signals, it reminds the readers of the writer’s main point by using whether summary or restatement, and it leaves readers with the writer’s final thought on the topic. As introduction, it also classifies into two parts (Kirsznner and Mandell, 2011) such as the summary statements that reinforces the thesis and summarizes the essay’s main idea, and concluding remarks which presents the writer’s final thought on the subject.

As discussed earlier, writing is a skill that can be learned by the students through continuous practice. Nonetheless, many students do complain when they are facing with writing activity (Langan, 1996). They have trouble getting started with their own essay, a
mental block which make them not able to think of anything interesting or significant enough ideas to write, problem coming up with interesting and relevant details that can support the topic of their essay, or even after starting the essay, they lost ideas in the middle and wondering “where to go next?”. Surely, all those messes can be overcome by following a series of steps, called the writing process. As Boardman (2009) ever said, “Even successful writers go through some writing processes in order to produce a good composition”.

There are four stages of writing process like prewriting, drafting, editing and proofreading, publishing. At the first stage, prewriting, the students will get their initial ideas and impression about the subject down on paper. There are five techniques to help the students think about and develop a topic. It can be said prewriting techniques are a central part of the writing process (Langan, 1996). The techniques are brainstorming – generating ideas and details by asking as many as questions the students can think about the subject; free writing – writing about the subject without stopping for about ten minutes or so; diagramming or mapping or clustering – generating ideas and details about the topic by using lines, boxes, arrows, and circles to show relationship between the ideas and detail that come to the students; making a list – listing as many different items as the students can think of concerning their topic; and preparing a scratch outline – trying to think carefully about the exact point the students making, about the exact details they will use to support it, and about the exact order in which they will arrange them.

The second stage in writing process is drafting. Here, the students will write a draft and try to make a clear the single point of the subject, to develop fully the specific evidence needed to support that point, and to organize and connect the specific evidence. This could be done by writing first and second draft. The third stage is revising and proofreading. Before coming to this stage, it is strongly suggested to the students to set their writing aside for a while. Let the paper rest, so that they can come up to this stage with a fresh, rested mind (Langan, 1996). At this stage, they will check and edit mistakes appeared carefully for sentence skills – grammar, mechanics, punctuation, and usage. The last stage, the students just need to publish the final version of their writing which away from mistakes.

Likewise, Boardman (2009) also points out six steps in writing process. First, the students need to understand the assignment given. They have to know the details of the assignment so that they will be able to set the tone of their writing. Then, the students do brainstorming by using circle diagram. Next, the students come to organizing in which they organize their ideas by making an outline. After that, the students are ready to write the first draft. The following step is the students rewrite their draft after doing some revision on the content, organization, grammar and punctuation. At this point, the students need to rest their paper for at least an hour or even a day, so that they can read and notice mistakes in the paper with a “fresh” eye. Finally, the students are able to write the final one by using acceptable format of paper.

Another writing process which almost similar with the previous ones given by Zemach and Rumisek (2005). They divide the writing process into four broad stages; prewriting, drafting, reviewing and revising, and rewriting. At the first stage, free-writing, consists of three steps which have an aim to plan what the students are going to write. They will choose a topic and then narrow it. After that they will gather their ideas on the topic by doing brainstorming. This could be accomplished through making a list, free-writing, and mapping. Lastly, they will organize their ideas. They will decide which of ideas that they want to use and where they want to use the ideas. It means the students will choose which ideas to write first, which ideas to write about next, and which ideas to write about last.
The second stage is drafting. The students will write the paper from start to finish. They can use notes about ideas and organization. The third stage is reviewing and revising. Here, the students review and revise structure and content. In another word, they read what they have written silently or aloud, perhaps to a friend. They need to look for places where they can add some information, and remove for unnecessary information. They also have to make improvement on structure and content, explain something more clearly, or add more details on the topic. They may even need to change their organization so that their writing is more logical. This stage is popular as editing. At the last stage, rewriting, the students have to run proofreading where they read the paper once again but this time, they put a concentration on spelling, diction, and grammar. Finally, the students are able to make final corrections.

To sum up, the students need to follow a series of steps of writing process in order to produce a good quality of essay. The stages proposed by those three experts are equally the same. They are prewriting – planning what is going to write; writing – writing the draft from start to finish; rewriting – writing the correct one by making some correction in content and organization (revising), and in grammar, diction, and mechanics (proofreading).

**Self Monitoring Production**

Self monitoring production is a part of metacognitive strategy. It is a strategy involves identifying errors in understanding or producing the new language, determining which ones are important (those that cause serious confusion or offense), tracking the source of important errors, and trying to eliminate such errors. The aim is to notice and learn from errors (Oxford, 1990). In simple way, it is a strategy that mainy deals with “notice” and “correct”. It means the students just have to locate their problems in writing, then they have to correct them. She also suggests the students need to find their most significant difficulties and try to eliminate it.

Self monitoring itself proposed for the first time by Charles in 1990 (qtd. in Toofan, et.al, 2014). It is a strategy whereby the students annotate their text with any doubts they have during the writing process, so that the teacher can give feedback not only on the finished draft, but also on the queries which emerged during the writing process. He also adds that self monitoring makes it easy for students to express uncertainty about any part of their text, and to receive direct answers to their queries, and encourages students to look critically and analytically at their writing and to place themselves in the position of the reader.

Another definition given by some other experts. First, Chang (2010) who states self-monitoring strategy as a strategy to monitor someone’s progress toward learning goals through self awareness. At this writing context, the students have a goal to produce a neat and polished writing, therefore, they need to increase their self awareness in noticing several mistakes that might appeared, and then correcting them immediately. Second, Benedetti argues self monitoring is a strategy in examining of one's correctness of oral or written production (qtd in Sadekhi and Baneh, 2012). It means while writing down changes in specific aspects of writing, the students are required to evaluate and react to their writing at a metacognitive level. Here the students will be had an ability to produce a personal feedback loop. Third, Anne Moran in Toofan, et. al (2014) also indicates that self monitoring is defined as a complex task utilized to inform students of their progress. This can lead to faster and more appropriate control of intervention strategies which can contribute to the success of staying on task and task completion during learning activities.

In addition, there are some benefits of using self monitoring strategy. First, it gives students the opportunity to contribute to a dialogue concerning the text. They gain a measure of control over the process of learning to write, since it is the students who indicate what is important to them, and who initiate consideration of those areas. As the students/writers
determine, at least to a certain extent, the problems that will be dealt with. They will tend to be more receptive to the comments of the teacher/editor. Motivation to read and act on these comments will probably be higher where the students’ concerns are being directly addressed.

Then, it gives students a sense of personal control that has been shown to be a major source of intrinsic motivation to continue learning on their own (Chang, 2005). Beside Colemann and Webber also pointed out that self monitoring has consistently produced improved academic performance and classroom behavior, as quoted in Chang (2005). Next, self-monitoring activities enhance not only learners’ learning but also their self-efficacy in the learning process.

Beside, it helps students develop the ability to make judgments, which is a necessary skill for study and professional life. It also provides students with an opportunity to activate their linguistic competence in correcting both peers’ and their own errors. According to Charles (1990), self-monitoring also encourages students to look critically and analytically at their writing; to place themselves in the position of readers; and to locate and identify the sources of their dissatisfaction with the text. Thus, they learn to take more responsibility for what they write, and for getting their meaning across to the reader, as well as for their own improvement in the skill of writing.

In short, self monitoring strategy is one of the essential skills that students must acquire. It is obviously seen that this strategy will help the students to produce a good quality of writing by doing two phases; notice and correct, in writing process. Indeed, it has so many advantages like self monitoring makes students easier to express uncertainty about any part of their text, and to receive direct answers to their queries. This is particularly important when the student text is acceptable. In this case, students can receive positive feedback directly, instead of having to rely on the much more common, but much less satisfactory, practice whereby they simply assume that their text is acceptable when there is no negative feedback from the teacher.

Raising Students’ Awareness on Self Monitoring Production

Seeing self monitoring production in writing is vital to have a good essay, students need to be aware of this strategy. Learning it is probably one of the challenging tasks for the students. As the result, teachers need to raise their students’ awareness on self monitoring production during writing processes. But before coming to way of raising students’ awareness on self monitoring production, it is better to define what self awareness is.

According to Wikipedia, the free encyclopedia defines the term of awareness as the state or ability to perceive, to feel, or to be conscious of events, objects, or sensory patterns. More broadly it is the state of being aware of something. Likewise, Crisp and Turner (2010) claim self awareness is a physical state in which people are aware of their traits, feelings and behavior. Alternately it can be defined as the realization of oneself as an individual entity. At this paper, self awareness means the condition where the students realize their own strengths and weaknesses during writing processes. Likewise, they can notice and correct the mistakes they have written in an essay, as the main goal of conducting self monitoring production.

Afterwards, self awareness is needed for accurate judgment (Cottrell, 2005). It takes courage to be self-aware students. It says so because a self-aware student will have to develop their own learning autonomy, particularly in writing essay. As Harmer (2007) mentions, an autonomous language learner is the one who can organize their own learning without necessarily needing a teacher to guide them. Therefore, it is obviously seen most students tend to have low self awareness on self monitoring production.
Actually, reflective learning journal is a possible way to raise students’ awareness on self monitoring production. In general, reflective learning journal is often used interchangeably with reflective diaries, and logs. Although these three items have an aspect of reflection on them, the purpose of each term differs slightly (Moon, 2006). When keeping a learning journal, the emphasis is on making explicit and recording the learning that occurs; logs are a record of events that have happened; and diaries as the name suggests are more concerned with demonstrating reflection on an experience. Specifically, reflective learning journal is a piece of writing which allows students to record thoughts and insights about their own learning experience (Moon, 2006). Similarly, Cottreell (2008) defines it as a written record to help the students focus on their own development and progress.

There are several purposes of reflective learning journals proposed by some experts. Reflective learning journal encourages students to review and consolidate learning, to evaluate performance, to plan future learning based on past learning experience. In such a way, students become capable to take charge of their own learning, and eventually to develop into independent life long learners. Afterwards, it helps students to narrow the gaps between theories and practice, and most importantly heightens students’ felt need of constantly monitoring their learning progress. Then it records of the students’ own ideas and thoughts, and which these thoughts are useful for themselves to come up with solutions and novel approaches to get around problems encountered in their course of learning. At this paper, by using reflective learning journal, they will get plenty of advantages such as they will gain a clearer overview of their writing learning progress, gain an insight of their own strengths and weaknesses as a writer, realize learning strategies which suit their personal needs, become more capable in planning for overcoming some difficulties appears during the process of writing, and will understand and appreciate the importance of self evaluation in writing processes.

The reflective learning journal which is discussed in this paper is a kind of portfolio. It keeps all records of writing processes of an essay, starts from prewriting till publishing. The students are given sets of questions, checklists, and a comment from the teacher on every writing stages they have run. Below are some steps of raising students’ awareness on self monitoring production via writing reflective learning journal, particularly in an essay.

Step 1. Ask students to identify how good they are in managing writing tasks (See Appendix A). They also have to consider three things before writing, like subject matter (what you are expected to write about), purpose (why you are writing), and audience (for whom you are writing). (See Appendix B).

Step 2. Ask students to choose an interesting topic and of course fit the assignment give.

Step 3. Ask students to narrow the topic, and then brainstorm ideas related to the topic chosen.

Step 4. Ask students to write a rough draft, begins with writing introductory paragraph (general statements, and a thesis statement). The students starts their introduction with an interesting attention getter related to the topic, and a clear thesis statement.

Step 5. Ask students to write body paragraphs with concrete details. The students have to support their paragraph with specific evidence related to the essay.
Step 6. Ask students to write concluding paragraph.
At this phase, the students underlined and number those parts of the essay with which they are dissatisfied. They then annotate these problem areas with their queries, difficulties, comments, or judgements. Likewise, the teachers also give comments on the essay, and answer questions or a doubt that they have had at previous phase. Then the teacher gives the paper back to the students.

Step 7. Ask students to revise content and organization of the essay.

Step 8. Ask students to write the second draft.

Step 9. Ask students to proofread their essay on grammar, vocabulary, and writing mechanics.
At this phase, the students will be supplied by series of questions of doing polishing. (See Appendix C). They could go back to see previous comments from the teachers and do total revision at the end.

Step 10. Ask students to write the final copy of their essay. The students are ready to publish their essay confidently.
At this final phase, the students are asked to share their own feeling after conducting writing processes. They could highlight any problems appeared during writing essay, strategies in coping those problems, and their reactions seeing bunch of comments from the teacher.

Every phase encourages the teacher to give responds rather than correction. Responding is the way teachers react to the students work (Harmer, 2007). It is a kind of comment given by the teacher to tell the students on what they think about the essay, tease out some alternatives, and make suggestions for better improvement. The aim of responding itself is to make the students get things right.

All in all, the students will have to record their writing progress and achievement on reflective learning journals in the form of portfolio. Those steps presented before can be used to enhance students’ awareness on self monitoring production. This awareness will be aroused if both teacher and students have a commitment to make the biggest effort to follow the steps given. It is parallel to the quotation given by Reid shown at the beginning of this paper – “Effective, appropriate writing is teachable and learnable, but teachers and students’ commitment, choice, and change are necessary for both”.

Conclusion

Writing a good assignment is both a challenge and of the most rewarding aspects of study. It helps the students to explore ideas, experiences, thought and feeling on an issue. It can also provide a record of the students’ thought that they study and evaluate later. Whenever the students write, they will discover more about themselves. The more students write, the more mistakes appear. To minimize the appearance of mistakes, the students need to do self monitoring production, particularly during writing processes. Raising the students’ awareness on self monitoring production is not an easy job, since it takes time and continuous practices. One way to raise it is by writing reflective learning journal; a kind of written records of students’ progress in writing essay. This paper has tried propose some steps of writing reflective learning journal which is adopted from writing processes and self monitoring production strategy. Last, there is a wide room to do any suitable variations in applying the steps given.
References
Moon, Jayne. 2006.
Appendix A.

How Good Am I at Managing Writing Tasks?

On the chart below, tick appropriate box and rate how well you perform the skill now (9 is for Excellent, 1 is for Week/Needs a lot of work).

<table>
<thead>
<tr>
<th>Do I know …</th>
<th>Yes</th>
<th>Rating</th>
<th>I just need Practice</th>
<th>Not Sure</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to get into the habit of writing?</td>
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<tr>
<td>How to get started on a piece of writing (or overcome ‘writer’s block’)?</td>
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<tr>
<td>What an essay is?</td>
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<td>How to write a good essay?</td>
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<td>How to structure an essay?</td>
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<td>How to write introduction?</td>
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<td>How to use techniques in grabbing the reader’s interest?</td>
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<td>How to write specific thesis statement?</td>
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<tr>
<td>How to write a good body paragraphs?</td>
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<td>How to write remarkable conclusion?</td>
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<tr>
<td>How to draft, edit, and proofread an essay?</td>
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<td>How to publish my essay?</td>
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<tr>
<td>How to use feedback to improve my essay?</td>
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</tbody>
</table>

Adopted from Cottrell (2008)

Appendix B.

How Good Am I at Knowing Writing Tasks?

<table>
<thead>
<tr>
<th>Assignment</th>
<th>What is your assignment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Do you have a word or page limit?</td>
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<tr>
<td></td>
<td>When is your assignment due?</td>
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<td></td>
<td>Will you be expected to work on your assignment only at home, will you be doing some work in class?</td>
</tr>
<tr>
<td></td>
<td>Will you be expected to work on your own or with others?</td>
</tr>
<tr>
<td></td>
<td>Will you be allowed to revise your work?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Are you expected to present information – for example, to describe a particular person, animal, place or thing?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Are you expected to express your personal reaction - for example, to tell how you feel about a particular person, animal, place or thing?</td>
</tr>
<tr>
<td></td>
<td>Are you expected to evaluate parts, qualities and characterization of particular person, animal, place or thing?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Audiences</th>
<th>Who will read your paper – just your instructor or other students in your class?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How much are your readers likely to know about your topic?</td>
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<tr>
<td></td>
<td>Will your readers expect you to use formal or informal language?</td>
</tr>
</tbody>
</table>

Adopted from Kirszen and Stephen (2011)
Appendix C.

**Editing Set of Questions**

<table>
<thead>
<tr>
<th>Category</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Are all ideas relevant?</td>
</tr>
<tr>
<td></td>
<td>Is there adequate support?</td>
</tr>
<tr>
<td>Organization</td>
<td>Does your essay have an introduction, a body, and a conclusion?</td>
</tr>
<tr>
<td></td>
<td>Is your thesis statement clearly worded?</td>
</tr>
<tr>
<td></td>
<td>Does each body paragraph have a topic sentence?</td>
</tr>
<tr>
<td></td>
<td>Does each topic sentence introduce a point that supports the thesis?</td>
</tr>
<tr>
<td></td>
<td>Does each body paragraph include enough details and examples to supports</td>
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<tr>
<td></td>
<td>the topic sentence?</td>
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<tr>
<td></td>
<td>Are the body paragraphs unified, well developed, and coherent?</td>
</tr>
<tr>
<td>Grammar</td>
<td>Are your sentence complete?</td>
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<tr>
<td></td>
<td>Are your verb tenses correct?</td>
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<tr>
<td></td>
<td>Are your nouns used correctly?</td>
</tr>
<tr>
<td></td>
<td>Are there any other grammatical problems?</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Are your words too informal for academic writing?</td>
</tr>
<tr>
<td></td>
<td>Can you use a more descriptive word or a more accurate word?</td>
</tr>
<tr>
<td>Mechanic</td>
<td>Have you need correct paragraph and essay format?</td>
</tr>
<tr>
<td></td>
<td>Have you used commas and semi colons correctly?</td>
</tr>
</tbody>
</table>

*Adopted from Kirszner and Mandell (2011), and Oshima and Hogue (2006)*
NEED ANALYSIS OF FUNCTIONAL WRITING MATERIALS FOR THE STUDENTS OF ENGLISH EDUCATION PROGRAM

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Abstract: This article reports on the need analysis of functional writing materials for the students of English Education Program, State Institute of Islamic Studies. A questionnaire was distributed to 20 students and 10 graduated students who had ever taken functional writing for the sake of having their views on the program and its learning materials. The results show that rather than conducted as compulsory course, functional writing is likely to be conducted additional one which supported with workshops. Consequently, functional texts are relevant to be supplementary writing materials. The materials included into functional writing are that writing application letters and curriculum vitae, messages and announcements, flyers, brochures, invitation letters, letters of opinion, and complain letters. The last finding is the recommendation for using authentic materials taken from magazines, newspapers, television, radio, legal document which may guarantee their authenticity.

Keywords: Authentic Materials; Functional Texts; Functional Writing; Need Analysis

Introduction

The result of tracer study conducted by the English Education Program, State Institute of Islamic Studies Sultan Thaha Saifuddin Jambi rolls out the evidence that a number of alumnae’s first career are not as English teachers. As non-governments working sector grows rapidly, the graduated students work at various corporations such as in travel agency, bank or finance, local TV stations, local newspaper publishing, hotels, and retails that challenge their English. It seems that they own the competency standard to show their performance’s level (Muftadi-Gunadi, 2011:44). The graduated students’ working experiences verify that both their oral and functional written communications in English are required. The demand for functional written communication is essential since services to the customers, clients, consumers today are not only conducted conventionally (face to face), as the information technology advances, they are also conducted on-line which enable the staffs to receive and produce written texts of various genre.

To meet the stakeholders’ demand, the English Education Program attempts to provide the students with sufficient knowledge and skill of functional written texts frequently used in workplace. Since they are typically business English where it is English for Specific Purpose (ESP) in nature, the space for inserting them to the present writing curriculum which oriented more on writing for academic purpose (WAP) is a bit divisive. Hence, functional writing texts are sited as supplementary writing materials studied by the English students with zero credit. For exposing the students with this workplace English so far, the Department invites the lecturers for sharing ideas how to prefer the materials and to conduct the event/opportunity for presenting them. More often the lecturers facilitate learners in “extra class” out of regular schedule. Once in every semester the department conducts a workshop of functional writing for them. Seemingly it does not confirm yet to the careful design of program neither do learning materials. Consequently, a more structured program and organized learning materials are inevitable for the students in order to gain its benefits.
In having outlook of functional writing, it is often distinguished to academic writing that is obviously expository. The purpose of academic writing often deals with writing as part of requirements for achieving certificate from school, college, or university. The instances linked to these purposes include expository, argumentative, and descriptive essays. In contrast, functional writing refers to texts making for workplace tasks. These texts includes letters, directories, memoranda, signs, manuals, forms, recipes, and minutes (Maroko, 2010:2). As similarly revealed by Brown & Hood (1993: 47-108), a number of texts included into functional writing contexts are postcards, notes & messages, advertisements, formal letters, job applications, letters of complaint, and letters of opinion. An important notion dealing with this functional viewpoint is genre which typically signed by a precise structure and by language features. These various genres of written text are frequently produced to meet definite functions that emerge as people communicate with one another. A clear sense and purpose of the audience bridge the success of communicating using these texts. Simply put, they are the texts used for workplace purpose.

Due to its significant function in workplace, functional writing is typically viewed as workplace English (Berry, 1995; Willing, 1997). The development of business and great amount of working mobility in which English accomplish has medium of international communication contribute to the thought how English use in real communication. The implication in practice of English instruction is to really think through the learners’ learning welfare to meet their needs and interests. As Al-Azri & Al-Rashdi (2014:249) moreover emphasize on the use of English in real life context as the purpose of learning foreign language, they advise to take learners’ need into account and provide them the opportunity in experiencing the language in real situation. One of the advantages of accommodating learners’ needs and engaging them in authenticity is that the learners may motivate and raise their interest (Hyland, 2003:94).

The success of experiencing learners with real life context is not only determined by particular method applied but also by selecting authentic learning materials. Since functional writing produces typical texts used in workplace, the authenticity is unconditional. To have more practice in using the real world of functional texts, authentic texts are noteworthy. Nunan (1999:80) proves that practicing using authentic texts aids learners cope successfully with genuine communication outside classroom. Exposing learners with these materials as produced stem is the need for teaching and learning based on authentic texts.

In addition, Nunan (1988) delivers that as classroom focus is assisting learners to do what they will need to do outside classroom, the materials should reflect those happening in the outside world. Authenticity of the materials will bring the students closer to the language used in real life, and for that reason this will influence overall learning process becoming more pleasant, thus communication as final destination is established.

Then, to have a precise program of functional writing and its learning materials, it is a need for incorporating workplace English onto English Language Teaching (ELT) that should be preceded by conducting a need analysis. The need analysis conducted for this study was to ensure functional writing’s spot and its materials. A bit unorganized program and unordered materials of functional writing emerged so far resulted on measureless effectiveness. Since the intended goals of providing students with functional writing is to having concepts and sharpening their skill in order to be ready for participating in workplace, the program and its learning materials should be able to facilitate learners with writing particular genres of functional texts. Moreover, figuring out the generic structures and language features as well as having clear sense and purpose of audiences become an attempt for exploring what the students’ needs. Richard (2001:3) reveals that the data gained through a need analysis will be useful for planning a program.
Conducting need analysis for a language program is necessary to identify successfully what learners know already and what precisely they need to know. According to Hutchinson and Waters (1987) needs are be broken into two pieces as target needs and learning ones. The first refers to what the learners need to do in the target situation, and the latter is what the learners need to do in order to learn. Nation & Macalister (2010:24-25) attempt to break the target needs into necessities, lacks, and wants. The first division fits into required knowledge; the second may refer to present knowledge; the last one fits into subjective needs. The present study concerns on the need analysis for required and present knowledge. Therefore the researches questions are (1) do the students and alumnae have positive response on functional writing program conducted so far? (2) What are the required functional writing materials?

Method
This study was descriptive qualitative design which aimed at describing functional writing materials needed by the students. Two kinds of subject got involved, namely: 20 students of the fourth year, and 10 alumnae. As the first subjects were spread in four parallel classes, they were taken based on quota random sampling technique in which 5 students for each class are considered representative; a randomly selected sampling employed for finding these alumnae. The alumnae were asked to be the subjects of the research for having the clear description on the use of authentic materials. To all the subjects were given the same questionnaire except for the last part which particularly responded by the graduates. The first part of the questionnaire laid on the responses to functional writing program conducted so far. The second part dealt with required functional writing materials and their sources. The last part as revealed above was only addressed to the graduates. It was about the functional texts they experienced with. To understand the collected data, they were analysed on the basis of their characteristics and purposes. The subjects’ responses on the questionnaire were calculated into percentages. Strongly Agree (SA) and Agree (A) belonged to positive response, whereas Uncertain (U), Disagree (D), and Strongly Disagree (SD) were categorized negative response.

Finding and Discussion
The first finding was about the responses given by the students and alumnae on the functional writing conducted so far. Most of the students (80%) and all alumnae viewed that functional writing was significant to be conducted in this global era. Both respondents (80% and 90%) foresee that it was useful for getting a job in the future. Having experiences in functional writing, the students (80%) and 90% of the graduates got interest with functional texts. It can be seen that these three statements were replied confidently by the respondents. It is quite reasonable due to their awareness of competency standard they may have properly.

Furthermore, when the respondents were directed to recommend functional writing to be compulsory course with two credit hours, the students and the alumnae were not in the same idea. Only 50 % students approved, whereas most of the alumnae (80%) appreciated positively. The gap might occur as the students did not experience yet in the workplace. On the other hand, the graduated students kept in touch with the functional texts in their daily work so that there was a need to gain more practice. In term of having more workshops for experiencing students with various functional texts, the students were in line with the alumnae where each of them contributed 80% of positive responses. So far, the office kept providing workshops of functional writing delivered by expert where they might produce their own authentic writing products. Producing them resulted on motivating. When sharing their ideas for deciding functional texts as supplementary materials, the alumnae initiated not
to position them as supplementary. Only one of them agreed. On the contrary, the students seemed enjoy for having them as supplementary ones. This view was in line with their choice for not including it into compulsory course.

The second part of the questionnaire dealt with required functional writing materials. The suggested topics/materials used for functional writing are to write (1) messages and announcements, (2) application letter and CV; to produce (3) advertisements, (4) flyers, (5) brochures, (6) banners, (7) posters; to write (8) invitation letters, (9) letters of opinion, (10) complain letters, and (11) thank you letters. Among these materials, the bottom two positions preferred by the respondents were to produce banners and posters. They were negatively appreciated ranging from 40% to 50%. Among the products, the two were more typically art that required high mastery of graphic design. The top one was to write application letter and curriculum vitae. Surprisingly, both students and graduated one were 100% agree to include them into the required functional writing materials. It implied that to start their careers, writing application letter and CV was a must. Meeting the requirements of a job vacancy did not make sense without sending an application letter. They did realize that mastering these two functional texts were significant as an “agency” to seek a job. The next high appreciated materials were to write invitation letters, letters of opinion, and complain letters. 80% of the alumnae valued them positively and so did the students. These letters were commonly found in the work place as the alumnae might think significance including them as the materials. In relation with flyers and brochures, the respondents showed that they were eager to study these texts as indicated by significant result of responses. 80% of alumnae and 70% of the students showed positive responses. Though respondents also gave positive response to messages and announcements, the percentage was less significant. The students were with 50%; the alumnae were with 60%. Having 70% alumnae’s responses and 60% of students’ to refer to uncertain category, advertisement materials were going to be ignored. The last response was given to thank you letter materials where only 60% students and 40% alumnae marked on agree category.

The next part of the questionnaire demanded the respondents for focusing on sources of materials. The category offered were the materials taken from ESP textbooks, prepared modules, internet, magazines, newspapers, television, radio, and legal documents. The results showed that the authentic materials were greatly appreciated. 70% to 90% were the range of responses given to sources of materials considered authentic as taken from internet, magazines, newspapers, television, radio, and legal documents. Both respondents owned the trust to the authenticity. In relation to ESP textbooks and the prepared module as source of materials, the students only responded 50% agree, while the graduated students gave 40%.

The last findings were only submitted from the alumnae. The specific responses were given to them in relation with the common functional texts they experienced with. The results displayed that application letters (100%) were the most common texts they found. Other dominant texts were any kinds of business letters including invitation, opinion, complain letters. Flyers and brochures were two other texts which they also experienced with. Other two texts were messages and announcement (70%).

**Conclusion**

After finding the data, the conclusion can be drawn. Firstly, functional writing is considered significant to be conducted for participating in the global workplace. Though, it cannot be recommended as compulsory course, it is more likely to be conducted as outside the regular schedule and enriched with workshops. Due to its position as additional course, functional texts are relevant to be supplementary writing materials.
Secondly, the topics/materials included into functional writing are that writing application letters and curriculum vitae, messages and announcements, flyers, brochures, invitation letters, letters of opinion, and complain letters. These functional texts materials are commonly experienced with the graduated students in their office.

The last conclusion is about the sources of materials. It is recommended to use authentic materials taken from magazines, newspapers, television, radio, legal document that may guarantee their authenticity.

References
Abstract: This research was aimed at investigating whether or not there were significant differences in writing and speaking achievements between the eighth grade students of SMP N 9 Palembang who were taught by using comic strips and those who were not, and also understanding the students’ perception about the use of comic strips to improve their writing and speaking achievements. The population was all the eighth grade students of SMP N 9 Palembang in academic year 2014/2015. Fifty eight students were taken as the sample by using a purposive sampling method. They were divided into experimental (N= 29) and control groups (N= 29). Both groups were given pre- and post tests, but only the experimental group was given the treatment. Writing and speaking tests were given to both groups to collect the data which were analyzed by using paired and independent sample t-test. Meanwhile, a questionnaire was given to the experimental group to know their perception toward the use of comic strips. The results showed that there was a significant difference in writing (t-value=10.082, p=0.000) and speaking achievements (t-value=4.405, p=0.000) between the experimental and control groups. Next, the results of questionnaire indicated that comic strips was effective medium in learning writing and speaking.

Keywords: Writing; Speaking; Comic Strips

Introduction

The main focus of teaching and learning process in Junior High School is to develop the students’ ability in communication, to give knowledge about the language both spoken and written, and to increase students’ awareness about how important English to be learnt (Megaiab, 2014, p.187). Meanwhile, the main goal that students must get in Curriculum 2013 is that they are required to be able to use language as a means of communication in oral or written form (Mendikbud, 2014). It means that the students’ writing and speaking skills should be improved. Productive skills, writing and speaking, are important skills to be learned and mastered. Students of foreign language education programs are considered successful if they can communicate effectively in the language, both in written and in oral (Mattarima & Hamdan, 2011, p. 287).
Writing skill as one of the productive skills is often regarded as the hardest skill to be mastered because it is very complex and takes time to learn it. Most of the students agree that writing is the most difficult skill among other skills (Paul, 2003, p. 96). Writing is a difficult activity for most people, both in a second and foreign language because when people write, they want to explore the clear idea and information to the readers in written form. It is shown in The Academic Ranking of World Universities 2014 done by Shanghai Jiao Tong University in terms of the competency of writing specifically paper publication that none of states or private universities in Indonesia is included in the rank (Shanghai Jiao Tong University Ranking, 2013). Thus, English teachers of junior high school should inculcate the habit of writing since the early age. Moreover, in this 21st century, students, as future generation, are expected to be good writers not only in their own country but also known all around the world (Thompson, 2003; Yancey, 2009).

As previously mentioned, the first purpose of 2013 curriculum in language skills is that students can use language as a means of communication in oral and written form. Besides writing skill, speaking skill also belongs to productive skill. Speaking skill is also important for students in their future career, especially in this global era. It is also supported by some researchers explaining that speaking is very important in building people’s careers because without a high level of competency in the use of spoken word, people cannot be successful in any occupation which involves working with people and solve their problems (Thompson, 2003; Zhang, 2009). Meanwhile, the fact shows that junior high school students’ speaking skill is still poor. The study conducted by Efrizal (2012) who investigated the seventh grade students’ speaking achievement of Mts Ja-alhaq, Sentot Ali Basa Islamic Boarding School of Bengkulu revealed that students’ speaking achievement is poor. The data show that 0% of students who are in excellent categories, 8% are very good, 24% are good categories, 32% are low categories and 36% are failed. There are some reasons why students’ speaking skill is low; (1) Speaking skill is very difficult to be acquired by junior high school students because English teachers do not urge them to speak, (2) Most of Indonesian students are unconfident in their speaking ability and they prefer to use their mother tongue in English classes, (3) Teachers prefer teacher-centered to student-centered and teachers seldom use media in teaching and learning process (Efrizal, 2012; Yulian, Andayani & Nurhayati, 2012; Krisnanto, Saleh, & Purnawan, 2013).

The preliminary investigation done by the writer at SMPN 9 Palembang showed several facts related to the students’ writing and speaking skills. The way how the students wrote and spoke was influenced by their mother tongue and they still made some mistakes in English both in written and spoken. Moreover, the writer also interviewed one of the English teachers and some students of SMP Negeri 9 Palembang about teaching and learning process of the English subject. The English teacher explained that in the 2013 Curriculum, English teachers in that school are required to be more creative in teaching in order to improve students’ ability in learning English. They should have many kinds of teaching methods and media in improving their teaching. The teacher also explained about students’ difficulties in writing and speaking. For example they did not have an idea how to start their writing and speaking but if they were given a picture which related to the story that they were asked by the teacher. It really helped them. Similarly, the students also mentioned some difficulties they have in learning English, especially in writing and speaking skills. Students’ problems in writing skill were that they could not express their ideas in appropriate words, they did not have idea how to getting start, they also have difficulties in grammar and punctuation. Students’ problems in speaking skill were that they could not pronounce word correctly and speak without considering the grammar; they felt nervous and unconfident when they were asked to speak.
Therefore, to solve the problems above, good teaching media are needed by English teachers in teaching and learning process. In this case, the writer applied teaching media called comic strips. Csabay (2006) states, “one well-known way to arouse students’ interest can be achieved by bringing something extraordinary and new into the language classes” (p.24). Many researchers have already conducted studies about comic strips. In United States, comic strip has been used for over 75 years in educational settings (McVicker, 2007, p. 86). Furthermore, Liu (2004) states, “comic strips can be used to teach second and foreign language” (p. 230). In Indonesia, English belongs to foreign language so that it can be applied in language classes here. Students will find something new in comic strips because comics are usually funny and interesting for most children. Hence, by applying comic strips in language classes, it will have the same effect as using games in teaching English and it will bring cheerful atmosphere into the class (Csabay, 2006, p. 24). Many researchers consider that comics strips and its characteristics are useful to generate idea and retrieve words for students’ writing skill (Megawati & Anugerahwati, 2012, p. 184). Similar to writing, comic strips also used in speaking skill. Yulian, Andayani and Nurhayati (2012) state, “comic strips provide image of the characters so that it can help students to speak” (p. 2).

Based on the explanation above, it is important to conduct a research entitle “Using comic strips to improve writing and speaking achievements of the eighth grade students of SMP N 9 Palembang”. This research was aimed to find out whether there was any significant difference in writing and speaking achievements of students who were taught by using comic strips and those who were not. In addition, the researcher also wanted to figure out the students’ perception towards the use of comic strips.

Methodology

In conducting the study, the researcher used quasi experimental research method and the research design was non-equivalent control group design. The population was all the eighth grade students of SMPN 9 Palembang in the academic year 2014-2015, with the total number 322 students from 11 different classes. Two classes were involved in this study, the VIII.9 was the experimental, and VIII.10 was the control group. To collect the data, two kinds of instruments were used: tests and a questionnaire. Both experimental and control group were given pre- and post-tests of writing and speaking tests. In this research, to know whether the topic of writing and speaking tests given were valid or not, the 2013 curriculum and experts judgment were considered. To check the reliability of the students’ tests, inter-rater reliability was used. There were 2 raters involved in scoring the writing and speaking tests. The result shows that there was a significant correlation which means that the measurement was reliable. In data analyses, the paired sample t-test was applied to see whether there was significant difference in the pre-test and post-test of writing and speaking achievements of experimental and control groups. Independent sample t-test was used to see the significant difference in post-test between experimental and control group in both writing and speaking achievements. The computation was conducted by using SPSS 20.0. In addition, to analyze the data from the questionnaire, simple percentage analysis and descriptive analysis were applied.

Findings and Interpretation

The findings consist of descriptive statistics and statistical analyses of the writing and speaking tests, and the results of questionnaire.

Results of Writing and Speaking Tests

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As shown in Table 1, most of the students reached the Average level in the pretest of writing in the experimental group. Similarly, the result of pretest for speaking showed that none of the students reached the level above Average. On the other hand, the result of posttest showed satisfying result made by the students in experimental group; all of the students could reach the level above the Average in writing. In speaking, although there were still 12 students in Poor level, many of them were in Average level. Hence, it can be concluded that there was an improvement made by the students in the experimental group. Meanwhile, a very little improvement could be found in control group.

**Results of Questionnaire**

The questionnaire consisted of 6 open-ended questions which were aimed at investigating the students’ perception towards the use of comic strips in learning writing and speaking. To answer the questions, the students were asked to choose the options and give reason/ further information for the option they had chosen.

**Table 2**

<table>
<thead>
<tr>
<th>Questions</th>
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<tbody>
<tr>
<td>1. Do comic strips help you develop your idea in narrative writing?</td>
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<tr>
<td>Yes</td>
<td>29</td>
<td>100</td>
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<tr>
<td>1. Because comic strips are very interesting and it can be a good inspiration for me to write narrative text.</td>
<td></td>
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<tr>
<td>2. Because comic strips are very colorful and the pictures really help me to write narrative text.</td>
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<tr>
<td>No</td>
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<tr>
<td>2. Do comic strips help you get idea to speak easily?</td>
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<tr>
<td>Yes</td>
<td>26</td>
<td>90</td>
</tr>
<tr>
<td>1. Because the picture, the color and the story in comic strips are very interesting so that I want to speak in English.</td>
<td></td>
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<tr>
<td>2. Because in comic strips, I can see the gesture and the expression of the characters so that it really help me to speak or tell the story.</td>
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<td>No</td>
<td>3</td>
<td>10</td>
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<tr>
<td>1. Because comic strips only entertain me not help me to speak.</td>
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<td>2. Because I always got nervous in speaking.</td>
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<td>3. Do comic strips enlarge your vocabulary?</td>
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<td>Yes</td>
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<td>No</td>
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1. Because I can find a lot of new vocabulary in comic strips that I never find before.
2. Because there are many vocabulary that I have not found before so it help me in writing too.

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1. Because comic strips bring something new in learning English, I am not bored anymore in learning English.
2. Because the picture and story are very interesting so it arouse my motivation to learn English.

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1. Because comic strips make English class more fun and I like to speak English more after learn it.
2. Because in my opinion, I feel better to use comic strips as a medium in learning English.

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1. Because writing and speaking in English are very hard for me before but by using comic strips, learning English is more fun and interesting.
2. Because by using comic strips, I can get idea in writing and speaking.

There were various responses of the students towards the use of comic strips in improving students’ writing and speaking achievements. Although there were negative responses of the use of comic strips, most of the students had good perceptions or positive feedback towards the use of comic strips.

**The Results of Paired Sample and Independent Sample T-Test**

Before analyzing the data, the researcher measured the normality and the homogeneity of the test. since all the p-values of the normality and homogeneity tests were higher than 0.05, it could be concluded that all the data of writing and speaking tests were normal and homogeneous.

The result of paired sample t-test showed that both writing (p= .000) and speaking (p= .000) of the experimental group improved significantly. All aspects of the two variables also significantly improved after treatment given. Then, on the basis of the independent sample t-test, it was found that there was a significant difference between the experimental group and control group in terms of posttest results both in writing (t-value= 10.082,p= .000) and speaking (t-value=4.405,p= .000). All aspects of writing and speaking also showed significant differences between the experimental and control groups in posttest.

Since the significant value (0.000) was less than 0.05. It can be concluded that there were significant difference between writing and speaking achievements of the students who were taught by using comic strips and those who were not.
Table 3
Result of Paired and Independent Samples t-test of each Variable and the Aspects of Writing & Speaking

| Variables | Paired T-Test | Indepent T-Test | | | |
| --- | --- | --- | --- | --- |
| | Experimental | Control | | |
| | Mean | Mean | T-value and sig. (pre- and post cont within) | Mean | Mean | T-value and sig. (pre- and post exp within) | T-value and sig. posttest (exp and cont) |
| Pretest | Post test | Exp within | Cont within | Pretest | Posttest | Pre- and post exp within | Exp and Cont |
| Ideas | 2.379 | 4.828 | 2.4483 | 17.911 | 0.000 | 3.655 | 3.828 | .1724 | .867 | .394 | 6.178 | 0.000 |
| Organization | 3.638 | 4.931 | 1.2931 | 10.982 | 0.000 | 3.603 | 3.741 | .1379 | .903 | .374 | 7.742 | 0.000 |
| Voice | 3.897 | 4.948 | 1.0517 | 5.973 | 0.000 | 3.414 | 3.569 | .1552 | 1.071 | .293 | 8.470 | 0.000 |
| Word Choice | 3.759 | 4.845 | 1.0862 | 9.114 | 0.000 | 3.517 | 3.707 | .1897 | 1.009 | .322 | 7.909 | 0.000 |
| Sentence Fluency | 3.724 | 4.759 | 1.0345 | 8.706 | 0.000 | 3.707 | 3.879 | .1724 | 1.095 | .283 | 6.440 | 0.000 |
| Convention | 3.862 | 4.810 | .9483 | 7.591 | 0.000 | 3.483 | 3.690 | .2069 | 1.063 | .297 | 7.545 | 0.000 |
| Speaking | 18.621 | 21.103 | 2.482 | 9.310 | 0.000 | 19.172 | 19.621 | .4483 | 1.901 | .668 | 4.405 | 0.000 |
| Accent | 3.724 | 4.052 | .3276 | 2.932 | .007 | 3.793 | 3.862 | .0690 | .891 | .380 | 2.184 | .033 |
| Grammar | 3.707 | 4.086 | .3793 | 4.477 | 0.000 | 3.776 | 3.862 | .0862 | 1.000 | .326 | 2.728 | 0.009 |
| Vocabulary | 3.569 | 4.155 | .5862 | 6.535 | 0.000 | 3.724 | 3.828 | .1034 | .783 | .440 | 3.752 | 0.000 |
| Fluency | 3.845 | 4.328 | .4828 | 6.009 | 0.000 | 3.897 | 4.017 | .1207 | 1.070 | .294 | 2.745 | 0.008 |
| Comprehension | 3.776 | 4.483 | .7069 | 6.003 | 0.000 | 3.983 | 4.052 | .0690 | 1.000 | .326 | 3.636 | 0.001 |

Discussion
Based on the result of paired sample t-test in writing achievement, there was an improvement in writing between the students who were taught by using comic strips and those who were not. The improvement can be seen from the mean score in experimental group after given the treatments. The students could reach average, good or even very good level of achievements in the posttest, since the result of the pretest in writing achievement was dominated by average and poor levels. In other words, comic strips taught by the researcher to the experimental group for 20 meetings worked well to improve the students’ writing ability. In those 20 meetings, the students wrote the texts guided by the comic strips given and they learned to make their own narrative writing. The features of comic strips which contained of picture and some dialogues into several panels could help the students to stimulate their brain and make them find the idea and inspiration about what they are going to write easily. Comic strips can be good prompt for writing since the comic strips show authentic example of language and cultures (Drolet, 2010). Furthermore, the dialogues that were put in comic strips could make them find the words that they wanted to use in their writing.
Moreover, the significant improvement can be seen from all six aspects of writing. The use of comic strips helped the students to develop their ideas in writing narrative stories. It is in line with the statements from previous studies who state that comic strip and its characteristics are useful to generate idea, creativity and retrieve words for students’ writing skill (Widiseta, Sigarto & Sudartini, 2013). Besides ideas, comic strips also helped students to write well-organized text because story line of comic strips is clear. The students could understand the sequence of event of the story easily. Megawati and Anugrahwati (2012) explain that the story of comic strips can be understood easily by the students since the chronological order of the story is clear. Yet, some students still had difficulties in convention. This might happen because junior high school students are beginners in learning English subject. Hence, they still made mistakes in convention such as grammar, spelling or punctuation. They still need a lot of help in English convention although their ideas are good.

In line with this, Cali and Bowen (2003) explain that the only way to develop students’ writing ability is to ask them to always practice and in that writing process, teachers can introduce convention because students’ motivation to write will become suffer when the teachers only focus on convention first and ideas last.

The result of independent sample t-test of writing achievement showed that there were significant differences between the post-test in experimental and control groups. It was shown by students’ scores after being given a treatment in experimental group which were higher than students’ scores in control group. This finding was similar to some studies which found significant differences in the students’ writing achievement when the students’ were taught by using comic strips (Megawati & Anugrahwati, 2012; Widiseta, Sugarto & Sudartini, 2013; Respianto, 2013). Hence, in this study, it could be inferences that comic strips could be used to improve the students ability in developing ideas, organization, word choice, sentence fluency, and convention.

Dealing with speaking achievement, there was a significant improvement made by the students in experimental group from the result of paired sample t-test, since the result of the pretest in speaking achievement was dominated by average level. Yet, most of them were in good level of achievement after being given treatments although there were still some students in average level. McCloud (1993) explains that there are some positive effects of using comic strips in teaching speaking. The first is comic strips provide image of the characters, so it can help the students deal with spoken and even informal language. Then, the second positive effect is that comic strips can increase students’ motivation to learn English in enjoyable and interesting ways. The third is comics can motivate the students by its pictures. The use of colors and the name of characters can be studied and understood easily by using comic. Moreover, Sari, Inderawati, and Zuraida (2014) found that using media in teaching English is very effective to improve students’ speaking ability. Teachers also can vary their teaching in the classroom.

The significant improvement also can be seen from five aspects of speaking. Comic strips consist of image or picture which can help students to comprehend the idea of the story easily. Yulian, Andayani and Nurhayati (2012) support that comic strips provide image, gesture, and expression of the characters which can help students to comprehend the story so that they can tell about it easily. Through comic strips, the students might have more times to practice and improve their speaking skill in classroom since their English teacher seldom leads them in speaking activities. Therefore, speaking aspects such as vocabulary and fluency could be improved. The words used in the dialogue of comic strips could facilitate the students to enrich their vocabulary (Csabay, 2006; McVicker, 2007). But, most students still got difficulties in some aspects of speaking like grammar and accent. According to Arboleda and Grace (2012), having a native accent is not the most importance thing in learning foreign
language especially English. Thompson (2010) also supports that speaking English successfully does not require to master grammar but a lot of practice will make speaking ability better. Hence, students’ problems in grammar or accent can still be tolerated as long as they practice a lot to improve their speaking ability. In this study, the sample was junior high schools students and they were beginners in learning English. It is not a big problem for them if they were bad both in accent and grammar as long as they had eagerness to speak English well.

The result of independent sample t-test in the posttest of speaking achievement showed that there were significant differences between the post-test in experimental and control groups. It was shown by students’ scores after being given a treatment in experimental group which were higher than students’ scores in control group. This result was in line with the previous related study which found that the students’ speaking achievement improved since the implementation of comic strips in learning (Nugroho, 2011; Widiseta, Sugarto & Sudartini, 2013).

The results of the questionnaire showed that most of the students were motivated to learn writing and speaking through comic strips. The students agreed that comic strip could increase their writing and speaking achievements. It can be seen from the students’ posttest of writing and speaking in experimental group which improved significantly after the treatment. All of the students agreed that they were motivated and enjoyable to learn writing and speaking in English class since comic strips were something extraordinary and new in their class that could avoid boredom because of this attractive appearance. It was in line with previous studies who say that comic strips could bring cheerful atmosphere and arouse students’ interest in learning English in classroom (Liu, 2004; Csabay, 2006).

To sum up, comic strip was an effective medium to improve students’ writing and speaking achievements. This medium could be guidance for the students so that they are able to write and speak easily. Comic strip helped students to think and share ideas about the stories. They also enjoyed and motivated to learn English more especially in writing and speaking.

Conclusions and Suggestions

Based on the findings and discussions, some conclusions are drawn. First, comic strips successfully improved students’ writing and speaking achievements. Second, it was effective to use comic strips in improving students’ writing and speaking achievements in whole aspects of both writing and speaking achievements. Lastly, there was positive perception of the students about the use of comic strips in learning writing and speaking.

Furthermore, there are some suggestions offered for English teacher, students, and other researchers who are interested in conducting similar research. Firstly, the researcher suggested for the English teachers that they can apply comic strips in order to improve students’ writing and speaking achievements. By applying comic strips in the classroom, the students will share their ideas easily by using their own words. Students can be more motivated and enjoyable in writing and speaking activities. Secondly, for the eighth grade students, they are suggested to practice their writing and oral communication not only in the classroom but also out of classroom. By practicing, they can improve their ability both in written and spoken. The students also should be active and creative in developing their ideas that they have in mind. Therefore, they will find writing and speaking as interesting activities to do. Lastly, there are some suggestions for other researchers. First, they should have more and different level of population, such as the senior high school students. Second, it is better for them to use other types of texts like recount text.
References
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THE EFFECT OF INSTRUCTIONAL MEDIA POWERPOINT-BASED AND EMOTIONAL INTELLIGENCE ON DESCRIPTIVE WRITING ABILITY OF JUNIOR HIGH SCHOOL STUDENTS CLASS VII SMPN 8 MUARO JAMBI

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Abstract: This research aims to determine the effect of the use of instructional media powerpoint-based and emotional intelligence on descriptive writing skill of Junior High School students number eight Muaro Jambi class seven. This is quantitative with quasi-experimental study which was conducted in two classes, class VII D as the experimental class (has treatment) and class VII F as a control class (has no treatment) . Overall results of the research showed that there is no effect of the use of instructional media powerpoint-based and emotional intelligence on descriptive writing skill of Junior High School students class seven at 95% level of significant. This is because of three hypotheses proposed, only one hypothesis stated that H1 received. The rest, hypothesis two and three H0 received. The results of hypotheses testing to hypotheses one, two, and three, are: (1) There is an effect of instructional media powerpoint-based on descriptive writing skill of Junior High School students, (2) There is no effect of emotional intelligence on descriptive writing skill of Junior High School students, (3) There is no interaction between instructional media powerpoint-based and emotional intelligence. It is true that the result of hypothesis testing on hypothesis one that there is an effect of instructional media powerpoint-based, but the effect is not significant.

Keywords: Instructional Media Powerpoint-Based; Emotional Intelligence; Descriptive Writing Ability

Introduction

Learning media is often referred to as instructional media. Based on the basic elements, the media are classified into three kinds, namely: (1) audio media, (2) visual media, and (3) audio-visual media. Anderson (Asyhar, 2011: 49) classifies media into ten types, namely: a) Audio, for example, radio, CD, and telephone, b) Printed, for example, textbooks, modules, and brochures, c) Audio-printed, for example audio cassettes equipped with written material, d) Silent visual projection, for example, transparencies overhead, e) Silent audiovisual projection, for example, the film frame slide voiced, f) Visual motion, for example a silent movie, g) Audio visual motion, for example, voiced motion movie, VCD, and television, h) physical object, for example a real object, i) Human and environment, for example, teachers, and librarians, and j) Computers

The result of the use of certain media in a process of learning, especially in learning descriptive writing related topic "Physical Appearance" and "Things Inside the House" depends on the teacher understanding in choosing the media. So that in addition to know the importance of using instructional media, teachers also need to know the characteristics of each media, the potential of what it has, what are the advantages and disadvantages. After
knowing the characteristics of the various media, teachers can select which media are most suitable to use in the learning process.

In addition to use media in learning, ideally a teacher should understand the characteristics of students who become learners including students' level of emotional intelligence. The authors assume that the level of emotional intelligence of the students will affect their ability to think including the ability to write descriptive. It is believed to affect the ability to write descriptive because emotional intelligence, itself, is a student's ability to understand his feelings and understand the feelings of others, how the student has ability to control himself, to motivate himself and manage his own emotions (anger, love, irritated, sad, favors, scared, shocked, and embarrassed) well and how a student has an ability to build relationships with others.

Method

This research method is quantitative with quasi-experimental research design, held at SMPN 8 Muaro Jambi in March to May 2013. The subjects of this research were students of SMPN 8 Muaro Jambi class VII namely VII D and VII F totaling 68 people, divided into two classes, each class consists of 34 students.

Before performing data analysis, there are three initial requirements that must be fulfilled. They are as follows: 1) Research instruments test, namely the validity of data test by using a Product Moment formula and reliability of data test using Spearman Brown formula, 2) test of normality and homogeneity of each grade, and 3) the average similarity test using t test to determine the ability of preliminary knowledge of experimental and control class students of the research group. Pretest data were tested by t-test. The research declared good when both groups have the same pretest value (equivalent).

After the initial three conditions are fulfilled, the next test is doing post-test data analysis using normality data test , using Chi Quadrat technique and homogeneity test data using Barlett test. Then Variant Analysis (ANOVA) two lanes is done.

Table 1. Two Way ANOVA

<table>
<thead>
<tr>
<th>Variable Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>(row means)</td>
<td>SSR</td>
<td>r - 1</td>
<td>MSR = ( \frac{SSR}{r - 1} )</td>
<td>( F = \frac{MS_R}{MS_E} )</td>
</tr>
<tr>
<td>(column means)</td>
<td>SSC</td>
<td>c - 1</td>
<td>MSC = ( \frac{SSC}{c - 1} )</td>
<td>( F = \frac{MS_C}{MS_E} )</td>
</tr>
<tr>
<td>row x column (interaction)</td>
<td>SSRC</td>
<td>(r - 1) (c - 1)</td>
<td>MSRC = ( \frac{SSRC}{(r - 1)(c - 1)} )</td>
<td>( F = \frac{MS_{RC}}{MS_E} )</td>
</tr>
<tr>
<td>Error</td>
<td>SSE</td>
<td>rc (n - 1)</td>
<td>MSE = ( \frac{SSE}{rc(n-1)} )</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>SST</td>
<td>rcn - 1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Decision criteria: if the probability is bigger than 0.05 (> 0.05) then H0 is accepted and If probability smaller than 0.05 (<0.05) then H0 is rejected
Findings

After doing test to research instrument namely emotional intelligence questionnaire consisting of 50 statements, the author obtained 29 valid and reliable statements. It means that the instrument is declared valid and able to measure what should be measured, and can be trusted to be used as a data collector. The validity is counted bigger than r table (0,349) and the reliability r11 bigger than r tabel (0,349). While testing of the ability to write descriptive consisting of 45 items to "complete" and two items to write descriptively related to the topic of "Physical appearance" and "Things inside the house" gained 27 items to "complete" and two items to write descriptive declared valid and reliable.

Furthermore, the average similarity test to pretest was conducted by using t-test with SPSS 19. The result obtained is 0.346 bigger than 0.05 or p-value is bigger than 0.05, which means that preliminary capabilities between the experimental class and control class were the same or equivalent.

Once the data is equivalent, post-test data analysis is conducted. To test normality of the data, authors calculated statistic with SPSS 19.

Table 2. Normality Test of Post Test Data, to High and Low emotional Intelligence Level One-Sample Kolmogorov-Smirnov Test

<table>
<thead>
<tr>
<th></th>
<th>High Emotional Intelligence, Experimental Class</th>
<th>Low Emotional Intelligence, Experimental Class</th>
<th>High Emotional Intelligence, Control Class</th>
<th>Low Emotional Intelligence, Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>11</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Normal Parametersa,b</td>
<td>Mean Std. Deviation</td>
<td>Mean Std. Deviation</td>
<td>Mean Std. Deviation</td>
<td>Mean Std. Deviation</td>
</tr>
<tr>
<td></td>
<td>67.6473, 6.55461</td>
<td>63.2473, 8.65221</td>
<td>54.9964, 18.62949</td>
<td>53.5091, 18.62098</td>
</tr>
<tr>
<td>Most Extreme Differences</td>
<td>.364, .242, -.364</td>
<td>.253, .180, -.253</td>
<td>.393, .203, -.393</td>
<td>.338, .192, -.338</td>
</tr>
<tr>
<td>Kolmogorov-Smirnov Z</td>
<td>1.206, .109</td>
<td>.839, .483</td>
<td>1.305, .066</td>
<td>1.120, .162</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>&lt;.109</td>
<td>&lt;.066</td>
<td>&lt;.162</td>
<td>&lt;.162</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal.
b. Calculated from data.
From Table 2, it appears that the four groups of the study showed by p-value is bigger than 0.05 i.e a) a group with high emotional intelligence, experimental class 0.109 is bigger than 0.05. b) a group with low emotional intelligence, experimental class 0.483 is bigger than 0.05. c) a group with high emotional intelligence, control class 0.066 is bigger than 0.05. d) a group with low emotional intelligence, control class 0.162 is bigger than 0.05. It means that the data were normally distributed. Further to Bartlett test was obtained 4.08251 is smaller than 7.8 or X2 hitung is smaller than X2 table so that the data is expressed homogeneous. To test the hypothesis of the study, the authors used two way Analysis of Variant (ANOVA). The results are shown in Table 3:

<table>
<thead>
<tr>
<th>Source</th>
<th>Type III Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corrected Model</td>
<td>1497,142*</td>
<td>3</td>
<td>499,047</td>
<td>2,460</td>
<td>.077</td>
</tr>
<tr>
<td>Intercept</td>
<td>157608,990</td>
<td>1</td>
<td>157608,990</td>
<td></td>
<td></td>
</tr>
<tr>
<td>factor_a</td>
<td>1378,496</td>
<td>1</td>
<td>1378,496</td>
<td>6,794</td>
<td>.013</td>
</tr>
<tr>
<td>factor_b</td>
<td>95,315</td>
<td>1</td>
<td>95,315</td>
<td></td>
<td></td>
</tr>
<tr>
<td>factor_a * factor_b</td>
<td>23,331</td>
<td>1</td>
<td>23,331</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Error</td>
<td>8116,223</td>
<td>40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>167222,355</td>
<td>44</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corrected Total</td>
<td>9613,365</td>
<td>43</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

From Table 3, it can be seen that the p-value (significant) of factor a: instructional media powerpoint-based is 0.013. Due to the significant value is smaller than 0.05 then H0 is rejected. It means that there is an effect of instructional media powerpoint-based on the ability to write descriptive at 95% of level of confidence. From figure viewed by F counted, it is known that the magnitude of the effect of the use of instructional media powerpoint-based to increase the ability to write descriptive seventh grade students of SMPN 8 Muaro is 6.794%. Furthermore, testing to the hypothesis factor b: emotional intelligence is conducted. From Table 3, it can be seen that p-value of factor b is 0.497. Due to the significant value is bigger than 0.05 then H0 is accepted. This means that there is no effect of emotional intelligence on the ability to write descriptive at the 95% of level of confidence. Then testing to the hypothesis factor a * b: interaction between instructional media powerpoint-based with emotional intelligence. From Table 3, it can be seen that p-value of factors a * b is 0.736. Due to the significant value is bigger than 0.05 then H0 is accepted. This means that there is no interaction between instructional media powerpoint-based with emotional intelligence at the 95% of level of confidence.
Discussion

Instructional media powerpoint-based is one of the media with Information and Communication Technology (ICT) based. Overall results of the study show that there is no effect of instructional media powerpoint-based and emotional intelligence to the ability to write descriptive seventh grade students of SMPN 8 Muaro Jambi. Similar research related to the use of instructional media powerpoint-based was also done by Gunawan (2010). The result of his research indicated that the use of instructional media powerpoint-based for the topic "reciprocating engine" does not improve student learning outcomes.

Similar research related to the use of technology has also been done by Papanastasiou, Zembylas, & Vrasidas, 2003; Ravitz, Mergendoller, & Rush, 2002; and Wenglinsky, 1998 (Glass & Vrasidas, 2005). The results of their research showed that the negative impacts of the use of the computer used to enhance students' skills (learning outcomes). The combined results of their research said that there is a complex relationship between computer use and improvement of students' abilities. This occurs due to use computers in the classroom take somethings to support its implementation in the field. These things include the readiness of teachers to use these technologies, limitation of curriculum, assessment, educational policy and school culture.

The results of the research conducted by Brown and Cuban, 2001 (Glass & Vrasidas, 2005) also declared that people are often denied a statement that the use of technology in education can make a school more productive and efficient, improving the quality of learning, involving students directly to obtain the learning experience, and make the students trained and ready to enter the world of work.

Vrasidas and Glass (2005) in his study said that there are several obstacles to use ICT in the classroom. These constraints include: 1) school traditional culture and classroom learning, 2) teachers who are reluctant to change their learning approach, 3) the lack of time availed for teachers to learn how to use and integrate ICT in teaching, 4) lack of technology infrastructure, 5 ) lack of particular technology that can deliver specific needs of teachers and students, 6) lack of support from the relevant agencies, 7) lack of time availed and incentives for teachers who innovate, 8) the need of a program to prepare teachers to be able to integrate ICT in the classroom, 9) the need of policy reform, curriculum and assessment related to the use of ICT in the classroom. When these constraints do not find a way out, then the use of technology in the classroom will not achieve the expected results. In other words, the use of ICT will not bring positive influence to successful learning.

However, concerning the use of ICT in the classroom that is instructional media-powerpoint-based in this study, the data analysis of the hypothesis of this study showed that group of students of experimental class, learning using instruction media powerpoint-based, obtains test scores of ability to write descriptive higher than group of students of control class, learning without using instructional media-powerpoint-based. It means that the use of instructional media powerpoint-based in teaching descriptive writing has an effect on students' ability to write descriptive. In other words, the use of instructional media powerpoint-based in teaching can improve the ability to write descriptive seventh grade students of SMPN 8 Muaro Jambi.

The use of instructional media powerpoint-based in learning can improve students' ability to write descriptive as instructional media powerpoint-based has many advantages that can support a successful of learning. These advantages include: a) Presentation of interesting material because of colors combination, fonts and animations, both text animated or images or photos animated. b) More stimulate children to learn more information about the teaching materials presented. c) it's easy to understand visual information message. d) The teacher does not need much explanation about material presented. e) Can be reproduced as needed,
and can be used repeatedly. f) Can be stored in the form of optical and magnetic data (CD / Floppy disk / flash), so it is practical to carry everywhere. http://id.shvoong.com/social-sciences/education/2189519-media-microsoft-powerpoint.

In fact, there is an effect of the use of instructional media PowerPoint-based on the ability to write descriptive, but the effect is not so significant. The author assumes that the effect is not so significant as the instructional media PowerPoint-based that used for this research is less providing exercises and examples of descriptive text that can lead students to be more skillful in writing descriptive.

Furthermore, the results of hypothesis testing to hypothesis two using two ways analysis of variance indicates that the ability to write descriptive of seventh grade students of SMPN 8 Muaro Jambi is not influenced by students’ emotional intelligence. In other words, the level of emotional intelligence of the students did not affect the students’ ability to write descriptive. The author assumes that to obtain maximum results, it needs an element of other intelligence. It means that students do not only have high emotional intelligence to obtain maximum result of descriptive writing skills, but also there must be another intelligence that they need to have.

Gardner (2003) stated that every person has multiple intelligences. There are ten multiple intelligences possessed by each individual. The intelligences are linguistic (language) intelligence, logical-mathematic intelligence, visual-spatial intelligence, gestures intelligence, musical intelligence, intrapersonal intelligence, interpersonal intelligence, naturalist intelligence, existential intelligence and spiritual intelligence. But not all of the intelligences are prominent in a person. The author assumes that in order to obtain a good descriptive writing skills, not only emotional intelligence is needed, but also linguistic intelligence. Most of students at SMPN 8 Muaro Jambi do have high emotional intelligence, but they are not supported by linguistic intelligences. So their abilities to write descriptive are not as expected.

Based on the results of two ways ANOVA to hypothesis three: interaction between instructional media PowerPoint-based, it is found that F counted > F table, the probability is 0.736. Because of the probability is bigger than 0.05, so H0 is accepted. It means that there is no interaction between instructional media PowerPoint-based and emotional intelligence.

Conclusion and Suggestion

At 95% of level of confidence, it can be concluded that overall result of the research shows that there is no effect of instructional media PowerPoint-based and emotional intelligence on descriptive writing ability of students of Junior High School Students Class VII SMPN 8 Muaro Jambi.

In fact, the use of instructional media PowerPoint-based in learning can affect students’ ability to write descriptive, but the effect is not so significant. This happens because of using instructional media PowerPoint-based needs various considerations. Vrasidas and Glass (2005) on their researches said that there are some obstacles appear when TIK is used in the classroom. They are: 1) school traditional culture and classroom learning, 2) teachers who are reluctant to change their learning approach, 3) the lack of time available for teachers to learn how to use and integrate ICT in teaching, 4) lack of technology infrastructure, 5) lack of particular technology that can deliver specific needs of teachers and students, 6) lack of support from the relevant agencies, 7) lack of time available and incentives for teachers who innovate, 8) the need of a program to prepare teachers to be able to integrate ICT in the classroom, 9) the need of policy reform, curriculum and assessment
related to the use of ICT in the classroom. When these constraints do not find a way out, then the use of technology in the classroom will not achieve the expected results. In other words, the use of ICT will not bring positive influence to successful learning, particularly in learning descriptive writing.

According to the author this is caused by the presence of other elements of the intelligence that are needed by students to be able to write descriptive well. The intelligence is linguistic intelligence. Gardner (2003) explains that people who stand on linguistic intelligence have abilities to use words effectively in reading, writing, speaking, and also have abilities to write poetry, or a style of writing that is rich in expression.

References


Abstract: Media interactive created by Adobe Flash CS4 Professional is one of media which can be used as learning media especially in learning English. Adobe Flash CS4 is a flash creation tool that commonly used to create interactive, animation, and presentation. The purpose of this research is to find out the significant effect of using Adobe Flash CS4 as interactive media in teaching tenses. This research is an experimental method. The technique of sampling in this research is cluster sampling. A group of individual chosen in this research is one class of the first semester students. To collect the data used pre-test, treatment, and post-test. An instrument of this research is an aid use to obtain the data, the instruments of this research is test. The test is given before and after the media is presented, namely pre-test and post-test. The test is in the form of multiple choices. The result of this research is acceptance $H_1$ and rejected $H_0$. Based on the result, it can be conclude there is significant effect of using Adobe Flash CS4 Professional as interactive media in teaching tenses. Using Adobe Flash CS4 Professional not only increased the students score in learning especially learning tenses but also influence the activity of the students in teaching learning process they can be active to learn by themselves without ashamed with their friends if they get the lowest score in test while the lecturer can handle them when they have difficulties in learning and the interactive media that they use can make the situation interesting and fun with the exercise which has feedback in the end of the exercise. The researcher suggests English lecturers using technology to create alternative media for teaching English and help the learner to understand English easily.

Keywords: Adobe Flash CS4 Professional; Interactive Media; Teaching Tenses

Introduction

One of efforts that can be done by lecturer to solved the problem, the lecturer have to supply the learning media that is a tools to help the lecturer in present the material especially in learning english. One ways is by using computer as tools in the classroom. The computer can be used as tools in teaching learning English in order to improve tenses score. One thing that the lecturers have to consider today is an age of high technology. These circumstances require lecturers to continually improve their creativity in exploiting the technology to enhance and creating encouraging learning environment.

Technology advanced day to day has given great advantages for lecturer to create interesting learning media; one of them is the use of computer program. Computer software, for example Adobe Flash CS4 Professional can be great program in creating interesting animation that will assist the students to understand English lesson. Adobe flash CS4 can be great program in creating interesting animation that will assist the student to understand English lesson. According to Hidayatullah (2011:18) the capability of Adobe Flash CS4 in creating presentation that support with sound, picture and animation. Adobe flash CS4 is a flash creation tool that commonly used to create interactive, animation, and presentation. It has specification a less feature but rich version of the flash authoring tool targeted at new users who only want to do basic drawing, animation, and interactivity. Adobe Flash CS4 Professional is one of software computer with the standard authoring tool professional
application that is used to make picture, text, graphic and interesting animation. The completeness of features and tools make this application can apply to create web page, presentation, game, interactive multimedia, and so on.

This research focuses on the use of Adobe Flash CS4 professional program in teaching tenses at first semester students. The object of this research is focused only on first semester students of Mathematic Study Program, Teacher Training and Education Faculty, Batanghari University, Jambi. The tenses are discuss in this research are simple present tense and simple past tense.

**Research Method**

This research is an experimental method. As Gay in Emzir (2011: 63) stated experimental method is a research method that tests the hypothesis about causal relationship. Experimental method is a research is purposed to assess the influence of an educational action or treatment to student behavior or testing hypotheses about there or not the effect of treatment if it compare to other. In this research, the researcher creates alone the media by using Adobe Flash CS4 Professional program and the media will be implemented to experiment class. In doing this research used pre-experimental method, the form that is used in pre-experimental method is One-group pretest-posttest design, the design of the research is one group pre-test and post-test design, in which a single case is observed at two times points, one before the treatment and one after the treatment. Changes of the outcome of interest are presumed to be the result of the intervention or treatment. No control or comparison group was employed. The variance scores between pre-test and post-test conclude as the effect of the treatment or experiment (Arikunto, 2010:124). The focus of this research is to see the effect of using Adobe Flash CS4 Professional as interactive media in teaching tenses at first semester students.

The technique of sampling in this research is cluster sampling. Sugiyono (2010:121) state that cluster sampling the technique of the selection of groups, or clusters, of subject rather than individualism. A group of individual chosen in this research is one class of the first semester students of Mathematic Study Program, Teacher Training and Education Faculty, Batanghari University by cluster sampling. The availability of computer laboratory when they learn English was the main factor in taking the sample. The researcher had to make sure that computer laboratory was not in used before taken the class as the sample. First semester of IA was taken as the sample.

To collect the data used pre-test, treatment, and post-test. The first test is pre-test. It was done to see students’ outcome before given treatment. Treatment is conducted by implement of using Adobe Flash CS4 Professional as interactive media in teaching tenses in classroom. Finally the students are given post test. The students’ score in pre-test and post-test are collected to be analyzed.

An instrument of this research is an aid use to obtain the data, the instruments of this research is test. The test is given before and after the media is presented, namely pre-test and post-test. The test is in the form of multiple choices. It is used because it is easy to measure. In this research, the researcher has provided fifteen questions for Simple Present Tense and fifteen questions for Simple Past Tense.

The procedure for both of Pre-Test and Post-test were similar. In pre-test, the researcher did it once by asking students to answer some type of tenses questions in order to assess the students’ background knowledge of the tenses point. The same test was used at the end of the study as post-test to assess the students’ achievement on the topic after the treatment. The activity in experimental class was divided into three parts as follow: pre activity (warmer), while activity, and post activity.
The specification of Pre-Test and Post-test items is present in the following tables:

**Table 1**
Specification of Pre-test and Post test

<table>
<thead>
<tr>
<th>No.</th>
<th>Topics</th>
<th>Indicators</th>
<th>Number of items</th>
<th>Total of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Simple Present Tense</td>
<td>Verbal sentence</td>
<td>1,3,6,7,8,9,10,13,14,15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nominal sentence</td>
<td>2,5,12,</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question sentence</td>
<td>4,11</td>
<td>2</td>
</tr>
<tr>
<td>2.</td>
<td>Simple Past tense</td>
<td>Verbal sentence</td>
<td>16,17,18,24,25,26,27,28,29</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nominal Sentence</td>
<td>19,20,23</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Question Sentence</td>
<td>21,22,30</td>
<td>3</td>
</tr>
</tbody>
</table>

*Source: Cara Cerdas Menguasai Tenses*

**Findings and Discussion**

**Findings**

After giving four times treatments in experimental class, the pre-test and post-test was administered. The data can be seen in table 2.

**Table 2**
The Result of Pre-Test, Post-Test, and the Mean Score

<table>
<thead>
<tr>
<th>Value</th>
<th>Pre-test</th>
<th>Post-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest score</td>
<td>80</td>
<td>90</td>
</tr>
<tr>
<td>Lowest score</td>
<td>40</td>
<td>50</td>
</tr>
<tr>
<td>Mean</td>
<td>61,1</td>
<td>70,6</td>
</tr>
</tbody>
</table>

From the table above, the highest score in pre-test was 80 and the highest score in the post-test was 90. The score increased about 10 point. The lowest in pre-test was 40 while the score post-test was 50. The score also increase about 10 point. The mean score of the students’ pre-test were 61,1 whereas the mean score of post-test were 70,62.

The result of pre-test and post-test could be interpreted based on the score interpretation for students’ achievement. Table 2 shows the distribution of pre-test and post-test score of students in experimental class. The approach that researcher used was PAP (Arifin : 2011). The score was from 0 until 100 with categories in it.

**Table 3**
The Distribution of Pre-Test and Post-Test Score in Experimental Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Category</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>81 – 100</td>
<td>Very Good 0</td>
<td>0%</td>
<td>5</td>
</tr>
<tr>
<td>61 – 80</td>
<td>Good 12</td>
<td>40%</td>
<td>16</td>
</tr>
<tr>
<td>41 – 60</td>
<td>Fair 16</td>
<td>53.3%</td>
<td>9</td>
</tr>
<tr>
<td>21 – 40</td>
<td>Weak 2</td>
<td>6.6%</td>
<td>0</td>
</tr>
<tr>
<td>0 – 20</td>
<td>Poor 0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>30</td>
<td>30</td>
</tr>
</tbody>
</table>

*Source: PAP (Arifin : 2011)*
From the table 3, the pre-test in experimental class shown that there were no students’ score were in very good category, 12 students (40%) were in good category, 16 students (53%) were in fair category, 2 students (6.6%) were in weak category and there was no student in poor category. It could be seen that the result of post-test in table 3, there were 5 students (16.6%) were very good category, 16 students (53.3%) were in good category, 9 students (30%) were in fair category and no student was in weak and poor category.

From the result of data analysis in pre-test and post-test of experimental class, it found that there were 12 students which got a high score in the 61–80 category score, meanwhile in post-test the highest score fell into category 81–100 with 5 students. The majority of students score in pre-test fell into 41–60, meanwhile in post-test the majority of students score fell into 61–80 category that were 16 students. There was significant increasing of number of the students who gained 61–80 score in pre-test and post-test. The score 61–80 in pre-test were achieved by 12 students, whereas in post-test it increased to be 16 students. The score in category fair and weak decreased in post-test; from 16 students in fair category (41–60) became 9 students and no one included weak category (21–40) in post-test whereas 2 students regarded weak in pre-test.

Discussion

This research was showed that there are significant score before and after the using Adobe Flash CS4 Professional as interactive media in teaching tenses at first semester students of Mathematic Study Program. The students’ score before get the implementation of interactive media was lower than the score after the treatment. The result of test before the treatment it was found that the mean score of pre-test was 61.1 while the mean of their post-test was 70.6. It means that there was positive effects on students’ tenses score with 9.5 difference score between means score of pre-test and post-test. This result showed that the students’ comprehension in teaching learning process by using interactive media can accept the material until 50% from all of the material that was given. It reinforced by Vernon A. Magnesen statement in porter, “we learn, 10% of what we read, 20% of what we hear, 30% of what we see, 50% of what we see and hear, 70% of what we say, 90% of what we say and do.” The result of this research showed there was the teaching learning process which more interactive, enthusiast, and spirit in received the material. This was comparable with the statement from Sadiman (2010:7) said that teaching learning by using media can help the students to understand which the abstract material become more concrete, motivated and understand easily.

The calculation t-test showed that t-test is bigger than t-table that is It was 10.7 for t-test whereas the value of “t-table” with number of students 30 and level of significance of 0.05 is 2.045. it indicated that H_0 is rejected meanwhile H_1 is accepted, it means there are any effect of using Adobe Flash CS4 Professional as interactive media at teaching tenses of first semester students of Mathematic Study Program. This interactive media showed the interesting material and can generate the interest of the students so that it was not like learning but playing. Because the media that created by using adobe Flash CS4 professional has tool to make a picture, navigation, and animation. Beside that the interactivity of students become active either individually or groups therefore the teaching learning process was not lecturer centered anymore. It similar Arsyad’s statement (2011:24) who said that interactive media have some interaction the students’ physical such as ear (audio), eye (visual), and hand movement (kinetic), this physical activity make the information of material become more easier to understand.
It was difference with the conventional learning that almost the activity was dominated by lecturer where the students just received and write the explanation from the lecturer, therefore the students became less active although the activity was passive, it was not mean there were no activity but the activity that was done just from the command of the lecturer. In the experimental class that using this interactive media not only gives the stimulus in learning but also it was influence to the students’ activity in teaching learning process such as the students more active ask to the lecturer when they were in difficulties and more enthusiast because there are interaction of physical and mental such as push the keyboard or click the mouse to open the next page (display) or input the answer from the questions that was programmed in the media.

The result of post-test showed that interactive media can be used as medium to give the reinforcement toward students’ learning achievement. This media also can be used to solve the mistake (remedial) and a tool to learn deeply or enrichment. Ideally the interactive media includes many variant of tasks; from easy to hard, so it can be used by anyone and any level. It means that interactive media attempted to fulfill all of what students need. For students that weak to mastery the material, they can studied over again without disturb another students, it also prevail to usual students and for the students who more competence in the class, they can explore the tasks with complicated questions.

Although as good or as complete as it is, this media certainly was not perfect in this case not all of the students appropriate with this media. Because there are some students were happier to done the task directly without read the introductory. Other difficulties factors of implementing the interactive media in teaching learning process were some students did not usually yet learned by using interactive media therefore if the lecturer cannot handle all activity in the class, the students cannot be serious and they also did not focus on the learning. It was normal because seems like medicine, some people were suitable but for other it cannot be used.

Based on the explanation above, it is well founded that using Adobe Flash CS4 Professional not only increased the students score in learning especially learning tenses but also influence the activity of the students in teaching learning process they can be active to learn by themselves without ashamed with their friends if they get the lowest score in test while the lecturer can handle them when they have difficulties in learning and the interactive media that they use can make the situation interesting and fun with the exercise which has feedback in the end of the exercise.

**Conclusion and Sugestion**

**Conclusion**

After the discussion, we can conclude that:

1. Most of students face some difficulties in learning tenses because they got lower score in pre-test. It was found that In pre-test, the mean of students’ score was 61,1 and in post-test was 70,6. That was increased 9,5 points.
2. Based on hypothesis testing, It was found that the calculated value of t-test (10,7) was greater than table value (2.045) at 0.05 level of significance, hence Ho was rejected while the alternatif one \( H_1 \) is accepted. It means that experimental class was better in post test than pre test after treated by using interactive media created by Adobe Flash CS4 Professional program.
3. The categories consist of five level that is very good, good, Fair, weak and poor. There was no students who got “Very Good” category in pre-test while in post-test it was increased into 5 students (16,6%). 12 students (40%) were gained “Good” category in pre-test while in post-test it was increased become 16 students (53,3%). In “Fair” category the number of
students was decreased, from 16 students (53.3%) in pre-test become 9 students (30%) in post-test. It also happened in “Weak” category, from 2 students (6.6%) decreased become null or no one students in post-test. There was no students gained “Poor” category in the test.

4. It was found that the mean of “Very Good” category in post-test was 85.6 whereas no score in pre-test. In “Good” category, the mean of pre-test was 68.5 in the post-test was increased become 77.20 with difference 8.35 point. The mean score in “Fair” category in pre-test was 55.62 become 58.08 in post-test, the increasing was 2.64 points. And for the “Weak” category was 40 but in post-test no one included in this category.

**Suggestion**

After doing the research, the study proves that teaching by using interactive media is better for English subject especially tenses than conventional method of teaching. Therefore the researcher suggests that English lecturer can use this interactive media to teach tenses easily as long as the media can stimulate and motivated students in learning and also to improve the academic achievements of students and the researcher also suggests that it expected can motivated the lecturer to develop teaching strategy by using technology to create of at least using media for teaching English especially teaching tenses.

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Sugiyono. 2010 “*Metode Penelitian Pendidikan*” Bandung: Alfabet

Second Resources:


THE STRATEGY OF LEARNING ENGLISH TOWARD NON ENGLISH LECTURERS AT BATANGHARI UNIVERSITY OF JAMBI

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Universitas Batanghari

Abstract: The aim of this research is to investigate the English learning strategies of non English lecturers in University of Batanghari Jambi and the factors that cause their fears in communicating in English. The method implemented in this research is descriptive qualitative. The respondents of this research are the non English lecturers in University of Batanghari. The researcher used observation as the method of collecting data.

Introduction
Learning strategy of English is a must nowadays. Learning second language can be successful if the learners are able to speak in the target language and it must be supported by the strategy. This case mostly can be a problem when learners have been engaging with English. For example, in one condition the learners know the grammatical structure but for talking in English itself, it is still hard for them, or even the learners know the linguistic features; they keep hard to talk in English too. This problem may appear because the learners are less of practicing to speak English.

In this research the researcher already knows the non English lecturers at Batanghari University Jambi and have discussed each other about their skill in speaking activity. During the activities in the non English lecturer don’t have enough ability to communicate in English. The non English lecturer have been not familiar with English, have been not motivated, and seldom keep practice the conversation in English and because of that the researcher interesting to analysis about the strategy than we can use to solve this problem especially to the non English lecturer at Batanghari University and what factor make them afraid communicate in English.

Based on the reality on the field so the researcher interested in doing this research entitle The Strategy of Learning English Toward Non English Lecturer at Batanghari University Jambi

Research Methodology
The population of this research all the non English lecturers at Batanghari University Jambi. Sample is a part or representative of population, which is observed (Arikunto, 2002: 109). A good sample is the sample who can reflect maximally the condition of population. The research was going to have questionnaire section as the next step in collecting the data. Questionnaire generally was used to gather someone’s opinion and feeling from their point of view. Questionnaire sheet was used as the instrument in doing this research. The type of questionnaire was closed question. The questionnaire consists of 12 items. In this scale, the students gave checklist (√) to choose the answer based on their perception toward what are factors make non English lecturers afraid to communicate in English. They were only two choices to answer this questionnaire sheet, they were “Yes” and “No” answer.

Technique of Data Collection and Data Analysis
In collecting the data the writer uses techniques: questionnaire. In this research, the researcher wants to find out what factors make them afraid communicate in English.
1. After get the data the researcher collected the data by using questionnaire to find out what factors make them afraid communicate in English.
2. The researcher presented the questionnaire result.
3. The researcher explained the finding of the questionnaire.
4. The researcher provided conclusion and suggestions based on the result of the research.

Finding and Discussion

The table below (table 1) show the questionnaire result about what are factors make non English lecturers afraid to communicate in English. The questionnaire sheet consist of 12 questions.

<table>
<thead>
<tr>
<th>No</th>
<th>Indicators</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Do you like if other lecturers include non English lecturers speak English in their daily communication?</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Do you like if native speakers come to Unbari and keep practice English with all the lecturers?</td>
<td>10</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>Do you like if the speakers of seminar at Unbari are native speakers?</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>Do you want to keep practice English with native speakers in formal or informal situation whether inside or outside of the campus?</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>5</td>
<td>Do like to see if all of the lecturers keep practice English among them?</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Do you like if the Master of Ceremony (MC) uses English for each activity in the opening and closing ceremony?</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>Do other lecturers especially English lecturers influence your motivation to practice English?</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>8</td>
<td>Do you have high self confidence to speak in English with other lecturers?</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>9</td>
<td>Are you afraid if someone says you are arrogant when you try to speak English in front of them?</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>10</td>
<td>Do you want to keep practice English in your daily activities?</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>11</td>
<td>Are you shy if you speak in English?</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>12</td>
<td>Are you nervous if you try to keep practice in English with others lecturers?</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

From the questionnaire result, the researcher find out that the non English lecturers at Batanghari University got the problems in communicate in English because some factors that influence them in communicate, and it will be described detail. Some of the non English lecturers like to see if others lecturers include non English lecturer speak English in their daily communication, them also like if the native speakers of seminar at Unbari are native speaker, they said it is interesting if they can meet the foreigner from others country directly, english is so important right now it is good if all of the lecturers keep practice English with all of the lectureres but unfortunately the most of the non English lecturers didn’t want to keep practice English with the native speaker in informal or formal situation the most of them also didn’t want to keep practice English in their daily activities it supported because the most of them feel shy to speak English they were nervous to try keep practice English with others lecturers they think they have no capability to practice it, and they also have no motivation to keep practice English because they have no motivation so the most of them have no high self confidence and it supported by the result of questionnaire for the items number (9) that the most of the non English lecturers afraid to keep practice English because they were afraid if others will say they were arrogant and fortunately the most of the non English lecturers like to see all of the lecturers keep practice English among them in many activities, like in seminars they used English when they asked something and non English lecturers also like if the master of ceremony (MC) uses English for opening and closing
ceremony so with this way they familiar with English, finally unfortunately they felt that the English lecturer didn’t influence their motivation to practice English.

Conclusion and Suggestion

Based on evidences provided in findings and discussions, the writer presents several items of conclusion as follows:

1. The non English lecturers are not confidence and comfortable to keep speaking English.
2. The non English lecturers are shy when speaking English in public communication.
3. The non English lecturers have no motivation and they don’t realize that English is important for our life and English is international language.
4. The non English lecturers can speak English without depend on the mood.
5. The non English lecturer find the difficulty in vocabulary, grammar, pronunciation.
6. The students find the difficulty when pronouncing the words.

After analyzing the data and making conclusion, the writer provides suggestion, as a lecturer, the non English lecturers should be more active in English communication especially among them as a lecturer although they are not English lecturers and because language is not what in our mind but what we utter, they should not be afraid of making mistakes in grammar, pronunciation, vocabulary and expressiveness because in speaking activity the most important that the hearer can understand what the speaker say but it’s better to know them, the non English lecturers also should not loosing face because a good person should not be inhibited and they must be aware that if they want to able to speak English, they should practice English that they have learnt. And then for further the researcher need to conduct in deep research about problems occur in speaking class, like vocabulary, grammar, and pronunciation. The students are suggested to memorize more vocabulary, in order they are rich in vocabulary, it can be as basic of speaking English in speaking activity and to increase non English lecturers speaking skill the researcher suggested the non English lecturers read more the English books, like English conversation, grammar and etc and finally non English lecturers are suggested to read more dictionary which has transcripts of pronunciation and keep practice English.

References
APPLYING CLIMBING GRAMMAR MOUNTAIN TECHNIQUE TO TEACH SIMPLE PRESENT TENSE IN THE CLASSROOM

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Abstract: This article discusses about the use of climbing grammar mountain technique to teach simple present tense in the class. This technique can be used as one of the alternatives to teach grammar especially simple present tense to the students. By applying this technique, it is hoped that the teacher can help the students to get more understanding in learning simple present tense. Besides that, the teacher should also realize that the best way to teach grammar does not focus on the rule and form of the grammar itself but it focuses on how to make the teaching and learning process more communicative and meaningful. The use of this game will help the students more motivated and enjoyable to learn grammar. Besides, the use of this game increases the cooperation and competition in the classroom.

Keywords: Climbing grammar mountain; Technique; Simple present

Introduction

Grammar is one aspect that should be mastered by the students in learning foreign language. It emphasizes the students to learn the grammatical features of the language. It begins from knowing part of speech and forming a word into a sentence in appropriate situation and condition. By learning grammar, the students will know the appropriate way of using the language in written or spoken form. In general, grammar can be defined as a part of study of language which concern with the way to form word or sentence into appropriate rule. According to Ur (1988), grammar may be roughly defined as the way a language manipulates and combines words (orbits of words) in order to form longer units of meaning. Then, Thornbury (1999) adds that grammar is partly the study of what forms (or structures) are possible in a language. In short, it can be concluded that grammar is a description of structure of a language that construct the structure of words (suffixes and prefixes) to form clauses or sentence.

Teaching grammar in foreign language concerns with tenses and aspects that should be learned by the students. For junior high school, the teaching of grammar is learned through genre based approach. This approach emphasizes the students to learn some types of text. Each of text has specific characteristics and features that should be known by the students. It makes each text has specific grammatical features which is different with the other.

One of the texts that are learned by the seventh grade students is descriptive text. Descriptive text is one type of text that is used to describe thing specifically. According to Depdiknas (2004:49) descriptive text is one kinds of text that used to describe a particular person, place or thing. It means that descriptive text is a text usually used to describe something specifically so that the reader can imagine and know exactly about the things that is described.

Descriptive text consists of language features that should be mastered by the students. The language features focus on specific participants, the use of adjectives as modifier in noun phrase, and the use of simple tense. In fact, mastering those components is not easy as to be applied by the students. Most of them face difficulties in understanding those components. One of the most difficult problems faced by the students is understanding simple present tense. Most of them fail in write correct and appropriate tense.
There are some problems that the students’ face in learning simple present tense. First, the students face difficulties in finding out verb form of simple present tense. It is difficult for them in distinguishing the use of verb forms in plural and singular. The students still find difficulty to pay attention to the existence of a particular rule applied in the English language that is the use of suffix –s/–es for verb of third person singular subject. They often write “she go to school every day” instead of “she goes to school everyday”. It makes them making error in doing this step. It is caused by their mother tongue which the use of plural or singular form do not affect their verb form.

Second, the students face difficulty in understanding the use of auxiliary be for singular and plural subjects. They often pick the auxiliaries without considering the correct use of them. The use of auxiliary be depends on the subject. When the subject of the sentence is singular, the students should use is instead of are. In other side, when the subject is plural, the students should use are instead of is.

Third, the students face difficulties in understanding the rule of using modal auxiliary in simple present tense. It is difficult for them knowing types of modal used in the tense and how to put it correctly. Using modal in the tense should not be added with be, suffix –s/–es, -er, or –ing.

Fourth, the students face difficulties in understanding negative form of sentence. The students fail to use the correct form of auxiliary verb do. To make the negative sentence in the Simple Present Tense we should put do not or does not after the subject. In this case, it is difficult for them to differentiate how to use do not or does not in a sentence.

The problems above occur because of the difference of grammatical features between the students’ first language and foreign language. Bahasa Indonesia use tense which is states tenses lexically to show the time of the events or actions. This case is really different with English. In English, the use of tense is different from the situation happens. The rules that exist in this language are not familiar for the students. It makes them difficult to learn language. Besides that, the students are mostly influenced by their mother tongue on the acquisition of new structures. When they begin to learn structure of second language, their mother tongue will influence the way they learns. It will make some errors which occur during the teaching and leaning activities.

**Simple Present Tense**

Tense is one aspect that influences the students’ ability in learning a language. Tense will provide the students several rules to be considered in learning language. According to Frawley (1992), tense is the grammatical means that locate events in time that is related to the moment of speaking. It means that tense concerns with grammatical form that is used in a sentence related to the moment of speaking. In English, there are some tense that is used to create a sentence. The tense can be in present, past, and future time.

Simple present tense is a type of tense in English which is used to tell an activity happen in present time. Huddlestone (1988) says that the primary use of present tense is to locate the situation in present time-where situation is to be understood as a general term covering states, actions, processes or whatever is described in the clause, and present time is the time of utterance. In addition, Azzar (1981:20) states that the simple present tense is used to express events or situations that exist always, usually, habitually; they exist now, have existed in the past, and probably will exist in the future.

Form of Simple Present Tense can be divided into two forms; present tense of verb be and present tense of verb. Simple Present Tense form of ‘be’ is formed with to be am, are, or is after the subject of the sentence. The pattern of present tense in the verb be can be seen in the following:
S + be + a noun or a noun phrase
Krisdayanti is a singer.
Madona is a beautiful woman.

S + be + adjective or adjective phrase
Krisdayanti is famous.
Dewi is extremely courteous.

S + be + adverb or adverbial phrase
Ratna is here.
Daffa is from West Sumatra

In negative statements with the verb be, the word not is used after the verb be. For example: He is not a teacher. In yes/no question, be comes before the subject of the question. For example: Is he a teacher? In question word, be comes before the subject and after the question word.

The verb ‘be’ has different forms after different subjects. The present tense forms of be are am, are, and is. Am is used after the first person singular subject (I); are is used after the first person plural subject (we), second person singular and plural subjects (you, you) and the third person plural subjects (they, the boys, cows, etc); is is used after the third person singular subject (he, she, it, the boy, a cow, etc).

The second type of present tense is the use of verb be. The present tense of verb is formed with simple form of a verb for first person, and third person plural subject except for third person singular subject; the verb ends in s, or es. The pattern of present tense of verb be can be seen below:

(a) Positive Form
I, We, You, They + Verb + Complement
He, She, It, Singular name of people, Noun + Verb + s/es + Complement
For example:
I have much money
We read a newspaper everyday
She plays guitar

(b) Negative Form
To make the negative sentence in the simple present tense, we put do not or does not after the subject. The pattern is:
I, We, You, They + Do not + Verb + Complement
He, She, It, Singular name of people, Noun + Does not +Verb + Complement
For example:
I do not have much money.
She does not always watch television.

(c) Interrogative Form
To make the interrogative sentence or yes/no question in the simple present tense, we put do or does before the subject. The pattern is:
Do + I, We, You, They + Verb + Complement?
Does + He, She, It, Singular name of people, Noun + Verb + Complement?
For example:
Do I have much money?
Does she seldom watch television?

In teaching these forms of tense, the teacher should have varieties of techniques in order to help the students to get more understanding in learning simple present tense. Besides that, the teacher should also realize that the good one to teach grammar is not focus on the rule and form of the grammar itself. But the best way to teach grammar is how to make the
teaching and learning process communicative and meaningful. So, the students can apply their grammar ability in real situation and condition.

In this case, the writer would like to propose one way to teach grammar meaningfully and enjoyable. Here, the writer will use a game to teach grammar. The use of game will help students more motivated and enjoyable to learn grammar. Beside that, the use of game increases the cooperation and competition in the classroom. In makes the classroom atmosphere more meaningful and interesting.

Climbing Grammar Mountain

Climbing Grammar Mountain is a kind of game to be used in teaching grammar proposed by Cindy Gunn and Ann Mc.Callum (2005). This game is easy to prepare and it can be adapted to the unique needs of different classrooms. Climbing Grammar Mountain is a game which makes students works in group to analyze the correctness of a sentence. They are asked to determine if the sentence is grammatically correct or not. The students will work in groups to compete against other mountaineering groups to get to the highest point on the mountain before our class time is up.

In doing this game, there are some steps that need to be prepared by the teacher. First, the teacher divides the students into some groups. They should work and collaborate in their group. Second, the teacher draws 4 vertical climbing lines on the whiteboard. She/he should leave space on the bottom of the white board to show one sentence at a time. Then, she divides each line into 10 segments to represent vertical feet. The format can be seen below:

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Group 1  Group 2  Group 3  Group 4

After drawing, the teacher prepares a series of sentence in descriptive text. Some sentences should be correct, and about three quarters should contain one grammatical error per sentence. Finally, the teacher distributes the sentence to the students.
The students will collaborate within their groups to analyze the correctness of a sentence given by the teacher. They will work together to discuss more about simple present tense in their groups. This activity is very helpful in improving their ability in learning grammar. They will share the knowledge each other and join the work together. It will build their interest and motivation to learn language.

**Procedure to run Climbing Grammar Mountain**

**Pre activities**

1. Before doing game, the teacher had already explained about simple present tense. This game will be used to improve their ability in learning simple present tense and to give them more practice in grammar exercise.
2. The teacher divides the students into some groups. Each group consists of five persons.
3. The teacher gives the students a practice before playing game.
4. For practice, the teacher provides the whole class with a correct sentence that is fairly easy to identify as correct. Then, she/he asks each group how many vertical feet (up to a maximum of 20) they are willing to award to it. Finally, she shows how the way to move a player up the mountain by that many vertical feet.
5. Then she gives a sentence that is incorrect. If students award any vertical distance to it, they must go back down the mountain that many feet. If students recognize the sentence as incorrect and do not wager any vertical feet on it, they can stay where they are. Allow them a chance to correct the sentence for five bonus points.

**Whilst activities**

1. After all the students have understood with the game, the teacher begins to play the game.
2. The teacher distributes a series of sentence in simple present tense to the groups.
3. Each group will be given a turn to analyze a sentence in simple present tense form.
4. In its turn, one group will be given a sentence. They have to determine if the sentence is grammatically correct or not. If they believe the sentence is correct, they can assign 0, 5, 10, or up to 20 vertical feet to the sentence. If it is indeed correct, they will advance that far up the mountain. If the sentence is incorrect, their group will fall down the mountain the number of feet you assigned to the flawed sentence.
5. Groups can win 5 bonus feet for correcting a flawed sentence. The group whose turn it is gets the first chance to correct the sentence; then other teams may try to earn the five bonus feet.

**Post activities**

1. The teacher evaluates the students’ activity doing the games about simple present tense
   By doing this activity the students will be more interested in learning grammar. They will get reinforcement and more practice during the game activity.
Conclusion
Climbing Grammar Mountain is one way that can be used to help the students in learning tense well. This activity will improve students' ability in understanding the fundamentals of effective written communication, especially grammatical usage, sentence construction, paragraphing, and essay development. The game also allows the students to work and discuss together as a team to judge the validity of the sentences. It will help them to learn to collaborate with their friends through such activities as peer review, team work, and group discussions.

References
THE ROLE OF LANGUAGE ENVIRONMENT
IN SECOND LANGUAGE ACQUISITION

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Abstract: Language environment is the situation of a particular region where a language arise and develop, and is used by its speakers. Language environment includes everything that can be seen and heard and influence the language communication process. Language environment is twofold: the environment formed in a planned formal and informal environment which arise naturally. Formal environment plays a role in the process of acquiring a second language, especially in terms of acquiring a second language and the speed or success of second language acquisition. Informal environment gives a role in the process of acquiring a second language learners especially peer environment and the language environment teacher or teachers, parents, family, and the environment of foreign language speakers.

Keywords: Role environment; Language acquisition

Introduction
The second language is generally obtained after a person has obtained first language. There is no single person who acquire a second language before gaining his first language. This is presumably the underlying why there is a term first language and a second language.

The first language is the language that was first obtained by someone. Second language acquired after obtaining a first language.

In language acquisition, either the first language or the second language of many theories that underlie how the process of processing the case. The most common theory and fundamental theory is the theory of behaviorism and cognitivism. The basic concept of behaviorism theory is based on the assumption that a person after birth no emiliki anything, so in language acquisition beperan environment is very important. In other words, the environment that many contribute to someone so that they can acquire the language. As with the Cognitivism theory, that a person after birth already has a tool called the language acquisition Language Acquisition Device (LAD). Through this tool a person can acquire the language. However, language acquisition tool that can work if there is an environment that supports it.

Noting both the theory, it can be said that the acquisition of language can not be separated from the environment. Environment is an important thing for a person in the process of language acquisition. The role of the environment in pemerolehana bhasa, McDonough (1981) suggested that the theories of behaviorism is used to acquire the language emphasizes the role of the environment in providing stimuli imintasi and also strengthening and whether the reactions are positive or negative. According to this theory gives only the external environment, good language models and mechanisms in which reactions, such as: (1) Selected for the truth, (2) dibedakanuntuk suitability to a stimulus, and (3) Camouflaged to the new situation. Similarly, Littlewood (1984) argued that the behaviorist approach to language acquisition, the child's environment is seen as a factor pengaruhutama. Environments provide models ditiriu children and a variety of rewards that lead to the emergence of knowledge for children.
As in the theory of behaviorism, as well as the theory of cognitivism. According to Littlewood (1984) that interest is a factor that plays a role in achieving the internal processes of children. But we should not forget that the environment that stimulates internal processes it. Environment will provide a wide range of materials to children in acquiring the language in which it is located. This same thing also expressed by Subyakto (1992) that children born already have procedures and rules that allow a child to process the data linguistiknya in the environment.

Regardless of the theory of behaviorism and cognitivism, the role of the environment in language acquisition is very large. Dulay (1985) suggested that the environmental quality of language extremely important for a language learner to be successful in learning a new language. The introduction is done by the teacher in the classroom will determine the language learning process experienced by learners. In addition, Huda (1987) suggests too, that the proposed input hipotesis Krashen memporeleh stating that learning a second language in only one way, that is by understanding the meaning of the message to him. In other words, learners can speak both because it has got an input that can be understood its meaning. Learners can understand the discourse that contains grammar is not sorted presentation (naturally) because of the assistance koneks, knowledge of life and the natural surroundings. And linguistic skills that have been mastered earlier.

With regard to the role of the environment in language acquisition, Ellis (1986) firmly mengmukakan that the environment in terms of language acquisition can be broadly classified into two, namely: 1) a formal Environmental and 2) informal environment. Formal environment which is one of the learning environment has a particular contribution to the acquisition of a second language support. The donation includes (1) Making learners more varied in using language that is appropriate to the situation of use, (2) learners apat use the language will be right when viewed from the truth of the rule and (3) introduction can give satisfaction to the desire of adult learners who are interested the mastery of the rules or the rules of the language of the language learned.

Pay attention to the opinions it is clear that a very substantial contribution to the environment in language acquisition. Based on such things, we should bear in talking about how the role of the environment in the process of language acquisition, both paa first language acquisition and in acquiring a second language. But on this occasion devoted to discussion the role of the environment in second language acquisition.

**Language Environment**

**Definition**

The environment in general is an area, region or area and are covered in it, the environment may involve a number of human senses, especially hearing and vision. Limits and the situation as it gave an idea that the language environment is the situation of a particular region where a language grow, develop and be used by the speakers. In other words, the language environment includes situations all the things that can be heard and seen by speakers of a specific region in which a language is used. Language environment that is all that can be heard and seen that also affect language communication process. For more details, which include the language environment is like the situation in the classroom during the learning process takes place, markets, shopping centers, restaurants, a conversation group of people, while watching television, when reading media or various other reading materials as well as the situations in other environments.
Linkages with the environment, especially the process of language acquisition and second language acquisition, language is important to note the quality of the environment. Because, the neighborhood quality of language also determine success in language acquisition and second language learning.

With regard to the environmental quality of language, Dulay (1982) confirms that the environmental quality of the language is a very important role in determining the success of the learners in learning a second language. In general, the language environment in conjunction with limited language acquisition of two types, namely: (1) formal Environment and (2) informal environment. Formal environment can be regarded as a formal environment or situation which was officially launched in the framework of language acquisition and learning. While informal environment is informal environment or situation that just happens or situations that are not formally established.

Krashen (1981) suggested two types of language environment, namely: (1) an artificial environment and (2) natural environment. Artificial environment is formal environment as well as the situation of learning in the classroom. Natural environment is informal environment that occurs naturally without established. Focused on the view and the description above, it is clear to us that the language environment, there are two forms of formal and informal environment environment. Formal environment is formed in a planned, whereas informal environment secaaa formed naturally or happen without a plan formation.

**Formal Environmental**

As previously noted, the formal environment is an environment which was officially launched and planned. Environment is formally established and well-planned. One that includes formal environment is the situation in the classroom learning process guided by the teacher. Thereby, in a formal environment such learners guided and directed to the teacher to be able to master the language systems are being studied. The learners will engage consciously in order to control of those systems or rules or the rules of the language being studied.

Besides formal environment such as the situation of the learning process in classrooms guided by the teacher, in fact no more formal environment to another. For example, the situation when reading books or studying the grammar of the language being studied. Other situations such as conversation or dialogue situation which was formed in order to deepen the mastery of language structures learned learners. Situations such as this must involve the learners are aware, they are involved with full awareness.

Noting the above description, it seems in line with what was stated by Dulay (1985) that a formal environment is one of the language learning environment that focuses on mastery of the rules or rules of language consciously in the target language. Similarly with the opinion of Krashen (1983), which immediately suggests the characteristics of a formal environment. He argues that the formal environment can be characterized as follows: (1) It has properties arfiisial, (2) in the environment of the learner is directed to carry out activities of languages involving kadiaah-rule or rules of language that has been learned, and if found or an error occurs on the learner, the teacher immediate feedback as a correction of the errors, and (3) is part of the overall learning the language in school or in the classroom.

To give a clearer picture of the formal environment in relation to the acquisition and learning of languages, it seems we can simply pay attention or focus on aspects of the unconscious. Conscious aspect in language acquisition and learning more related to the process implemented formally. Acquisition and formal language learning, we know that the learners more directed at the control systems or rules of language structure learned things like that require the involvement of the conscious aspect of the learner. Through the conscious
aspects, systems or rules of language structure learned the pembalajar can be understood and
dominated.

If we look further, that the environmentally conscious aspect with the formal suggest
a link. That relationship can be seen from the process of acquiring and formal language
learning, always involves the conscious aspect, as such, it can be said that the neighborhood
is any formal environments or situations involving learners consciously in the acquisition and
language learning. Formal environment that is always associated with things that are not
natural or artificial, in this case everything is always associated with artificial things. In
addition, the environment ormal usually involve a lot of guidance or direction either through
teachers and manuals relating to the language being studied.

**Informal Environment**

Informal environment as pointed out earlier that the natural environment or situation
(natural) without a planned formed. This informal environment essentially just happened and
what it is without the formation of engineering and planned manner. Informal environment in
relation to language, both in terms of acquisition and learning process, its scope is much
larger than the formal environment. we or the learners more exposed to the informal
environment of the formal environment. This informal environment includes a variety of
situations such as when communicating at home together family, friends and the
communication along with others, communication in the marketplace, in the office or on the
go as well as a variety of other situations that occur naturally.

Informal environment that occurs naturally and the frequency is greater than the
formal surroundings, creating an informal environment is more of a role than the formal
environment in terms of language acquisition and learning. Things like this resulted in an
informal environment are more dominating and provide assistance to the learners. Basically
informal environment is more related to the problem of language acquisition. While the
formal environment tend displays the value of language learning problems. It is acceptable
for the reason that the more informal environment dominate the learners, resulting in learners
tend to master the material is learned naturally.

Informal environment that occurs naturally and greater frequency than in a formal
environment, create a more informal environment plays a role when compared with the
formal environment in terms of language acquisition and learning. This is what resulted in an
informal environment more dominating and provide assistance to the learners.

Basically informal environment is more related to the problem of language
acquisition. While formal environments tend to be associated with language learning issues.
It is acceptable for the reason that the more informal environment mendominiasi learners,
mengakibaktan learners tend to master the language he had learned naturally through the
acquisition of various informal situations. While formal environment that can only occur in
certain situations, even seesuai can only occur with the program plan that has been set. Such
conditions can be regarded as a formal learning situation. Thus circuitry, more formal
environment associated with learning. But keep in mind that the formal environment does not
mean not contribute anything in pemerolahan language, formal environment to a certain
extent also play a role in language acquisition, especially in second language acquisition.

**The Role of Language in the Environment of Second Language Acquisition**

As stated in the previous section that the language environment is an area, region or
area and are covered in it. The environment may involve a number of our senses, especially
hearing and sight. In general, there are two types of language environment, the environment
formal and informal environments. The division of the two types of environments such visits
based on naturalness languages are heard and seen the learners. Besides, there is division of language environment, the macro environment and micro environment. Macro environment include: (1) Kealaihan sounding language, (2) The role of learners in communication, (3) availability of concrete references to mnejeelaskan meaning and (4) Model the use of the target language. Microenvironment are the traits of language structure which includes: (1) Ease of language structure audible or visible, (2) presence of feedback, and (3) frequency of an audible or visible language structure (Dulay, 1982).

However the division of language environment, it seems not so big problem for us. However on this occasion we focused on environmental issues based on naturalness language that is heard and seen by the learners consists of two types, namely: a formal environment and informal environment. How formal or informal linkages environment against a second language or how the role of formal and informal environments in the process of acquiring a second language. This is the focus of the talks.

**Formal Environmental Role in Second Language Acquisition**

In the mastery of a language, be it through acquisition and through the learning process, the language environment can not be ignored. Involvement language environment is needed. The involvement of formal language environment in the process of acquiring a second language, according to Ellis (1986), that there are two aspects that influenced the formal language environment when the process of acquiring a second language implemented. Both aspects are (1) Aspects of the order of second language acquisition itself, and (2) Aspect's success in mastering a second language. He explained that the order development of second language acquisition (fiute of development) in language acquisition is merupakanurutan level of absolute and must be passed by the language learners in the context of second language acquisition. He split the order or the stage of development of the acquisition of two types, namely: 1) Order of Development and 2) Sequence of Development

Order of development is a concept of development that tends to refer padaurutan grammatical acquisition of all aspects that are special or specific in second language acquisition. The main emphasis in the order of Development is sequence acquisition developmental aspects that are specific grammatical nature's process of acquiring a second language.

The second aspect in terms of the route of development, developmental sequences in second language acquisition is a sequence of development is a development concept which tends to refer to all forms of development in the process of acquiring a second language. Any concept that the development of a comprehensive general or universal nature. In case this is all the process of acquiring a second language which is not influenced by the background of the first language of the learners, and thus the learning context.

The success or the speed of acquiring a second language in the framework of the second language acquisition is the speed of development in terms profesiensi second language learners. Related to the role of the formal environment of the process of second language acquisition in terms of the acquisition sequence, language experts, especially experts in the teaching of language acquisition suggests that the same relative order.

The role of formal environment for the accuracy or efficacy of second language acquisition shows the three roles, namely:

1. The formal environmental to give a correction role in the process of language acquisition
2. To give the role in the expansion of second language acquisition and
3. To give a role in the frequency of second language acquisition.
The role of the correction of the speed or success of second language acquisition we can see from the results of research conducted by Ellis (1984) indicated that the formal teaching to give a dominant influence on language acquisition value and success of learners. Formal teaching, in this case is the teaching of the language rules provide easiness in acquisition, providing precision use of constituents language, or directing the learner to focus on linguistic forms.

The role of the expansion of the speed or success of second language acquisition we can see from the results of research conducted by Nelson et al (1973) which showed that children given systematically with language lessons held during the 13 weeks extension of the sentence. The treatment was after investigation it turns out showed that there were differences in linguistic, in the sense of more advanced when compared with the other control group that was not given an extension.

In terms of the role of the frequency of the speed or success of second language acquisition, indicated by Larsen and Freeman (1976). Their research showed that the frequency of the introduction of the structure has a positive correlation with the mastery of the rules of the learner. They found that the more learners to listen to the structure, the more rapid their mastery of them against the structure.

Based on the results of research experts language teaching, it is clear to us that the environment provides many formal role in the process of acquiring a second language. The role of the formal environment can be seen in the order of second language acquisition and the speed or success of second language acquisition.

Role Informal Environmental in Second Language Acquisition.

In the foregoing discussion has explained that informal environment provide ynag major role to second language acquisition. Role it comes to the existence of an informal environment such as input material and also to monitor. The informal environmental we know very diverse kinds, of this type have also been discussed in the previous discussion. For that on this occasion the informal environment is limited to the environment tend to be more informal role in second language acquisition. Some environments are:
1) Environmental foreign language speakers.
2) Language teacher
3) Parents
4) Environmental peer learners

Environment foreign speakers to give my role in language acquisition. The role can be seen from what is proposed by Ellis (1986), which argued by Ellis (1986), which suggests that speakers of foreign languages have similarities with effect from parental language learners. The similarity lies in the characteristics of simplification and adjustment. Adjustments in the likeness will involve the issue of regression, which is native to the skilled movements of lower order to seek the most appropriate level of mastery of a second language learners. Matching foreign speaker system estimate of language learners and then imitating it identifies successful form language. Negotiation foreign speakers will simplify and clarify tuturannya according to the feedback given ynag learners. Thus foreign speakers will give komunikasi role in the development and formation of a bond with the learners, as well as teaching models.

Actual language environment teacher also will indirectly serve as a model to learn the second language learning. But the effect is not the same as on the environment peer learners. On this Huda (1987) suggested that language teachers in foreign language teaching language similar to the effect. Teachers tend to use sentence structure ynag short or simple when communicating with learners.
Environmental parents in the role of the second language acquisition is only limited to the role of caregiver language. Caregivers language is certainly more of a role when learners obtain a first language, so that the effect is most instrumental in children, while in adults the power of language pengsuh already on the wane, the more so in the process of acquiring a second language.

Peer Environmental where learners are The informal environments provide the greatest role in terms of second language acquisition. On this Milon (1975) in his research found the fact that a child of Japanese descent seven year old who migrated to Hawaii more quickly understand English creole Hawaii gained from peers, when compared with standard English he had learned from a teacher at school.

Based on the descriptions above it is clear that The informal environment plays a role in second language acquisition. The role of the most prominent and most of it is environmentally sebanya comrades, rather than the language environment of teachers, parents and foreign speakers. Thereby providing The informal environment constituted the second bhasa acquisition process. The informal Environmental that can provide excellent input DAA, in the form of linguistic rules that can be exploited by learning to monitor material.

The informal Environmental that many provide assistance to learners in the process of acquiring a second language, namely as an input material monitor, of course, reasonable Seara should be considered correct. Thereby process of acquiring a second language for learners can be encouraged by both, so that learners can master a second language perfectly and in a relatively short time.

But in fact, often The informal environment is negligible in terms of second language acquisition. Formallah Environmental that has always been the foundation and the most attention. But, it turns out The informal environment is no less important than the formal environment. Thereby concern for the environment should be truly The informal as well as formal care for the environment in second language acquisition.

Conclusion
1. Language environment is the situation of a particular region where a language is growing, and growing, and is used by the speakers, and developing and used by the speakers. The language Environmental includes everything that can be heard and can be seen and also influence the communication process language.
2. Language environment there are two forms of formal and informal environment environment. Formal Environmental is the environment that formed terenana, while the formal environment is an environment that is not formed in a planned, but occur naturally.
3. Language environment, both formal and informal environment surroundings provide an important role in the process of acquiring a second language.
4. Formal Environmental plays a role in the process of acquiring a second language, especially in terms of the order of second language acquisition and in terms of speed or success of second language acquisition.
5. The informal environmental gives a role in the process of acquiring a second language, especially environment learner peers. Another informal Environmental that also to give a role in acquiring a second language is the language environment teacher or teachers, in the parent or caregiver language environment and language environment foreign speakers.
6. The informal environmental is an environment that is very important to be considered in the process of acquiring a second language.
References
BIOLOGY TEACHING AND LEARNING PROCESS:
BILINGUAL CLASSROOMS AT BIOLOGY EDUCATION PROGRAM
OF JAMBI UNIVERSITY

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Abstract: Teaching Biology as a course at Biology Education Program of Jambi University with bilingual classroom program has been implemented for more than a decade. This study aimed at describing the readiness and perception of the teaching staff, as well as the interest of the students in the context of the teaching and learning process of Biology in the program. This field study research is in the form of descriptive qualitative in which the population consists of the students of second, fourth, and sixth semester (60 students) and some teaching staff who are teaching in the bilingual classrooms. Interview both with students and teaching staff were conducted to obtain deep understanding for the study. Further, questionnaire sheets were distributed for the students in order to take more data. Observation was also done to see the real facts happened on the field. The findings show that; 1) the biology teaching and learning process with bilingual approach run effectively and properly, 2) the lack ability of English of the students’ and the teaching staff’s is the main challenge in the process, and 3) the student interest of the process is in the category of Good (76.34%). Suggestions and recommendations are proposed for the improvement of both the students and the teaching staff.

Keywords: Biology; Teaching and learning process; Bilingual; and Biology Education Program

Introduction

One of Jambi University efforts in improving the quality of its graduates to compete in the global era is to organize bilingual classroom programs. The bilingual program has been implemented in all study programs at the Department of Mathematics and Natural Sciences of the Faculty of Teacher Training and Education Jambi University. One of the study programs which has implemented the program for more than a decade is Biology Education Program.

The Implementation of bilingual learning is not only about translating the foreign language into the national language of Indonesia but also applying techniques and strategies so that the teaching and learning become meaningful. To ensure the properness of the process embodiment, there are at least five dimensions that must be anticipated and considered. They are: 1) the cultural dimension, 2) environmental dimension, 3) dimensions of language, 4) dimension of content, and 5) dimensions of learning (British Council, 2007).

Arnyana (2006) states that the purpose of learning bilingual in Indonesia are to: 1) improve the mastery of the subject matter, 2) improve the English language skills in scientific forums and non-scientific, 3) be able to access scientific knowledge of various international media, and 4) communicate between students both from within and outside the country.
From the several definitions by experts as quoted above, it can be concluded that the interest is the tendency of someone or something to an object or activity which is accompanied by the feelings of pleasure, attention, and liveliness. Learning a language is an attempt to practice and as an effort to gain intelligence (Poerwadaminta, 1976). Meanwhile, according to the terms defined by some experts, including by Ahmad Fauzi that suggests learning is a process in which a behavior is caused or improved through a series of reactions to situations (or stimuli) that occur (Fauzi A, 2004). Then Slameto express opinions in Gronback saying "Learning is shown by a behavior as a result of experience". Furthermore Moh.Uzer Usman and Lilian Setiawati interpret learning as changes in behavior at the individual thanks to the interaction between individuals and individuals with the environment so that they are better able to interact with the environment (Usman & Setiawati, 2002).

Teaching Biology as a course at Biology Education Program of Jambi University with bilingual classroom program has been implemented for more than a decade. This study based on the academic reasons and statement above aimed at describing the readiness and perception of the teaching staff, as well as the interest of the students in the context of the teaching and learning process of Biology in the program

Methodology

This research is appropriately undertaken as a qualitative descriptive research, a case study approach. Qualitative research is a kind of educational research in which the researcher focuses on the views of participants (Christensen & Johnson, 2008). This research utilizes the qualitative method within a case study in order to describe the readiness and perception of the teaching staff, as well as the interest of the students in the context of the teaching and learning process of Biology in the program. In this study, Subjects in this study were students of class Biology English Program Bilingual classrooms Semester 2, 4, 6 and 11 teaching staff who teach in the programs. In the research principle ethics, respect for persons requires a commitment to ensuring the autonomy of research participants, and, where autonomy may be diminished, to protect people from exploitation of their vulnerability. The dignity of all research participants must be respected. Adherence to this principle ensures that people will not be used simply as a means to achieve research objectives (Patton, 1990).

The researcher used three kinds of instruments in collecting the data; observation, interview, students’ questionnaire. Method of interviews was conducted by researchers to obtain information about the preparation of the faculty in implementing the teaching and learning of biology in the classroom and obtaining information on faculty feedback on the implementation of bilingual teaching of biology in the classroom. The interviews were conducted on the biology faculty.

Observation was conducted by researchers to directly observe biology bilingual teaching and learning in the bilingual classrooms. Researchers act as observer. To describe the enforceability of the bilingual learning programs, researchers used 8 description points: 1) opening session, 2) using the textbook of biology in English or bilingual, 3) explaining the subject matter with the Bahasa and English, 4) using English to ask the students, 5) giving answers using English, 6) asking students to using English all the time, 7) doing exercise in English, and 8) closing the meeting using English

To determine the extent of the interest in the implementation of the bilingual classroom program, the researchers used the questionnaire of interest. This questionnaire was distributed after the observation took place in each class. The questionnaire was adapted from the model ARCS developed by Keller (1983), which consists of four (4) conditions, namely: attention, relevance, confidence, and satisfaction, As many as 20 items, with a statement positive and negative statements were included in the sheets of the questionnaire. For the
positive statement (favorable); option 1 means strongly disagree, 2 means disagree, 3 means disagree, 4 means strongly agree. For a negative declaration (unfavorable); option 1 means strongly agree, 2 means agree, 3 means disagree, 4 means strongly disagree. The results were quantitatively in the form of percentage.

The process of data analysis was performed during the data collection as well as after the data collection process was completed. Data analysis was performed through the stages of organizing data, grouping the data, looking for relationships data, understand the trends the data, looking for a pattern, and determining important matters that need to be informed against others to be developed as a theory, and draw conclusions, giving advice and deliver limitations.

The flow chart figure of the research conduction is shown below;

![Flow Chart](image)

Figure 1 *the flow chart of research process from the preparation through the data analysis.*

The flow chart is presented in intention to make the readers read and comprehend the process from the research preparation until the data analysis and presentation.

**Findings and Discussion**

Based on Table 1 on the next page, it can be described that at the semester 2, 4 and 6, the entire descriptor reach the percentage of 87.6%. It means that during the observation, observer saw that all descriptors were done properly by both teaching staff and students in the implementation of the program in bilingual Biology course classrooms. It can be taken into consideration that the program ran effectively during the process of observation.

Based on the observation results, the researchers list down the points on the Table 1 below:
Table 1. The description of the observation results

<table>
<thead>
<tr>
<th>No</th>
<th>Desriptor</th>
<th>Semester 2</th>
<th>Semester 4</th>
<th>Semester 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Result</td>
<td>Result</td>
<td>Result</td>
</tr>
<tr>
<td></td>
<td></td>
<td>yes</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td>v</td>
<td>v</td>
<td>v</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>87.5%</td>
<td>87.5%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

Results of interviews with some biology teaching staff obtained several things as parts of the finding of this study: 1) the teaching and learning process of biology in the classroom ran effectively, 2) the Dean, Department Chairman, Study Program Chairman strongly support any programs in relation to the Bilingual learning activities, 3) learning biology in most of the classes using bilingual, either faculty or students, 4) Students are very enthusiastic learning biology using the English language in the learning activities, the main problem appeared on the ability of using English, 5) the Teaching staff used English and Bahasa in the process of teaching and learning, 6) the main obstacle lies on how to master the lectures and deliver the material in English so that they are easily understood by the students, 7) to solve the boredom in learning, the teaching staff were applying various methods and approaches to learning in bilingual languages, 8) creativity teaching staff have an important role in creating fun learning situation, 10) to support the interest and enthusiasm of students in bilingual learning classrooms and to be more familiar with the use of English language, the program committee created special programs of English courses for students at 1st, 2nd, and 3rd semester, 11) to support English language skills and ICT of the teaching staff, ICT and English trainings are held twice a week, 12) a few teaching staff have lack ability in English which become the problem on the run of the program.

Results from interviews with some students revealed some important findings in the relation of the program implementation; 1) in general, the students are interested and feel good about biology bilingual learning and teaching process and its material which is in English, 2) students prefer to use Bahasa when the learning material are difficult to understand, 3) the bilingual learning can improve student comprehension in English, make it easier for them to compete in the future world of work, 4) lecturer in mastering the material and how they deliver them in the classroom should be more appropriate in some particular situation, 5) small number of students are less interested to speak English, because they have difficulties to understand the lessons in English. Because the teaching staff assign the students to present the part of materials on daily basis, the students keep the spirit and motivated to learn both English and material contents

The results of the questionnaire distributed for the students in correspondence of the theme of the study are shown on the Table below:
Table 2: The computing of questionnaire results showing the interest of the students to the process of teaching and learning of Biology course with bilingual approach.

<table>
<thead>
<tr>
<th>No</th>
<th>Condition</th>
<th>Mean</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Attention</td>
<td>3.12</td>
<td>78.00 %</td>
<td>Good</td>
</tr>
<tr>
<td>2</td>
<td>Relevance</td>
<td>3.04</td>
<td>76.06 %</td>
<td>Good</td>
</tr>
<tr>
<td>3</td>
<td>Confidence</td>
<td>3.01</td>
<td>75.25 %</td>
<td>Good</td>
</tr>
<tr>
<td>4</td>
<td>Satisfaction</td>
<td>3.04</td>
<td>76.06 %</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>3.05</td>
<td>76.34 %</td>
<td>Good</td>
</tr>
</tbody>
</table>

From the Table 2 above, it can be seen that the mean score of all the conditions by 3.05 (76.34%) in both categories. Thus it can be concluded that in general the students are interested in following the teaching biology with English or bilingual. Interest is one of the main factors for success in learning. Interests can generate more attention to something, facilitate students to learn something, prevent disturbance of attention from outside, strengthen the attachment of learning materials in the memories, and reduce the on set of boredom in learning something (The Liang Gie, 2002 in Siva 2012).

Slameto (2010) further revealed that interest has big influence on learning because when the lessons the material is not in accordance with the interests of students, the student will not learn to the maximum level of ability, be reluctant to learn, not obtain satisfaction from what they learned.

Conclusion

Some important things which can be concluded in this study are; 1) preparation of the teaching staff in implementing the use of bilingual teaching has been going well, 2) in general, Biology teaching learning process in this class is effective, 3) learning Biology in bilingual classrooms has also been going well, 4) the main holdback appeared in the implementation of the program is the lack ability of both teaching staff and students in mastering English 5) most of the teaching staff have been teaching biology using the English language, 6) students enjoy learning biology with an introduction to the English language, but the material which are hard is better to provide and introduced in Bahasa, 7) in general, students’ interest in learning Biology with bilingual approach is good.

Suggestions and Recommendations

The researchers provide some suggestion and recommendations for the betterment of the program, students, and teaching staff. They are; 1) the lecturer should be able to apply different strategies in learning in the bilingual classrooms so that students' interest in learning continues to rise, 2) the students have to get used to communicate in English in order to rise the interest and ability in bilingual learning, 3) the quantity and quality of the trainings both of which to support the ability to speak English as well as to develop the professionalism of the teaching staff should be maximally conducted.

References


Abstract: Strategy-based instruction is believed to be able to improve students’ involvement in learning, including learning listening. Unfortunately, the lack concept of the instruction and the less training that the students have causes them still struggling in learning listening. This research report is aimed at investigating the effectiveness of using strategy-based instruction in term of students’ involvement and students’ comprehension in listening. This is a classroom action research of which the researcher and the teacher worked collaboratively in implementing the strategy-based instruction. The research was done in two cycles of which each cycle was realized in three meetings. The data were collected using questionnaire and test. The finding suggests that the strategy-based instruction improve students’ learning in term of involvement and comprehension. The involvement in learning listening raised in all aspects of strategies which include cognitive, metacognitive and socio-affective strategies which reaches 30.3%. The improvement in term of involvement also affects the improvement in students’ comprehension from the average of 47 in the beginning of the study to 73 or 53% at the end of the.

Keywords: Students engagement; learning strategy; strategy based instruction

Introduction

Listening is widely viewed as the most difficult skill to approach in foreign language learning (O’Malley, Chamot, & Kuper, 1989; Vandergrift, 2004). Compared to other skills, such as reading or writing, which allow the language learners to have some degree of control over the process, listening only provides little, if any, control with which the learners to intervene. Once they miss part of the aural message while listening, they are very unlikely to return to that missing part without losing more parts of the input. While for the sake of learning, they may ask the teacher to repeat the missing part of the recording in a classroom setting, real life listening such as listening to news from CNN or BBC channels does not allow this control. Therefore, listening is a very complicated process for many learners to engage in.

Some of the difficulties associated with listening which make listening is so complicated are pace and accent of the speakers, text load and level characteristics, learners’ insufficiency of language and content knowledge and task and process characteristics (Rubin, 1994; Vogely, 1998). An unfamiliar accent used by the speaker in conjunction with high speech would definitely cause problems with listening. This will be further complicated when the text and task types are beyond the learners’ linguistic and real world knowledge and training of listening strategies. Yet, knowing what to listen for and how is believed to relieve, to a certain degree, the complicated matter of listening. Therefore, training the learners to familiarize themselves with text and task types of listening and some strategies to approach them would be badly needed (Carrier, 2003; Cross, 2009; O’Malley, et al., 1989).

There is doubt whether strategies for listening exist and are thus teachable. Ridgway (2000) is one who argues that strategy is something subtle and people may not realise whether they are applying a particular strategy while listening. Furthermore, he maintains that having the learners aware of what is going on while they are listening to particular aural
input would place greater burdens upon the students and is unrealistic; on one hand, they
have to extract the meaning of the incoming input and on the other; they have to recognise
the label of the strategies they may apply. In addition, Field (1998, 2000) suggests that
students’ differences in temperament and whether the strategies meet students needs in long
term use are other concerns raised to respond the trend of strategy instruction. Chen (2007)
and Liu and Goh (2006) also suggest that some students are reported not to receive any
benefit from strategy instruction and state that such instruction is useless.

Despite some concerns regarding strategy training in listening, most researchers in
listening strategies maintain that strategy can be taught to the learners. The only difference is
whether strategy instruction should be taught explicitly or implicitly and whether it should be
embedded or at a direct level (Carrier, 2003; Chamot, 2005). In embedded and implicit
instruction, the teacher guides the students through a listening activity without letting them
know that a particular listening strategy is being put into action. On the other hand, explicit or
direct instruction of listening strategy teaches the learners the label of the strategy and how it
works. Chamot and Thompson (2005) and Rubin (1996) suggest that explicit instruction of
listening strategies is more effective in boosting learners’ listening fluency compared to the
implicit instruction as it enables learners to transfer such knowledge to other contexts.
Therefore, it is a gift for the students to have such training as their listening fluency might be
enhanced.

A wide array of strategies in learning a foreign language have been identified by
scholars, namely cognitive and metacognitive strategies. Cognitive strategies are directly
responsible for making sense of the incoming listening input, metacognitive strategies
support the cognitive endeavour by planning, monitoring and evaluating the process of
attending the inputs (O’Malley, et al., 1989). In addition, socio-effective strategies are other
determining factors which indirectly also support the process of sensing the aural input.
(Bacon, 1992; Chamot, 2005; Oxford & Crookall, 1989).

STAIN Batusangkar as one of tertiary level of education which has English
department provides its students with subjects in Listening. There are four consequitves
Listening subjects started from semester one to semester four. The subjects are expected to
improve students’ fluency in Listening in particular and the whole English proficiency in
general.

Despite the support at the policy level, the students seem to suffer from insufficient
listening proficiency. This is due to a number of reasons. Scarce materials for listening are
considered to be the most cause of the deficiency. There were no particular materials which
the students may use throughout the semester. Another source of problem is the instructional
approach the lecturer use in the classroom. There was a tendency of which teaching listening
does not really teach the students learn listening. Rather, it merely tests the students.
Consequently, the students may not really learn how to listen. Instead, a regular hour is spent
to test students listening comprehension. Another consequence is that the students may not
really involve the way to listen the materials. Therefore, listening instruction which allows
learners to build up listening fluency and guides them to raise and develop their awareness of
listening strategies is desperately needed. This research article answer the following question:
Do Strategy Based Instruction improve students’ involvement in Listening and in turn
improve their listening comprehension?
Method

This is an action research of which the subject in question got ways of improving their engagement in learning listening through strategy-based instruction. This research is conducted to English Students of STAIN Batusangkar who took Listening 3. The total number of the students were 101 which were grouped into three classes; group A, B and C. Each class consisted of 32, 35 and 33 respectively. This research focused on one of the classes of which the students’ involvement and achievement in listening is considered lower compared to the others. For selecting the focus of the study, the researcher consulted to the lecturer for the overall track record of the students in term of involvement in the previous Listening subjects and their overall score of the subject. In addition, they were also assigned to do pre test so that the past information and the current situation really went together.

This research was conducted following the common model of classroom action research which includes planning, action, monitoring and evaluation, and recycle until sufficient conclusion is drawn (Burns, 1995; Syamsudin & Damajanti, 2006). In planning the instruction, the researcher designed syllabus and determine what strategies were introduced to the students. Then, a lesson planning for each meetings of which altogether were six lesson plans. For each of the lesson plans, there were some supporting handouts or worksheet for the sake of the lesson.

In implementing the lesson plans, the researcher and the co-lecturer took turn conducting the teaching. In the first three meeting, the teaching was delivered by the researcher. While in the last three meetings, the co-lecturer did it as she was assumed to get to use to do such instruction. Throughout the study, the researcher and the co-lecturer discussed the implementation of the plan and drew some ideas for reflection and improvement of the next meetings.

To collect the data, questionnaire and test were applied. Questionnaire was used to seek information about students involvement in pre, whilst and past listening activities. The questionnaire included information on students’ cognitive, metacognitive and socio-affective strategy inventory during the processes. Test was administered to gather information in term of the initial proficiency of the students listening comprehension and how their comprehension might improve after following the series Listening lesson using the SBI. The data from the questionnaire were analysed using simple descriptive statistic and compared the result of the quantification from the pre-circled, end of circle 1 and end of circle 2 data to see if improvement took place. Similarly, the data from the tests were also quantified using descriptive statistic and used the result to see whether improvement on Listening comprehension was apparent.

Findings and Discussion

Engagement in learning may be seen from three different aspects, namely cognitive, meta-cognitive and socio-affective resources. Engagement in cognitive aspect refers to how learners use their cognitive capital to approach particular learning tasks by categorizing, inferencing, organising or contextualizing the learning input. Engagement using meta-cognitive aspect means the endeavours the learners spend to deal with the learning inputs by planing, monitoring, evaluating and such. Meanwhile, socio-affective engagement involves the investment of feeling and others to help the learners to approach the learning. While the first two aspects are mostly invisiable, the latter might be feasible.

Using questionnaire to gather information of the students’ engagement in Listening on those three different aspects, this research study revealed that the learners in question had already invested those aspects and the degree of the engagement was increasing due to the introduction of the strategy-Based Instruction.
Pre-Circle

To see the initial knowledge and application of those three aspects of learning strategies in Listening, the respondents of this research were assigned to fill the strategy inventory questionnaire (henceforth, SIQ) (see appendix A for the plan of SIQ). They were also assigned to follow pre-test. The data from the first SIQ showed that the average students score was 3.3. While for the overall score for each aspect of the students’ learning strategy was 3.44 for metacognitive strategy, 3.21 for cognitive strategy and 3.88 for socio-affective strategy. All of those scores were considered medium in term of used and application (Oxford, 1989).

In contrast to the strategies inventoryly used by the respondent which was considered medium, the students’ score in term of listening comprehension at the pre test session was considered low. The score was 47.

Circle 1
Planning

Learning from the data of the first SIQ of which the students’ engagement in Listening was not significantly high, the particular steps should be done to increase their involvement in Listening. Therefore, the researcher planned particular strategies for teaching how to listen the aural input.

There were 17 strategies which were planned to be introduced throughout the first three meetings. In the first meeting, there were 8 strategies which include setting goal in listening, activating background knowledge, note taking, selective attention, cooperating with peers, paying attention, peers counseling, and clarifying to the proficient listeners. In the second meeting, the students were introduced with making an outline and making summary strategies, while in the third meeting, making prediction, ask question, making inferencing, focus attention and building a big picture strategies were introduced.

Together with the planning of the lesson, the researcher also planned the lesson planned for each meeting which informs the standard competence, core competence, indicators, lesson objectives, materials, teaching approaches, teaching procedures and assessment policy. Each of the lesson plan was also accompanied by worksheet or handout for the students which contains series of works have to be done during the lesson.

Action

First Meeting

In the first meeting the student were about to learn listening to recount text which was about mualaf story. In order to comprehend the text, the students were introduced to some strategies as stated in the plan and how to apply such strategies while listening to the text. They were taught how to use the strategies before listening to the text, whilst and after listening to the text.

In addition, while applying the strategies, they were given three times to listen to the recording. As suggested by Vandergrift (2004), the first listening was given to allow the learners to orient themselves with text, the second listening was to verify the details of the text, while the third listening was given to allow the students to reconstruct or synthesize the whole information of the recording.

Second meeting

In the second meeting, the students were still learning to listen to another recount text, called RA Kartini. The procedures for teaching in the second meeting were similar to the first one of which the new two listening strategies; making outline and making summary were
conceptually and practically introduced and the students were also given three times to listen. After listening to the recording three times, the students were assigned to practice making outline and making summary.

Third meeting

In the third meeting the students were about to learn listening to monologue descriptive text. The text was about the description of the relationship between gender and kind of job in particular hospital in Sydney. As particular text may be approached differently to others, in this meeting the students were introduced to seven new listening strategies which were mostly appropriate to the descriptive texts. The strategies included making prediction, asking question, making inferences, focus attention, building big picture and building imagery. In addition, the students were also told to apply the relevant already-taught strategies from the previous weeks.

Moreover, the procedures for listening to the text remained similar to the previous weeks. The students were help to familiarize the the fore going text in the pre-listening session, and were given three times to listen to the recording so that they could orient, verify and reconstructing the text in the whilst listening activity and doing evaluation by making summary in the post listening activity.

Monitoring

While implementing the SBI throughout the first to the third meeting, the researcher and the co-lecturer did monitoring the process. Some ways which were done to monitor the process include walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students’ facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the first three meetings, it was found that some students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it might reflect their engagement in the learning. However, some students showed otherwise.

Evaluation

Having implemented the SBI in the first circle, the researcher administered SIQ for the second time which was done in the last 20 minute of the third meeting. The aim of this questionnaire was to see how the students make use of the afore taught strategies and to see if improvement in term of metacognitive, cognitive and socio-affective strategies might take place.

The data from the second SIQ revealed that the overall score for strategy investment was 3.8. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that metacognitive strategy was 3.9, cognitive and socio-affective strategy were 3.62 and 3.98 respectively. These individual scores were also considered high. Compared to the first SIQ data of which the overall score was 3.3 and the individual score was 3.44, 3.21, and 3.38 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the startegic investment spent by the students in listening. There was an average increase of 14.3 % for the whole strategy engagement. While for the average increase of the individual aspect of strategic investment was 13.7% for meta cognitive strategy, 12. 8% for cognitive strategy and 17.8 for socio-affective strategy.
Apart from those improvement in term of strategy engagement gained from the SIQ data, the researcher found that some students still had difficulties in applying some strategies. It was shown from their worksheets of which some points were still blank. In addition, time allocation for completing the worksheet was another issue. Therefore, these problem were addressed in the second circle.

**Circle 2.**

**Planning**

Planning for the second round of the study was focused on two aspect, namely, keep implementing the already taught strategies and introducing new strategies to the students. In implementing the already-taught strategies, it was planned that the students got fair opportunity in using them particularly those that are used in pre-listening activities. Meanwhile, for the new strategies which include making prediction, making use of context, checking dictionary, structured reviewing, building confidence and making positive impact were only planned on the fourth and five meetings, while on the last meeting was not used to introduced any new strategies. Instead, it was planned to allow students to get practice on applying the whole strategies. In addition, one more meeting was to administered post test and filling the last questionnaire.

**Action**

*Fourth meeting*

In this meeting, the listening input was about another descriptive text which describes the population growth of Australia since the beginning of twentieth century. Similar to the previous meeting of this study, the process of instruction was conducted into three consecutive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the worksheet. They were also allowed to do those tasks whether with their peers or individual.

While in whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

*Fifth meeting*

The listening material for this meeting was a report text. This text, which was taken from the VOA Special English Program, was about the health report. Meanwhile for the new strategies, they were three strategies; building confidence, making positive impact and checking dictionary. Those three strategies were introduced mainly for resolving the common problems which use to appear in listening namely, affective factors of which the students had negative feeling of the listening input. By introducing those strategies, they might overcome such affective barriers. In addition, looking at dictionary for overcoming lexical problem while listening to the text was also introduced. Using those two particular problem solving strategies, it was expected that the students had enough strategies to deal with any tasks in listening..
While for the instruction process, it was done as the previous meeting of this study. There were three consecutive listening activities: pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the worksheet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

Sixth meeting

The listening input assigned for this meeting was still about a health report taken from the same source of the previous meeting. There was no new strategies were introduced in this meeting. Rather, the practice of the application of the whole strategies in dealing with listening input.

Instruction was conducted as it was which include three consecutive listening activities; pre, whilst and listening activities. In the pre-listening activities, the students were allowed to implement setting goal, activating background knowledge, making prediction and asking question about the text in the worksheet. They were also allowed to do those tasks whether with their peers or individual.

In whilst listening activities, the students were given the opportunity to listen to the recording three times; first listening for text orientation, second listening for confirmation and third listening for reconstructing the general and specific ideas of the recording. This activities were done to allow the students to apply those already taught strategies which suit to be used to deal with the tasks. In addition, special attention of the application of the two new strategies were given in this stage. Finally, in the post listening activities, the students were assigned to make an outline of the recording and followed by making summary.

Monitoring

Throughout the second circle the researcher and the co-lecturer also did the monitoring process. As it was done in the previous circle, the similar ways were done to monitor the process, namely, walking around to see if the students wrote something on the worksheet to indicate the application of the taught strategies, observing peer discussion if they were told to do so, reading the students’ facial expression if they were understood with the explained and applied strategies and so.

From the monitoring process throughout the second three meetings, it was found that more and more students were eagerly applied almost the whole process of the instruction. It was proven by the filling of their worksheet of which it reflected their engagement in the learning. However, the researcher also still found that some students showed otherwise. Yet, the number of students who seemed confused to apply the strategies were relatively small, particularly in part of the worksheet which showed details information of the recording.

Evaluation

Upon completing the SBI in the first second circle, the researcher administered post test and another SIQ. The test was administered to see whether improvement in term of students’ listening comprehension was taken place and the questionnaire was aimed to see if the
students make use of the already taught strategies and to see if improvement in term of metacognitive, cognitive and socio-affective strategies might also appear.

The data from the post test using the similar test items from the pretest revealed that there was improvement in term of students mean score of the test. The result of the pre test mean score was 47, while the post test mean score was 73. The figures suggest that there was an increase in term of students score of which the increase reached 53%.

Meanwhile, for the SIQ data from the pre-circle, the end of circle 1 and the end of circle 2 were presented in the following table.

Table 1. The Average Increase of SIQ Data

<table>
<thead>
<tr>
<th>NO</th>
<th>STRATEGY ENGAGEMENT</th>
<th>CIRCLE</th>
<th>INCREASE IN %</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>PRE</td>
<td>END 1</td>
</tr>
<tr>
<td>1</td>
<td>WHOLE STRATEGIES</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>2</td>
<td>META COGNITIVE</td>
<td>3.44</td>
<td>3.91</td>
</tr>
<tr>
<td>3</td>
<td>COGNITIVE</td>
<td>3.21</td>
<td>3.62</td>
</tr>
<tr>
<td>4</td>
<td>SOCIO-AFFECTIVE</td>
<td>3.38</td>
<td>3.98</td>
</tr>
</tbody>
</table>

The data shows that by the end the study the overall score for strategy investment was 4.3. This score was considered high based on the band score criteria as suggested by Oxford (1989). For the individual aspect of the strategy, it was shown that meta cognitive strategy was 4.43, cognitive and socio-affective strategy was 4.12 and 4.2 respectively. These individual scores were also considered high.

Compared to the second SIQ data of which the overall score was 3.8 and the individual score was 3.91, 3.68, and 3.98 for meta cognitive, cognitive and socio-affective strategies respectively, there was an improvement of the strategic investment spent by the students in listening. There was an average increase of 13.2% for the whole strategy engagement. While for the average increase of the individual aspect of strategic investment was 13.6% for meta cognitive strategy, 13.8% for cognitive strategy and 5.5 for socio-affective strategy.

The data also suggest the overall increase in term of strategy engagement from the first meeting to last meeting of the second circle. The overall increase of the strategy involvement was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

All in all, the result of the study suggests that in the initial phase of the treatment, the students had already applied some strategy in listening. It was proven by the average scores of their SIQ data which revealed that their strategy implementation in listening was in the medium level. By introducing the SBI, the level of the students’ strategic investment in listening increases up to 30 percent; increasing to high level. The increase include all aspects of the strategy; metacognitive, cognitive and socio-affective strategy. Although the average score of the individual aspects vary, the increase was steadily applied to all of those aspect.

The study also reveals that the increase in strategy engagement is also followed by the increase in students’ score in comprehension (see appendix B). The increase of average score even greater than the average score of their strategy engagement. Although many aspects of
learning may contribute to the increase of students’ comprehension, the contribution of strategy engagement is inevitably remarkable.

This finding confirms the available array of literature that SBI may improve the quality of learning in many different contexts. Vandergrif (2004) suggest that using metacognitive strategy, the average score of the high school students in listening comprehension was higher as due to the implementation of the metacognitive strategy. Liu and Goh (2006) also indicate that students’ improvement in listening were also raised due to the implementation of strategy instruction in Singapore. Finally, this study supports the learning principle suggested by Brown that “successful mastery of the second language will be due to a large extent to a learner’s own personal investment of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language” (p.69).

Conclusion and Suggestion

Learning from the findings of the study, it can be concluded that Strategy Based Instruction can increase the students’ engagement in listening. The overal increase of the strategy engagement throughout this study was 30.3%. While for the individual strategy category, the increase of meta-cognitive strategy was 29.1%, cognitive strategy was 28.3% and the socio-affective strategy was 24.3%.

In addition, the increase in not only on the strategy involvement, but also improvement in term of students’ comprehension of the listening input. The increase of student’s mean score from 4.7 in the to pre test up to 7.3 in the post test. This score indicate that the increase in students’ achievement was around 53%. It suggests that that the increase in strategy involvement coincides with the increase in students’ achievement. Therefore, it is suggested that listening lecturers or teachers may apply this way of teaching listening.

References


### Appendix A. Strategy-Based Instruction Plan

<table>
<thead>
<tr>
<th>PHASE</th>
<th>NO</th>
<th>STRATEGY NAME</th>
<th>DETAILS</th>
<th>WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRE-LISTENING</td>
<td>1</td>
<td>Setting goal</td>
<td>Students set the goal of what they are going to listening from the intended text</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>Activating background knowledge</td>
<td>Students think and use what they have already known about the text to help them do the task.</td>
<td>2-6</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>Making Prediction</td>
<td>Students anticipate what information may appear in the recording</td>
<td>3-6</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>Asking question</td>
<td>Students propose questions of which the answers may be available in the recording</td>
<td>3-6</td>
</tr>
<tr>
<td>WHILST LISTENING</td>
<td>5</td>
<td>Note taking</td>
<td>Students take note general information of the text</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Selective attention</td>
<td>Students pick up specific information of the text</td>
<td>1-5</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>Making inferences</td>
<td>Students make inferences based on the general and specific information</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Focus attention</td>
<td>Students focus on particular key words, phrases, and ideas</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>9</td>
<td>Building big picture</td>
<td>Students build the big picture of the text</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Structured Reviewing</td>
<td>Students review the overall content and sequence of the text</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>11</td>
<td>Building imagery</td>
<td>Students create an image to represent information</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>Making Prediction</td>
<td>Students anticipate what information it may appear in the recording</td>
<td>3-5</td>
</tr>
<tr>
<td></td>
<td>13</td>
<td>Make use of context</td>
<td>Students make guesses of particular information based on the previous information</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>Making an outline</td>
<td>Students write the content sequence of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cooperating with peers</td>
<td>Students cooperate with others to complete task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Paying attention</td>
<td>Students keep track of the text and leave behind the missing part of the text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Build confidence</td>
<td>Students reduce anxiety by reminding self that they can do the task</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Making positive impact</td>
<td>Students remind themselves the positive benefit of the text</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Peers Counselling</td>
<td>Students ask for missing information to their friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Clarifying to the proficient listeners</td>
<td>Students ask for explanation and verification to their lecturer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Checking the dictionnaire</td>
<td>Students use dictionary to solve particular lexical problem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Making summary</td>
<td>Students create a written summary of the text</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Apendix B. Pre-Test and Post Test Score of Listening Test

<table>
<thead>
<tr>
<th>RESPONDENT</th>
<th>SCORE</th>
<th>INCREASE (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PRETEST</td>
<td>POSTTEST</td>
</tr>
<tr>
<td>1</td>
<td>30</td>
<td>60</td>
</tr>
<tr>
<td>2</td>
<td>43</td>
<td>63</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>90</td>
</tr>
<tr>
<td>4</td>
<td>43</td>
<td>93</td>
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<tr>
<td>5</td>
<td>37</td>
<td>63</td>
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<tr>
<td>6</td>
<td>60</td>
<td>93</td>
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<tr>
<td>7</td>
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<td>93</td>
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<tr>
<td>8</td>
<td>70</td>
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<td>9</td>
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</table>

Mean Score 47 73 53
Abstract: This paper presents the issue of the need of developing English materials taught in Vocational High Schools. It is widely believed that English for Specific Purpose (ESP) learners in this country often struggle to acquire the target language competence. It is due to the various learning materials and activities which are artificial leading to a gap from the learners’ real life meaning. So, the authenticity of the materials needs to be improved so that the learning of English will be more contextual. Thus, this study as preliminary part of larger research discusses the needs of Vocational High Schools for ESP materials. The research itself is a development research and has two main purposes which are integrating local and target cultures into ESP materials and implementing Blog as the media in teaching English. The first aim tries to answer the issue of ESP materials authenticity while the latter leads to promoting the use of ICT in the classroom as is encouraged in Curriculum 2013. The research involved a number of principals, teachers and students of SMK in Jambi Province. Presentation and discussion of the needs analysis will be followed with some suggestions addressing some major weaknesses in the resources currently available in Vocational High Schools as well as seeking potentials in improving the ESP materials.

Keywords: English for Specific Purpose (ESP) materials; Vocational High School students

Introduction

English for specific purposes (ESP), the popular catchphrase of presently English language teaching programs, has been used to provide students with the foreign language skill and relevant professional knowledge necessary to succeed in their work fields. With the rapid development of fierce competition of business and industry, business communities around the world have deemed English language skills as an important tool needed to compete in the global economy (Tsai, 2010:1245). English is one of international language facilitating Indonesian students to encounter external challenges in industrial communities and modern trades namely in World Trade Organization (WTO), Association of Southeast Asian Nations (ASEAN) Community, Asia-Pacific Economic Cooperation (APEC), and ASEAN Free Trade Area (AFTA). This trend has caused ESP instruction to more greatly highlighted for the last few years at vocational schools in Indonesia. English for specific purposes (hereafter ESP) materials are considered vital aspects to help the students use contextual and authentic the language learning sources.

Richard and Schmidt (2010:198) defines ESP as “the role of English in a language course or programme of instruction in which the content and aims of the course are fixed by the specific needs of a particular group of learners”. Thus, ESP is a unique domain of teaching and learning English in the sense that materials and methods are set in accordance
with the learner’s needs. Strevens (1988:84), moreover, states that ESP is designed to meet specified needs of learners; related to content, to particular disciplines, occupations and activities; and centred on the language appropriate to those activities, in syntax, lexis, discourse, semantics.

Looking at the specific needs of a particular group of learners, it is respectable that in Curriculum 2013 the Indonesian Ministry of Education and Culture made some efforts to provide accessible and affordable materials for students. Teachers are recommended providing learning materials based on criteria of material coverage and competence level to achieve graduate competence for particular levels and kinds of school (Content Standard of Permentdikbud Number 64 year 2013 page 8). Referring to this standard, description of knowledge competence for Vocational High School (SMK) students in Indonesia is comprehending, applying, and analyzing factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about knowledge, technology, art, culture, and humanities in humanities concept, nationality, matters pertaining to the state (kenegaraan), and civilization related with caused phenomena and event of specific work field to solve problem. Moreover, the description of skill competence for the Vocational High School (SMK) students is transferring, thinking logically, and presenting into concrete and abstract domains related with the development of what the students learn in the school autonomously, act effectively and creatively, and have a certain capacity to carry out specific tasks under direct control.

In addition, Perpres Number 8 year 2012 about Kerangka Kualifikasi Nasional Indonesia (KKNI) is stated that Indonesia National Framework Qualification (KKNI) is competence qualification framework level which accompanying, leveling, integrating between education and work training fields as well as work experience of awarding work competence acknowledgement which are appropriate with work structure of various sectors. Vocational High School (SMK) is vocation programme and placed in the second level qualification of KKNI. The students are classified into operator function. It means that the Senior Vocational School students must have qualified competence to be able to work or be entrepeneurs in their prospective work field. The learning materials have valuable influence to provide the students with specific and skillful knowledge especially for their English lesson. Because English is one of universal languages used to communicate and interact with people all over the world. By having good English skill, the students have much more self confidence and plus qualification to promote their own products, services, and competences. ESP is well known as a learner-centered and content-based approach to teaching/ learning English as a foreign language, which meets the needs of learners who need to learn English for use in their specific field, such as business, science, technology, or academic learning (Tsai, 2010: 1245).

Indonesian Ministry of Education and Culture has facilitated both Buku Siswa (Students’ Books) and Buku Pegangan Guru (Teachers’ Books) for each grade in elementary school level to implement Curriculum 2013. In Junior High School levels, the government provides the books for both teachers and students in the seventh grade only. The eight grade teachers and students have not got the books yet. In addition, students of Vocational High School (SMK) either in the tenth or eleventh grades and the English teachers have not known what the English materials will be learned for their major.

English teachers of Vocational High School (SMK) and the students have, however, invited a number of questions. Firstly, will they learn general English that is learned by all students of Vocational High School levels? Secondly, are the contents of English materials in line with their major which are necessiated for their future field work? Thirdly, does Indonesian Ministry of Education and Culture consider the students’ of Vocational High School’s needs and interests to design their English text books?

This article addresses the questions by relating them to students’ major and school facilities. This is because both students’ major and school facilities may affect the preference
of English materials. More particular students’ major have more specific English materials and activities than the general one. Schools which do not have any internet facilities, furthermore, will not need any online sources and activities. Thus, a study on English for Specific Purpose (ESP) materials in Vocational High Schools is necessary data on the students’ major and facilities.

Finally, clarifying what ESP materials the Vocational High Schools really need is imperative to carry out in the efforts to supply contextual English learning materials and better teaching-learning processes. The impact of the materials on the needs and curiosity of the learners and type of effects that arouse attention and interests of learners. Certainly, to attain the goals in the classroom, teachers must fully aware of their own learners so as to adapt material which is appropriate, fruitful, and focused on the needs of the learners (Tomlinson, 1998).

Method
This part elaborates information about data collection, which comprises points about the techniques for data collection and participation or subjects included in the study. The data for this study were collected through questionnaires, focused group discussions (FGDs), and interviews. The questionnaire asking about English learning materials used by teachers, students’ needs and interests in learning English at SMK level was spreaded out to 36 students in Kabupaten Muaro Jambi.

The FGDs were managed by selecting participants regularly attending the Musyawarah Guru Mata Pelajaran (MGMP program) administered by MGMP Guru Mapel Bahasa Inggris for Vocational High School level. MGMP program, had at least two year of teaching experience, and showing keenness to share opinions about the needs Vocational High School students for ESP materials. The selected attendances were then invited to have 30-minute. The dialogue topics were similar to those in the students’ questionnaires; nevertheless, the Focused Group Discussions were expected to provide comprehensive information about English materials used in their schools.

The interviews were accomplished by visiting two Vocational High Schools in Kabupaten Muaro Jambi. The interviewees were SMK principals, English teachers, and selected students. The objective of interview was to collect information on students’ major, school facilities, availability of English text books in the schools, interviewees’ attitudes towards the importance of ESP materials in SMK, students’ needs and interests in learning English in SMK, English materials the teacher used to teach, and the methods which their English teacher used.

Result and Discussion
As discussed previously, both students’ major and school facilities have significant roles to find out the needs for ESP materials. For this consideration, this section puts forward points relevant to students’ major, school facilities, the schools’ responses to the materials and the real needs of SMK students’ English materials.

Students’ Major
Since students’ major influences what English materials needed and suitable for students, the information on the students’ various learning focused in each school is focal to be identified. Each SMK Negeri in Kabupaten Muaro Jambi has different major, because it depends on the school vision and mission. For example, one of the SMK Negeri used to be SMK agriculture, but it develops now and has some major which are not related with agriculture namely Teknik Komputer dan Jaringan (Computer Networking), Electro, Machine, Electricity, etc. Conversely, the school still has majors which are focused on the agriculture fields such as Teknologi Hasil Pertanian, Agrobisnis, Pembibitan and so on.
Another SMK Negeri, moreover, has various major concerning on some hard skills i.e. secretary, accounting, marketing, office administration, management, information communication technology, automobile, mechanic, fashion, beauty, cooking, pastry, hotel, and so forth. The school prepares productive workers which are germane with their future field works. They are needed by many stakeholders and competed in the market demands.

English teachers in both schools explain that they provide general English for SMK students because there are no specific English materials for the students. The students also complain why there are no significant differences between English learning materials used by Senior High School and SMK students. This phenomena does not encourage SMK student to learn English actively.

According to school principals, the students have poor English skills and have to learn English that is not related with their major. It is one of the students’ weaknesses to compete in their future work fields. The students have difficulties to use English in the real context especially with their specific major. Accordingly, ESP materials for SMK students would need to be sufficiently flexible to cope with this wide range of various students’ major. There is also another suggestion from the principals that the English teachers who teach in SMK need to have special training on developing materials on ESP so that they can maximize the English learning in accordance with the major.

School Facilities

The findings concerning the school facilities are classified into types of facilities as well as positive and negative views of students, teachers, and school principals. The schools have tape players and VCD players. It indicates positive views, because the teachers have right to use them. The negative views are they use the old cassettes/CDs which have been familiar with the students.

The schools have internet facilities and online access in the laboratory, but the internet access is frequently used by students of Teknologi Komputer Jaringan only. The students from other majors do not have the opportunity to use the facilities specially to learn English. Besides, the internet access could be used only in the laboratory. It means that there are no internet access out of the laboratory. Another problem is related with electricity connection which are sometimes turned off because of low capacity.

It can be assumed that the school facilities are mostly very restricted. The schools that have VCD or tape players chiefly do not have CDs or cassettes pertinent for the ESP teaching and learning process. In addition, when internet facilities are available and easy to be accessed now, SMK teachers have been unfamiliar to use them and unable to search or modify ESP materials. They do not have adequate knowledge and skills of how to use them to present attractive, contextual, and authentic English learning materials and activities.

Therefore, ESP materials provided for SMK students’ should be appropriate for the mostly inadequate learning materials available in the schools and the teachers are equipped with some training on the use of Information Communication and Technology such as internet.

Coursebooks

From the data collected through FGDs, interviews, and questionnaires, it was found that the English coursebooks for SMA and SMK levels with curriculum 2013 have not been distributed yet. The teachers have significant difficulties to teach English because of the unavailability of the coursebooks. They also still have limited knowledge about implementing Curriculum 2013. Not to mention about teaching with ESP materials where there are also lack of knowledge on that area.

To be specific, information that is also obtained from FGD and questionnaire is that the English learning materials so far has not in lined with the students’ major. The teachers’ main reason is they need to cope with materials and questions asked in the National
Examination (UN), which is uniform with the General English taught in Senior High School. This is quite unfortunate since it seems that students only learn for examination, not for improving their English competence. In addition, from the data obtained, it is seen that students has not been introduced to cultural aspect of language. The reason for including this type of question is that there are proposals among practitioners of English language teaching to make the students more aware of the culture of the language learning. It is argued it will bring benefits such as making students more tolerance of other culture, promoting cultural awareness and reducing the psychological distance of the learned language (Margana, 2009). Students will know more about the target society and it will increase their learning motivation, thus leading to a better comprehension and ability of English. For example, when students from tourism major are learning about guest handling, they can identify the differences between English and Indonesian transaction. The different language practice like turn taking, gestures like smile, can be identified through video and then be discussed in the classroom. This sort of activity enables student to spot the culture difference and enriches their knowledge.

Thus, it is strongly encouraged that the coursebooks for SMK learners has at least two issue being addressed, they are the need of ESP instruction as well as culture element in their learning materials. Practically, the ESP instruction can be put on the vocabulary and the frequently used expression in accordance with the specific major, while the culture element can be put on learning the different ways of Indonesian and English on saying something. This is believed it can make the learning more contextual, as is emphasized in the Curriculum 2013. The students do learn from what they have known, be introduced to the lesson that is coherent with their major, and be equipped with the cultural knowledge which are all make them ready to face the work demand.

**Supplementary Materials**

Based on the response from questionnaire, there is also the need of supplementary materials for teaching English in SMK, such as students’ work sheet and additional media in teaching and learning English. This is because when principals, teachers, and students were asked about what ESP supplementary materials they had access to and what would most likely be used to teach in the schools, all respondents explained that no ESP materials used because they have no access to, or at least are unaware of possibility of using supplementary materials.

This study proposes to use Blog as the media because Blog is considered as a user friendly application in the internet. Students can learn through teacher’s blog or blog that they create by themselves. They can practice writing or do exercise there. Moreover, it will make them more accustomed with the development of the technology. This study is conducted in SMK in Muaro Jambi Regency, which are located quite far from city center. By providing internet learning, the teacher will have another benefit from the English learning which is increasing computer and internet literacy among students.

The study also describes that most of the school principals in SMK Negeri have acknowledged the significance of ESP and the students do need real use of English for their future work fields. The most frequently needed supplementary materials are audio-visual supports, ESP contents and cross cultural understanding, exam practices/ quizzes, the four English skills namely listening, speaking, reading, and writing materials. From the answers in the questionnaire, students and teachers are interested to supplement their materials with local culture element, such as traditional fruits, agriculture customs, and agriculture equipment. The students are taught to specific vocabulary and common expression found in the daily conversation. Rowan (2001) argues that teaching English as a second language must also introduce the target language society’s habit, culture, art, and its history. From this, the ESP instruction and culture element can be taught together where at the end the students can have comprehensive knowledge about English.
Besides, from the students’ point of views, they like English because, as they reveal that English is as an international language and it is very important to be mastered. It points out that they know the value of the importance of having good ability on using English. By using ESP instruction and introducing the students to culture, they can make it possible.

Conclusion

The analysis has answered the question ‘what materials do they really need?’. The SMK students need attractive, contextual, and authentic English learning materials and activities. So, the next step is the product development of instructional material. It is our task to provide them. Another, the proposals and discussion throughout this paper will widen the English instructions in SMK since the teachers and student fortunately do not need to worry more about UN. As stated above where Curriculum 2013 emphasizes more on affective and psychomotor elements of learning rather than cognitive element, it is unlikely that English score will be the only consideration to determine the students’ graduation. Thus, ESP materials with its specific content will surely accommodate the students’ need of actual English.

References
MOODLE AND LEARNER AUTONOMY: A PRELIMINARY STUDY OF LEARNERS’ VIEWS OF ONLINE READING COURSE

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Abstract: Learner’s autonomy plays a very important role in language learning (e.g. Brown, 2007), particularly in EFL context where learners’ opportunities to practice the language is relatively limited. The development of new technologies including the internet offers some potential yet to be explored, particularly in preparing learners to be autonomous. However, studies on how EFL learners view these potentials, particularly in Indonesian context, are relatively scarce. This exploratory study aims at investigating EFL learners’ views and experiences on the use of Moodle for Reading for Academic Purposes’ course in the light of its potentials in fostering their autonomy in language learning. The primary data were collected through a series of focused group discussions involving third semester students of English Education department, University of Jambi, who have completed the course set in blended mode where face-to-face meetings were accompanied by online learning activities on Moodle. The study shows that while these learners had very positive views on the use of Moodle, particularly in terms of ease of access, features and services provided, contribution to learning process and interactivity, they are yet to grow learner autonomy. Pedagogical implications of this study are further explained in this paper.

Keywords: Learner’s Autonomy; Computer-Assisted Language Learning; Moodle; Reading for Academic Purposes; EFL Learners

Introduction

Originally defined by Holec (1981) as the “ability to take charge of one’s own learning” (as cited in Blin, 2004), learner autonomy plays a very important role in English language learning (e.g. Harmer, 2007), and should be seen as one of the most important learning goals (Harmer, 2007). This is particularly true in EFL context where learners’ opportunities to practice the language skills beyond the classroom are quite limited. As contended by Harmer (2007), “language is too complex and varied for there to be enough time for students to learn all they need to in a classroom” (p. 394). He further argues that learner autonomy needs to be developed as not all things can be taught in the classroom, nor can the teacher always be available for the learners. By fostering learner autonomy, learners are expected to develop and continue learning even outside of the classroom. In EFL context, learners only typically get exposed to the language inside of the classroom, which is relatively limited, while outside of the class they will be less likely to have such an opportunity, different from their counterparts in places where English is used as a second language.
Despite of such an importance, learners have different attitudes towards autonomy. Brown (2007), for example, states that some learners view learning process as the responsibility of the teacher, not the students. Thus, such learners tend to leave everything to the teacher and do not develop autonomy in learning. A study by Lee (as cited in Harmer, 2007) showed that highly motivated learners spent more time in learning and grew a positive attitude towards themselves, while those with low motivation tended to have a negative attitude and thus spent less time studying outside of the classroom. Other studies indicated that this lack of good attitude towards learning autonomy can be influenced by several external factors, including educational culture that does not prioritize learner autonomy (Harmer, 2007). In line with this, Sanprasert (2011) indicated that Thailand's educational contexts, cultural influences, and normal educational practices tend to be obstacles for promotion of learner autonomy. This phenomenon can also be found in many countries including Indonesia. Learner autonomy is sometimes believed as contradicting the values held by Indonesians regarding the teacher-student relationships, roles, and responsibility. It is not uncommon to find learners expecting to be spoon-fed by the teachers. To conclude, while autonomy is a crucial principle of a successful language learning, it may still be absent from EFL learners and thus call for some efforts to develop.

A number of educators and researchers have attempted to address autonomy in language learning. Harmer (2007), for example, has proposed several activities that can enhance learner autonomy. Brown (2007) also considers this concept as an important cognitive principle needs to be addressed by language educators, while researchers like Blin (2004) discusses the potentials of computer-assisted language learning (CALL) in promoting autonomy in language learning. Furthermore, some studies indicate the role of CALL in promoting learner’s autonomy by developing metacognitive skills in listening through podcast (Cross, 2014), by developing distance learning culture in an online learning platform (Eneau & Develotte, 2012). Figura and Jarvis (2007) report how the learners developed reasonable learner’s autonomy, applied various cognitive strategies, and developed metacognitive awareness while using computer-based materials in a self-access center (SAC). On the other hand, some problems in fostering learner’s autonomy are also documented. Hurd (2001), for example, highlights the importance of the awareness of distance learning developers in developing materials that can develop learners’ autonomy, and thus suggests some principles of development. This is also in line with Murphy (2008) demonstrating how “autonomization” should be achieved in the development of distance learning.

However, studies on the EFL learners’ views of the potentials of online learning in fostering learner autonomy are relatively scarce, particularly in Indonesian context. Therefore, this research was conducted to fill in the gap of the literature on this issue. To guide this research, the research question was formulated as: "How do the EFL learners view the potentials of online Moodle course in fostering learner autonomy"?

**Methods**

This qualitative study aims at exploring the experiences of a group of students at English Education Study Program University of Jambi in using Moodle for Reading for Academic Purposes (RAP) course. This research particularly attempts to understand their views on the potentials of Moodle in fostering learners’ autonomy. The data were collected at the end of the semester after these students completed RAP course, where Moodle (http://eltunja.web.id/moodle) was used as a supplement to a conventional face-to-face class. RAP is the final level of the series of reading skills offered to the students at this study program. As the objective of this course was to equip the learners with reading skill necessary to deal with standardized reading tests (TOEFL and IELTS), the contents of this course
comprised various learning materials and reading exercises compiled and created to help the students improve their reading skills at home. These students were regularly instructed to read the materials and did the exercises based on the course plan, as well as encouraged to access it independently in their free time. Some important features provided

Prior to RAP, these students have already used Moodle for two semesters and they were given a special workshop on using Moodle and the special features of RAP Moodle course. Therefore, it is assumed that these students have been familiar with Moodle and have had adequate skills in using it.

The primary data of this research were the students’ views on the use of Moodle and its potential collected by Focused Group Discussion (Dornyei, 2007). FGD was selected as the researchers expected rich “synergized” data from the participants and by having discussions instead of individual interviews, the participants were expected to provide more valuable insights that they can share and synergize with their classmates’ ideas. This approach was also selected as there was an assumption that the participants sometimes felt uneasy when asked to comment and evaluate on a particular course, thus they might show some bias. Such a bias was also avoided in the discussion by having the second researcher who did not teach the class as the discussion leader. The first researcher who taught the class was not involved in the discussion so that the students would feel free to give their comments. In total, there were two sessions of FGD involving 10 and 8 students respectively. These participants were grouped into two different groups based on their activities in the Moodle course as automatically recorded in the Moodle activity log. The first group comprised of more active students who did quite a number of activities either initiated by the teacher’s instruction or self-initiated, while the latter comprised of passive students who mostly did the activities in Moodle because the teacher asked them to do so.

Each session lasted for about two hours and the leading questions had been prepared prior to the discussion. To encourage the students to talk, the FGDs were conducted mostly with Bahasa Indonesia with some switches to English when the students felt comfortable.

Findings and Discussion
From the two sessions of FGD, the researchers found several interesting findings related to the research questions which are presented below.

General View
The discussion was started by asking the students their general views on the use of Moodle in the Reading for Academic Purpose (RAP) class. From the two sessions of FGD, these students expressed unanimous positive views on the use of Moodle. These students agreed that the use of Moodle was very effective especially for their reading class as the teacher had provided various items ranging from extensive reading materials, to reading guidelines, to self-accessed exercises. They also reported that the Moodle was easy to use and was full of interesting items. This ease of use of course was due to their prior experiences in using Moodle with the same teacher as well as the intuitive navigation system in Moodle. Some features in particular also attracted their attentions and these will be mentioned in more details in the next sections.

Self-access in Moodle
The students unanimously agreed that Moodle was very beneficial for their reading skills. Most of them cited self access as the main benefit of Moodle. They elaborated that Moodle enabled them to do the activities whenever or wherever they wanted or could, and at their own speed. By using Moodle, they were able to organize their own learning and suit the
activities to their needs. This in turn, they stated, led them to becoming independent learners because they can determine their own objectives and goals. They were also facilitated in terms that they were able to use the activities at their own pace. This is quite important since it has been a common knowledge that these students oftentimes come from different levels of proficiency, educational backgrounds, and motivation, thus they learn in different ways and different paces. Moodle has proven to be able to accommodate these differences by giving them such independence in shaping their own learning.

This finding shows that Moodle has a good potential in providing self-access to the learners. As Moodle is hosted online, it can be accessed anywhere and anytime. This system offers flexibility in learning and can also be used in complementary with face-to-face learning. Therefore, Moodle also provides additional activities outside of the class. This is, the researcher argue, is one of the most crucial element of online learning systems like Moodle, since learning language skills such as reading need a great amount of practice and language exposure. These two aspects can be answered by Moodle because it enables the learners to have more practice at their most convenient time and more reading materials than what they have from their course book.

**Teacher vs. Student Initiated Access**

Another main question asked to these participants was regarding the time they accessed Moodle, i.e. whether they chose to access the Moodle by themselves or only when they were directed by the teacher. The students had different answers to these questions. Those in the first group mostly answered that while the teachers’ instructions might initiate their activities in Moodle, they also accessed Moodle at their own will. On the other hand, the students in the second group mostly responded that most of the times their activities were initiated by the teachers’ instruction to access the Moodle, i.e. when the teacher gave them assignment and set the time to complete it.

This fact was also presented in the Moodle activity log showing that the number of the times some students access the Moodle in the first group was quite high, while those in the second group rarely accessed Moodle. The frequency of access was quite similar to the number of activities in the Moodle. It means that these students only attempted to do each activity once. Even, some very low motivated students simply skipped optional activities such as extensive reading materials, and only did the assignments that would contribute to their scores. This was very unfortunate since the teacher allowed the students to do a number of reading exercises multiple times so that the students were able to achieve the highest score possible; however, some of them only did the exercises once and seemingly felt satisfied with any grades they earned. Furthermore, the students revealed that besides working on the assignments instructed by the teacher, they also accessed Moodle for several various reasons. Among others, they accessed it to view grades, to learn new vocabulary, to read some prescribed reading, and to find instructions or information from the teacher.

This finding showed that while Moodle offers various potentials for self learning, some students were still lack of motivation in learning and that they found it difficult to organize their own learning. Some of them still need to be directed by the teacher to do their activities. Without this initiation or instruction, they seem to lack of motivation and/or goals. While some students were strongly motivated and did the activities at their own will, the others did not. Even when they accessed the Moodle, it tended to be superficial and not much related to their learning.
Useful Features in Moodle

Some of the features in Moodle were found to be useful and interesting and these features were the factors why these students were motivated to access the Moodle. The first example was Grades. Moodle has a grading system that enables the learners to check their score progress. This seemed to be very interesting to the students and they admitted that it in such a way motivate them to learn as they know what and how to achieve a good score in the class. The second feature was Glossary which is basically a collaborative glossary building activity where each student contributes some vocabulary, its definitions, and example sentences to the list and these can be accessed by the class as a whole. Another feature that seemingly attracted their attention and initiated their self-access was News Feed. The teacher had provided Google News Feed that showed selected news from Google that they could read at their most convenient time. Besides, the teacher also included some popular readings from various resources. The discussion revealed that students like some of the news and thus started reading the materials at their own initiation. Another feature of Moodle that also attracted their attention to Moodle was Announcement. Prior to the class, the teacher explained to the students that most of the time, assignments and other activities related to the class would be announced via Moodle. Thus the students in anticipation of such news and information, chose to access Moodle to find out what they should do, even though some students also admitted that they sometimes reverted to their “more diligent” classmates for such information.

The features mentioned above were only some of the most important modules that can be found in Moodle and that the students admitted as the reasons why they access the course at their own will, i.e. show their learning autonomy, instead of only waiting for the instructions from teacher. While some of these activities such as extensive reading and glossary building activities were very useful for their reading skills, some others are arguably superficial. For example, they seemed to be more externally motivated in that what they expect from the class was merely grades, hence their access to grades. Also, they tended to wait for the instruction instead of instruct themselves to do something for their reading skills. This should be a motivational concern that influence the learners’ autonomy and will be discussed in the conclusion.

Moodle and Learner’s Autonomy

The most important question from the discussions, however, is whether the students view Moodle as an effective tool to promote their learning autonomy. The results of the discussions were very interesting and is discussed here.

When these students are asked whether Moodle is an effective tool to promote learners’ autonomy, these students unanimously answered positively. They agreed that Moodle gave them more freedom in determining their objectives and goals in learning. They were able to choose what activities they want to do, where, when, and how. They were also provided opportunity to learn at their own pace. While some students were not really active and really depended on the teacher to give them instructions, they also believe that Moodle is a very good system that can help them learn to improve their reading skills beyond the classroom. However, some of these students, particularly those from low-motivated group expressed their concern that they still need direct instructions from the teacher, i.e. they seem unable to determine what to do by themselves. Therefore, they did not do the activities besides those instructed by the teachers.
This finding shows that while learners’ autonomy is one potential benefit of online learning, it still needs to be supported by other means. In particular, the researchers contend that learners’ autonomy is somewhat a “new” concept to the students and they have to be specially taught this concept and how to transition from teacher-directed into self-directed learners and thus become autonomous learners. While technology such as Moodle can help these students to be autonomous learners, some efforts should also be made both from the teacher’s and the student point of view.

Conclusion

In conclusion, this research has shed the light on how the students view Moodle as a means in promoting the learners’ autonomy. The findings showed that while students have generally positive views of Moodle and they also believed that it offers them potentials to be autonomous learners. However, as far as this research is concerned, the students only viewed learners’ autonomy as an opportunity to do activities and to learn by themselves, but not yet an opportunity to determine their own goals and objectives in learning. They still need directions in their learning, and without instructions from the teacher they seem to lose the orientation. This is in line with Harmer (2007) that emphasizes the importance of creating agency in language learners. The research also shows the motivation as another factor that may be interconnected with the use of technology and learners’ autonomy.

The implication of this study is that while online technology such as Moodle can be used as a means of teaching reading and helping students to develop learners’ autonomy, there needs to be more attentions paid to helping students develop their learners’ autonomy, as it may be a new concept to them particularly as they transition from high school to university life which give more emphasis on autonomy and independence in learning as opposed to teacher-directed and teacher-led instructions. Therefore the researchers suggest further studies on how to develop this autonomy particularly in the setting of English language learning in Indonesia.

References


ENGLISH STUDY PROGRAM STUDENTS’ ABILITY IN CONSTRUCTING NOUN CLAUSE

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Abstract: The purposes of this research were to find out the ability of the third semester students of English Study Program in constructing noun clause; which noun clauses more easy and difficult for majority students to construct were and why it happened. The method used in this research was descriptive. The samples of this research were all third semester students of English study program, academic year 2015/2016 who were taught by the researcher and entered the class when the test was done. The researcher took the third year students as sample, because they had been given and had learnt the noun clause and the material to be tested was relevance to the students. The instrument that was used in this research was essay test. After the number of the correct answer had been calculated, then they were put into percentage by using the formula to look for the percentage of the level of ability in constructing noun clause. Based on the data analysis, the researcher concludes that the ability of the third semester students of English Study Program at Jambi University in constructing noun clause is very poor. It can be seen in the findings that the percentage of students’ ability in constructing noun clause is only 26%.

Introduction
To be able to use English correctly and appropriately is not easy. There are four English skills that must be mastered by the English students, namely, speaking, reading, listening and writing. However, to be able to achieve the competence in the English skill above, it is necessary to consider aspects of English. One of the aspects is grammar.

Grammar itself has many parts, such as, tenses, conjunctions, gerunds, determiners, participles, clauses, etc. They play an important role for the success of students in learning English, yet those parts are so complicated because there are rules which have to be followed before they are used in a sentence.

Noun clause is a part of clause classification which can help students to comprehend the sentence deeply so that the sentence that is made can be understood clearly. Beside noun clause, there are still adjective and adverbial clause.

Based on the researcher’s experience in teaching and the factual condition, the students often make mistake in using noun clause either orally in writing. For example, they tend to use the question form in a sentence whereas it is not correct.

Example: 1. Incorrect form : I don’t know who is he?
2. Correct form : I don’t know who he is.

From the example above, it can be seen that the first sentence is grammatically incorrect. It is often made by students. It might be caused by students’ poor mastery of English grammar. It cannot be ignored especially for the students of English research program who are the prospective teacher of English. If they don’t know its rule, They will face a problem when they have a test, for example TOEFL which may contain about noun clause for structure part or even when they teach English to their students later.

Concerning with the statement above the researcher has a strong desire to do the research about it. The purposes of this research were to find out the ability of the third semester students of English Study Program in constructing noun clause; which noun clauses more easy and difficult for majority students to construct were and why it happened.
The research is focused on students’ ability in constructing noun clause. Noun clauses that are described in this research are: noun clause from statement, noun clause from question, noun clause from request and noun clause from exclamation.

The result of this research will hopefully be beneficial for the English teachers and prospective English teachers who are still studying at English Study Program of Jambi university as well as for those who are interested in the area of this research. For English teachers, it will hopefully give great awareness to improve the strategy in teaching of noun clause. For the prospective teachers of English, it will hopefully be a worthy input to develop their understanding about the use of noun clause.

**Literature Review**

**Grammar**

There are many definitions of grammar. The various definitions of grammar are given by English experts. Firstly, Harman (1950: 11) defines grammar as the research of words and their function. In its wider sense it may conclude **phonology** (pronunciation), **morphology** (inflectional form), **syntax** (the relation of words to other words in phrases, clauses, and sentences), and **semantics** (meaning of words). In its narrower sense it may deal only with the forms and with the uses of words. Since grammar is a science, it must describe and analyze the basic parts of speech, and explain and interpret the laws governing the behavior of language. Secondly, widdowson (1978: 264) says that grammar as a component of language help in making meaning clear and precise. Thirdly, Nunan(1995:153) states that grammar exists to enable us to “mean”, and without grammar it is impossible to communicate beyond a very rudimentary level. In addition Celce Murcia (1983) says that the ability to read and understand relevant research in areas such as language acquisition, contrastive analysis and discourse analysis often in dependent in part on prior knowledge of the English grammar.

From the various definitions of grammar above, it can be concluded that grammar is the important component of language. It has a role for the success of student in learning English.

**Clause**

A clause is a group of words. It at least has a subject and verb of predicate. The statement is similar to Mas’ud’s (1992: 195)). He views that a clause is a group of words containing a subject and a predicate. Azar (1989: 238) declares that a clause is a group of words containing a subject is a group of words containing a subject and a verb. Also Pratt (1992:109) states that a clause is a group of words with a subject and verb which does not always express a complete thought. And then farmer, et al (1985: 324) adds that a clause is a group of words that contains a subject and a predicate and that can function as a sentence or as part of a sentence. Based on opinions we can say that a clause at least has a subject and verb or predicate.

According to Frank (1972 ) a clause is a part of a sentence it has a subject and a verb. Then Murphy defines that a clause is a part of a sentence. This opinion is similar to Hornby’s (1995) that is a clause is a group of words that includes a subject and a verb, forming a sentence or part of a sentence. In addition Hartono, et al (1997: 42) also states a clause is a group of words that has had a subject and predicate that is used to express a complete idea or thought. Because it has had a subject and predicate, so clause can be called as a sentence. Form the definitions above, it can be concluded that a clause is a group of words that has at least a subject ans a predicate and can be called as a sentence.
Basic Types of Clauses

Main clause

Main clause has other names. They are independent clause and principal clause. Although they are different in the name but the same in the definition.

The definition of main clause stated by Mas'ud is a group of words containing subject and predicate that has a complete meaning, and can stand by itself. It means it must not be connected to another clause. For example: “We study English.” Furthermore Azar (1992: 238) states that a main clause is a complete sentence. It contains the main subject and verb of a sentence.

Subordinate Clause

As the main clause, subordinate clause also has another name. That is dependent clause. Subordinate clause which is also called dependent clause is a group of words containing subject and predicate but it hasn't had a complete meaning, and it cannot stand by itself, it means it must be connected to other words (main clause) (Mas'ud, 1992: 196). For example: “I hadn't realized what a pretty girl she was.” Furthermore, Azar (1992: 238) states that a subordinate clause or a dependent clause is not a complete sentence. It must be connected to an independent clause.

Moreover Farmer, et al (1985: 324) also states that a dependent clause, sometimes called subordinate clause, is a groups containing a subject and a predicate that function as a part of a sentence that depends on the rest of the sentence to complete its meaning. The independent clause are in boldface, as follows:

1. **Whether you decide** is fine with me.
2. The defense argued **that the dependent was insane**.

Noun Clause

A noun clause -which is like all clauses, always contains a verb and its subject- can occupy the same position in a sentence as a noun, and function in the same way; for example, a noun clause may be used as the direct object of certain verbs: *The president will tell the nation* (indirect object) *that there will be peace* (direct object) (Dart1984:150). Then he adds that noun clauses are derived from a statements, questions, requests, and exclamations.

Another English expert, Hall (1992:136) describes noun clauses are clauses that are used in the subject or object slot, after preposition, or in the predicate non slot. Then Farmer, et al states that a noun clause is any dependent clause that functions like a noun. In another page, Farmer, et al (1985: 325) adds that a noun clause is a dependent clause that can act as the subject, direct object, subject complement, or object of a preposition. This opinion is similar to Mas'ud and Hartono argue that a noun clause is dependent clause that has function as a noun. Because its function as a noun, so the position of noun clause can be in the beginning of sentence (as Subject), after transitive verb (as object), and can be complement.

Furthermore Kon (1991) states that a noun clause does the work of a noun. It may be: (1) the object of a verb,(2) the object of a preposition, (3) the subject of a verb, (4) the complement of a verb. (5) in opposition to a noun or pronoun or (6) used with a predicative adjective. Then Harman, et al (1950: 370) says that any clause which performs the function of a noun is called a noun (or substantive) clause.

As a noun clause can be as subject, object, and complement. For example:

1. **What I need now** is a book. (noun clause as a subject)
2. **Where he lives** is near the beach. ( noun clause as a subject)
3. I don't know **what he means**. (noun clause as an object)
4. Marry likes **what Hart does**. (noun clause as an object)
5. The question is how **much money you have**. (noun clause as a subject complement)
6. I don’t want to call you **what you don’t like** (noun clause as an object complement)
   From the examples above, it is clear that noun clause really function as a noun.
   
   In addition Noun Clauses are frequently used as objects of these verbs: **say, ask, add, believe, conclude, estimate, exclaim, explain, find, hope, illustrate, indicate, mention, note, remark, show, think**, and **wish** (Warner, et al 1991: 235). And Azar (1989: 263) adds words used to introduce noun clauses are
   
   1) Question words:  
      - **when**  
      - **where**  
      - **why**  
      - **how**  
      - **who**  
      - **whom**  
      - **what**  
      - **which**  
      - **whose**

   2) **Whether**  

   3) **That**

   **Types of Noun Clause**

   **Noun Clause from Statement**

   Noun Clause from statement is introduced by using **That**. Noun clause with **that** is used as a subject from a sentence only by using the certain verb. And the important verb is linking verb, especially Be (Mas’ud, 1992:198).

<table>
<thead>
<tr>
<th>STATEMENT (Expression of an Idea or fact)</th>
<th>NOUN CLAUSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>He is a good actor</td>
<td>(a) I think <strong>that</strong> he is a good actor.</td>
</tr>
<tr>
<td>The world is round</td>
<td>(b) I think <strong>he is a good actor</strong>.</td>
</tr>
<tr>
<td></td>
<td>(c) We know (that) the world is round</td>
</tr>
<tr>
<td>She doesn’t understand spoken English</td>
<td>(d) <strong>That</strong> she doesn’t understand spoken English is obvious.</td>
</tr>
<tr>
<td></td>
<td>(e) It is obvious (that) she doesn’t understand spoken English.</td>
</tr>
<tr>
<td></td>
<td>(f) <strong>That the world is round</strong> is a fact.</td>
</tr>
<tr>
<td></td>
<td>(g) It is a fact <strong>that the world is round</strong></td>
</tr>
</tbody>
</table>

   In (a): **That he is a good actor** is a noun clause. It is I used as the object of the verb **think**.

   The world that, when it introduces a noun clause has no meaning in itself: it simply marks the beginning of the clause. Frequently it is omitted, as in (b), especially in speaking. (if use in speaking it is unstressed).

   In (d) the noun clause (**that she doesn’t understand spoken English**) is used as the subject of the sentence. The word **that** is not omitted when it introduces a noun clause used as the subject as a sentence as in (d) and (f).

   More commonly, the word **it** functions as the subject, and the noun clause is placed at the end of the sentence, as in (e) and (g).
Noun Clause from Question

a. Noun Clause with Question Word

Noun clauses can be introduced by the question words, though statement word order is used in the clauses. The introductory question word cannot be omitted (Hall, 1993:138). And Warner (1951:243) states that information questions may be changed to noun clauses. Question words such as *when*, *why*, *what*, and *who(m)* are used to introduce them. When the question is changed to a noun clause the subject must come before the verb, as it does in statement. Azar (1992:264) adds that *does, did, and do* are used in question but not in noun clauses.

Example:

<table>
<thead>
<tr>
<th>QUESTION/INFORMATION QUESTION</th>
<th>NOUN CLAUSE</th>
<th>In (a): <em>where she lives</em> is the object of verb know. Do not use question word order in a noun clause. In a noun clause the subject precedes the verbs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where does she live?</td>
<td>(a) I don’t know <em>where she lives</em>.</td>
<td></td>
</tr>
<tr>
<td>What did he say?</td>
<td>(b) I couldn’t hear what he said.</td>
<td></td>
</tr>
<tr>
<td>When do they arrive?</td>
<td>(c) Do you know when they arrive?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>S</th>
<th>V</th>
<th>In (d): the word order is the same in both the question and the noun clause because <em>who</em> is the subject in both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who lives there?</td>
<td>(d) I don’t know <em>who lives there</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What happened?</td>
<td>(e) Please tell me what happened.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who is at the door?</td>
<td>(f) I wonder <em>who is at the door</em>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th></th>
<th>S</th>
<th>V</th>
<th>In (g): she is the subject of the question, so it is placed in front of the verb <em>be</em> in the noun clause.*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who is she?</td>
<td>(g) I don’t know <em>who she is</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whose house is that?</td>
<td>(h) I don’t know <em>who those men are</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(i) I wonder <em>whose house that is</em>.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What did she say?</td>
<td>(j) <em>What she said</em> surprised me.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What should they do?</td>
<td>(k) <em>What they should do</em> is obvious.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Furthermore Mas’ud (1992:200) states that noun clause from question which is placed after verb that needs two objects may function as one of object of verb or both of them.

Example:

<table>
<thead>
<tr>
<th>Give</th>
<th>Indirect Object</th>
<th>Direct Object</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>the man</td>
<td><em>what is in this envelope</em></td>
</tr>
<tr>
<td>Give</td>
<td>whoever comes to the door</td>
<td>the money in this envelope</td>
</tr>
<tr>
<td></td>
<td><em>what you have said</em></td>
<td>a great insult</td>
</tr>
<tr>
<td></td>
<td>his cat</td>
<td><em>whatever came to his mind first</em></td>
</tr>
</tbody>
</table>

In addition Azar (1989:269) states that question words (when, where, how, whom, whose, what, which) and whether may be followed by an infinitive. Each pair of sentences in the following examples has the same meaning. Noticed that the meaning expressed by the infinitive is either should or can/could.

Example:

(a) I don’t know what I should do.
(b) I don’t know what to do.
b. Noun Clause with Whether or If

Yes-no question may be changed to noun clauses by using if or whether to introduce them. Whether is preferred in formal English. It also implies choice among alternatives rather than a strict yes/no decision. The subject must come before the verb in the noun clause (Werner, 1951: 244).

Example:

<table>
<thead>
<tr>
<th>Yes/No Question</th>
<th>Noun Clause with if, Whether</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have any job openings?</td>
<td>Could you tell me if you have any job openings?</td>
</tr>
<tr>
<td>Is the manager here now?</td>
<td>Do you know whether the manager is here now</td>
</tr>
</tbody>
</table>

The statement above is supported by Azar (1989: 268) who states that when a yes/no question is changed to a noun clause, whether or if is used to introduce the clause. Then she adds that whether is more acceptable in formal English, but if is quite commonly used, especially in speaking. It is similar to Werner (1951: 244), explain that yes/no question may be changed to noun clause by using if or whether to introduce them, whether is preferred is in formal English. It also implies, choice among alternatives rather than a strict yes/no decision. The subject must come before the verb.

Example:

<table>
<thead>
<tr>
<th>YES/NO QUESTION</th>
<th>NOUN CLAUSE</th>
<th>Original Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will she come?</td>
<td>(a) I don’t know whether she will come</td>
<td>In (c), (d) and (e): notice the patterns when or not is used.</td>
</tr>
<tr>
<td></td>
<td>I don’t know if she will come</td>
<td></td>
</tr>
<tr>
<td>Does he need help?</td>
<td>(b) I wonder whether he needs help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I wonder if he needs help.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(c) I wonder whether or not she will come.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I wonder whether or not she will come or not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(e) I wonder if she will come or not.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whether she comes or not is unimportant to me.</td>
<td>In (f): notice that the noun clause is in the subject position.</td>
</tr>
<tr>
<td></td>
<td>(f) Whether she comes or not is unimportant to me.</td>
<td></td>
</tr>
</tbody>
</table>

As additional information about noun clause with question words and whether or if above, Mas’ud (1992: 201) says that in non clause from question, subject and verb have common order, that is placed after introductory look at the following example:

<table>
<thead>
<tr>
<th>Introductory word</th>
<th>Noun Clause</th>
<th>Verb</th>
<th>Original Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>I don’t know</td>
<td>Whether</td>
<td>He</td>
<td>Did it</td>
</tr>
<tr>
<td></td>
<td>When</td>
<td>They</td>
<td>Are coming</td>
</tr>
<tr>
<td></td>
<td>Who</td>
<td>She</td>
<td>Is</td>
</tr>
<tr>
<td></td>
<td>What</td>
<td>Her name</td>
<td>is</td>
</tr>
</tbody>
</table>
c. **Noun Clause from Request**

Mas’ud (1992: 202) states that noun clause from request is introduced by *that*. Then he states that *that* which is sometimes a word which begins clause can be changed into *infinitive order* after *verbs of requesting*.

(verb of requesting)

Advise  
Ask 
Beg 
Command 
Desire 
Forbid 
Order 
Request 
Require 
Argue

Him to leave soon
or
that he leave soon

Furthermore he also explains that subject of that clause is commonly in **passive form** from **verbs of requesting with anticipatory it order**. For example:

1. *It* was requested *that all gentle men wear coast and ties*. 
   (= *That all gentlemen wear coats and ties* is requested.)
2. *It* is certain *that he is a spy*. 
   (= *that he is a spy* is certain)

**c. Noun Clause from Exclamation**

Noun clause from exclamation is introduced with the same words as the words that introduce the exclamation, that are *what, what a* or *how* (Mas’ud, 1992: 202). For example:

1. **Exclamation**: How beautiful his wife is!
   
   **Noun Clause**: I am amazed at *how beautiful his wife is*.
2. **Exclamation**: What a beautiful figure his wife has! 
   
   **Noun Clause**: He is always boasting about *what a beautiful figure his wife Has*.
3. **Exclamation**: How small their house was! 
   
   **Noun Clause**: I was astonished at *how small their house was*.

Noun clauses from exclamation occur chiefly as objects of verbs or prepositions. As objects of verbs these noun clauses occur after a limited number of verbs denoting mental activity such as *realize, notice, see, remember, understand* (Frank, 1972:299). For example: *Did you notice how larger that diamond was?*

Then Frank (1972:299) adds as objects of prepositions, these clauses may occur after certain verbs of indirect speech that take prepositional objects—*boasts (about), complain (about), remark (about)* and after the noun forms of these verbs. For example: *She is always boasting about what good children she has; The company is investigating his complaint about how badly the news bus driver treats his passengers.*

**Reduction of Noun Clause to Infinitive Phrases**

Many noun clauses may be shortened to infinitive phrases. In cases, the infinitive phrases are more commonly used. This is especially true when the noun clause must be in the subjunctive mood (Werner, 1951: 262).
Example:

<table>
<thead>
<tr>
<th>Clause</th>
<th>Phrase</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s advisable</td>
<td>It’s advisable</td>
<td>A subject may be included in the phrase by using for + a noun or object pronoun before the infinitive.</td>
</tr>
<tr>
<td>Best</td>
<td>Best</td>
<td></td>
</tr>
<tr>
<td>Essential</td>
<td>Essential</td>
<td></td>
</tr>
<tr>
<td>Imperative</td>
<td>Imperative</td>
<td></td>
</tr>
<tr>
<td>Important</td>
<td>Important</td>
<td></td>
</tr>
<tr>
<td>Necessary</td>
<td>Necessary</td>
<td></td>
</tr>
<tr>
<td>Urgent</td>
<td>Urgent</td>
<td></td>
</tr>
<tr>
<td>Vital</td>
<td>Vital</td>
<td></td>
</tr>
<tr>
<td>that you</td>
<td>for you</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td>to come</td>
<td></td>
</tr>
<tr>
<td>I asked</td>
<td>I asked</td>
<td>When the subject of the noun clause is not the same as the subject of the main clause, it must be included as an indirect object before the infinitive phrase.</td>
</tr>
<tr>
<td>Advised</td>
<td>Advised</td>
<td></td>
</tr>
<tr>
<td>Commanded</td>
<td>Commanded</td>
<td></td>
</tr>
<tr>
<td>Forbad</td>
<td>Forbad</td>
<td></td>
</tr>
<tr>
<td>urged</td>
<td>urged</td>
<td></td>
</tr>
<tr>
<td>that he</td>
<td>him to</td>
<td></td>
</tr>
<tr>
<td>come</td>
<td>come</td>
<td></td>
</tr>
</tbody>
</table>

**Methodology**

The method that had been used in this research was descriptive method. Gay (2000) stated that the descriptive was useful for investigating a variety of educational problems and issues. Then Suyabrata (1983) revealed that descriptive method aimed to make systematically, factually, and accurately about facts and the characteristics of population or certain areas. In relation to the definition above, this research described the students’ ability in constructing noun clause.

The population of this research were the third semester students of English study program of Jambi University who were taught by the researcher. The number of population was 43 students. The researcher took the third semester students as a sample, because they had been given and had learnt the noun clause and the material to be tested was relevance to the students.

Margono (1996: 121) stated that sample was a portion of population. That is sample should be representative if one was able to generalize with confidence from the sample to the population. This option is similar to Gay (1992), stated that a “good” sample was one that was representative of the population from which it was selected. For this research, the researcher took all of population as sample. So, in this case, the sample were 100% of population. The stipulation of this technique was based on remark that if the subject is less than 100, better taking all till the research denotes population research or total sampling (Arikunto, 1993:107).

The samples of this research were all of the third semester of English program study students of academic year 2015/2016 who were taught by the researcher and entered the class when the test was done. So, this research was full population research. The total number of the sample can be seen in the table 1 below.
The instrument that was used in this research is essay test. The test utilized was taken from *Understanding English Grammar* (Azar, 1989), *Practical English Grammar* (Thomson and Martinet, 1986), *Mosaic a Content-Based Grammar* (Werner, 1951). The test consisted of 25 items which was divided into five groups: 5 items for Noun Clause from statement, 5 items for Noun Clause from question that is introduced by question words, 5 items for Noun Clause from question that is introduced by *if* or *whether*, 5 items for noun clause from request and 5 items for Noun Clause from exclamation. The length of time was 25 minutes. They were used to measure the students’ ability in constructing noun clause.

To know the test result, this research needs scoring. To score the result, the following formula was used:

\[
R \times \frac{X}{S} \times 100
\]

In which:
- \( R \) = the correct answer
- \( S \) = the number of the test

*(Johanses, 1995)*

After the number of the correct answer had been calculated, then they were put into percentage by using the following formula to look for the percentage of the level of ability in constructing noun clause:

\[
T \times \frac{X}{N} \times 100 \%
\]

In which:
- \( T \) = the total scores of the ability
- \( N \) = the number of testees

*(Sudjana, 1989)*

### Findings and Discussion

After putting down those scores into formula, it was found out that the percentage of the level students’ ability in constructing noun clause are. It can be seen as follows:

\[
T \times \frac{X}{N} \times 100 \%
\]

\[
1113 \times \frac{0.26}{43} \times 100 \%
\]

\[
X = 0.26 \times 100 \%
\]
X = 26%
In which:
X = the level of the comprehension
T = the total scores of comprehension
N = the number of testees

Distribution of the scores acquired by 43 students in the test

Table 2. The scores distribution of the test

<table>
<thead>
<tr>
<th>Scores</th>
<th>Grade Level</th>
<th>Mark</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>91 – 100</td>
<td>Excellent</td>
<td>92</td>
<td>1</td>
</tr>
<tr>
<td>81 – 90</td>
<td>Above Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>71 – 80</td>
<td>Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>61 – 70</td>
<td>Below Average</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>51 – 60</td>
<td>Insufficient</td>
<td>52, 56, 60</td>
<td>3</td>
</tr>
<tr>
<td>41 – 50</td>
<td>Poor</td>
<td>44(2), 4, 8(4), 12(6), 16(6), 20(4), 24(2), 28(4), 32(3), 36(4), 40(2)</td>
<td>2, 37</td>
</tr>
<tr>
<td>&lt; 40</td>
<td>Very Poor</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

According to the description above, it can be seen that one student got excellent score, there was three students included in Insufficient group, two students included poor, thirty seven students included very poor. Thus none of them obtained above average, average, and below average.

Moreover, The percentage of the students' correct answer of each item of noun clause is divided into percentage of: noun clause from statement that is introduced by using that, noun clause from question that is introduced by question words and if or whether, noun clause from request that is introduced by that or infinitive order and noun clause from exclamation which is introduced by what, what a, or how.

In the table 3. Below can be discerned the percentage of the students' correct answer of each item of noun clause.

<table>
<thead>
<tr>
<th>NO</th>
<th>Noun Clause</th>
<th>Number of the Correct Answer</th>
<th>Percentage of the correct answer</th>
<th>Number of incorrect Answer</th>
<th>Percentage of incorrect answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>From statement introducing word: that</td>
<td>64</td>
<td>30%</td>
<td>151</td>
<td>70%</td>
</tr>
<tr>
<td>2</td>
<td>From question introducing word: - Question words - If/whether</td>
<td>98</td>
<td>46%</td>
<td>117</td>
<td>54%</td>
</tr>
<tr>
<td>3</td>
<td>From request introducing word:</td>
<td>22</td>
<td>10%</td>
<td>193</td>
<td>90%</td>
</tr>
</tbody>
</table>
From table 3 above, it is found that the percentage of students’ correct answer of each item of noun clause is varied, in which: noun clause from statement introduced by that (30%), noun clause from question introduced by question words (46%), noun clause from question introduced by if or whether (10%), noun clause from request introduced by that or infinitive order (35%) and noun clause from exclamation introduced by what, what a, how (9%).

After analyzing the data from the result of scores can be summed up that the percentage of students’ ability in constructing noun clause is 26%. This is assumed that the ability of the students of English study Program of Jambi University in Academic Year 2015/2016 toward the construction of Noun Clause is very poor.

This fact can be discerned from the result of the test, which show more than 50% of the students got low score.

Based on the distribution of the score, it can be seen only one student who got the excellent category. When the researcher knew who she was, the person who got the highest score, it did not surprised the researcher anymore because that student can be categorized as one of bright students in the class where the researcher taught. What made the researcher surprised was none of the students in the above average, average, or insufficient category. So, the category range between excellent and the next one is quite wide. This condition surprised me as the researcher. Furthermore, I had an interview with some students, from excellent category and very poor category to know more why they could be in those categories from their own opinion. Based on the information that the researcher got from the student in the excellent category, she said that she could answer because she remember the patterns of noun clause. So it means she has been familiar with the use of noun clause. Next, from the students in very poor category, most of them said that they were not sure about the patterns of noun clause; they forgot the rules or pattern of noun clause. So it can be said that they have not been familiar with the use of noun clause, they seldom use it in oral or in writing and never learn it seriously.

It seems that the students as the samples were not ready with the test given. The researcher assumed if they were informed that they would have the noun clause test, they would prepare themselves by studying it at home. So their scores would be better. If we relate to linguistics theory stated by Wilkin (1978: 192) in Arif (2015: 505), it was said that the greater the differences between languages, the greater the difficulties will be. So the researcher sees that the pattern of noun clause in English and Indonesian is quite different. It that can be one of factors makes the students difficult to construct noun clause in English. When we use the noun clause in Indonesian language, there is no significance changes like in English. For example: Indonesian : Dimana rumahmu?

English : Where is your house?

If we make noun clause from that sentence, the sentence will be:

Indonesian : Saya tidak tahu dimana rumahmu.

English : I don’t know where your house is.

Based on the percentage of students correct answer of each item of noun clause, the table 3 shows that noun clause from question word was at the highest level that is 46 % and the noun clause from exclamation was at the lowest one, that is 9%.
Furthermore, the construction of noun clause from question that was introduced by question word had the highest percentage of students’ correct answer. The researcher assumed that they have been familiar with the use of that noun clause or it might be caused by example of noun clause from question introduced by question word that I written on the test sheet.

In addition there are four noun clauses got below 40%. They are noun clause from request (48%), noun clause from statement (35%). The students’ achievement is based on the assumption that they have not much understand about the use of those noun clauses.

On the other hand, the lowest percentage of students’ correct answer is the use of noun clause from exclamation (35%). The researcher assumed they seldom use this noun clause and never learn it seriously

**Conclusions and Suggestions**

The researcher concludes that the students’ ability in constructing noun clause at English Study Program of Academic Year 2015/2016, especially the third Semester students is very poor. It is seen on the findings that the percentage of students ability in constructing noun clause is 26%.

In order to improve the students’ ability in constructing noun clause, the researcher proposes suggestions for those who are concerned with the area of this research, English teachers especially who teach at senior High School, the lecturer as well as and the students who take Grammar subject.

First, the teaching of noun clause should be enlarged and has equal portion with the teaching of other components of grammar skill. This can be done by allocating more time for the teaching of this component, so the students will have enough time to construct and comprehend the use of noun clause.

Second, the teaching of noun clause should be systematically designed and introduced with their function intensively. This can be done by preparing the teaching material of noun clause based on the level of appearance. It means that the students should be thought the use of noun clause according to the range of which noun clause often encountered by them.

Third, to enhance the students motivation, both of intrinsic and extrinsic can be done by (1) creating activities of learning which supports teaching and learning process, (2) applying various kinds of teaching method, (3) providing experienced teachers in grammar.

Next, the students who failed Grammar I should not permitted to take the next subjects, because Grammar one is a basic to master next structure.

Finally, the students who are not familiar with the use of noun clause should be given such test or exercises intensively. It purposes to lead them accustomed to the use of Noun Clause and create supported situation in which they can apply their ability of the rule governing Noun Clause correctly.

**Bibliography**


TRANSLATION ANALYSIS ON INDONESIAN VERSIONS OF *THE BLACK CAT* SHORT STORY’S PHRASAL VERBS

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**Abstract:** As the combination words, people may recognize phrasal words as one word or separable word in fact there are two or more words comprised it as a combination word. As a result, the translation has no meaning rather than translate it as a combined word. This research aimed to find out the procedure used by the two Indonesian translators. The two versions come from translator 1 which is more frequent in translating literary work rather than the translator 2. The data collections are identified based on translation procedure which is proposed by Vinay and Dalbernet (1995). This research used descriptive qualitative method. The method in collecting the data was by using content analysis in order to find the English phrasal verbs and their translations in *The Black Cat* by Edgar Allan Poe and two Indonesian versions of *Kucing Hitam* by Magie Tiojakin and Vergiane Reilasha. As the result, there were 19 phrasal verbs found in 18 sentences. There were four procedures were used by the translator 1: transposition, modulation, equivalent, and omission. Furthermore, literal, transposition, modulation, and equivalent are the procedures which were used by the translator 2. Both translators mostly used equivalent procedure.

**Keywords:** Analysis; Phrasal Verbs; Translation Procedure

**Introduction**

Phrasal verb is combination of a verb and a preposition, a verb and an adverb, or a verb and a preposition and an adverb, which produce the new meaning (Andreea 2012: 11). The meaning of phrasal verbs sometimes can be guessed easily. However, they mostly have quite different meaning from the original verbs. Unfortunately, people may recognize it as one or separable word in fact there are two or more words comprised it as a combination word, as a result the translation will have no meaning rather translated as combined word (Perez: 2011). Therefore, they find difficulties in the process of translating them. Hence, it makes the translation is different from the actual meaning or it can be said as distorted meaning.

*The Black Cat* short story is taken as the English version of the research object. It was written by Edgar Allan Poe as a famous horror short story of American writer. As a famous and inspiring short story in terms of game and movie, the researcher is interested to analyze the phrasal verbs as one of the language elements in this short story which are translated into Indonesian.

This short story was translated by some Indonesian translators entitled *Kucing Hitam*. In this two different Indonesian versions are taken; the first is by Maggie Tiojakin at 2010 in *Kisah-Kisah Tengah Malam*, and the second is by Vergiane Reilasha at 2013 in *Majalah Sagang*. Maggie Tiojakin is more frequent in translating literary work and published by Gramedia Pustaka Utama as the famous publisher, rather than Vergiane Reilasha which only have two translations and published by Majalah Sagang. Based on the difference frequency and publishers of the literary work that have been translated by both translators, it will be seen what procedure is used by them.

This research seeks to answer the question of “what are the two Indonesian translators’ procedures in translating English phrasal verbs into Indonesian?” This research aims to identify the two Indonesian translators’ procedures in translating English phrasal
verbs into Indonesian. By conducting this research, hopefully, for the English department students, this research is expected to enrich their knowledge about the procedure in translating phrasal verbs. In addition, for the next researcher who is interested in translation, it can be used as the reference in conducting their research because there are just a few students who have conducted research about translation.

Method

The researcher used descriptive qualitative method to analyze the problem because it focused on the description of the data in words. The data in this research were the phrasal verbs in English and Indonesian versions. The data sources in this research were texts which consist of phrasal verbs in Edgar Allan Poe’s short story The Black Cat and its two Indonesian translations; MagieTiojakin, and VergianeReilasha’s Kucing Hitam.

Finding and Discussion

Finding

According to Nida and Taber (1982: 12 in Ran 2009: 44), ‘Translating consists in reproducing in the receptor language the closest natural equivalent of the source-language message, first in terms of meaning and secondly in terms of style’. In the same view, Catford (1965: 20) defines translation as “the replacement of textual material in one language (SL) by equivalent textual material in another language (TL)”. Based on those two definitions, translation is not only transferring the equivalent textual material but also the equivalent in term of message. But then, the main purpose of translation is the meaning which is conveyed appropriately and acceptably from source language into target language include in translating phrasal verbs.

Phrasal verbs belong to the multi-words verbs. It is the combination of a verb and an adverb, verb and preposition, or a verb with both an adverb and a preposition. As Heaton (1985:103 in Andreea 2012) stated that ‘phrasal verbs are compound verbs that result from combining a verb with an adverb or a preposition, the resulting compound verb being idiomatic’. In addition, Biber (1999: 403 in Oros 2006) stated that Phrasal verbs usually represent single semantic units that cannot be derived from the individual meanings of the two parts. To sum up, phrasal verb is a combination of verb plus particle (adverb and/or preposition) which produces the new meaning whose cannot be detecting by looking at the verb or the particle only.

Based on the theories above, as the finding, nineteen phrasal verbs are found in eighteen sentences of the short story and there are two data of went about and three data of walled up. The phrasal verbs are went about, came in, slept off, plunged into, came back, looking at, work out, shake off, hit upon, walled up, filled up, went over, picked up, looked around, and look for. Below is the table of the translation procedure used by them:

<table>
<thead>
<tr>
<th>No</th>
<th>Procedure</th>
<th>Total in Translation 1</th>
<th>Percentage</th>
<th>Total in Translation 2</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Literal</td>
<td>-</td>
<td>0%</td>
<td>2</td>
<td>10.53%</td>
</tr>
<tr>
<td>2</td>
<td>Transposition</td>
<td>1</td>
<td>5.26%</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td>3</td>
<td>Modulation</td>
<td>3</td>
<td>15.79%</td>
<td>1</td>
<td>5.26%</td>
</tr>
<tr>
<td>4</td>
<td>Equivalent</td>
<td>11</td>
<td>57.9%</td>
<td>15</td>
<td>78.95%</td>
</tr>
<tr>
<td>5</td>
<td>Omission</td>
<td>4</td>
<td>21.05%</td>
<td>-</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>19</td>
<td>100%</td>
<td>19</td>
<td>100%</td>
</tr>
</tbody>
</table>
Discussion

Literal

Literal Translation, it is translated “word to word” from SL to TL and does not considering the context. For example: Killing two birds with one stone (SL) = Membunuh dua burung dengan satu batu (TL). Below is one of the finding.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>I alone fed him, and he attended me wherever I went about the house.</td>
<td>Aku sendiri yang selalu memberinya makan, dan ia juga selalu mengikutiku kemana pun aku pergi di sekeliling rumah.</td>
</tr>
</tbody>
</table>

In Oxford Advanced Learner’s Dictionary (OALD 2010: 639), went about is “continue to do something; to keep busy with something”. It becomes pindah in Indonesian (KII 2010: 272). This phrasal verb is combination of verb (went) + preposition (about). Actually, it has no so strange meaning if translated word by word; went – pergi and about – kesana-sini; pergi ke sekeliling. The context happens when the cat keeps following the man walks in the house. As all knows that cat’s habits is following the owner steps wherever s/he goes. The literal procedure is suitable enough since it is translated the whole words.

Transposition

Transposition, it is changing the grammatical category from SL to TL. Here is the possible category which is shifted: 1) SL verb, TL noun, 2) SL conjunction, TL indefinite adjective, 3) SL clause, TL noun group, 4) SL verb group, TL verb, 5) SL noun group, TL noun, 6) SL complex sentence, TL simple sentence (etc). For example: He will soon be back. (SL) = Dia akan segera kembali. (TL). Here is one of the translation procedure found in the research.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Having procured mortar, sand, and hair, with every possible precaution, I prepared a plaster which could not be distinguished from the old, and with this I very carefully went over the new brickwork.</td>
<td>Telah kusiapkan adonan semen, pasir dan serat, dengan segala perhitungan yang tepat, selain itu, aku pun telah menyiapkan cairan plester yang serupa dengan cairan semula; kusapukan cairan plester tersebut dengan sangat hati-hati di atas dinding bata yang baru kususun.</td>
</tr>
</tbody>
</table>

Went over means examine or check something carefully (OALD 2010: 641). In Indonesian, it is as memeriksa (KII 2010: 273). In order to have the perfect result, the man convinced himself that the wall is as same as before by checking it carefully. However, transposition procedure is chosen by the translator which changes the word class; verb to adverb of place.

Modulation

Modulation, it is changing point of view from SL to TL in order to avoid the awkward translation. The changing can be happened to: (a) abstract for concrete; (b) cause for effect; (c) one part for another;(d) reversal of terms;(e) active for passive;(f) space for time; (g) intervals and limits;(h) change of symbols. For example: Nobody doesn’t like it. (SL) = Semua orang menyukainya. (TL). It can be seen in the discussion below.

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>The rubbish on the floor was picked up with the minutest care.</td>
<td>Kemudian aku segera membereskan ruangan.</td>
</tr>
</tbody>
</table>
**Picked up** means “to collect something from a place” (OALD 2010: 1103). In TL it means *mengambil* or *memungut* (KII 2010: 429). By looking at the meaning in both languages, the translator seems to use her point of view in translating the phrasal verb. However, the word choice is better to use *memungut* rather than *membereskan* because the rubbish is not to be tidy but taken. Moreover, related to the procedure used, the SL phrasal verb is in passive form, but then it is translated into TL in active form.

**Equivalent**
Equivalent, it is changing the SL words into TL by adapting with the common words in daily. For example, when people imitate the sound of gun’s voice, in Indonesia it will be said “dor dor dor” yet in American will say it as “bang bang bang”. For example: *Ambiguity*. (SL) = Ambigu. (TL).

looking at – *memandangi*

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>I had been <em>looking</em> steadily at the top of this hoghead for some minutes, and what now caused me surprise was the fact that I had not sooner perceived the object there upon.</td>
<td>Dari tadi aku memang sudah <em>memandangi</em> drum itu seraya membayangkan isinya, tapi aku baru saja melihat keberadaan benda tersebut.</td>
</tr>
</tbody>
</table>

According to OALD, *look at* is view or consider something in the particular way (OALD 2010: 879). In KII, it is as *memandang* (KII 2010: 365). By confirming the translation in both dictionaries, it is translated equivalently. Same meaning, class, and form are made by the translator.

**Omission**
Omission is translation procedure by deleting the words. It occurs when there is no equivalent word in TL, also when the translator tries to avoid miss understanding. It is found in this translation.

Hit upon

<table>
<thead>
<tr>
<th>Source Language</th>
<th>Target Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finally I <em>hit upon</em> what I considered a far better expedient than either of these.</td>
<td>-</td>
</tr>
</tbody>
</table>

*Hit upon* means think of a good idea suddenly or by chance (OALD 2010: 712). It is translated into Indonesian become *menemukan* (KII 2010: 300). However, the translator chooses to omit it; not only the phrasal verb but also the whole sentence.

**Conclusion**
Nineteen phrasal verbs are found in eighteen sentences and translated by using 5 procedures of translation as proposed by Vinay and Dalbernet (1995: 30-39), namely: literal, transposition, modulation, equivalent, and omission. The frequent translation procedure which is used by both translators is equivalent. In the first translator, equivalent shares in 11 data. Modulation is applied in 3 data. Then, omission is in 4 data and transposition in 1 data. In the second translator, equivalent procedure is applied in 15 data. Modulation is in 1 data, literal is in 2 data, and transposition is in 1 data only. She did not apply omission in any translations.
References


## APPENDIX I

### ENGLISH PHRASAL VERBS, ITS TRANSLATION, AND PROCEDURES.

Table 2. English phrasal verbs, its translation, and procedures.

<table>
<thead>
<tr>
<th>No.</th>
<th>Source Language</th>
<th>Target Language 1</th>
<th>Translation Procedure</th>
<th>Target Language 2</th>
<th>Translation Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I alone fed him, and he attended me wherever I went about the house.</td>
<td>Aku sendiri yang memberinya makan, dan dia selalu mengikuti langkahku di dalam rumah.</td>
<td>Transposition</td>
<td>Aku sendiri yang selalu memberinya makan, dan ia juga selalu mengikutiku kemana pun aku pergi di sekeliling rumah.</td>
<td>Literal</td>
</tr>
<tr>
<td></td>
<td>For Pluto, however, I still retained sufficient regard to restrain me from maltreating him, as I made no scruple of maltreating the rabbits, the monkey, or even the dog, when by accident, or through affection, they came in my way.</td>
<td>Meski begitu, aku tidak berani memperlakukan Pluto dengan semena-mena, karena ia sering menunjukkan superioritasnya terhadapku. Sementara paraanuku yang lain: anjing, kelinci, dan kera – aku tak sungkan memperlakukan mereka dengan semena-mena apabila mereka tak sengaja menghalangi jalanku.</td>
<td>Modulation</td>
<td>Namun, khusus bagi Pluto mendapat tempat yang agak istimewa, aku berusaha menahan diri untuk tidak menyakitinya; sedangkan bagi para kelinci, kera, atau bahkan si anjing, aku sama sekali tidak menahan diriku untuk memperlakukan mereka dengan buruk, terutama bila tanpa sengaja mereka melintas atau berada di dekatku.</td>
<td>Equivalent</td>
</tr>
<tr>
<td>3</td>
<td>When reason returned with the morning - when I had slept off the fumes of the night’s debauch – I experienced a sentiment half of horror, half of remorse, for the crime of which I had been guilty;</td>
<td>Keesokan paginya – terbangun dari tidur nyenak – aku mendadak dihantui rasa takut dan sesal atas perbuatanku sebelumnya;</td>
<td>Modulation</td>
<td>Begitu pagi datang dan kesadaranku mulai pulih aku jatuh tertidur setelah melalui malam yang melelahkan aku merasakan perasaan yang bercampur-aduk, sebagian dari diriku merasa ketakutan, sebagian merasa amat menyesal, karena perasaan bersalah dari perbuatanku semalam;</td>
<td>Equivalent</td>
</tr>
<tr>
<td>4</td>
<td>I again plunged into excess, and soon drowned in wine all memory of the deed.</td>
<td>Dalam waktu singkat, aku sudah kembali memajiri otakku dengan alkohol seraya</td>
<td>Equivalent</td>
<td>Aku menenangkan hatiku dengan cara menenggelamkan diriku dengan minum-minum</td>
<td>Modulation</td>
</tr>
<tr>
<td>5</td>
<td><strong>He went about</strong> the house as usual, but, as might be expected, fled in extreme terror at my approach.</td>
<td><strong>Equivalent</strong> Kucing itu telah mampu menjalani kebiasaannya seperti semula, yaitu <strong>berjalan kesana-kemari</strong> keliling rumah, namun segera melarikan diri dengan penuh ketakutan begitu kudekati.</td>
<td><strong>Equivalent</strong></td>
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<tr>
<td><strong>Selahari,</strong> ia <strong>mengelilingi</strong> isi rumah seperti biasa – dan ia lari terbirit-terbirit setiap kali aku berjalan mendekatinya.</td>
<td><strong>Equivalent</strong> Kucing itu telah mampu menjalani kebiasaannya seperti semula, yaitu <strong>berjalan kesana-kemari</strong> keliling rumah, namun segera melarikan diri dengan penuh ketakutan begitu kudekati.</td>
<td><strong>Equivalent</strong></td>
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<tr>
<td>6</td>
<td>For months I could not rid myself of the phantasm of the cat; and, during this period, there <strong>came back</strong> into my spirit a half-sentiment that seemed, but was not, remorse.</td>
<td><strong>Omission</strong> Selama berbulan-bulan, fantasi tentang kucing itu terus menghantuiku; dan sepertinya, selama masa-masa tersebut, jiwa sentimenku yang separuh hilang kini telah <strong>kembali</strong>, meskipun aku tak sepenuhnya yakin, yaitu perasaan menyesal.</td>
<td><strong>Equivalent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Selama berbulan-bulan setelah itu, aku terus dihantui bayangan Pluto; dan selama itu pula aku didera rasa sesal.</strong></td>
<td><strong>Omission</strong> Selama berbulan-bulan, fantasi tentang kucing itu terus menghantuiku; dan sepertinya, selama masa-masa tersebut, jiwa sentimenku yang separuh hilang kini telah <strong>kembali</strong>, meskipun aku tak sepenuhnya yakin, yaitu perasaan menyesal.</td>
<td><strong>Equivalent</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I had been <strong>looking steadily at</strong> the top of this hogshead for some minutes, and what now caused me surprise was the fact that I had not sooner perceived the object thereupon.</td>
<td><strong>Equivalent</strong> Aku berusaha untuk <strong>menatap</strong> dengan teliti ke atas patung babi hutan itu selama beberapa menit, dan sesuatu yang membuatku terkejut adalah, aku tak menyadari keberadaan objek itu sebelumnya.</td>
<td><strong>Equivalent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dari tadi aku memandangi sudah memandangi drum itu seraya membayangkan isinya, tapi aku baru saja melihat keberadaan benda tersebut.</strong></td>
<td><strong>Equivalent</strong> Aku berusaha untuk <strong>menatap</strong> dengan teliti ke atas patung babi hutan itu selama beberapa menit, dan sesuatu yang membuatku terkejut adalah, aku tak menyadari keberadaan objek itu sebelumnya.</td>
<td><strong>Equivalent</strong></td>
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<tr>
<td>8</td>
<td>And a brute beast - whose fellow I had contemptuously destroyed - a brute beast to <strong>work out</strong> for me - for me a man, fashioned in the image of the High God - so much of insufferable wo!</td>
<td><strong>Equivalent</strong> Dan hewan itu saudaranya yang telah kubinasakan sebelumnya tersusah menghantui; ia <strong>membayang-bayangiku</strong> dengan kekuatan pengaruhnya yang bagaikan Dewa Tertinggi oh!</td>
<td><strong>Equivalent</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Binatang kasar itu kini tengah menyikaku – hanya karena aku pernah membunuh sesamanya – ia menyikaku, manusia yang dibentuk sesuai dengan gambar dan rupa Tuhan – oh betapa sedihnya!</strong></td>
<td><strong>Equivalent</strong> Dan hewan itu saudaranya yang telah kubinasakan sebelumnya tersusah menghantui; ia <strong>membayang-bayangiku</strong> dengan kekuatan pengaruhnya yang bagaikan Dewa Tertinggi oh!</td>
<td><strong>Equivalent</strong></td>
<td></td>
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</tr>
<tr>
<td>9</td>
<td>During the former the creature left me no moment alone; and, in the latter, I started, hourly, from dreams of unutterable fear, to</td>
<td><strong>Omission</strong> Kucing yang sebelumnya tak pernah membiarkanku sendiri; dan kini, kucing yang berikutnya, selalu</td>
<td><strong>Equivalent</strong></td>
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</tr>
<tr>
<td>Page</td>
<td>Raw Text</td>
<td>Equivalent</td>
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</tr>
<tr>
<td>397</td>
<td>find the hot breath of the thing upon my face, and its vast weight - an incarnate Night-Mare that I had no power to shake off - incumbent eternally upon my heart!</td>
<td>menghantuiku dengan mimpimimpi menyeramkan dan mendapati makhluk itu menghembuskan napas panasnya di wajahku, serta membebaniiku dengan bobotnya yang berat sungguh mimpi buruk yang tak sanggup kujaikan dari diriku ia terus merongrong hatiku, selamanya!</td>
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<tr>
<td>10</td>
<td>Finally I hit upon what I considered a far better expedient than either of these.</td>
<td>Namun, pada akhirnya aku menemukan ide yang kuanggap terbaik dibandingkan ide-ide lainnya.</td>
<td></td>
<td></td>
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<tr>
<td>11</td>
<td>I determined to wall it up in the cellar - as the monks of the middle ages are recorded to have walled up their victims.</td>
<td>Aku memutuskan untuk menyembunyikannya di dalam dinding ruangan penyetimpanan anggur – seperti yang dilakukan oleh para biarawan pada zaman pertengahan, di mana mereka menguburkan para korban mereka.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Moreover, in one of the walls was a projection, caused by a false chimney, or fireplace, that had been filled up, and made to resemble the red of the cellar.</td>
<td>Selain itu, pada salah satu dindingnya ada bekas cerobong atau perapian yang sudah ditutup dengan semen dan bata, sehingga terlihat seperti susunan batu biasa.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>13</td>
<td>I made no doubt that I could readily displace the bricks at this point, insert the corpse, and wall</td>
<td>Aku sangat yakin bahwa tempat itu cocok bagiku untuk menyembunyikan bangkai tersebut;</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Page</td>
<td>Original Text</td>
<td>Simplified Text</td>
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<tr>
<td>14</td>
<td>Having procured mortar, sand, and hair, with every possible precaution, I prepared a plaster which could not be distinguished from the old, and with this I very carefully went over the new brickwork.</td>
<td>Omission Telah kusiapkan adonan semen, pasir dan serat, dengan segala perhitungan yang tepat, selain itu, aku pun telah menyiapkan cairan plester yang serupa dengan cairan semula; kusapukan cairan plester tersebut dengan sangat hati-hati di atas dinding bata yang baru kususun.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>The rubbish on the floor was picked up with the minutest care.</td>
<td>Equivalent Kotoran dan sampah yang berserakan di lantai gudang kuambil satu per satu dengan saksama.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I looked around triumphantly, and said to myself - “Here at least, then, my labor has not been in vain.”</td>
<td>Equivalent Aku melihat ke sekeliling dengan rasa bangga dan lega, kukatakan pada diriku sendiri “Akhirnya, pekerjaanku tak sia-sia.”</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>My next step was to look for the beast which had been the cause of so much wretchedness; for I had, at length, firmly resolved to put it to death.</td>
<td>Equivalent Tugasku berikutnya adalah mencari kemana perginya kucing itu; kucing yang telah menyebabkan segala kerepotan ini. Aku telah bertekad bulat untuk membinasakannya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>I had walled the monster up within the tomb!</td>
<td>Equivalent Jadi, selama ini aku telah mengubur kucing monster itu ke balik dinding!</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PHATIC COMMUNION FEATED IN A TALK SHOW

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Suri Maharani

Abstract: The current research deliberates the forms of phatic communion and politeness strategies utilized in the Oprah Winfrey Show seeing that it is a celebrated talk show among the available ones. The descriptive qualitative research, primarily content analysis is applied for the reason that the theme of the show is appropriate with this research design. The data of the research were down loaded from the internet in the form of videos. A number of videos of the Oprah Winfrey Show were browsed, watched, and down loaded. After having the down loaded videos, they were classified, reduced, and analyzed to perceive the utterances that depict the phatic communion as well as the politeness strategy. The research revealed numerous utterances that verify phatic communion as well as the politeness strategy. The host and the guest stars of the show constantly conveyed the positive politeness strategies emphasized the closeness between the interlocutors rather than the negative politeness strategies.

Keywords: Politeness, Phatic Communion, Oprah Winfrey Show

Introduction

Communication is demanded in a social life because it is a way to interact each other in order to share ideas, thoughts, emotions, sensations, and so on. Communication does not only share information but also functions as a social means to establish and maintain the relationship with others. English people are custom to ask questions about weather, for instance, What do you think about the weather today? This kind of language used reflects a great social value and the sociable use of language the so called ‘phatic communion’. Abercrombie (1998:672) states that phatic communion can be occured in daily life situation. When someone meets another then says Hello, how are you? or What are you doing here? and another expression that people draw on is to create nice atmosphere.

Phatic communion does not simply arise in daily circumstance but also in another circumstance of communication, for example, television programs. One of the programs on television is talk show; a talk show has range of topics which can entertain and inspire a wide range of audience. Most station televisions in a country have a talk show program in order to contribute information, opinion, feeling, and sensation. Talk shows are available in numerous television programs in Indonesia among of which are Kick Andy, Bukan Empat Mata, Hitam Putih, Pas Mantap; while in foreign countries there are Oprah Winfrey Show, The Ellen Show, The Jonathan Ross Show, Jerry Springer Show, and so on.

In line with the talk show programs mentioned early, each of them must have a different appeal accordance with the tastes of the audiences. In this case, the Oprah Winfrey Show becomes the world favorite program where the quality of the show can be accepted by the public. Although in Indonesia there are some talk show programs that are not less interesting, other than they can only be enjoyed mostly by the Indonesian people since the talk shows make use of Indonesian. The Oprah Winfrey show has also been held
up to 20 years of rest. Not surprisingly, the world audiences always look forward to her presence with guest stars that always attract the attention of the audiences, ranging from the ordinary to the important people in the world. The sensitivity and expertisity in interacting with the guest stars, audiences up to the fans are the characteristics of this show to create an attractive atmosphere. In addition, a variation of the setting is also a way of the program to attract the eyes of the audiences.

The phenomena reflected in the Oprah Winfrey Show have many phatic communions written as follows: [opening section: Joanne Kathleen (J.K) came to the stage and would like to start the conversation]

**Winfrey** : So, this is the first time we’ve met.

**Rowling** : Yes, it is.

**Winfrey** : And my producers tell me that your real name is Jo. All this time I thought you were ‘J. K.’.

**Rowling** : (laughing) Yeah.

**Winfrey** : J. K. is –

**So, this is the first time we’ve met** is a kind of phatic communion. The idea of producing the utterance was not only asking about whether Winfrey had ever met or not but it was more emphasizing to establish a good relationship with Rowling.

Accordingly, the researchers exploit the talk show as the source of the data spotlights on analyzing and describing the sorts of phatic communion and politeness strategy. Referring to the talk show, three categories by the top of the popular shows on youtube videos were analyzed. The three categories were considered on the basis of rank of the videos, number of viewers, comprehensiveness of the shows (timing), and transcripts that were available on youtube videos. All of these aspects were considered by the researchers so as to make the research was easy to conduct. It appears that the present research cannot be generalized since it only describes the phenomena of the utterances produced by the host (Winfrey) and guest stars in particular shows.

The present research hopefully furnishes some offerings to the students, teachers/lecturers of English, researchers, and readers of the research. Through reading this research, they will be acquainted with phatic communion and its variety as well as politeness strategies acted in a talk show, especially the *Oprah Winfrey Show*. Afterwards, this research preserve a valuable material in the study of Linguistics, particularly Pragmatics and/or Discourse Analysis hence these two courses are offered on the whole English Departmen Program. Last but not least, this research urges a reference to other researchers who desire to carry out the identical research, viz., phatic communion.

**Research Method**

This research design is qualitative in nature, mainly content analysis. Content analysis refers to the analysis of a document whether oral or written. The documents in this research are the oral ones which have been transcribed in the form of downloaded videos. Another feature of the research, it cannot be generalized because the results cannot be applied to other contexts. Every thing that cannot be generalized as a result of limited sample and it is allowed in a qualitative research as long as the sample is suit with the criteria of the research.
Data and Source of the Data

The data of this research are the utterances featured by the host and the guest stars in the conversations of the show. The entire utterances were gained from the downloaded videos of *Oprah Winfrey Show*. Three categories of the videos were selected by the top of the popular shows on Oprah Winfrey, on the basis of rank of the videos, number of viewers, comprehensiveness of the shows (timing), and transcripts that were available on the YouTube. Three videos (Oprah Winfrey and J.K Rowling, Oprah Winfrey and Smith Family, and the phenomena of John of God) were selected in an attempt to have a depth understanding of the research and the data analysis. The researchers merely reviewed the episodes which contain the phatic utterances, other episodes provide less utterances of phatic communion. Three episodes of video functioned as the primary data while for the secondary data some information of the host (Winfrey) and the guest stars were needed in analysing the data.

Data Collection

In collecting the data, the researchers pertained the following procedures:

a) Watching the videos of *Oprah Winfrey Show* in youtube for several times in an effort to get the ideas which have correspondance with the topic;

b) Selecting the three categories of the show among several videos;

c) Revising the transcriptions;

d) Reading and coding the transcripts that show phatic utterances;

e) Rereading and recoding the transcripts for several times;

f) Grouping the utterances which have phatic communion;

g) Playing back the videos to recheck the utterances that contain phatic communion based on the available contexts;

h) Grouping the data based on the episodes to highlight the contextual factors.

Data Codification

Hence qualitative research is a process oriented meant that while collecting the data a simple analysis is too conducted (see above). In this sense, the data were coded by numbering the evidence, marking the interlocutors, signing the utterances, symbolizing the forms of phatic communion, and indicating the politeness strategy like the following:

<table>
<thead>
<tr>
<th>No</th>
<th>Speaker</th>
<th>Phatic Utterance</th>
<th>Forms of Phatic Communion</th>
<th>Politeness Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>RW</td>
<td>ST</td>
</tr>
<tr>
<td>1</td>
<td>Winfrey</td>
<td><em>So, this is the first time we’ve met.</em></td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>

Postscript:

- **RW**: Ritual words that are exchanged when people meet
- **ST**: Standard topics of conversation
- **SC**: Supportive chats between friends
- **MW**: Meaningless words or misunderstood words
- **PP**: Positive politeness
- **NP**: Negative politeness

Data Analysis

The technique of data analysis was identified in accordance with the existing context, as follows:
a. Coding the data;
b. Classifying the data by seeing which utterances belong to phatic communion based on the Aitchison’s classification;
c. Reducing the data by only selecting the utterances that verify phatic communion from the entire transcripts;
d. Analyzing the forms of phatic communion in line with the context of use and their functions.
e. Classifying the politeness strategies in related contexts;
f. Analyzing the politeness strategies acted in the show by applying Brown and Levinson theory of politeness;
g. Describing the data;
h. Drawing conclusion and adding suggestion in accordance with the findings and discussions.

**Trustworthiness**

The researchers were totally aware of bias in this qualitative research. In effort to stay away from the bias, the *methodological* triangulation technique was handy for the present research (downloaded videos, the curriculum vitae/documents of the host and guest stars, and revising the transcriptions). Bryman (2011) extends triangulation as the use of more than one approach to the investigation of a research question in order to enhance assurance in ensuing results.

**Findings and Discussion**

To recapitulate, the three videos (Oprah Winfrey and J.K Rowling, Oprah Winfrey and Smith Family, and the phenomena of John of God) were selected as the source of the data. From these videos *numerous utterances contained* the data for the present research, in view of the fact that the space of the article is constraint *very few* of them are displayed and discussed in this article. The first finding dealt conversation between *Winfrey* and *Rowling*. The conversation discussed about Rowling’s success and how she could reach her dream. Both interlocutors were very enthusiastic in discussing this topic that made the show ran well. The length of the show was 42:28 and it had taken place in Scotland.

Second, the conversation between Winfrey and *Smith Family* occurred in the studio of Oprah Winfrey Show. Smith Family was invited in this show because Winfrey would like to get to know about the family’s business. This family is very well known in the Hollywood hence they do many things like singing, producing, and acting. The length of the conversation was around 41:53.

Last show informs about the miracle of *John of God*, a man who born to be different. He has a great influence in the lives of several people who have medical problems. Because of the greatness and miracle that is given by God to him, he is able to change people's perceptions about the surrender in the Illness.

1. **Ritual Words**

Ritual words are exchanged when people meet to open a communication in order to have a good atmosphere/attract an attention. The ritual words are exemplified below:

Winfrey: *So, this is the first time we’ve met.*
Rowling: Yes, it is.
Winfrey: And my producers tell me that your real name is Jo. All this time I thought you were ‘J. K.’.
Rowling: *(laughing)* Yeah.
Illustration:

This dialogue occurred in the first session of the interview between Winfrey and Rowling. All members of the team of the Oprah Winfrey Show came to the place (Scotland) to know the real situation of Rowling’s life. They did an interview in a place that has no audience. It was like an exclusive interview with Rowling as a well-known author in history. Winfrey wanted to ask who Rowling was and how Harry Potter was going after she launched her final book series. Based on the context, Winfrey and Rowling were in a distance relationship since they had never met before; although, Winfrey would like to open up the conversation by expressing So, this is the first time we’ve met to Rowling. That greeting denoted a phatic communion, specified to ritual word. It was not the real intention of Winfrey to ask whether she has never met or not. It just focused on getting Rowling’s attention with a little bit different greeting. Although the show occured in the formal situation other than Winfrey and Rowling were in a very good atmosphere. It could be seen from the expression of the host and the guest star who looked excited and enthusiastic to begin the interview.

Illustration:

For the first session, Winfrey talked to Mr. Smith (Will) and Mrs. Smith (Jada). She accepted their coming to the stage with pleasure and enthusiastic, and so did the audiences. Jada expressed her happiness for the invitation by saying Wow, gala core ne ..., and Winfrey replied it in the equal expression Gala core nee ... . Later, Jada responded her by giving welcoming mark hi ... . Those greetings were indicating that they respected each other. Also, the rising intonation of the utterances and the facial expressions of the speakers showed happiness and enthusiastic. These utterances belong to the ritual words that are exchanged when people meet. In spite of the fact, those greetings were different from good morning, hi, nice to meet, you and so on.

2. Standard Topics

The standard topic happens in the following displays:

Winfrey: Not a bit. When we came – just arrived yesterday – it was beautiful. Scotland is beautiful (ST)
Rowling: It's stunning. Yeah, it's stunning. (SC)
Winfrey: And the green is greener than anything I’ve ever seen other than Ireland (SC)
Illustration:
Winfrey knows that J. K. stands for Joanne Kathleen where in Kathleen is Rowling’s favorite grandmother’s name. Winfrey stunned with the beauty of Scotland itself while it might be seen in the utterance When we came – just arrived yesterday – it was beautiful. Scotland is beautiful. Lots of people absolutely know that Scotland is beautiful. Simply Winfrey were not only compliment about Scotland panorama other than she had a goal to open the conversation by applying a standard topic. Winfrey further reinforced Rowling’s opinion in uttering And the green is greener than anything I’ve ever seen other than Ireland.

Winfrey : So explain what what the hell was going on there?

(Winnetka laughing)

what was that you're just walking down the street start bleeding?

Dr. Rediger : I have no idea what happened there that the meat changed
everything in my life but I don't really understand it yet that was probably seven years ago now probably how I still don't understand

Winfrey : when you said on the tape there this is that you were scared you were scared of what?

Dr. Rediger : well I think I felt a how I didn't know what to say, I didn't know how to respond, I have no idea what was going on

Illustration:
In the interview with Dr. Rediger, Winfrey needed to be acquainted about the phenomenon of John of God. Prior to the interview Dr. Rediger watched directly on the spot of John of God’s healing in Brazil. Although the interview began with a video where Dr. Rediger endured surgery invisible on his chest, all of the people in the studio still confused. After watching the video, Winfrey started the conversation with raising intonation and curious expression stated So explain what what the hell was going on there?. The form of the utterance is the standard topic in which it conversed about the condition of Dr. Rediger. Pertaining to Winfrey’s statement, he replied that he had invisible surgery and he also did not know about himself while he was in a place of healing of John of God. The value of the standard topic is to initiate the conversation in effort to make it smooth.

3. Supportive Chats
The supportive chats give less information and they are in the forms of repetition, agreement, praise, and symphaty. The entire chats produced by the host and the guest stars intended to support and strengthen the statements. The charts are illustrated in advance:

Winfrey: Did you know ‘all is well’ was going to be the last line?
Rowling: Yeah, I did.

Winfrey: And you always knew that?
Rowling: Well, that’s a really good question because for a long time the last word was going to be ‘scar’. It was just worded differently but I – and I had said that to fans. The last word would be ‘scar’ and then I changed my mind. I just wanted the last words to be ‘all is well’.

Winfrey: ‘All is well’.
Rowling: ‘All is well’, yeah.
Illustration:
If people have read Harry Potter books, they will find a word of ‘scar’ in the last line of each book. Excluding in the seventh book of Harry Potter, Rowling has changed it all. She transforms the last word of ‘scar’ becomes ‘all is well’ because she would like to change her mindset about life that everything should be well. She does not want to inform about the scar any longer. Conscious or not, the word that she has described is a reflection of her life.

Then, Winfrey repeated what Rowling had explained concerning the last words of Harry Potter all is well in which to respect Rowling’s opinion. As the guest of the show, Rowling created a good atmosphere by repeating her explanation in the simple sentence All is well, yeah. Those recurring utterances produced by these interlocutors were included in the supportive chats. These supportive chats intended to satisfy each other face regarding to the last words of Harry Potter (all is well).

Winfrey : That’s great family. I wanna say this he said this earlier that Trey is a ....
Will : yeah, there was.
Winfrey : That’s amazing that’s amazing. Don’t you think Trey don’t you think that’s amazing?
Trey : That’s amazing

Illustration:
The previous excerpt illustrates that Trey is a son of Will Smith and Sheree Fletcher, Will’s first wife. Trey is one of the football star players in his High School. Will has two children from his present wife, Jada. On the other hand, he never ignores his responsibilities as a father to his children. He took times for every week to see his son to play football though Will worked in China, Karate Kid. Immediately, Winfrey asked Trey whether it was true or not while shown photos of Trey when he played football. She was amazed at what Will did for his children. Thus, she expressed her admiration in rising intonation with the statement That's amazing that's amazing. The expression of Winfrey was just to support what Trey had stated before. Every one who listened to what Will had done for his children were suprised and proud of him; Winfrey and the audiences also gave applauses and smiles. Whereas, Will only responded it with flat intonation and a bit shame because he was just trying to do his responsibilities as a father.

4. Meaningless Words
Meaningless words or even misunderstood words are needed to keep an interlocutor’s conversation going. This type of phatic communion is also realized to break the silence of both (speaker and hearer) when they are doing the conversation and to turn the conversation to other topics. For example:
Winfrey : I have to ask you why were you willing to have that done to you ....
Ernie Chu : yes.
Winfrey : because apparently this tumor was close to your spine?
Ernie Chu : Yes, I didn't have any reservations to the time I went there I I ....
Winfrey : Wow, so you saw that it ever seen that before Doctor Rediger?
Dr. Rediger : no.
Winfrey : So how is the how do you explain what we just saw their?
Dr. Rediger : well I don’t know how to explain it I would like to know more it’s the ....
Illustration:

This datum has similar intention as the previous one. It was Chu the last speaker who ever got healing experience of his tumor in his back. Once the entire people saw a short video of Chu, and then Winfrey raised a few questions in detail regarding his condition during the healing experience in Brazil. Winfrey addressed the question to Dr. Rediger denoted to the condition of Chu in raising intonation and curious expression Wow. So you saw that it ever seen that before Doctor Rediger?. The question designed to break the silent of Chu’s statement early and hopefully to provoke more information in relation to Chu’s healing to Dr. Rediger as the Professor of Psychiatry. And the sort of phatic realized here is commonly recognized as meaningless word or misunderstood word in the linguistics phenomena. Still Dr. Rediger did not know exactly how and what happened to Ernie Chu when he got healing.

5. Politeness Strategies

In this show, the host and the guest stars apprehend the positive and negative politeness based on the situation involved.

Positive Politeness

Winfrey : Hi, I never met you. Hi Willow, welcome back welcome back Willow.....
Winfrey : Hi family.
Smith Family : Hi, hello .
Winfrey : Welcome back everybody, for Trey is our first time meeting. Yes. so you're the only one who's not end up family business?
Trey : Well, I’m working on producing now so you know I’m getting up ....

Illustration:

In the middle session of the show, Winfrey called three children of Will and Jada to come to the stage since she would like to know their point of views one by one. Upon arrival of the children, Winfrey received their coming in the expressions of Hi, I never met you. Hi Willow, welcome back welcome back Willow, and followed by the expression of Hi family. and then the Smith responded it by producing a welcome mark Hi, hello. Afterward, Winfrey stated it again through the pleasure statement welcome back everybody, for Trey is our first time meeting. The host and the guest stars employed the positive politeness strategies in the form of ritual words to highlight the solidarity of each others. In addition, the Smith were also welcomed by the enthusiastic applauses from the audiences which created more live impression.

Winfrey : So explain what what the hell was going on there?
(audiences laughing)
Dr. Rediger : I have no idea what happened there that the meat changed ....
Winfrey : when you said on the tape there this is that you were scared you ....
Dr. Rediger : well I think I felt a how I didn't know what to say, I didn't know ....
Illustration:
The excerpt incorporated this utterance So explain what what the hell was going on there? produced by Winfrey who was curious to make out concerning the remarkable medical treatment. In this sense, she functionalized the positive politeness strategy as signified by the slang (word) hell which deliberated to attain an intimacy among the interlocutors.

Negative Politeness
Winfrey : I have to ask you why were you willing to have that done to ....
Ernie Chu : yes.
Winfrey : because apparently this tumor was close to your spine?
Ernie Chu : Yes, I didn't have any reservations to the time I went there I I ....
Winfrey : Wow. So you saw that it ever seen that before Doctor Rediger?
Dr. Rediger : no.
Winfrey : So how is the how do you explain what we just saw there?
Dr. Rediger : well I ... how to ... it. I would ... more it's the ...
I think we need to collect and I want to click ....

Illustration:
Wow. So you saw that it ever seen that before Doctor Rediger?. In this case, Winfrey communicated the negative politeness strategy to ask Rediger’s opinion about Chu’s experience in the medical treatment (operation). The implicit intent interrupted into Dr. Rediger’s social space; Winfrey feated it in an attempt to provoke and permit the opponent (Dr. Rediger) to be agreed with her (face saving). Above and beyond, the exploited of address term Dr designated the esteem to Jeff Rediger who highly possessed the social status.

Conclusions and Suggestion
Pertaining to the findings and discussion early, the researchers conclude that the supportive chats between friends (host and guest stars) dominate in the conversations of the Oprah Winfrey Show. The occurrence of this sort of phatic communion as a result the host and the guest stars sought to sustain the solidarity of each others. Moreover, the ritual words proceeded when the host and guest stars gathered in the show (greetings). Nevertheless, the greetings appealed in different manner in which they are adjusted to the host and the guest stars relationship. For meaningless words or even misunderstood words were needed to provoke more information as well as to keep the conversations going. While, standard topics of conversation were acted to initiate the conversations.

Moreover, the host and the guest stars acted upon the positive politeness strategies to depict the solidarity and to portray the friendship. The negative politeness strategies were feated to stay away from assumption and to offer the hearers freedom of action. Occasionally, the negative politeness strategies occurred in meaningless words that had implicit meanings in order to admire others.

There are many deficiencies in the present research grounded by the capacity of getting the ideas of the videos and the topics to be discussed. The researchers look forward to the future researchers who are interested in doing the same field of research should be more creative in attempt to make the researches more diverse by gaining the natural data from daily conversations.
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Abstract: This article is written to know the effect in using Numbered Heads Together and reading motivation on students’ reading comprehension. This research is experiment research which use factorial design 2 x 2. The result of study shows that (1) the students who were taught by Numbered Heads Together had better result on reading comprehension than the students who were taught by Question Answer Relationship. (2) The students with higher reading motivation who were taught by Numbered Heads Together had better reading comprehension than those who are taught by Question Answer Relationship. (3) The students with lower reading motivation who are taught by Numbered Heads Together had better reading comprehension than those who are taught by Question Answer Relationship. (4) There was no interaction between both techniques and students’ reading motivation on students’ reading comprehension.

Keywords: Numbered Heads Together; Reading Motivation; Students’ Reading Comprehension

Introduction
Reading is one of the skills which should be mastered by English students. By reading, the students can get much information to enlarge their knowledge. When students read many texts and comprehend them well, the students would get the benefit of reading. Besides that, students can also get enjoyment by reading. Many people read texts to get pleasure in their lives. There are many texts which students can read in their environment such as newspaper, magazine, and advertisement. To be successful readers, the students should comprehend the text they read very well. Therefore, reading comprehension is needed by the students.

Reading comprehension is a process of readers understanding toward reading text to get some information. As stated by Feng (2000: 13) reading comprehension is a process of negotiating understanding between the reader and the writer. In reading comprehension, there are psychological process, and linguistics factors, such as phonological, morphological, syntactic, semantics and pragmatics element. In short reading comprehension is an effort of the reader to get ideas in written text by analyzing psychological process and linguistics factors.

In reading comprehension, the reader needs creative thinking in order to get the ideas or some information in reading text. Grellet (1998: 7) states “reading comprehension is the understanding a written text to extract the required information from it as efficiently as possible”. Grellet also says that the importance of obtaining required information in reading comprehension refers to an active mental process. It means that when a reader reads a reading text he actively goes to comprehend what the message of the text by predicting, evaluating, and organizing. The more complex explanation about the definition of reading comprehension is given by Murcia (2001: 213) in which she explains that comprehending reading matters involves the correct association of meaning with word, symbols, the evaluating of meanings which are suggested in context, the selection of the
correct meaning, the organization of ideas as they are read, the retention of these ideas and their use in some present or future activity. It means that reading comprehension is not read a text or word only but also read symbols and context in written text. Briefly, reading comprehension is a process of understanding of the reader to catch all of information in a text. Reading comprehension is also a process of analyzing and evaluating of the writer’s opinion in written text to get some ideas.

Based on the syllabus of SMP, in reading comprehension the students should comprehend some aspects, such as general information, specific information and recognizing word meaning. By comprehending them, the students will easily comprehend all of the content of the text.

Based on the observation at SMP N 7 Muaro Jambi which has been done on 31st January- 14th February, the teacher used a kind of technique in teaching reading comprehension. In the teaching reading comprehension the teacher only used Question Answer Relationship technique.

In applying Question Answer Relationship technique, the teacher usually gives the students a text, explains types of question, gives some questions and the students should answer the question of the text. For the students that have good comprehension in reading, it is a kind of effective technique, but this technique is difficult to apply for the students that have lack comprehension in reading.

Besides that, student’s reading motivation influence reading comprehension in the reading teaching learning process. Reading motivation is an important factor of the students to success in learning reading. Jamestown (2006: 7) states “reading motivation is an effort to create certain conditions in order someone want and willing to read and gain the meaning from the text”. It means that, the students who have reading motivation will want and willing to read and they will try to gain the meaning from the text that they read.

Reading motivation will create reading interest. According to Guthrie et. al (2006: 284) interest in reading is a motivational construct that has been described as a personal investment. It means that, the students who have reading motivation will be interested in reading.

Based on the observation most of the students did not pay attention to the teacher in teaching reading. In addition when the teachers asked the student to read texts and answer the question related to the texts, most of them did not accomplish the task.

Based on the observation above, there are some problems which can be identified. First, the problem comes from students reading comprehension. In reading comprehension, most of the students got difficulties in comprehending a text. Next the problem comes from the teacher’s technique which used in the class room. The teacher should use various techniques in teaching reading process but, the teacher only used Question and Answer Technique in the teaching reading learning process. Last, the problem comes from the student’s reading motivation. The students should have high reading motivation in teaching reading, but most of the students did not pay attention to the teacher when the reading teaching learning process was running and most of the students did not want to complete the task when the teacher asked them to read text and answer the question. It can be concluded that, most of the students had low reading motivation in the reading teaching learning process.

These problems could be solved by using cooperative learning approach. According to Savage and Armstrong (1996) cooperative learning approach has some techniques to apply in the class, such as: Two- by- two, Think- Pair- Share, Numbered Heads Together, Inside- Outside, Classroom Debate, Role Playing, Simulation, Learning Together, Team Achievement Division, Jigsaw, and Buzz Session. However, only Numbered Heads
Together which is believed can be appropriate technique to solve these problems. It is because Numbered Heads Together technique can train all of students to participate give opinion in the discussion, hold accountability and all of the groups have to make sure their members know the content of the text. The teacher can use Numbered Heads Together technique to give an opportunity in a large number of students to participate in teaching learning process. Besides that Numbered Heads Together can be applied in different level of the students. Kagan and Kagan (2009: 3. 15) state that Numbered Heads Together can be applied in different curriculum materials and in diversity of subjects, to all grade levels and to any social interaction in the classroom. So, Numbered Heads Together is assumed can solve that problems. Based on those explanations, the purposes of this research are:

1. To find out whether the students who are taught by Numbered Heads Together technique get better reading comprehension than those who are taught by Question and Answer Relationship technique.
2. To find out whether the students who have high reading motivation who are taught by Numbered Heads Together technique get better reading comprehension than those who are taught by Question and Answer Relationship technique.
3. To find out whether the students who have low reading motivation who are taught by Numbered Heads Together technique get better reading comprehension than those who are taught by Question and Answer Relationship technique.
4. To find out whether there is interaction between both models and reading motivation toward reading comprehension.

Method

This study is an experimental study. According to Ary and Jacobs (2002: 277) an experiment study is a specific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). In this experimental study, there are two groups, they are: control group and experiment group, and they were given different treatment in doing the research.

The experimental group was given new treatment that was Numbered Heads Together technique in reading teaching learning process and the control group was given common technique (Question Answer Relationship technique) that used by English teacher. This research also had moderate variable that is reading motivation. So, this research determined the effect of both techniques on dependent variable namely reading comprehension while reading motivation as moderator variable. Sugiyono (2011: 113) states that factorial design is a kind of experimental research which use moderate variable who believe that variable influence dependent variable. So, this research used factorial 2x2 designs.

The population in this study was all of second grade students of SMPN 7 Muaro Jambi. The second grade of SMPN 7 Muaro Jambi consisted of seven classes. Total numbers of the population were 164 students.

Two classes were taken to be sample of the research. These classes were chosen based on the result of the students’ reading scores from all classes at second grades of SMPN 7 Muaro Jambi. According to Salkind (1991: 87) cluster is groups that appear to gather in which units of individual are selected rather than individual themselves. Then, cluster random sampling was used to chose experiment and control class.
Both of classes were given reading motivation test and reading comprehension test. Questionnaire was used to measure students’ reading motivation. Questionnaire was made based on three indicators which proposed by Wigfield and Guthrie (1997: 421), they are: the work on self-efficacy, Intrinsic and extrinsic reading motivation, and social motivation for reading.

Then, reading comprehension test was developed by three indicators which proposed by King and Stanley (2004), they are: general information, specific information, and recognizing word meaning.

Based on the result of those test, the hypothesis of the research were analyzed. Hypothesis 1, 2, and 3 were analyzed by using t-test and for 4th hypotheses was analyzed by using ANOVA two ways.

**Finding and Discussion**

Findings of the research based on the statistical analysis of post-test are:

1. Reading comprehension of students who are taught by Numbered Heads Together technique is better than the students’ reading comprehension who are taught by Question Answer Relationship technique

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<th>t_{table}</th>
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<td>1.69</td>
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Based on the table above, it can be seen that $t_{observed} > t_{table}$. It means that, $H_0$ is rejected.

2. The students who have high reading motivation who are taught by Numbered Heads Together technique get better result on reading comprehension than those who are taught by Question Answer Relationship technique

<table>
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<th>t_{table}</th>
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<tbody>
<tr>
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Based on the table above it can be concluded that $H_0$ is rejected because $t_{observed} > t_{table}$.

3. The students who have low reading motivation who are taught by Numbered Heads Together technique get better result on reading comprehension than those who are taught by Question Answer Relationship technique.

<table>
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<th>t_{table}</th>
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</thead>
<tbody>
<tr>
<td>3.24</td>
<td>1.73</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that $t_{observed} > t_{table}$. It means that $H_0$ was rejected.

4. There is no interaction between both techniques of teaching and students’ reading motivation toward students’ reading comprehension.

<table>
<thead>
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<th>F_{observed}</th>
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</tr>
</thead>
<tbody>
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<td>0.35</td>
<td>4.10</td>
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</tbody>
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From the result of ANOVA two ways above, it can be conclude that there is no interaction between both techniques and reading motivation on students’ reading comprehension because $F_{observed} < F_{table}$.

**Numbered Head Together is better than Question Answer Relationship on students’ reading comprehension**

The mean score of experimental class which taught by Numbered Head Together is higher than control class which taught by Question Answer Relationship. It means that, Numbered Heads Together can improve students’ reading comprehension of. It also can be seen from
the result of first hypothesis which explain that $t_{\text{observed}} > t_{\text{table}}$. Briefly, Numbered Heads Together gives significant effect toward students’ reading comprehension.

Numbered Heads Together gives more opportunity for the students to share their idea in their group to answer the question of reading. The students are trained to share their ideas, discuss it to take one the best idea in their group and make sure for each members each of groups know the answer. As stated by Kagan and Kagan (2007) Numbered Heads Together is a technique that trains the students share information, listens the process of the discussion and the result of discussion. In contrast, students in control class that is taught by Question Answer Relationship are not able to share their ideas and take one correct idea so that they get difficulties in answering the reading text. It is due to the teacher only asked the students to answer a question of reading text and the students which chosen by the teacher answer the question. This technique makes the students bored, and frustrated in learning reading comprehension.

From the discussion above, it can be concluded that students who are taught by Numbered Heads Together has better reading comprehension than those who are taught by using Question Answer Relationship.

**The students with higher reading motivation who are taught by Numbered Heads Together had better reading comprehension than those who are taught by Question Answer Relationship**

Based on the hypothesis two, students’ with higher reading motivation who are taught by Numbered Heads Together has higher score than students’ with higher reading motivation who are taught by Question Answer Relationship.

The mean reading score of the students who have high reading motivation in the experimental class is 67.18 while the mean reading score of the students who have high reading motivation in the control class is 49.12. It is influenced by some aspects, they are: first, the experimental class who are taught by Numbered Heads Together get more opportunities to share their ideas and discuss the reading material in their group. They also train accountability toward their group in answering the question of reading text. It is different by the control class. Students in the control class do not get the chance to develop and share their ideas with their group. In that class, the learning process is teacher oriented. So, Numbered Heads Together can give significant effect for the students who have high reading motivation toward reading comprehension result than Question Answer Relationship.

The students with higher reading motivation have much pay attention on the text that given by the teacher. They tend to be active in class and have reading interest than the students who have low reading motivation. As stated by Prayitno (1989: 33) that the students which have high reading motivation not easy being to be satisfied with the reading result, wanting to get feedback and assessment on task. It means that, the students who have high reading motivation will hard work to get good reading result.

From the discussion above, it can be concluded that students with higher reading motivation who are taught by Numbered Heads Together have better reading comprehension than those who are taught by Question Answer Relationship.

**Students with lower reading motivation who are taught by Numbered Heads Together have better reading comprehension than those who were taught by Question Answer Relationship**

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Based on the result of third hypothesis, the students with lower reading motivation who are taught by Numbered Heads Together have better reading comprehension than the students with lower reading motivation who are taught by Question Answer Relationship.

The mean score of the lower students’ reading motivation in experimental class is 62.60 and control class is 39.99. This result is influenced of some aspects. First, the students in experimental class who are taught by Numbered Heads Together get opportunity to share and discuss their ideas. They also have to accountable with their answer of the question of reading text. The interaction between students can avoid their anxious to share their ideas, although they have low reading motivation. As stated by Kagan and Kagan (2007) that Numbered Heads together makes the students more productive in teaching learning activity. It different with the students in the control class, the students in the control class do not get opportunity to share and discuss their ideas to get a correct idea. So from those reasons, it can create boring situation in the learning activity in the control class, because the learning is dominated by the teacher.

However, the result of students’ reading comprehension who have low reading motivation is not better than the students who have high reading motivation in experiment class and also the result of the students’ reading comprehension who have low reading motivation is not better that the students who have high reading motivation in control class. As stated by Prayitno (1989: 33) that the students which have low reading motivation do not get better result in reading than the students who have high reading motivation. It means that the students which have low of reading motivation are not interested in reading teaching learning activity. It makes them tend to be passive in class. Besides that, they are afraid, lazy, and uncomfortable in finding the answer of the question of reading text. These are the reasons why the students with lower reading comprehension have lower reading comprehension than those who have high reading motivation.

From the discussion above, it can be concluded that students with lower reading motivation who are taught by Numbered Heads Together have better reading comprehension than who are taught by Question Answer Relationship.

**There is no interaction between both techniques and reading motivation on students’ reading comprehension**

The fourth hypothesis of this research shows that the result of $F_{\text{observed}}$ was smaller than $F_{\text{table}}$. It means that $H_0$ is accepted or there is no interaction between both techniques and students’ reading motivation on students’ reading comprehension. As stated by Kagan and Kagan (2009: 1) Comprehension questions can be posed to groups, students can work together to find the answers and Numbered Heads Together is one of cooperative learning which appropriate in the teaching reading comprehension. He adds students love game and teamwork and numbered heads together is a technique which combine game and team work. So, it can be said that this technique can be used in teaching reading without considering the prerequisite of students’ reading comprehension. In this case, it shows that reading motivation is not one of the variables that influence students’ reading comprehension.

**Conclusion**

Based on the research findings and discussion, it can be concluded that:

1. Numbered Heads Together can give better result on students’ reading comprehension than Question Answer Relationship. It can be seen from the average score of experimental and control class. The students’ average score of
experiment class who were taught by Numbered Heads Together was higher than students’ average score who were taught by Question Answer Relationship.

2. Next, from the data analysis and discussion in the second hypothesis it can be concluded that, the students which have high reading motivation who were though through Numbered Heads Together get better result on reading comprehension than Question Answer Relationship. It can be seen from the result of second hypothesis which the average score of the students that have high reading motivation who were taught by Numbered Heads Together was higher than the average score of the students that have high reading motivation who were taught by Question Answer Relationship.

3. Then, from the data analysis and discussion in the third hypothesis it can be concluded that, the students which have low reading motivation who were though through Numbered Heads Together get better result on reading comprehension than Question Answer Relationship. It can be seen from the result of third hypothesis which the average score of the students that have low reading motivation who were taught by Numbered Heads Together was higher than the average score of the students who have low reading motivation who were taught by Question Answer Relationship.

4. Last, from the data analysis and discussion in the fourth hypothesis it can be concluded that, there was no interaction between both techniques and reading motivation on students’ reading comprehension. Briefly, H₀ in the first, second, and third hypothesis were rejected and in the fourth hypothesis H₀ was accepted.

**Suggestion**

Based on the findings and conclusions above, it can be taken some suggestions as follows:

1. Numbered Heads Together was the effective way to improve students’ reading comprehension at the second grade of SMPN 7 Muaro Jambi. Therefore, it is suggested that English teachers at SMPN 7 Muaro Jambi apply Numbered Heads Together as a variation of teaching reading comprehension.

2. It is suggested that to the English teacher to use this technique because it gives benefit for the students, the students can practice their reading comprehension more with their friend so that their reading motivation in reading will increase.

3. It is also suggested for further researcher to develop this research on larger population and sample in order to get the knowledge and the empiric data. Besides that, they also suggested to conduct the same research for other skill and other kind of text.

**Reference**


THE STUDY OF LANGUAGE LEARNING STRATEGIES OF SPEAKING USED BY SUCCESSFUL AND UNSUCCESSFUL STUDENTS OF SEMESTER III ENGLISH DEPARTMENT OF IAIN SULTAN THAHA SAIFFUDHIN JAMBI.

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Abstract: This research was aimed at finding (1) the language learning strategies of speaking used by successful in speaking (2) the language learning strategies of speaking used by unsuccessful students in speaking (3) the ways the successful students used the language learning strategies of speaking (4) the ways the unsuccessful students used the language learning strategies of speaking. The method of this study was a descriptive research. The data were collected by using test, questionnaires in form of Strategy Inventory for Language Learning (SILL), interview and observation. This finding showed that successful students in speaking used the language learning strategies cognitive, compensation, metacognitive, and social. They had applied these strategies based on sub indicators of each strategy that they used. But, some of them did not used properly in speaking III. Then, the language learning strategy of speaking used by unsuccessful students were memory, metacognitive and affective. They had used these strategies but some of them did not do it in correct ways. It can be concluded that the result of the study indicated that the language learning strategy for speaking used by successful and unsuccessful students in speaking III need to be developed and increased in to the correct ways to get better in speaking.

Keywords: Strategy; Successful; Speaking; Unsuccessful

Introduction

If the students want to be successful in speaking, they should be aware of language learning strategies because by the language learning strategies should be organized, planned, monitored and evaluated in their own learning in order to improve their speaking. According to some scholars (Wenden and Rubin 1987; O’Malley and Chamot 1990; Oxford 1990) who states that language learning strategies refer to approaches or techniques that learners use to enhance their progress in developing L2 skills. To go deeper, Oxford (1990:1) defines: “learning strategies are specific action taken by the students to enhance their own learning easier, faster, more enjoyable, more self-indirect, more effective and more transferable to new situation”. In Oxford systems (1990) language learning strategies are divided into two main classes; first is direct strategies, it refers to language learning strategies that are directly used in target language. It consists of three groups; they are memory, cognitive and compensation strategies. Second is indirect strategies, it refers to language learning strategies that are indirectly used in target language. It consists of three groups; they are metacognitive, affective and social strategies.

Based on the phenomena in teaching and learning process of speaking at third semester students of IAIN Sultan Thaha Saifuddin Jambi, it seems that most of students were not active to speak in the classroom; they still had problems in speaking. First problem is the students were difficult to share their ideas during discussion with their lecturer or their friends. The researcher had asked the students why they were not eager to speak in English. Some of them answered that they have insufficient vocabulary to start talking or to interact with others and they found it uneasy to pronounce the vocabulary
correctly and fluently. Because of this, they got shyness: to try to say things in English. Consequently, the students tend to use their mother tongue in the classroom.

Second problem is they were not confident to speak in English. The confidence to speak is a prominent factor for students because it gives great contribution to the student’s achievement during speaking performance. On other hand, the researcher found that from the students who had high confidence, they were not nervous; they were able to perform their speaking although they have some mistakes in structure or grammar. Furthermore, the researcher also found that the students had lack of confidence; they could not perform their speaking well until they finish in speaking activities and they would stop to speak English especially when they talked with their friends. In short, the confidence is an important factor to support the students during speaking performance.

Third problem is the students had low motivation to speak in English. It can be seen from the students, when the lecturer had asked to speak to the students, only limited numbers of them who wanted to respond and the other most of them were kept silent. From the students’ point of view, the researcher had asked the students why they had low motivation to speak in English. Some of them answered that they were afraid when they made mistakes in producing words or sentences during speaking because their friends laughed at them. Then, they were fear of making mistakes. This situation made the students discomfort to use English during speaking in the classroom. As the result, it was influenced their motivations to speak in English.

Fourth problem is some of students were reluctant to speak English. It can be seen that the students were reluctant to speak English inside and outside of classroom. Inside of the classroom, it was found that some students were reluctant to speak English because they felt anxiety too much when they wanted to say something in English because they were nervous and fear what they said was wrong. In addition, the students unwilling to practice and to use the language in real situation, they focused on the usage and the grammar of the language too much before speaking. On the other hand, the other students stated that they would speak English in the class if the lecturer had asked them to speak English. In this case, the students wanted to speak if the lecturer gave turn-taking to them.

Meanwhile, in outside of the classroom, the researcher had asked the students why they were reluctant to speak English. Some students answered that when they used English in real situation with other students and interlocutor wanted to give positive responding by using English, then they would continue their conversation in English. But, when they did not get positive responding from their friends or interlocutors; they had to stop using English and changing to Indonesia language. The other friends as interlocutors said that it was not comfortable to use English outside of the classroom because they thought knowing English better than others and they did not want to say as arrogant people by using English in communications. Then, the interlocutor responded in Indonesia language. Consequently, from these factors made the students have fewer opportunities to speak English in classroom and outside classroom.

Related to successful and unsuccessful students in speaking, the students should be aware of language learning strategies. In fact, a great number of the students still ignore about their language learning strategies for speaking. It should be considered by the students if they want to improve their speaking; they have to have the language learning strategies for speaking. Without those strategies, they will have difficulties in improving their speaking.

In line with university education level context, language learning strategies were thought to be essentially for the students to achieve the purposes of the education. By applying good language learning strategies, students should hopefully manage, arrange,
monitor, and evaluate their own learning. As the goal, this condition can lead students to be independent learning. In addition, language learning strategies are good tools for students to solve the problems they found during the process of learning in speaking. By the language learning strategies the students can directly maintain their topic in daily conversation, as it was difficult for them to arrange theme in their speaking. Since students can value their motive to speak, they also can decide to start or end the conversation briefly. In particular, language learning strategies can be applied by the students to improve their speaking.

Many experts classified the language learning strategies of speaking into some points. According to Huang and Naerssen in Griffiths (2008:219) learning strategies for speaking divided into three classes, First are formal practices such as such as listening to and doing pattern drills, listening in order to improve pronunciation, memorizing and reciting texts, imitation, re-telling stories, reading aloud, and reading in order to learn vocabulary items or grammatical structures which can be used when speaking. Second is functional practice such as using language for communication, thinking or talking to oneself, and using listening or reading to provide models for speaking. Third is monitoring such as paying attention to the use of linguistic forms and modifying language responses.

Similarly, language learning strategies for speaking purposed by Anderson (in Henkel, 2005:764) there are four language learning strategies can be useful for speaking and all those strategies directly involve the target language. One of those strategies are not paying much attention to grammatical or to pronunciations, it is known that this strategy is useful for the students in learning speaking because mostly language learners when they speak up put much attention to grammatical feature. Consequently, when they made grammatical error during speaking; they felt not confidence and afraid about those mistakes.

Different from them by previous experts the language learning strategies of speaking have been divides into two main classes by Oxford (1990:16). She divided into two groups; they are direct strategies and indirect strategies. In direct strategies, it consists of three groups; they are memory, cognitive and compensation strategies. Meanwhile, in indirect strategies, it consists of three groups; they are metacognitive, affective and social strategies.

To this condition, there were some language learners are successful and the others are unsuccessful. By knowing language learners strategies in speaking used by successful students, the unsuccessful students in speaking they would know the information what and how the successful students successes especially about the language learning strategies used by successful one. Therefore, the researcher was interested the analysis of language learning strategies of speaking used by successful and unsuccessful semester III students of IAIN Sultan Thaha Saifuddin Jambi. This article is aimed at finding out:

1. To find out the language learning strategies of speaking skills used by successful students at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.
2. To find out the language learning strategies of speaking used by unsuccessful students at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.
3. To find out the ways successful students used the language learning strategies for speaking at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.
4. To find out the ways unsuccessful students used the language learning strategies for speaking at semester III English Department of IAIN Sultan Thaha Saifuddin Jambi.
Method of the Research

This research was descriptive research, it is aimed to describe what language learning strategies of speaking used by successful and unsuccessful students in speaking and how they used it. The participants of the research were 64 students of semester III English department of IAIN Sultan Thaha Saifuddin Jambi. The research instruments used in the study were speaking test, questionnaires, interview and observation. Speaking test was used to know the successful and unsuccessful students in speaking. Questionnaires in the study was SILL (Strategy Inventory for Language Learning) used to know the language learning strategies in speaking. Interview was used to know the ways the successful and successful students used the language learning strategies of speaking. Observation was done to know the real activities of language learning strategies of speaking in the classroom.

In analyzing the data, first is speaking test. It was done to know the successful students in speaking based on their score in speaking test at the interval of 21-25, and unsuccessful students in speaking with interval at the interval of 0-10. Second is questionnaire, it was done to know what the language learning strategies of speaking used by successful and unsuccessful students in speaking. It was done by using Linkert-Scale as purposed by Sudijono (2005) in order to find out means score each item of strategy used by successful and unsuccessful students. They were Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). Moreover, after knowing the mean scores of each strategy group, the researcher focused on the strategy group with mean score >3.50 in order to find out the certain strategies used by successful and unsuccessful students in language learning strategies of speaking. On the other hand, on the observation and interview, the researcher was analyzed to them by using five steps of analyzing qualitative data suggested by Gay (2009: 307) they are as the following: Data managing, Reading and Memoing, Description, Classification and Interpretation.

Findings and Discussions

In this part, there were the finding about the language learning strategies of speaking used by successful and unsuccessful students in speaking and the ways they used the language learning strategies of speaking.

The language learning strategies of speaking used by successful students of semester III of IAIN Sultan Thaha Saifuddin Jambi.

There were eight language students that have been categorized as successful students in speaking; those who got the score in speaking test at the interval of 21-25. Based on the responses of the questionnaires given to successful students in speaking about the language learning strategies of speaking, it was found that the successful students have used a number of language learning strategies of speaking. Figure 1 shows that eight successful students in speaking responses to language learning strategies based on the mean score each part of the strategies. Hence, to find out certain strategies used by the students, the researcher focused on the strategies which were mean score >3.50. It indicates that they used of these strategies.
Based on the figure 1 above, it can be seen that the language learning strategies used by successful students in speaking are cognitive, compensation, metacognitive, and social. This finding was supported by early finding Goh, C. M. & Foong K. p (1997), Jiang, X H & Fu, K. H. (1998), Al-Buainain (2010) who found that the successful learner in University level reported most often used the metacognitive, compensation, social and cognitive. However, this finding was contrastive from findings that found in previous research done by Baighlou and Gerami (2011) they found that successful Iranian EFL students used a wider range of learning strategies and different from those often preferred by their unsuccessful peers. The former often used metacognitive strategies while the latter tended to use surface level cognitive strategies used by successful students.

The language learning strategies of speaking used by unsuccessful students of semester III of IAIN Sultan Thaha Saifuddin Jambi
There were ten language students that have been categorized as unsuccessful students in speaking; those who got the score in speaking test at the interval of 0-10. Based on the responses of the questionnaires given to unsuccessful students in speaking about the language learning strategies of speaking, it was found that the unsuccessful students have used a number of language learning strategies of speaking. Figure 2 shows that ten unsuccessful students in speaking responses to language learning strategies based on the mean score each part of the strategies. Hence, to find out certain strategies used by the students, the researcher focused on the strategies which were mean score >3.50. It indicates that they used of these strategies.

Based on the figure 2 above, it can be seen that the language learning strategies used by unsuccessful students in speaking are memory, metacognitive and affective. This finding was consisted with previous finding Goh, C. M. & Foong K. p (1997), Jiang, X H & Fu, K. H. (1998), Al-Buainain (2010) they found that the unsuccessful learner in University level reported most often used the memory, metacognitive and affective. This
finding was different with finding by Teo, Chatupote and Qingquan (2009) they found that the unsuccessful students used compensation strategies significantly more frequently than their successful counterparts in the Chinese EFL Learning Context.

**The ways the successful students used the language learning strategies of speaking**

The interview was done in order to see how the successful students used the language learning strategies for speaking. Hence, the researcher interviewed the result of questionnaires which mean scores >3.50 each strategy. Based on the analysis first research question, it was found that among six groups’ strategies, four strategies with mean scores >3.50 used by successful students in language learning strategies of speaking; they are cognitive, compensation, metacognitive and social.

Firstly is cognitive strategy, it was found that the ways successful students used this strategy through using resources for receiving & sending messages, formally practicing with sounds and writing systems, practicing naturalistically, recognizing and using formulas & patterns and recombining. The ways the successful students used these strategies; it can be seen on the table 1 below:

Table 1. The descriptions of the successful students use cognitive strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using resources for receiving &amp; sending messages</td>
<td>The students used the non print resources such as watching English movies or English TV program and listened English radio program.</td>
</tr>
<tr>
<td>2</td>
<td>Formally practicing with sounds and writing systems.</td>
<td>The students always practicing, using dictionary, using speaking text and using tape recorder.</td>
</tr>
<tr>
<td>3</td>
<td>Practicing naturalistically</td>
<td>The students tried to use their English in real conversation with peers or family in every day and they used technology (internet).</td>
</tr>
<tr>
<td>4</td>
<td>Recognizing and using formulas &amp; patterns</td>
<td>The students practiced English expression and they tried to use their English in the classroom and out of the classroom.</td>
</tr>
<tr>
<td>5</td>
<td>Recombining</td>
<td>The students made short story, poems, reading aloud, did practicing and they combined word, phrase or sentences that they have known before into more longer expression without think too much on the appropriate grammatical rule of them.</td>
</tr>
</tbody>
</table>

Secondly is compensation strategy, it was found that the ways the successful students used the compensation based on the sub indicators of compensation strategy. They are coining words, using a circumlocution or synonym, using mime or gesture, and adjusting or approximating the messages. Table 2 shows that the ways the successful students use the strategies.
Table 2. The descriptions of the successful students use compensation strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Coining words</td>
<td>The students coined the words or phrases when they cannot find appropriate vocabularies during speaking. They changed it with another words that easy to understand.</td>
</tr>
<tr>
<td>2</td>
<td>Using a circumlocution or synonym</td>
<td>The successful students used a circumlocution or synonym in speaking. They used this strategy by finding the synonym of vocabularies or phrases.</td>
</tr>
<tr>
<td>3</td>
<td>Using mime or gesture</td>
<td>The students moved their hands, or showing their expression to say something, paid attention to audience or their peer in the classroom of speaking.</td>
</tr>
<tr>
<td>4</td>
<td>Adjusting or approximating the messages</td>
<td>The students knowing the first and the last sentences of the text, did reference to get the meaning of vocabularies or sentences.</td>
</tr>
</tbody>
</table>

Thirdly is metacognitive strategy, it was found that the ways the successful students used this strategy based on the sub indicators of metacognitive. They are self-monitoring, self-evaluating, organizing, setting goals & objectives, over viewing & linking with already known material, paying attention, seeking practice opportunities. The ways the successful students use these strategies; it can be seen on the table 3 below:

Table 3. The descriptions of the successful students use metacognitive strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self monitoring</td>
<td>The students monitored the mistakes and introspecting.</td>
</tr>
<tr>
<td>2</td>
<td>Self-evaluating</td>
<td>The students evaluated themselves about their speaking in English, tried to see the previous semester mark as the consequence they hoped that for the next semester become better.</td>
</tr>
<tr>
<td>3</td>
<td>Organizing</td>
<td>The students made the schedule in learning English, the students created conducive physical environment and find out place and specific requirement for speaking activities</td>
</tr>
<tr>
<td>4</td>
<td>Setting goals &amp; objectives</td>
<td>The students made short-term goals and long term goals.</td>
</tr>
<tr>
<td>5</td>
<td>Over viewing &amp; linking with already known material</td>
<td>The students joined English club at campus, invited their friends to talk in English or participating in conversation inside classroom or outside classroom, using technology (internet), students previewed the basic principle or materials for the facing upcoming speaking tasks and linking these with what already know.</td>
</tr>
<tr>
<td>6</td>
<td>Paying attention</td>
<td>The students did directed attention and selective attention</td>
</tr>
<tr>
<td>7</td>
<td>seeking practice opportunities</td>
<td>The students did seeking practice opportunities by inviting their friends to speak English. And using the internet.</td>
</tr>
</tbody>
</table>
The last is social strategy, it was found that the ways the successful students used this strategy based on the sub indicators of compensation strategy. They are cooperating with peers, asking for correction, becoming aware of others’ thought, cooperating with proficient users of the new language, and developing cultural understanding. The ways the successful students use these strategies; it can be seen on the table 4 below:

Table 4. The descriptions of the successful students use social strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Cooperating with peers</td>
<td>The students made an agreement each other to practice their English, the students used the internet, joining English club.</td>
</tr>
<tr>
<td>2</td>
<td>Asking for correction</td>
<td>The students asked to the friends and lecturer to clarify the pronunciation.</td>
</tr>
<tr>
<td>3</td>
<td>Becoming aware of others’ thought</td>
<td>The students asked questions in English when they not understood about speaking materials.</td>
</tr>
<tr>
<td>4</td>
<td>Cooperating with proficient users of the new language</td>
<td>The students tried to find required advice at more proficient language users even teacher or friends; asking to the lecturer or friends when they finding unfamiliar words and clarifying their pronunciation if they were mistakes during speaking.</td>
</tr>
<tr>
<td>5</td>
<td>Developing cultural understanding</td>
<td>The students read a lots English novel, English magazines and watched English movies and also listened the English radio programs.</td>
</tr>
</tbody>
</table>

The ways the unsuccessful students used the language learning strategies of speaking

The interview was done in order to support the result of the questionnaires and to see how the unsuccessful students used the language learning strategies for speaking. Then, the researcher interviewed the result of questionnaires which mean scores >3.50 each strategy group. Based on the analysis second research question, it was found that from six groups’ strategies, the unsuccessful students used three language learning strategies of speaking they are memory, metacognitive and affective which mean scores >3.50.

First is memory, it was found that the ways the successful students used this strategy based on the sub indicators of memory. They are placing new words into a context and structured reviewing. The ways the unsuccessful students use these strategies; it can be seen on the table 5 below:

Table 5. The descriptions of the unsuccessful students use memory strategy

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Placing new words into context.</td>
<td>The students wrote a new English word in their note and they tried to put it into their own sentences in order to remember it.</td>
</tr>
<tr>
<td>2</td>
<td>Structured reviewing</td>
<td>The students reviewed the lesson after class, The students remembered the speaking materials especially about speaking task that has given by the lecturer, the students memorized the topics which will present in oral presentation in the front of the classroom such as making dialogue or role play.</td>
</tr>
</tbody>
</table>
The second strategy used by unsuccessful students was metacognitive. The ways the successful students used this strategy based on the sub indicators of metacognitive. They are self-evaluating, self-monitoring, organizing, paying attention, setting goals & objectives. The ways the unsuccessful students use these strategies; it can be seen on the table 6 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Self-evaluating.</td>
<td>The students evaluated their speaking progress especially relating to their mistakes in pronunciations, fluency, and accuracy. The students looking their friends who able speak in English; they tried to learn and pray, the students evaluated the previous speaking mark.</td>
</tr>
<tr>
<td>2</td>
<td>Self-monitoring.</td>
<td>The monitored their mistakes when they tried to speak in English in front of the classroom</td>
</tr>
<tr>
<td>3</td>
<td>Organizing.</td>
<td>The students made the schedule in learning English, they did it when they got speaking task from lecturer, they wrote it in a note then learnt and memorized the speaking task that has given by lecturer especially memorizing the dialogue or role play games.</td>
</tr>
<tr>
<td>4</td>
<td>Paying attention.</td>
<td>The students listening and looking to the speaker who has good in speaking and ignored everything that can be disturbing their attention.</td>
</tr>
<tr>
<td>5</td>
<td>Setting goals &amp; objectives.</td>
<td>The students increasing the vocabulary in target language through memorizing it, the students using short-therm goals such as memorizing the speaking task; dialogues, role play games in a week.</td>
</tr>
</tbody>
</table>

The last strategy used by unsuccessful students was affective. The ways the successful students used this strategy based on the sub indicators of affective. They are using progressive relation, deep breathing or mediation, discussing felling with someone else, listening to your body, writing language learning diary and taking risk wisely. The ways the successful students use these strategies; it can be seen on the table 7 below:

<table>
<thead>
<tr>
<th>No</th>
<th>Strategies</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Using progressive relation, deep breathing or mediation</td>
<td>The students used progressive relation, laughing and deep breathing before performing their speaking.</td>
</tr>
<tr>
<td>2</td>
<td>Discussing felling with someone else</td>
<td>The students telling their feeling toward learning English at campus and telling about their problems to the friends</td>
</tr>
<tr>
<td>3</td>
<td>Listening to the body</td>
<td>The students using progressive relation, deep breathing, trying to calm down and making positive statement when the lecturer asked them to talk in English in front of the classroom.</td>
</tr>
</tbody>
</table>
Conclusions

Based on the research finding above that was done for semester III English students at IAIN Sultan Thaha Saifuddin Jambi, it could be concluded that:

1. The language learning strategies of speaking used by successful students in speaking were cognitive, compensation, metacognitive and social.
2. The language learning strategies of speaking used by unsuccessful students in speaking were memory, metacognitive, and affective strategies.
3. The ways the successful students in speaking used the language learning strategies of speaking. It was based on the sub indicators each part of strategy that they used in language learning strategies of speaking.
4. The ways the unsuccessful students in speaking used the language learning strategies of speaking. It was based on the sub indicators each part of strategy that they used in language learning strategies of speaking.

Suggestions

1. Since both the successful and unsuccessful students in speaking at this semester not all the language learning strategies of speaking employed, it is suggested to the students to raise awareness of the broad range of language learning strategy options for speaking available to them and apply language learning strategies into correct ways in order to increase speaking English.
2. It is suggested to the others researchers do same research with larger respondents by modifying certain strategy where necessary in order to cover strategies that the students might use but not just language learning strategy proposed by Oxford but the other experts can be used.
3. It is suggested to the others researches in collecting the data by using other technique in language learning strategies of speaking such as using diaries or think aloud which will be a useful way of gaining more insights into the strategy use.
4. In this study, the researcher focused only language learning strategies of speaking. It is suggested to the future researchers to conduct the researcher on different skills.

References


Introduction
The aim of this literature review is to show my understanding of key issues in English language education. The key issues are the nature of language and literacy, notions of culture and interculturality, the relationship between language and culture, and the nature of English. The literatures are not only from the well-known authors. I also put some interesting ideas from “unwell-known” authors which I found very important to see other perspectives.

The nature of language and literacy
Language and literacy are linked one another. Traditionally, literacy was defined as reading and writing (Emmitt et al., 2010). Crystal (2003) adds spelling as a part of literacy. Therefore, learning a language means learning literacy. Cummins et al (2007) also suggest that language proficiency will influence literacy proficiency. A number of researches have proven that learning a second language has some benefits on thinking skills. However, little research shows the relationship between language, literacy and the students’ achievement on other subjects such as science and math.

Notions of culture and interculturality
There are two terms about culture that are often used interchangeably. They are “cross-cultural” and “intercultural”. Cross cultural is something which covers more than one culture. In cross-cultural, we compare at least two different cultures. On the other hand, intercultural refers to the interaction of two different cultures. Fries (2002) says that culture is not something that is attached to someone when he or she was born. Culture is something that is learned through interaction and shared by interacting with other people. The big question is that when English is used as a world language, should it be a culture-free language? There are some different points of view from scholars. Ur (2009) says that there are three types of culture; the home” culture, international culture(s) and the culture of the (native) English speaking peoples’ culture. She suggests that English teachers should develop intercultural competence of the learners. Intercultural competence is defined as the sensibility to other cultural norms and the ability to adapt when interacting with people from different cultures.

This supports the idea by Aliakbari (2001) when he proposed the term “linguistic democracy” in which there should not be any dominant culture when there is an interaction between two different cultures. However, this win-win solution idea is not supported by many other scholars. I will talk about this later.

The relationship between language and culture
There are many definitions of language and culture from many different scholars. The definitions show some different points of views. However, most of scholars agree that language cannot be separated from culture.

According to Emmitt et al (2010), language is a part of culture. Language also reflects culture. This supports Kramsch’s (1993) statement that language has no function without
cultural context. Therefore, learning a particular language also means learning the culture of the language itself. However, another issue is also raised about the definition of culture. There are many definitions of culture from very different perspectives. Those definitions determine the content of culture in English teaching and learning context.

When it comes to teaching English, there are two main different points of view about teaching English together with culture. The difference is sometimes based on the background of the scholars.

The first view says that culture should be taught together with English language itself since language cannot be separated from culture (Emmitt et al, 2010; Byram & Feng, 2005; Kramsch, 1993).

The second view says that culture should not be taught together with English language because it can destroy the culture of target language. Therefore, English teaching should be a free culture teaching (Kachru, 1986; Canagarajah, 1999). They also see that it can jeopardize the national identity of a country. It seems that those who reject the ideas of teaching English together with culture come from non-native English speaking countries. In addition to the scholars above, I find some other articles in which they disagree to the teaching of English language together with culture. One of them is Aliakbari (2001) from Iran who proposes the idea of what he calls linguistic democracy. He suggests that the effective communication between native and non-native English speakers still can be achieved without imitating the culture of the native speakers. Besides, he argues there is no consensus on the standard culture of English speaking countries.

The similar arguments to Aliakbari (2001) can be found to some other scholars from non-native speaking countries. It has to be admitted this culture idea has touched a political issue. For those who agree that teaching English should be together with the culture have different views on what kind of culture should be taught. Some say that literature, music, and art are the things that should be introduced to the language learners. The others believe that the most important part of culture is values or lifestyles. However, there has not been much investigation on how teachers and students think about the issues above. Both teachers and students should be asked about their thoughts on some issues on language and culture.

Another issue concerning the teaching of culture in teaching English is the guidance for the teaching process in the classroom. It includes the methodology and resources. It is very difficult to find a uniform of teaching method in teaching culture as well as the resources which will be accepted to many various countries. Furthermore, it is difficult for English teachers to determine when the culture should be taught and which kind of culture to be taught first. Resource is also another problem. Last but not least, the teachers’ proficiency on English culture needs to be considered as well.

The nature of English

It is estimated that there are between two and three billion people speak English all around the world today (Ur, 2009). While there will be more than two billion others are learning English in the next ten years (Graddol, 2007). English as a global language will be more popular in the future. As a global language means that English has to be recognised by all countries in the world (Crystal, 1997). There are two factors that make English become a global language now: the expansion of British colonial power and the emergence of the United States of America as the leading economic power of the 20th century (Crystal, 2003). Phillipson also agrees that English has become a global language because of power. However, he points out that the power comes
from the English language itself. The teaching of English around the world has reinforced the dominance of English as a global language (Phillipson, 1992). He adds that the use of English in almost all of the subjects and topics around the world has made English used worldwide. One example he gave is that the use of English as a language of international relations and media. Because of that English has been spread all over the world.

In addition, Phillipson (1992) argues that the spread of teaching English in the world is another form of imperialism. He claimed that English language is as a tool of imperialism. Therefore, power and ideology is attached in the spread of English language. He also stated that this kind of imperialism can jeopardize the local languages around the world. Graddol (1997) rejects this idea. He argues that English language is not responsible for the extinction of some languages in the world.

On the other hand, Crystal (2003) believes that power and ideology are not part of any language. The spread of English should be linked to the history of the speakers of the language. Crystal gives an example of Latin language in Roman Empire. He argues that the existence of Latin was influenced by the power of the Roman Empire at that time. When the power is gone, the language also disappeared.

The spread of English as a global language will continue in the future since a large number of non-English speaking countries population in the world. Scholars have classified the spread of English around the world into some models. The most popular one is by Kachru (1992). He proposed three circles of World Englishes which was based on the status of English in a country and the history of the English itself.

The first circle is called Inner Circle in which English as a native language. This circle includes the USA, United Kingdom, Ireland, Canada, and New Zealand. The second circle is the Outer Circle. Countries in this circle have made English as an official language in education and government. Mostly, the countries in this circle are colonized by Britain and the USA in Asia and Africa. For example, India, Pakistan, Singapore and some African countries belong to this circle. English is called as a second language. The third circle is the Expanding Circle in which English is recognised as an international language but it is not given as a special status for the country. Countries like China, Japan, Russia, and some many other countries that considered English as a foreign language belong to this circle.

The classification based on the colony and the status of English in a country has left some critiques. Crystal (2003) points out that Canada uses English both as a first and a second language simultaneously. Therefore, the model does not apply to the country. Another critique is from Graddol (2007). He claims that the terms used by Kachru; native, second and foreign language have become blurred now since in some European countries the users of English as a foreign language are more likely the users of English as a second language. He proposes the classification should not be based on the status of English but based on the proficiency of the language users.

Graddol (1997) also points out that there are twenty countries in the world that are doing transition from EFL to ESL. They are Argentina, Belgium, Nepal, United Arab Emirates, etc (see Graddol 1997; p 11)

Therefore, he proposed the other model of World English. Graddol (2007) classified the English users into three different circles in which the first circle is for the native speakers and the second for the high proficiency of English users and the third circle is for the low proficiency users.

Jenkins (2009) also addresses some critiques on the Kachru’s model. She refers to the status of English for some countries in which based on the Kachru’s model. The are some countries belong to Outer Circles but in fact they use English as a second or even as a
first language. For example, the use of English as a language instruction in some schools and universities in European countries and China.

**Some challenges of English as a global language**

The future of English as a world language will be more complex because of some changes in globalisation era. Some scholars agree that English in the next century will still be a world language (Crystal, 2003, Jenkins, 2009, Graddol, 2007). However, they also agree that in the future English will have rivals as an international language. Graddol (2007) points out that Mandarin in the future will attract many countries because of the economic growth of China.

Crystal (2003) says that English as a world language in the future will face some challenges. This because of two issues; internationalism and identity. On one hand, a country wants to be a part of an international community in which it has to learn English for communication. On the other hand, a country still wants to keep its national identity so that it needs to develop its national language. This makes English will be seen as an opportunity as well as a threat for a country.

**Native and non-native speakers**

According to Graddol (1997), there are three types of English speakers; L1, L2, and EFL. L1 belongs to speakers where English as a first language in their country. L2 belongs to speakers where English is a second language and EFL belongs to speakers where English is a foreign language in their country. The term of native speakers in this context is relevant.

However, issue of native English speakers in English as Lingua Franca is not relevant when two speakers from Expanding Circle communicate each other. This is because they have their own English (Jenkins, 2009). Jenkins rejects the idea of Andreasson (1994) in which he states that in the Expanding Circle, the main purpose of learning English is to imitate the native speakers as closely as possible. Native speakers only can be seen as very important when a speaker from Inner Circle communicates to the speakers from the other two circles of Kachru’s model. Besides, it is very difficult to define the term native speakers in English as a foreign language context.

**Standard and non-standard English**

Another big issue on English language is the difference between standard and non-standard English. According to Crystal (2003), Standard English focuses on grammar, vocabulary and orthography (spelling and punctuation). It does not include pronunciation. Standard English cannot show which part of the country it comes from. Crystal gives an example of the use of English in newspapers, TVs and radios. In other words, Standard English is English that can be accepted and understood by all English speaking countries. However, there is no consensus on one Standard English which can be accepted especially by two biggest English speaking countries, USA and UK (Jenkins, 2009).

The Standard English above only accommodate the English language used in Inner Circle or native English speaking countries. This raised an issue of discrimination because English does not belong to certain countries (Jenkins, 2009). As a result, in a country where English is a foreign language (like in Indonesia), the use of the two standards make English teachers and learners confuse because these kinds of two standard English resources are available in the country and there is no consensus about which one is more acceptable.
Conclusion

In this literature review, I have delivered some key issues in English language education. There are some different points of view from scholars on the key issues. However, they also have similar opinions on the importance of teaching some aspects in English language education. As an English teacher, I believe I can get many benefits from the exploration of the key issues above.

References:
Abstract: Reading Comprehension has become the problems among students. These conditions are identified as the students get the difficulties to answer questions based on levels of comprehension. The purpose of this study is to describe the Ninth Graders’ English reading comprehension competences. This study used Case study method with quantitative data and short-answer tasks as the instrument to collect the data. There are twenty-five items from five passages that are divided in two aspects of reading comprehension level, and then each item have own indicator. All students’ answers are data to be described.

Keywords: Comprehension; Reading Comprehension; Competences.

Introduction

English is not only constantly taught with four skills; Listening, Speaking, Reading and Writing, but also with two aspects; Grammar and Vocabulary. The whole of learning English is for making students to communicate in English. In this case, English learning is tended on spoken or written skills. But, the current era discerns that reading is more important than speaking skill. Reading is clearly one of the most important; in fact in many instances around the world people may argue that reading is the most important foreign language skill (Shaw, 2003, p. 89).

Globalization era makes new habitual where a lot of people, especially students are attracted to find information using Internet technology. The transmission of habitual make reading skill in English often should be taught to help students able to follow every parts of the important information that insert English or it is text in full English.

Students’ main purpose learns reading skill is to facilitate them in gaining information as must as they need from the text. In order to get that purpose, they should have good reading skill. Reading skill is not only created by reading technique but also language competence. Less of language competence will make difficulty in gaining the idea or message from reading text. When it is happened, their reading comprehension will be asked in the end of activity. Their final aim to get understanding of reading text will not be achieved.

This study presents points discussing the Ninth Graders’ English Reading Comprehension Competences that has studied about descriptive and recount text, both of texts demand the students to know grammatical, rhetorical and lexical in text types.

Theoretical Review

Basically, the idea of describing the Ninth Graders’ Reading Comprehension and the main problems encountered then can be broken down into two big ideas: Reading Comprehension and Comprehension Competences.
Reading Comprehension

According to Snaw (2002:11) in Mukhroji (2011), reading comprehension is as the process of simultaneously extracting and constructing a meaning through interaction and involvement with written language. He adds that the priority is just on the words “extracting” and “constructing”.

Reading comprehension is included as difficult activity for EFL learners; the students do not just understand a text with known meaning of word by word, but the students can interpret the text beyond what the text printed.

Finally, Comprehension is an active thinking process involving the interaction between reader, text, setting, task, and situation organizer where it can be achieved in the end of the activity with measuring the reader’s ability as EFL learner.

According to Mohammad in Isnaini (2010:13) in Mira (2011, p. 12) there are three standard of comprehension level; First, Literal Comprehension, this level involves surface meaning; the teacher can ask students to find information and ideas that are explicitly stated in the text. It is also appropriate to test vocabulary. Second, Interpretive or referential comprehension, students go beyond what is said and read for deeper meaning. In this level they must be able to read critically and analyze carefully what they have read. And the last, Critical reading, the students should criticize what the text inform or discuss about. They have to evaluate the ideas presented by the writers in the text. Critical evaluation occurs only after students have understood the ideas and information that the writers have presented.

In this research, for the Ninth Graders’ reading comprehension competences of EFL learners use two level of comprehension. The detail of students’ competences should be appropriated with level of comprehension (adaptation from Farr, 1969):

Table 1
The detail of reading comprehension competences based on level

<table>
<thead>
<tr>
<th>No.</th>
<th>Level of Comprehension</th>
<th>Aspect of Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Literal Comprehension (basic reading)</td>
<td>(1) Understanding the meaning of words appropriate of using them within text.</td>
</tr>
<tr>
<td></td>
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<td>(2) Identify the organization of structures and the coherent of them.</td>
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<tr>
<td></td>
<td></td>
<td>(3) Identify the main idea from the text.</td>
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<tr>
<td></td>
<td></td>
<td>(4) Able to answer the question explicitly which exist in the text.</td>
</tr>
<tr>
<td>2.</td>
<td>Interpretive or referential comprehension</td>
<td>(5) Able to answer the question which its answer available within text, although it is expressed with different words.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(6) Able to make inference about the contents of text.</td>
</tr>
</tbody>
</table>
Comprehension Competences

According Richard (1992) Competence is a person’s ability to create and understand sentences, including sentences they have never heard before and it also includes a person’s knowledge of what are and what are not sentences of a particular language.

Concept of this competence is used in this research to analyze the students’ reading comprehension competences. The researcher analyze the students’ knowledge about English and measure how their skills when doing reading activity.

Research Method

The research design used case study method involving two classes as sample at the Ninth Grade that is selected from shaking little note of all classes in the jar. There are class A that consist of 32 students and class C consist of 35 students. The total sample is 67 students. Case study Method is used to describe the Ninth Graders’ reading comprehension competences at SMP N 8 Kota Jambi.

For most parts, the data of the research report were from qualitative data. The quantitative data were analyzed using statistical method and the result is displayed using tables and histograms. There are three parts of Technique of data collection; 1) Instrument of the research are reading comprehension task and in form of short-answer task that consisted of 25 items, 2) Test of specification are two variables; Literal comprehension and Interpretive or referential comprehension, and then there are eight indicator to measure achievement students’ answer of each item, 3) Procedure of assessment used subjective test and analytical scoring rubric of reading comprehension.

Technique of data analysis utilized formula by Surakhmad, (1990) in Musirrati, students’ score was counted by calculating how many correct answer divided with the number of test items and then multiply one hundred. The students’ ability had been categorized by using the following scoring interval (Nurgiantoro, 1989; 363):

<table>
<thead>
<tr>
<th>The interval of percentage of students’ reading comprehension ability</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>85% - 100%</td>
<td>Very Good</td>
</tr>
<tr>
<td>75% - 84%</td>
<td>Good</td>
</tr>
<tr>
<td>60% - 74%</td>
<td>Fair</td>
</tr>
<tr>
<td>40% - 59%</td>
<td>Weak</td>
</tr>
<tr>
<td>0% - 39%</td>
<td>Poor</td>
</tr>
</tbody>
</table>

Findings and Discussion

Based on findings, the Ninth Graders’ reading comprehension competence at SMPN 8 Kota Jambi is classified as fair category with the interval score 60% until 70%. In this part, the researcher describes the analysis on the Ninth Graders’ English reading comprehension competences at SMP N 8 Kota Jambi
Reading comprehension competences of students are gotten from calculated students’ score on appendix 1, Subject Column is as identity of students and Score Column is as students’ score after the test. The average of students’ score is 70.83. It is classified as fair category and it is no wonder, because exist 40 students got score above 60 and under 75. The scoring interval by Nurgiantoro (1989:363) is used to categorize whether the students’ reading comprehension ability are very good, good, fair, weak or poor. If students’ achievements belong to very good, good, or fair categories in comprehending the text, it means the students’ English reading comprehension competences is not concerning.

The result of students’ score indicates that they have fulfilled standard competence as English Foreign language learner on level of Junior High School. It refers to the Eighth Grade’s syllabus curriculum 2006 that is used in this research as guide to design instrument, in which standard competence is that understanding the meaning of simple short functional written and essay text in form of descriptive and recount text.

If students position on fair category mark the purposes of learning have been achieve, although it is not perfect achievement. Moreover, if students’ achievement belongs to weak or poor categories in comprehending the text, it means students have to struggle improving their competences in reading activity whether competences are their knowledge about text type or reading skill. It refers to basic competences on syllabus that students should achieve. In this case, from the research have been found several problems encountered by students in reading activity, the lowest scores that becomes dominant are as less of basic competences toward reading.

The percentages of students that answer correctly for literal comprehension level belong to good category. It is shown in average correct answer of students’ achievement 75.92%.

It means the Ninth Graders’ literal comprehension competences at SMP N 8 Kota Jambi are not concerning, and then students can find explicit information (detail information) and factual information on descriptive and recount text in instrument of this research. Good category in here means that the Ninth graders’ literal comprehension level have achieved standard competences on Junior High School syllabus that students should have as English Foreign Language Learner.

While, the percentages of students that answer correctly for interpretive or referential comprehension level belong to fair category with average correct answer of students’ achievement 64.64%. It is enough concerning to one of indicators in interpretive comprehension level.

It is drop score on indicator 6 that student should able to response the author’s meaning, feeling and attitude in the text. Generally, on this level, students should find main idea, implicit information and inference word on the text. It also refers to the Eighth Grade’s syllabus stated one of basic competences is students able to response the meaning and rhetoric steps in simple short essay and written as accuracy, clear and related with surrounding live in form of descriptive and recount text.

In instrument, indicator 6 refers to questions number; 6th, 19th, and 21st. Based on findings, all of questions on indicator 6 have low percentage of students’ answer that are under 50% of achievement. The problem here, students should remember previous
knowledge about text types that have been taught in the Eighth Grade, it is not just knowing text type but also knowing the characteristic of language feature and communicative purposes.

**Conclusions and Suggestions**

The researcher concludes that; first, generally, the Ninth Graders’ reading comprehension competences at SMPN 8 Kota Jambi are classified as fair category with average of all students’ scores 70.83. This conclusion is based on statistical calculation on appendix 6 that have been explained in finding. Second, the percentage of students that answer correctly for literal comprehension level belongs to good category. It is shown in students’ achievement of 75.92% correct answer.

Therefore, students have to improve their reading comprehension competence for interpretive or referential comprehension level that belongs to fair category. It is based on the percentage of students’ achievement are 64.64% correct answer. It is drop on indicator 6 that students should able to rewrite the author’s meaning, feeling and attitude in the text.

**References**


APPENDIX 1. The Result of the test

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>SCORE</th>
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Abstract: Learning a second or foreign language is always bring benefit in the practice of a profession especially for education. This becomes imperative for people to learn English as it is dominantly used in worldwide. It is, therefore, the responsibility of educators and educational institutions to make learning English possible and pleasurable for all students. For this reason, classroom management can take a necessary role which is regarded as a set of strategies to ensure a productive, harmonious learning environment to facilitate effective and efficient instruction especially in English. This approach is also well known as fundamental thing for planning and organizing classroom activities and environment, sources for material, monitoring students behavior, and solution for problems. The most important notions of classroom management in English teaching are to foster student engagement and cooperation for all classroom activities and establish a productive work environment to Increase student achievement. To achieve the goal of classroom management, the English instructor should be able to employ different teaching scenarios and activities that will sustain the interest of the students. The teacher should also be creative enough in using various teaching tools to allow the students to have auditory, visual, kinesthetic and tactile experiences in which they can identify using the English language. However the practise of classroom management in English teaching is still experience challenges that need to be essentially highlighted for all instructors to find solution. This paper provides a wide range of classroom management concept, aspect and strategies to promote an effective English teaching. The role of instructors and their management style in coping with the problems in applying this approach is also described in the following discussion.

Keywords: Classroom Management; English Teaching

Introduction

English has been formally taught in Indonesian since school grade to academic level. Unfortunately students still find English hard to use in communication. Some question might be about why teaching English in Indonesia is not effective yet to preparing students to communicate actively for both verbal and oral? why does English still not yet engage them in the classroom practise.

In classical traditional teaching system in Indonesia, instructors’ teaching skill is seen as core factor to reach success in English teaching and learning. Professional instructors are able to promote students to be skillful students in mastering subject. Besides the ability of instructor to organize classroom and manage behaviour of students is critical to gain positive English teaching and learning outcomes. However, In English classroom practise, students often find English hard and do not think they can learn it so they hide their lack of confidence behind an excuse of misbehaviour. They also experience on behaviour problems such as disrupting the class for others and think that the teacher does not like him or her. Furthermore students sometimes feel that they are not motivated to be good because they are never praised when they are well behaved.
These problems become a responsibility of instructors to find alternatives which incorporate the essential features of classroom organization, management and discipline as well as provide information to help instructor to establish effective classroom management systems. These alternatives can be accomplished through planning and addressing decisions instructors must make in the typical classroom such as choosing rules and procedures, planning and conducting instruction, maintaining appropriate behavior, using good communication skills and dealing with problem behavior. For those reasonable reasons, it is needed to provide an essential foundation for effective classroom management as a heart of teaching and learning in school setting.

Discussion

The Classroom Management Concept and Approach

Teachers agree that classroom management is an important aspect of successful teaching and the concept of classroom management is operating in their own classrooms. Teachers asked to define classroom management in one word have given the following responses: discipline, control, and consequences. For this reason, classroom management means how the teacher works, how the class works, how the teacher and students work together, and how teaching and learning happen. For students, classroom management means having some control in how the class operates and understanding clearly the way the teacher and students are to interact with each other. For both teachers and students, classroom management is not a condition but a process.

Classroom management is also defined as a process of organizing and conducting the business of the classroom. Many perceive it as the preservation of order through teacher control. Classroom management is much more than that, however. It also involves the establishment and maintenance of the classroom environment so that educational goals can be accomplished. To apply this concept into real classroom practice, effective classroom managers should create orderly, safe environments where students feel valued and comfortable in every stage of teaching and learning. Besides, they should be able to strategically arrange classroom space to support a variety of independent, small and large group activities.

Classroom Environment as the Aspect of Classroom Management

The physical and atmosphere of the classroom environment will influence students’ learning motivation, participation, and involvement in classroom activities (Mayer, 2000). The teachers will need some time to organize and accommodate classroom environment for the various classroom activities. In arranging the physical condition of classroom, the teachers should consider their thoughtful, organized and flexible decisions. According to Allen & Hessick (2011), there are some parts of classroom environment: spatial environment, visual environment, acoustics environment, thermal environment, and living kinds.

Spatial Environment: In spatial environment, there are classroom space and furnitures, seating arrangement, and density of classroom. All elements will effect students’ learning motivation, achievement and their behavior on it

Visual Environment: The parts of it are lighting, classroom color, and personal display. These aspects bring affect on students psychological and learning achievement.

Acoustic Environment: the issue of noise in the classroom; external and internal noises. Teachers and students have different responses of acoustic condition. Some of them will feel uncomfortable and difficult to focus to do their work but the others still can focuses although many noises disturb them.
Thermal Environment: classroom temperature. It also will affect students’ concentration in learning. The classroom with hot or high temperature decreased students’ performance and their concentration in doing tasks.

Another aspect of classroom management can be seen from the following table stated by Mayer (2000) quoted in Izuno (2015)

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Organization of The Physical Environment</td>
<td>It influences students’ learning, participation, and involvement in classroom activities.</td>
</tr>
<tr>
<td>2.</td>
<td>Classroom Routines and Procedures</td>
<td>It is defined about classroom activities, coursework, and procedures during the class.</td>
</tr>
<tr>
<td>3.</td>
<td>Classroom Rules</td>
<td>Teachers have to give clear explanation about the rules so the students will obey it and they know the use of it. It will make classroom activities run well.</td>
</tr>
<tr>
<td>4.</td>
<td>A Framework for Implementing Behavior Management Intervention</td>
<td>It use for anticipating and preventing classroom behavior problems and the solutions to solve it.</td>
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The Role of Instructor and Classroom Management Planning

A well-organized classroom will make the students know how to effectively work as an individual and with peers, active in learning and understand their role as student. The teachers have to be focused on minimizing disruptions and fostering an enjoyable environment where the students can learn. Further, Borko & Putnam (1995:41) in Kathleen (2010:2) stated that a good teacher will know how to make classroom rules and procedures, organizing group activities, monitoring students’ activities, and reacting to misbehavior. The teachers should have strategies to create and maintain an effective learning environment, control the students’ behavior and their discipline. In classroom management, establishing a good relationship between teachers and students, and communicate expectations regarding to procedures are important (Bowers, 2009). According to him, there are three aspects of classroom management to decrease students misbehavior.

Personal Relationship Building is a foundation aspect of classroom management. A good relationship between teachers and students is important because the students will learn with willingness and motivated to learn with teachers that they love.

Communicating Expectation is the teachers role to inform their students about everything regarding to classroom routines and procedures that they expect their students to do. So, the students will know what they can do and what they can not do.

Using Time and Space is the teachers role to tell the students use the time productively. In classroom activity, the teachers can lead students so they will do the activities effectively and the relatingssing among teachers and students are good.

In addition to this point, (Donal : 2000 ) emphasized several effective management planning for teachers to create a better learning environment:

Reflecting students’ development needs. A process of appropriate teaching, classroom management need to consider for students’ development level. The goal of classroom management in this case has to be reflected the needs of students of different level.
Creating a physical environment. The physical space of a classroom is managed as the teacher prepares for the students. There are two spaces called physical and cognitif space: Physical space is defined as creating an environment conducive to concentration to get attractive sights, relaxing sounds, and good ventilation. It is creating a place where all feel comfortable and nice. Cognitive space is seen as a process of creating a motivational climate.

Creating teaching and maintaining rules and procedure. One of the first application of effective classroom management begins with the establishing of classroom rules on the first day of school. In planning procedure and rules of it, the teachers have consider the students’ characterisctic and physical environment.

Effectively managing classroom activities. Effective teachers should conduct students using some teaching methods; show how to cope effectively with overlapping situation, maintain smoothness and continuity in lesson and engage students in a variety of challenging activities.

Students’ Sensory Learning Style

There are three major sensory learning styles called visual, auditory, and tactile/kinesthetic.

Some students learn more rapidly when taught through one or more of these modalities. As materials are presented in the classroom using visual, auditory, or tactile/kinesthetic methods, instructors have to note how different students in the classroom grasp the concepts under the various conditions. Such observation will help determine the best means of teaching various students in the classroom. Generally, a combination of these modalities will be successful with more students than just relying on one or two modalities. This strategy can also encourage students to strengthen an area that may not be a preference.

There are various instructional activities under sensory learning style as it is noted by (Christoper : 2004)

Visual (Learn by Seeing.)
- Displaying key concepts (charts, tables, bulletin boards) and use visual practice activities.
- Developing or using visual support materials such as pictures, flash cards, outlines, films, TV and Provide directions in written form.

Auditory (Learn by Listening.)
- Verbalizing information (lectures, verbal instructions, verbal questions, discussion groups) and use other auditory approaches (tape recorders, group readings).

Tactile/Kinesthetic (Learn by Doing.)
- Encouraging movement (centers, work groups) and provide hands-on activities (touch, move, construct).
- Empowering creativity of students to develop own bulletin boards, notebooks, and/or calendars).

Conclusion

Classroom management is a fundamental thing for classroom activities. The teachers should have planning to manage their classroom that involves planning for organizing classroom activities and environment, sources for material, monitoring students behavior, and solution for problems. It facilitates teachers with clear explanation about content of materials and methodology for classroom activities which It is regarded as a key to develop effective teaching and learning activities. In this case, teachers have to
know how to create a good classroom environment, make a well plan for routines and procedures, and make appropriate rules for their students to be discipline. It is used for making teaching and learning activities run well and the goals of it are reached. The teachers can observe other teachers while they are teaching so they can know how to manage their classroom. However, the application classroom management in teaching English still experience challenges, Thus further research on this concerned topic is highly needed.

**Reference**


Izuno Anata P. (2015) *The Challenges On Classroom Management Faced By English Teachers At One Of Junior High Schools In Jambi City*.