IMPROVING STUDENTS' READING COMPREHENSION BY USING SQ3R METHOD

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ABSTRACT

In this research, the writer used an action research. For collecting the data, the writer used test and observation. The data sources are the 11 th grade of MA. Mutmainah Bogor which consists of 38 students and an English Teacher as the observer. Cycle I consists of planning, action, observation and reflection. Cycle II added by the revision of cycle I. Based on the results of the research, in cycle I the percentage of students who achieved Minimum Accomplishment Criteria (MAC) 75 was 63%. In other words, 24 students had achieved Minimum Accomplishment Criteria (MAC), while 14 students had not reached MAC. In cycle II, all of students have reached Minimum Accomplishment Criteria (MAC). The result showed, in cycle II all of the students could comprehend the text and determine the main idea and reached Minimum Accomplishment Criteria (MAC) in reading it is 75. Thus, the hypothesis in this research is acceptable. It means, there is a significant improving in using SQ3R to increase the students' reading comprehension at the 11th grade of MA. Mutmainah Bogor. Therefore, the research was discontinued on the second cycle.

Key Words: classroom action research, SQ3R, students' reading comprehension

ABSTRAK

Dalam penelitian ini, penulis menggunakan penelitian tindakan, sedangkan teknik dan pengumpulan data menggunakan tes dan observasi. Sumber data penelitian siswa kelas 11 Madrasah Aliyah Mutmainah Bogor berjumlah 38 siswa. Penelitian ini menggunakan penelitian tindakan.Siklus I : perencanaan, tindakan, pengamatan, dan refleksi. Siklus II ditambahkan hasil perbaikan dari siklus I. Berdasarkan hasil penelitian, pada siklus I persentase siswa yang memperoleh KKM 75 yaitu 63%. Dengan kata lain, 24 siswa telah memenuhi KKM, sedangkan sisanya 14 siswa belum mencapai KKM. Pada siklus II semua siswa (100%) telah mencapai KKM. Hasil penelitian menunjukan bahwa setelah siklus II semua siswa sudah mampu memahami dan menetukan ide pokok suatu teks dengan baik dan memperoleh nilai reading di atas KKM yaitu 75. Dengan demikian, hipotesis penelitian ini diterima, artinya terdapat peningkatan yang positif penggunaan metode SQ3R terhadap pemahaman bacaan siswa kelas XI IPS I MA Mutmainah Bogor. Oleh karena itu, penelitian dihentikan pada siklus II.Maka bisa diberikan kesimpulan: metode SQ3R mampu meningkatkan kemampuan reading comprehension siswa.

Kata kunci: penelitian tindakan kelas, SQ3R, pemahaman bacaan siswa

INTRODUCTION

The ability of reading is another capability that must be achieved as the goals of teaching English besides listening, speaking, and writing. Reading gives a great influence for our life because we are able to find knowledges that are written in many books. But it is very complicated or complex, because it is an activity carried out under the cooperation of several skills, as observing, understanding, and thinking that can support these skills, and it also depends on the language skills and the level of reasoning. The aim of reading comprehension is to understand or to comprehend the message contained in a text.

Based on pre-observation done by the writer, teaching reading process at the eleventh grade students have some obstacles. They are; the students feel difficult in comprehending the text as whole. For example, in answering the questions related to the text and finding the main idea of each paragraph in the text. It is because the learning method used in teaching reading was not oriented to the students, it means the students tend to be passive in reading learning process. In other words, the learning method must involve the students in learning process. These problems are related to the research on reading comprehension has been done previously by Ginanjar (2011:3), he concludes that, "One of the difficulties in reading text is determaining the main idea. This case can make the students less confident, and surrender before catching the main idea". It means that one of the students' difficulties in reading text is in determining the main idea in a paragraph of the text. This problem can make students less confident and easy to give up in finding the main idea of a paragraph in a text.

These anxieties are one of the students' troubles in reading learning process and requires the attention of an interested parties, especially for the teachers.

SQ3R is a strategy used for studying of the texts or documents, firstly by understanding the text, and build a mental framework into the facts that can be applied. This method was introduced firstly by Francis P. Robinson from the University of Ohio, USA, in 1941. The results of students' learning by using SQ3R can be expected to be more satisfied because SQ3R method can make students to be active readers and focused directly to the essence or the contents of implicit and explicit subject in the text.

In this method the first step is to read on the surface of the all items in the text reading and find out how the text is organized (Survey), and then compiling the questions will be answered from the text (Question), started by reading the material with the objectives and questions that had been developed (read), then students recall the information what is learned and spoken, or make a small note of the important points to remember more (Recite), and finally review the material read before to ensure and to remember what was read (Review).

There are some steps of SQ3R method, according to Tarigan (2008: 35),

1) Survey

Siswa membaca topik utama, judul, kalimat permulaan dan ringkasan suatu bab.

2) Question

Siswa mengajukan pertanyaan pada diri sendiri untuk setiap pasal yang ada pada bacaan.

3) Read

Siswa membaca bacaan untuk menemukan jawaban atas pertanyaan mereka.

4) Recite

Setelah selesai membaca, siswa mencoba mengingat kembali apa yang telah dibaca dan meneliti segala apa yang telah diperoleh dan membuat catatan tentang isi bacaan.

5) Review

Siswa membaca kembali catatan tentang isi bacaan yang telah dibuat. Dan jika diperlukan, ulang kembali seluruh isi bacaan.

It means the steps of SQ3R are:

1) Survey

Students begin by reading the main topic, title, headings and chapter summary.

2) Question

The students make questions based on the text.

3) Read

The students read the text actively and try to find the answer of the previous questions.

4) Recite

The students recall the information learnt and make a brief note of the contents of the text.

5) Review

The Students re-read the brief note that has been created. If it is necessary, repeat the entire contents of the text.

It can be concluded that SQ3R method has specific stages in comprehending reading text that applied in reading process, they are; survey, question, read, recite and review.

Based on the reasons above, the writer conducts the research entitled, "Improving Students' Reading Comprehension by Using SQ3R Method (An Action Research at the 11 th Grade of *MA* Mutmainnah Bogor)."

METHOD

In this research, the writer uses action research method. As said by Arikunto (2006:90) that the action research is the solving problem strategies which takes the benefits of a real action in the form of development process "tried by running" in detecting and solving the problem.

To get the data needed in this research, the writer uses test and observation. Test is an instrument to measure something. Observation is an investigating process appeared on research object.

The research instrument chosen by the writer is test (objective test) and observation sheet in the checklist item form.

a. Data and Data Resources

The action research has two kinds of data that must be analyzed by the researcher. They are the quantitative data are obtained through test given by the writer in each cycle and the qualitative data are observation results about the process in teaching learning.

The data sources of this research are the 11th grade students of MA. Mutmainnah Bogor consist of 38 students and an observer, he is an English teacher at MA Mutmainnah Bogor.

b. Research Design

In action research, there are four stages, they are planning, action, observation, and reflection. In conducting this research, the writer uses the action research model of Kemmis and Mc Tagart as quoted by Arikunto (2010:132),
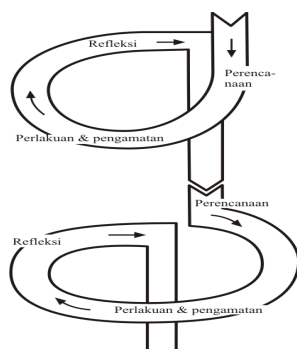
Figure 1
Model of Action Research

d. The Research Steps

The steps of research are taken by the writer, as said by Sanjaya (2017), as follows;

1. Observing previous reading comprehension.
2. Planning the action, constructing the lesson plan.
3. Implementing the action.
4. Observing the implementation of treatment.
5. Giving the reflection for the results of the observation.
6. Analyzing the results and classified them quantitatively.
7. Constructing the lesson plan.
8. Implementing the action.
9. Observing the implementaion of treatment.
10. Observing the implementaion of treatment.
11. Analyzing the results and classified them quantitatively.

Teaching learning process of reading using SQ3R method is successful if all of the students' scores 100% reach equal or over the MAC (Minimum Accomplishment Criteria) 75.

RESULTS AND DISCUSSION

After applying SQ3R method in teaching reading comprehension, the result shows that there is an improvement of students reading comprehension. It is proven from the progress of students' reading achievement. From the cycle I, there are 24 students or 63% who achieve over Minimum Accomplishment Criteria (MAC) 75. In the cycle II, there are 38 students or 100% who have achieve over Minimum Accomplishment Criteria (MAC) 75.

There is an improvement of students' reading comprehension using SQ3R method. The writer gets the data both from the test result and the observation result from the cycle I and II. Based on the research results above, the writer knows some problems found by the readers in reading comprehension. Most of them are confused to determain the main idea and applicating SQ3R method in reading text. All of the students achieve Minimum Accomplisment Criteria (MAC).

Based on the research result, it is clearly that SQ3R implementation method can improve the reading comprehension of the students. By using this method, students begin by reading the main topic, title, headings and chapter summary (survey), make questions based on the text (question), read the text actively and try to find the answer of the previous questions (read), recall the information learnt and rewrite the contents of the text (recite), students re-read the brief note that has been created. If it is necessary, repeat the entire contents of the text.

As said by Syah (2009) that the results of students' learning by using SQ3R can be expected to be more satisfactory because SQ3R method can make students to be an active reader and focused directly to the essence of implicit and explicit contents of the subject in the text.

According to Akhmad and Mulyati (1997), "*Metode ini memungkinkan para siswa untuk belajar secara sitematis dengan bantuan langkah-langkah kerja yang tepat dan efisien*." It means, that through the use of SQ3R, students can improve their reading efficiency. In teaching reading process, SQ3R method provides students with a systematic and efficient method. In this way, students are expected to be an active reader.

Based on the data above, the writer concludes that the 11 [th] [grade] students of MA. Mutmainnah Bogor get development in their English learning. The writer assumes that the English teacher can use SQ3R method for increasing reading comprehension of the students.

CONCLUSION

To conduct this research, the writer used the clasroom action research. There are four stages in the implementation of the action research, they are planning, action, observation, and reflection. The aim of the research is to find out the improvement of students' reading comprehension using SQ3R method. The research is successful if all students can reach KKM ≥ 75. The result of the research are presented as follows:

Cycle 1

In the end of the learning process at the cycle 1, the teacher gave a post test to measure students' reading comprehension. The result of test will be used as the data to determine need or no cycle II is conducted.

Based on the data the total numbers of the students achieving *KKM* (75) are 24 from 38 students. It means that there are 14 students who do not get the score over *KKM*. Thus, the percentage of the students achieving *KKM* is as follows:

$$P = \frac{n}{N} x100\%$$

$$P = \frac{24}{38} x100\%$$

$$P = 63\%$$

The Result of the reflection at the cycle I shows that teacher role in learning process should be revised. The revision should be done without ignoring the elements of learning process.

Cycle II

The presentation of students' Achievement in getting *KKM* at the cycle II can be shown in the result below:

$$P = \frac{n}{N} x100\%$$

$$P = \frac{38}{38} x100\%$$

$$P = 100\%$$

Based on the result of the action process, the writer got the significant progress. In cycle I there are just 24 students who reach *KKM* or 63% from all students. In cycle II all of students have reached *KKM* or the percentage reach 100%. It means the action hypothesis of this research "using SQ3R method can improve the students' reading comprehension at the eleventh grade of *MA* Mutmainah Bogor " is accepted. Based on the result, the writer and the observer made decision that the research should be stopped until cycle II.

After analyzing the data, it concluded that SQ3R method has positive influence on the students' reading comprehension. By using SQ3R method, the students' reading activity becomes more attractive and interesting, and teaching learning process is not boring and monotonous. In cycle I there are 63% students who reach MAC. Meanwhile, at the cycle II all of the students have reached MAC. It

indicates that the students' learning accomplishment is successful, and it doesn't need to be continued to the cycle III.

It means that SQ3R method is very useful and appropriately method to use in teaching reading. SQ3R is proven can increase reading comprehension of the students.

Finally, the writer concludes from the research result shows that the use of SQ3R method in teaching reading can increase reading comprehension of the students effectively. It has been proven from the test and the observation result.

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USING GRAPHIC ORGANIZER AS A MEDIA IN STUDENTS' WRITING PROJECT

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ABSTRACT

Picture tells a thousand words. It is important that teachers help the students to organize their writing which are learnt to build and enhance their writing skill. Graphic organizer is a great creative media for comparing and contrasting text or story and will be used easily in every kind of topic to help the pupils know the various distinctions between the texts or stories. Beside that aim, graphic organizer also helps the students to organize their writing skill and enhance their writing skill well. Graphic organizer is considered to enhance student's writing skill, also expresses the students creativity by using all kind of texts, images and graphics, so the research hyad the observation and carried by descriptive research method. By implementing the strategy of using graphic organizer in students's writing project, teachers will hopefully get the insight of using creative media to enhance students" writing skill.

Key words: graphic organizers, media, writing

ABSTRAK

Gambar menceritakan segalanya. Hal penting bahwa guru dapat membantu para siswanya dalam menyusun penulisan yang dipelajari mereka untuk membangun dan mengembangkan ketrampilan menulis mereka. Graphic organizer adalah media kreatif yang hebat untuk mengkontraskan dan membandingkan teks atau cerita dan dapat dengan mudah diterapkan dalam berbagai topik untuk membantu mereka memahami perbedaan dalam teks atau cerita. Selain tujuan tersebut, media ini pun membantu para siswa menyusun dengan baik teks atau cerita dengan baik. Graphic organizer dipertimbangkan sebagai salah satu media dalam mengembangkan penulisan siswa, karena para siswa dapat menungkapkan kreatifitas menulis mereka dengan menggunakan teks, gambar maupun grafik. Oleh sebab itu penelitian ini menggunakan metode pengamatan dan metode deskriptif. Dengan menerapkan penggunaan media graphic organizer dalam proyek penulisan siswa, guru diharapkan mendapat pemahaman yang baik dengan menggunakan media yang kreatif dalam mengembangkan keterampilan menulis siswa.

Kata kunci: graphic organizers, media, menulis

INTRODUCTION

Choice of topic and activity is at the heart of writing lessons, more so the suitable great media is needed to support the activity and also the method. In some activities we need to supply different method, strategy, media or variations on the activity to dig the creativity of the students' idea to write.

Writing skill as one of skills that needs to be improved and practiced. Through writing the students can express their ideas and thoughts into written form. The ability of the teachers in motivating and encouraging the students to be familiar and do more practice in writing are very needed in enhance their writing skilll. Methodology in Language Teaching are four steps of basic writing, they are; planning, drafting, revising, and editing (Richards, 2002).

Planning (pre-writing) is a learning process in the classroom that enhance students' writing skill. It helps thoughts to grow well. The learning experiences include group brainstorming, clustering, rapid free writing, Wh-questions. Some difficult things in writing activity, as giving an easy brainstorm, identify the idea, or how to organize the idea and the concept, are some ways of writing process which is encourage us as the teacher to design it well for the students.

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When the teachers ask them to do the materials for the writing project, they usually stuck in the traditional way of teacher'textbook. The students are difficult to understand the text pattern, the idea by using the vocabularies and the concept of how to make the whole ideas to be more sense from explicit or implicit ideas. They are faced of the conclusive question of the core implication from the text or the content.

The students also faced the fact of some challenges in comprehending and organizing information from the text. Based on some challenges students faced above, this is where the graphic organizer comes to solve the problems. A Graphic Organizer (GO) is quite a creative media expresses the text concepts. It is an instructional tool that can help students to organize, structured the information and concepts to relate with the other concepts. In addition, the spatial arrangement of GOs allows the students to identify the missing information or absent connections in one's strategic thinking (Zaini, Mokhtar, & Nawawi, 2010). A simple and widespread definition is that GOs are "visual representation of information in the text" (Jiang & Grabe in Manoli, 2012:34).

Graphic organizers have been sorted into four categories according to the interrelatedness of information to be presented in a particular graphic organizer (Ermis, Struble in Condidorio (2010). These categories include conceptual, hierarchical, cyclical, and sequential.

In short, graphic organizer presents concept of text, graphics, graph visually help students to understand the concept, using their creativity to express their ideas of the information which they got from the text easily. They use graphic organizer in visual display with the various types of graphic organizer to organize the information of the text differently based on the type of the graphic organizer and the topic of the text. The aimed to do this research so that the students can get great advantages by

using graphic organizers. They are: 1. The students are challenging to express their creativity. 2. They like to write creatively by using images and graph.3. graphic organizers help them to enhance and enrich their various ways to write.4. They are having fun to do and enhance their imaginative process.

There are several types of graphic organizer. Some examples include cognitive maps, story map, venn diagrams, semantic map, concept map (Manoli, 2012).

According to literature, a variety of terms is used to refer to GOs, such as visual displays, graphic (al) displays/representations, graphics, tree diagrams, structured over-views, network representations, adjunct displays/aids to name some of the most common (Manoli, 2012).

Using the media of graphic organizers to enhance students writing skill in their writing projects are enrich their ideas to create kinds of type of text creatively. Graphic organizers also increase the comprehension of text pattern. They guide the students to demonstrate the students' thinking process, easy to identify and classify the information as well.

There are a lot of definitions of media. According to Smaldino, Lowther, and Russell in Mantiri (2014), media, the plural form of medium, are means of communication. In addition, they state that media are anything that carries information between a source and a receiver. It means that in teaching and learning process, teachers can explain the materials using the learning media in a more concrete way.

Media are various components in learners' environment which support the learners learn (Wanarti, et. al., 2016) Briggs in Asyhar, 2012 argues that the media are as the physical things which are used to send messages to students as stimulation for them. A little beat differences from the opinions of the two experts, The National Education Association defines that media are the forms of communication either printed or audiovisual.

There are various kinds of media, but visual aids are the appropriate media for learners, particularly young learners. The visual aids which are commonly used for teaching English are pictures, really or real objects, drawings or teacher-made drawings charts, posters, cartoons, and flash cards. Whatever the definitions of media are, there is a guideline which can be stated about media. Media is anything used to send message(s) from the sender(s) to the receiver(s), so it can be aroused the learners' thought, feeling, and interest to gear the students' learning (Sadiman, dkk., 2011).

Mass media consists of the various means by which information reaches large numbers of people, such as television, radio, movies, newspapers, and the Internet. Print media help us to motivate students by bringing a slice of real life into the classroom and by presenting language in its more complete communicative context (Mansoor & Saeedeh, 2013). Media can also provide a density of information and richness of cultural input not otherwise possible in the classroom, they can help students process information and free the teacher from excessive explanation, and they can provide contextualization and a solid point of departure for classroom activities. The following statements summarize the rational for using media in the language classroom (Mansoor & Saeedeh, 2013):

1) Given the role media play in the world outside the classroom, students expect to find media inside the

classroom as well. Media thus serve as an important motivator in the language teaching process.

2) Media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world.

3) Since the learning styles of students differ (Oxford, 1990; Reid, 1987; Skehan, 1980; Wenden & Rubin, 1987), media provide us with a way of addressing the needs of both visual and auditory learners.

4) The role that input plays in language learning is virtually uncontested (Krashen in Mansoor & Saeedeh, 2013). By bringing media into the classroom, teachers can expose their students to multiple input sources. Thus, while decreasing the risk of the students' becoming dependent on their teacher's dialect or idiolect, they can also enrich their language learning experiences.

5) With references to schema theory (Schank & Abelson in Mansoor & Saeedeh, 2013), which proposes that we approach new information by scanning our memory banks for related knowledge, media can help students call up existing schemata and therefore maximize their use of prior background knowledge in the language learning process.

The definitions of writing are variously stated by some experts. According to Elbow in Brown (2001) also says that writing is a two-step process. He also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release.

The first process is figuring out the meaning and the second process is putting the meaning into language. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages (Ariyanti & Qomar, 2016). Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer in Ariyanti & Qomar (2016) states that writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. This activity will provoke language development because the students resolve problems what writing puts in students' minds.

Based on the definitions above, writing is a productive process done through some stages. Firstly, exploring and transmitting ideas, thought and feeling into written form. Secondly, conducting a number of revising process to carry out a grammatically and orderly texts. The writing productions are in the forms of readable texts which should be meaningful to everyone who read the writing.

Types of writing activities to perform writing should be based on the students' level and capacity. There are five major categories of classroom writing performance as affirmed by Brown (2001) as follows:

1) Imitative, or writing down This type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code.

2) Intensive, or controlled This intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure through out.

3) Self-writing The most salient instance of this category in classroom is note-taking by the students. Diary or journal writing also falls into this category.

4) Display writing For all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques.

5) Real Writing Some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

METHOD

This research is conducted qualitative method descriptively. Descriptive research, according to Gay (2000) and Airasian (2000) is a discipline in determining and describing the way things are. This study used classroom action research by observing the students' writing projects. Having writing tests using Graphic organizer is also shown by the students in writing tests process. The subject and object of research is taken through the writing projects. The entire data are taken from 65 respondents from two classes. The respondents are the students from English Education Department of Indraprasta PGRI University in third semester for samples.

RESULTS AND DISCUSSION

Based on the results of observations were have done by the author, the various types of graphic organizers are used in the students's writing projects creativily and different point of view. They have experienced a basic writing lesson in various activities. The students enhanced the selecting graphics, the graph relevant with the content or the text.

Here is the table which is describe students'projects using graphic organizers.

No	Projects Assignments	Learning Materials	Skills	Graphic Organizers
1	Setting Your Goal	Using Phrases	Collaboration and Creativity	Kinds of graphics based on students'goals
2	Share The Ideas	Using specific vocabularies/ collocation	creativity	Various Mind Mapping
3	Digital Learning vs Manuaal Learning Comparisson	Phrases& Phrasal Verbs	Critical Thinking	Venn Diagram
4	Note Taker	Phrase &Simple sentence	Creativity	Mind Mapping of the list
5	Fact& Fiction	Phrase &Simple sentence	Critical Thinking	Venn Diagram
6	What is The Story	Analysis the content of the story	Critical Thinking	Fish Bone
7	Create a story	Essay	Creativity, critical thinking, collaboration	Hamburger writing picture/ story map
8	Wonderful Idiom	Idiom	Creativity/	Graphic organizers

Table 1.
Student's Project Using Graphic Organizers

The Activities of the learning writing skill can create some amazing skills from the students , such as creativity, how students use the media of graphic organizers to design and develop their ideas using kinds of graphis. Beside that, students use multiple resources to plan, design, and decide the graphics based on the ideas they have. Here is the example of how

students develop their ideas using graphic organizers:
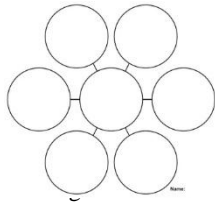
The picture above describes students develop their ideas and knows how to relate the ideas of their setting goal plan with the concept of the goals. Picture describes students project of sharing their ideas. Using the graphic organizers helps them to lear the phrases andalso the collocation eaasily and creativily. They use various kinds of graphic design as interesting as they feel.

Figure 2

Students also apply critical thinking by identify the similar and the difference based on the topic of the projects given. They organize the finding of the topic by putting the things which are similar and the things which are different. Here is the picture of venn diagram to show the project.
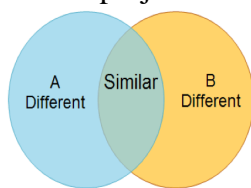

Figure 3

Creating a story needs a comprehension to plan the outline first and later to write a good story. So, the creative media is needed to develop their creative mind to dig and pour it into the creative story. Here is one of the graphic organizer used by the students to create their writing project, shown in figure. 4
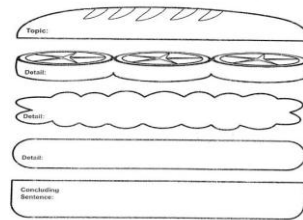
Based on the table and the picture samples above, it can be concluded that students ' writing projects are effective use to teach the students to write well. The graphic organizer specificallyenables media that facilitates collaborative the lesson, expand the students' ideas and their critical thinking.

CONCLUSION

For our students, learning writing skill can be amazing experience , it can't be monotonous routine. The projects implemented in a fun , creative and meaningful way. Teachers can use many various graphic organizers to explain the learning material effectively.

Using words, phrases, and sentences about the projects and illustrate them in graphic organizer are interesting and understandable well. The teachers assigned the projects creatively to dig the students creativity are really great pedagogical learning process.

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TRANSLATION METHODS AND PROCEDURES IN BILINGUAL STORYBOOKS

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ABSTRACT

This research is aimed at finding the procedures and method of three bilingual storybooks. The research method used is descriptive qualitative with content analysis. Based on the theory of Newmark about translation method and procedures, it is found that the frequently used procedures are literal, modulation, shift, addition and reduction. The translation on the first book indicated that the translator uses shift modulation, couplet, cultural equivalent, addition. In the second book, the procedures used are literal, addition, modulation, reduction, transference, expansion and couplet. Whilst, in the third book, there couplet, literal, addition, reduction, modulation, cultural equivalent, shift, synonymy, expansion procedures are found. On the other hand, the most dominant procedure used is literal and the translation method used is semantic translation. The method shows the translation orientation of the translators.

Keywords: translation procedures, translation method, Newmark, bilingual storybooks

ABSTRAK

Penelitian ini bertujuan untuk menemukan prosedur dan metode dari tiga buku cerita dwi bahasa. Metode penelitian yang digunakan adalah deskriptif kualitatif dengan analisis isi. Berdasarkan teori Newmark tentang metode dan prosedur penerjemahan, ditemukan bahwa prosedur yang sering digunakan adalah literal, modulasi, pergeseran, penambahan dan pengurangan. Terjemahan pada buku pertama menunjukkan bahwa penerjemah menggunakan pergeseran modulasi, bait, penyetaraan budaya, penambahan. Dalam buku kedua, prosedur yang digunakan adalah literal, penambahan, modulasi, reduksi, transferensi, ekspansi dan penggandengan. Sementara itu, di buku ketiga, ada bait, literal, penambahan, pengurangan, modulasi, penyerataan budaya, pergeseran, sinonim, prosedur ekspansi ditemukan. Disisi lain, prosedur yang paling dominan digunakan adalah literal dan metode penerjemahan yang digunakan adalah terjemahan semantik. Metode ini menunjukkan orientasi terjemahan para penerjemah.

Kata kunci: prosedur penerjemahan, metode penerjemahan, Newmark, buku cerita dwi bahasa

INTRODUCTION

Along with the more blended people living in one place and more mobile people from one place to another, communication is getting more complex and complicated. Therefore, international languages such as English, Chinese and Arabic are used to be the bridge of communication. For this reason, too, many people realize that they have to prepare themselves and their children with one or more international language(s).

As a type of books, bilingual storybook has a function to entertain. By sending the message through its plot added with the ingredients of joy, sad dramatic and/action scenes in it. However, nowadays, storybooks taking this as a chance to become entertainment and learning media at once due to the needs of international languages.

In accordance to the bilingual storybooks, translation plays a good deal on the works as to convey the story into another language. Regarding to this, Newmark, as quoted by (Hoed, 2005), stated that translators have responsibility on the written, bilingual and international communication, between author and the readers. They have the responsibility on giving the truth of the source text message as what Larson (Wuryanto, 2005) and (Sundari & Febriyanti, 2016) says that the meaning must be transferred constantly and proportional.

In order to transfer the message of the story to the readers, there are some procedures, methods, strategies and techniques given by many experts. One of the experts is (Newmark, 1988). He mentions seventeen procedures and eight methods of translation. The procedures are:
1. Literal
2. Transference
3. Naturalization
4. Cultural Equivalent
5. Functional Equivalent
6. Descriptive Equivalent
7. Synonymy
8. Through Translation
9. Shift or Transposition
10. Modulation
11. Recognized Translation
12. Translation Label
13. Compensation
14. Reduction and Expansion
15. Paraphrase
16. Couplets
17. Notes, Addition, Glosses

Whilst, the methods are word to word, literal, faithful, semantic, communicative, idiom, free, and adaptation. The methods of translation exposed by Newmark are in the level of text while procedures are level of sentences or in the smaller unit: words and/or phrase.

The procedures and methods of translation done by translators are important to send the message. The ideology of translators, whether to be faithful to the source or the target readers, will play an important role in choosing the methods of translation.

METHOD

This research is aimed at finding the procedures and method of translation adopted by translators. The sub-focus that may be entailed is the ideology of the translator that made them taking the procedures and methods. Descriptive qualitative research is chosen as the method of the research by adopting the technique of content analysis of Klaus Kripendorf (Emzir, 2010) where this technique is to build replicable and valid implication/conclusion. Whilst, source of data taken in this the research are the following story books:

1. Animal Around Us: Butterfly
2. *Seri Mengenal Hewan Cerita Si Laba-Laba*, and
3. *Julie di Peternakan*

The data themselves are all the sentences in the source and target texts. To analyze the data using content analysis, Marrying (Titscher, 2009) mention nine steps of procedures:

1. Material decision
2. Source text situation analysis
3. Material characterization formally
4. Analysis direction decision
5. Differentiation of the questions to ask based on the theory (ies) used
6. Analysis techniques selection (order explication summary)
7. Analysis unit definition
8. Material analysis (order explication summary)
9. Interpretation

In the process number 5, the researcher takes the translation procedures and method given by Newmark in the form of the following sample instrument to help:

No	Storybooks	Source Text	Target Text	Translation Procedures	Translation Method(s)
1	Storybook 1	Sentence 1	Sentence 1	Procedure ?	
2		Sentence 2	Sentence 2	Procedure ?	Method ?
3		Etc	Etc	Procedure ?	
4	Storybook 2	Sentence 1	Sentence 1	Procedure ?	
5		Sentence 2	Sentence 2	Procedure ?	Method ?
6		Etc	Etc	Procedure ?	
7	Storybook 3	Sentence 1	Sentence 1	Procedure ?	
8		Sentence 2	Sentence 2	Procedure ?	Method ?
9		Etc	Etc	Procedure ?	

RESULTS AND DISCUSSION

This part will discuss the procedures and methods of each storybooks being the sources of data i,e 'Animal Around Us' (Sasongko, 2007), 'Cerita Si Laba-Laba' (Haryani, 2010), and '...'.

1. Animal Around Us: Butterfly

There are 35 data found in this storybook. Among the data, it is found that the procedures found in the source of data are literal, shift modulation, couplet, cultural equivalent, addition.

Literal

There are nine data categorized as literal procedure found in the storybook Animal Around Us. The data are concluded as literal because the translator translate it literally without giving any changes to them. The following data are the examples of this category.

Datum 5
SL: *Suatu hari, aku bertemu kakekku*
TL: One day, I met my grandfather
Here, we found that the datum is translated literally to the target language. Though the source language *bertemu* is translated as met, there is not any change since the context is past tense where it happened before. Another example can be seen in datum 23:
SL: *Beberapa hari kemudian ulat itu berubah.*
TL: Few days later the caterpillar changes.

As in the previous example, the TL does not have any changes. It uses simple present tense since it is a fact information,

Shift

Among the data, there are about fourteen data are included as shift procedure; The shift ranges from the changes from plural to singular, the changes of structure and the changes of the parts of speeches. The followings are the examples of translation shift found in the data:

Datum 6

SL: *Kakekku bercerita kepadaku tentang kehidupan kupu-kupu*

TL: He told me about the life of butterfly

Here in this datum, the translator changes the source word *kakekku* with the target language 'he'. The changes is done since the word 'he' refers to *kakek* (the grandfather of the character telling the story) which has been mentioned earlier so that it doesn't give redundancy and it won't change the meaning convey to the readers.

Another example is datum number 14 as the following:

SL: *Racun gatal itu berfungsi sebagai alat perlindungan bagi ulat.*

TL: The itchy poison has a function as a protector.

The target language sentence indicates the change of part of speech happens to the source word *berfungsi* into 'a function'. This shows that the author change verb (*berfungsi*) into noun (function). It is the category of class shift.

However, there are two shift procedure sentences causing changes on the meaning. The changes are detect of the different structure tenses. Theses sentences are the data number 2 and 3. The sample is the datum 2 as the following:

SL: *Aku terbang ke taman-taman dan pepohonan untuk mencari bunga.*

TL: I am flying around the parks and trees to get flower.

In the source language, the structure tense is in the present tense. While, the translated version is in the form of progressive. We can see that the source language sentence shows the habitual action or fact done by butterflies daily/habitually. It is different to the translated version which shows something in process.

Modulation

There are five modulation procedure found among the data, the translator wants to show us the different point of view through the modulation procedure he has done as the following example:

Datum 4:

SL: *Karena makanan kupu-kupu adalah sari bunga.*

TL: Because my food is flower's essence.

Datum 4 display the changes of *makanan kupu-kupu* into 'my food'. The changes shows the different point of view of the story teller: third person into the first person. The source language text indicates the position as the third person telling the story. Whilst, in the target language, the position of the story teller is being the first person (the young butterfly). The changing of point of view can also be seen in datum 9:

SL: *Sepuluh hari kemudian kulit kepompong retak*

TL: After ten days the cocoon's skin cracks

The translator changes the source phrase *Sepuluh hari kemudian* into 'After ten days'. He wants to show that the phrase *sepuluh hari kemudian* which can literally be translated as 'ten days later' are possible to translate as 'after ten days' without changing the meaning.

Addition

Two additions are found in the data. The addition procedure are found in datum 32 and datum 33,

Datum 32

SL: *Itulah yang disebut dengan metamorfosis.*

TL: This is what we called *metomorphosis.*

In datum 32, the author add target word 'we' in the translation. He adds the word to complete the active sentence. Meanwhile, the following is datum 33:

SL: *Metamorfosis adalah perubahan bentuk.*

TL: *Metomorphosis* is a process of changing shape.

Here in datum 33, the translator adds the target word 'process of'

Cultural Equivalent

Cultural equivalent procedure is also found among the data. The cultural equivalent procedure can be seen in datum 7 as the following:

Datum 7

SL: *Wah, aku senang sekali.*

TL: Wow, I was very happy

There is an interjection which is related to Indonesian culture in the source language: *wah*. This interjection then is translated with the suitable interjection in target language: 'wow'.

Couplet

There are two couplet procedures found in the data. The translator combine two or more procedures in one translation sentence. The couplet procedure is in datum 8 and datum 19.

Datum 8

SL: *Sepasang pengantin kupu-kupu meletakkan telur-telur sang betina di daun.*

TL: A couple of butterfly lay their eggs on a leaf.

In datum 8, the translated version has two types of translation procedures: reduction and modulation. The reduction happens in the first phrase of the source sentence: *'sepasang pengantin'*. The translated version is only in the form of 'a couple'. Meanwhile, the modulation happen in the translated version of *telur-telur sang betina* into 'their eggs'. The translator wants the translated version readers view that the eggs belong to the spouse, not only the female.

Error Data

Despite the procedures found above, there are two data rejected to analyze. It happens since the data don't fulfill the requirement of translated version. The following is the example of the rejected data:

Datum 21:

SL: *Maunya tidur-tiduran terus.*

TL: It just lying down.

The translated version cannot be analyze since it doesn't fulfill the requirements of sending the source meaning. Furthermore, it doesn't fulfill the requirement of a full sentence.

Translation Method in 'Animal Around Us: Butterfly'

Seeing the findings of procedures in the 'Animal Around Us: Butterfly' storybook, it can be concluded that the translation method adopted by the translator according to Newmark's theory is semantic translation since the translator has given his effort in translating based on the context, not only literally. However, the translator still doesn't dominate the attention on the target language readers.

2. Seri *Mengenal Hewan: Cerita Si Laba-Laba*

Seri *Mengenal Hewan: Cerita Si Laba-Laba* is a short bilingual storybook published by *Gema Insani*. There are only twelve data in this book. Amon the data, it is found that the

procedures found are literal, addition, modulation, reduction, transference, expansion and couplet. The most dominant procedures used is literal procedure.

Literal

This procedure is one of the most dominant procedures found. The translator translate the source language sentence and/or utterance literally. The following is the example of this procedure:

Datum 5

SL: *Aku tidak boleh sombong karena memiliki serat sutera yang kuat.*

TL: I must not be arrogant because of having the strong silk fibers.

Here in datum 5, target language sentence shows that there is not any change done. It is just translating the source language sentence. The similar thing happens to the following datum:

SL: *Kawan, semua keunikan laba-laba diciptakan oleh Allah Ar-Rahmaan.*

TL: Friends, all of spider uniqueness are created by Allah The Most Gracious.

As the previous example, this sample also doesn't show any changes to the translated version. Though there is a phrase showing the character of the God, the translator keeps it literally translated.

Addition

There are two addition procedure found among the data. In translating the source language the translator uses this procedure frequently. The following is the example of the procedure found in the data:

Datum 6

SL: *Kami makhluk yang kecil dibanding hewan berbisa lain.*

TL: We are really smaller creatures than other poisonous animals

In datum 6, the translated version has additional word 'really'. Probably, the translator wants to emphasize more on the word small. Besides, in the word 'small' itself, inflectional morphem –er is also add.

Datum 3

SL: *Tubuhku berbuku-buku atau disebut arthropoda.*

TL: My body is knuckled or it is called arthropod.

The next datum shows that the translator adds the word 'it' in the translated version. The possibility is that the translator wants to give stress on the previous clause.

Reduction

The same with the addition procedure, reduction procedure is also found at the same number.

Datum 4:

SL: *Ternyata kami memiliki sepasang rahang bertaring besar dan alat bantu mulut seperti tangan bernama pedipalpus*

TL: In fact, we have a pair of big tusk jaws and a device that is called *pedipalpus*.

The example shows us that *alat bantu mulut* in source language sentence is translated as 'a device'. The translator chooses not to translate *mulut*. Another datum presenting reduction procedure is datum number 8:

SL: *Wah, bagaimana kami makan ya?*

TL: How do we eat?

There are two words having reduction in the source language version. The first source language word *wah* is an interjection showing surprise. The second untranslated word is *ya*.

Modulation

As Reduction and addition, there are also two data included as modulation. The following is the example of modulation found:

Datum 9

SL: *Untuk menangkap serangga, jenis laba-laba dapat menginjeksi melalui sepasang taring.*
TL: To snare an insect, we injects poison through our tusks.
In the example, the phrase *jenis laba-laba* is translated as 'we'. The translator changes the point of view of the story teller. On the source language, the author posits herself as the third person while the translated version shows that the story teller is the first person.

Transference

There are only one transference procedure found here. It is in datum 1:
SL: *Assalamualaikum, Kawan….*
TL: *Assalamualaikum,* friends….
Here, the translator doesn't change or translate the *Assalamualaikum* from the source language. Even it is originally Arabics, the translator let it be as the original one. It is different to the previous case where the translator changes Ar-Rahmaan (Arabics word mentioning one of the character of The God) is translated literally into English.

Expansion

It is found that there are one datum showing the expansion. It is datum 12:
SL: *Serat sutera itu dihasilkan dari kelenjar yang disebut spinneret yang berada di bagian belakang tubuh kami.*
TL: The silk fibers are produced from a gland which is called spinneret. It is in the back of our bodies.
The translated version indicates the expansion by expanding one sentence into two sentences.

Couplet

Beside single procedures found in the data, there is also couplet or combination of two procedures in one place as shown in datum 11:

SL: *Tubuhku bagian depan yang disebut prosoma adalah gabungan kepala dan dada.*
TL: My front body is called *prosoma*. It consists of head and breast.
The translated version shows that there is shift procedures by changing noun phrase and adjectival phrase at the beginning into one full sentence and make the next part into another full sentence. At the same time, the expansion procedure is also done by expanding one sentence into two.

3. *Julie Di Peternakan*

'Julie di Peternakan' (Wilderode, 2006) storybook is different to *'Seri Mengenal Hewan: Cerita Si Laba-Laba'*. *'Julie di Peternakan'* is a quite long bilingual storybook. Besides, among the three storybook analyzed in this research, this book is also different since the source language is English, while the target language is *Bahasa Indonesia*. There are 89 data in the book. Among the data, there couplet, literal, addition, reduction, modulation, cultural equivalent, shift, synonymy, expansion procedures are found. Of all the procedures, literal is the most dominant among them.

Literal

As mentioned earlier, literal procedure is the most frequent procedure being used by the translator. Of 89 data, there are 28 data belongs to this category. The following datum is the example of the category:
Datum
SL: "Good Morning, Sir. What are you doing?" asked Julie.
TL: *"Selamat pagi, Pak. Bapak sedang apa?" tanya Julie.*
Here, the translated version has only the literal translation without any other

changes. Another example can be seen in datum 8:

SL: "Can I help you?" asked Julie.

TL*: "Bisa aku bantu, Pak?" tanya Julie.*

There is no changes found in the target utterances and/or sentence since it is only translated literally. The longer example can also be seen in the following:

SL: "Can you take care of him? You have to give him fresh hay and brush him a bit. You're not scared, aren't you?" asked Mr. Peter.

TL*: "Bisakah kamu mengurus dia? Kamu harus memberinya jerami segar dan menyikatnya sedikit. Kamu tidak takut, bukan?" tanya pak Peter lagi.*

Though the datum is relatively long enough, there is no indication that there is any changes made by the translator.

Modulation

Beside literal procedure, there are some numbers of procedures used by the translator. One of some procedures frequently used is modulation. It is found that there are thirteen data are categorized as modulation. Datum number 4 as the following:

SL: Julie liked going to the farm because it's full of surprises!

TL: *Julie sangat senang pergi ke peternakan karena di sana banyak sekali kejutan!*

In datum 4, the translator translated the sub-clause 'it's full of surprises!' as *'di sana banyak sekali kejutan'*. Rather than using the literal translation *penuh kejutan*, the translator prefers using what is written above. Full of surprise must have many surprise in it. Thus the translator chooses to use the other parole to convey the message since the meaning of the literal version and what is written are close enough. Besides, the effect caused by the two choices might be the same.

Another example can also be seen in datum 35:

SL: But he broke the egg.

TL: *Tetapi telurnya pecah.*

By having the translated version above the translator choose another way to say that the eggs is broken and the one braking the eggs is Boy the dog. In the source language, the subject is the dog shown by the pronoun 'he' which refers to Boy. While in the translated version, the subject is the egg. The meaning of the sentences is still the same.

Addition

Addition procedure found in the data is at the same number as modulation *i.e.* thirteen data. The example of the data is as the following:

Datum 2

SL: Her mother had told them to buy some fresh eggs.

TL: *Ibu Julie menyuruh mereka membeli telur ayam yang segar dari pak Peter.*

The translated version has an addition, ie Pak Peter which was not mentioned in source language. Where Julie had to buy the eggs had implicitly said in the previous sentence where Julie intended to go: Mr. Peter's house. However, the translator chooses to add the purposed person to buy the eggs. We can see another example in datum 15:

SL: Suddenly Boy ran inside the pen, barking.

TL: *Tiba-tiba, Boy berlari ke dalam kanding sambil menggonggong.*

The translator adds the word *sambil* in the translated version to show the correlation between the first action (ran inside the pen) and the second action (barking). There are some other additions which has the same function.

Reduction

There are ten data indicated as reduction procedure in the book. The example of data is as the following:

Datum 7

SL: "Hi Julie, I am just trying to fix this old tractor," said Mr. Peter with his hand covered in oil.

TL: "Hi Julie, *sedang memperbaiki traktor tua ini," jawab pak Peter dengan tangan berlumuran oli.*

Here in this datum, the translator doesn't translate 'I'm just'. He omits the words and directly goes to part of action as the answer to Julie's question. The reduction can also be seen in datum 13:

SL: A bunch of chickens and chicks were pecking the ground looked for their feed.

TL: *Sekumpulan ayam dan anaknya sedang mematuk-matuk tanah mencari makan.*

In the translated version, possessive pronoun 'their' is not translated and omitted. Probably, the translator considers it implied in the sentence.

Cultural Equivalent

There are two data included in this category. They are data 14 and 19. Datum 14 will be the example here:

SL: "Cluck, cluck..." Julie cooed as she opened the pen

TL: *"Kur, kur..." suara Julie sambil membuka pintu pagar.*

The utterance/dialogue in source language indicates that it is the cultural word where some culture has their own way in calling hen/chicken in order to feed or call them. The translator uses the cultural equivalent *"Kur, kur..."* to be the equivalence of "Cluck, cluck..."

Shift

There are also shift procedure done by the translator in this storybook. There are four data categorized as the shift procedure here. One example of the shift is as the following:

Datum 18

SL: They all ran around, clucking.

TL: *Semua ayam berkotek sambil berlarian.*

The translator translate 'they' into *'ayam'*. There is a shift from pronoun in source language into noun in target language.

Synonymy

There are only one synonymy procedure in this book. It is the datum number 23

SL: Finally Boy came to Julie.

TL: *Akhirnya Boy menghampiri Julie.*

The word 'came' in SL is translated into *'menghampiri'* in TL. The word *'menghampir'* will be 'getting closer' if it is retranslated into english. It has close meanign to 'came'. It can be said that it is the synonymy.

Expansion

As synonymy, expansion procedure is also one datum in the book. The datum considered to this category is datum number 75

SL: She dragged walked out, brushing hay off from her clothes.

TL: *Kemudian Julie keluar dari kandang dengan sedih sambil membersihkan bajunya dari jerami.*

The words 'dragged walked out' in the source language are translated elaborately by the translator into *Kemudian Julie keluar dari kandang dengan sedih*. It is done probably to give clearer meaning of the words when translated into the target language.

Couplet

Like the precious storybooks, in this book, there are also some couplet or combination of procedures. There are sixteen data concluded as this category. The example is as the following:

Datum 3:

SL: They said hello to the cows that were enjoying the fresh grass.
TL: *Dalam perjalanan, Julie dan Boy menyapa sapi-sapi yang sedang menikmati rumput segar.*
There is a combination between addition and modulation strategy here in this datum. The addition can be seen in the addition of the adverbial phrase '*dalam perjalanan.*' Whilst the modulation occurs in the translation of 'said hello' into '*menyapa'.*

Error datum
Among all the data, there are one datum which cannot be used to analyze. It is datum number 69.
SL: He was awed by Julie's diligence.
TL: *Dia heran dengan ketekunan Julie.*
By translating 'he was awed' into *'dia heran'*, the translator changes the meaning. In the source language, Mr. Peter which was referred as pronoun 'he' had a very positive amazement of what Julie had been doing. Whilst one 'he' translated version, the using of the word 'heran' indicates a bit negative thing happens.

Translation Method
We can see that the translator has tried to give some ease to the target language readers by some procedures. However, the data shows that the method used dominantly is semantic since has used context in helping her in translation process, yet the orientation mostly goes to the source language.

CONCLUSION
From the analysis, there are several conclusions can be taken from this research. The first one is that there are some procedures which frequently used. They are literal, modulation, shift, addition and reduction. It doesn't mean that the other procedures cannot be used. It is only based on the data found.

The second conclusion is that the most dominant procedure used in all storybooks is literal. It is taken that form the first book, there are nine of 35. The second book gives three of twelve data. Whilst the third book donates 28 data of 89 data.

The last one that can be inferred from this research is that all the translation of the book still used semantic method. Though the translators have given their effort on giving some ease to the target readers, the data shows that the focus orientation is still on the source language text.

Of all the many good translation, there are found a very small number of error on the translation. The error is mostly because the shift of meaning. However, there must be a further research on the quality of translation of bilingual storybooks since it is used to attract first learners to read.

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LEARNING FOREIGN LANGUAGES THROUGH BLENDED LEARNING

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ABSTRACT

Blended learning is gaining popularity as an effective method to deliver courses. Foreign language instruction is adopting opportunities to apply blended learning. This paper looks at the essence of blended learning and foreign language instruction by defining those two terms. The literature has clearly unveiled the principles of each learning method that constitutes foreign language delivered via blended learning. It leads to major elements that need to be considered when designing blended foreign language instruction. Sufficient input, adequate interaction, plenty of feedback, and meaningful tasks are major components of building blended foreign language courses. Some recent studies have successfully implemented those principles in designing blended learning foreign language instruction; however, the studies also disclose some challenges.

Keywords: blended learning, foreign language learning, foreign language instructions

ABSTRAK

Blended learning semakin populer sebagai metode yang efektif dalam kegiatan pengajaran. Metode ini juga diterapkan dalam pengajaran bahasa asing. Artikel ini membahas esensi blended learning dan pengajaran bahasa asing dengan mendefinisikan kedua istilah tersebut. Telah banyak studi literatur yang membahas dan mendiskusikan tentang prinsip-prinsip metode pembelajaran bahasa asing yang disampaikan melalui blended learning. Ini mengarah pada elemen-elemen inti yang perlu dipertimbangkan dalam merancang pengajaran bahasa asing yang disampaikan melalui blended learning. Input yang cukup, interaksi yang memadai, adanya umpan balik yang memadai, dan tugas yang bermakna adalah komponen-komponen utama yang perlu diperhatikan dalam pengajaran bahasa asing yang menerapkan blended learning. Beberapa studi terbaru telah berhasil menerapkan prinsip-prinsip tersebut dalam merancang pembelajaran bahasa asing yang menerapkan blended learning. Di sisi yang lain, artikel ini juga memaparkan beberapa tantangan pengajaran bahasa asing yang menerapkan metode blended learning.

Kata kunci: blended learning, pembelajaran bahasa asing, pengajaran bahasa asing

INTRODUCTION

When learners study a language, they try to master language skills; listening, speaking, reading, and writing, culture, and language components such as vocabulary and grammar. All of those components support one another such that the inability to master one of them will lead learners to be unable to communicate the language properly. Therefore, there should be a way to accommodate the needs that students have when learning a language.

In order to learn a foreign language, the learners need a lot of exposure to the target language. They need to have interaction with native speakers, preferably representing the target country (Blake, 2009). In other words, engaging in natural interaction is preferable. Learners often have to study abroad for total language immersion since it is believed to be effective in acquiring the target language (Davidson, 2010; Llanes & Muñoz, 2013; Shively, 2013). However, to visit the target language country, the learners need to allocate significant amounts of money and it has to be done at a particular time, which provides little flexibility.

With the development of technology and learning management systems such as Moodle and Blackboard, many courses, including foreign language courses, are possible to be offered via blended learning. Blended learning can accommodate two-way communication such as interactivity and collaboration, which are essential parts of foreign language learning. Not only that, the learners will have more opportunities to learn outside the class (Eriyilmaz, 2015). They will have access to abundant learning materials which are authentic and contain more knowledge of the target culture of the language. The presence of online media will also allow them to find native friends that they can communicate with in a target language which supports social interaction after the classroom meeting (Eriyilmaz, 2015). In other words, blended learning has shown advantages in language learning.

Looking at this possibility, this paper review will discuss the use of blended learning in foreign language learning, which is then broken down into several subtopics. In order to get a clear idea of the topic, the first focus will present the definition of blended learning and the nature of foreign language instruction. Then, the paper will discuss why blended learning is used as a way to learn foreign languages in connection with the nature of foreign language instruction, especially the effectiveness of two-way communication. Then, the second subtopic will include some principles that need to be considered in designing learning foreign language through blended learning. The paragraphs will discuss characteristics of effective designing for learning a foreign language through blended learning. The third topic will cover the practice of learning a foreign language through blended learning. It will present the successful implementation of foreign language learning presented via blended learning education as well as some challenges of blended learning. Although there have been many success stories, the paper will present possible challenges of learning a foreign language via blended learning.

METHOD

This paper aims to present the opportunities of using blended learning in foreign language instructions. In order to discuss and present the issues,

this paper employs literature review papers (LRPs). The principle data of the paper are taken from journal articles, academic books, and other academic resources upon the topic (Mongan-Rallis, 2018). Further, this paper covers only specific theme in the area on blended learning in foreign language instruction. It is one of the alternative types of LRs in which not "all main literature" are reviewed (Wee & Banister, 2016:283).

The collection of printed and online peer review articles, and other relevant resources are gathered from online database and library archive. The words used when searching articles in online database are blended learning, foreign language learning, and foreign language instructions. In addition, since blended learning and instructions are fast evolving, the articles used as resources in this paper are those which are published in the year of 2000 above. This decision is taken so that the paper presented are still up to date and relevant. Furthermore, the writer doesn't not limit the categories of countries where studies are conducted. The purpose is to get wider insight of the past research upon the use of blended learning in foreign language learning.

DEFINITION OF BLENDED LEARNING AND THE NATURE OF FOREIGN LANGUAGE INSTRUCTION

Shrum and Glisan (2010) define the term of blended courses interchangeably with hybrid courses. In line with that definition, Yuping, Xibin, and Juan (2015:380) state that the term is also known as "mixed mode learning" or "technology-mediated/enhanced learning". Graham (2006) and Krasnova and Sidorenko (2013) and Shrum and Glisan (2010) have the same notion that blended learning is a type of learning that combines the computer as a media of instruction and face-to-face instruction. It integrates the attribution of both synchronous and asynchronous learning (Yoon & Lee, 2010:180).

Nielson, Gonzalez-Lloret, and Pinckney (2009) present the efficiency of a hybrid course. They believe that the efficiency happens when concepts are presented during in-person meetings, which are then followed by application and reinforcement outside the class or conversely. The face-to-face class (synchronous) present learners with the same benefit as in bricks and mortar classroom since they can engage in a discussion that occurs at the actual time of learning; asynchronous meetings give learners more of chances to study and review their learning (Alexander, Lynch, Rabinovich, & Knutel, 2014). These two types of meetings provide an ideal environment for learners to work together in which they actively build their knowledge (Yoon & Lee, 2010). In addition, based on the primary purpose of blending, Graham (2006) defines three categories of blended learning systems, and those are 1) blending that provides different modality in order to give more for flexibility and the same learning experience, 2) blending that allows additional materials without changing the pedagogy, and 3) transforming blend in which pedagogical changes can occur such as from teacher-centered to student-centered instruction. Therefore, blended learning combines the positive sides of those two instructional methods (Bonk & Graham, 2012) when they are implemented properly (White, 2006).

The aforesaid descriptions are in line with the goal of learning a foreign language, which is facilitating learners to be able to communicate effectively. In order to communicate effectively, the

input that the learners received should be actively negotiated (Shrum & Glisan, 2010). The input should be widely varied (Nielson, Gonzalez-Lloret, & Pinckney, 2009) and learners need to comprehend information that they are accessing (Isiguel, 2014). Furthermore, in order to facilitate language acquisition, Shrum and Glisan (2010) state that foreign language instructions have to provide an environment that supports self-expression, allows a two-way flow of information, gives chances for learners to communicate among their peers in the target language, and provides meaningful activities and work. The environment should make learners use the target language and foster communication and interaction either with their friends or with native speakers (Nielson, Gonzalez-Lloret, & Pinckney, 2009). Those elements will facilitate learners to produce an output that can be seen when learners produce the target language they are learning. However, both sufficient input and more opportunities to communicate are not enough since learners also need feedback, which facilitates correction and revision (Doughty & Long, 2003; Nielson, Gonzalez-Lloret, & Pinckney, 2009). Given these advantages, blended learning has been adopted in teaching and learning foreign language.

PRINCIPLES OF DESIGINING FOREIGN LANGUAGE INSTRUCTION IN BLENDED LEARNING

Blended learning comprises face-to-face teaching techniques and online interactive collaboration with the use of technology. Even though this type of learning consists of two types of instruction, both of them are mixed into a system that corresponds to each other and constructs one environment (Krasnova & Sidorenko, 2013). The

environment of blended foreign language instruction should meet students' needs in order to master a target language. Input, interaction/output, feedback, and focus on task need to be considered in creating an effective foreign language program such as a blended system (Krasnova & Sidorenko, 2013). The input that learners need must be optimally comprehensible, interesting, a bit beyond their current competence, not grammatically sequenced and given in an environment that does not press the learners (Krashen, 1982). The input must be meaningful and contextual to support language acquisition (Shrum & Glisan, 1994) and blended learning emphasizes the use of computer-based technology integration (Graham, 2006). It is the job of the instructors to provide such environments. Besides providing authentic discourse so that the input is comprehensible, Nielson, Gonzalez-Lloret, and Pinckney (2009) say that instructors should allow exploration of supplemental input, create assignments that promote engaging activities and allow learners to exercise their listening skills and support constructive learning.

The second major principal in blended foreign language instruction is the presence of interaction. Since blended learning takes the advantages of face-to-face and online instruction, it can present two types of interactions, both human and non-human interaction (Archila, 2014). The non-human interaction, which is translated as computer-mediated communication, includes students' interaction with tools, environments, and contents (Archila, 2014). Therefore, the foreign language blended instruction should present these types of interactions and give assignments that challenge learners to communicate, either spoken or written using target languages and interact

preferably with more fluent speakers of the target language that can be geared toward meaningful activities and maximize learning (Nielson, Gonzalez-Lloret, & Pinckney, 2009). The interaction can build a sense of community that allows learners to work collaboratively (Banados, 2006). Since technologies are addressed and used, the interactions allow students to communicate asynchronously using blogs or record their voice, which brings many advantages for shy and reserved students in bricks and mortar type of classroom (Nielson, Gonzalez-Lloret, & Pinckney, 2009). To sum up, the interaction in blended learning does not merely help learners to master the language, but it helps build students' competence, especially their confidence.

Feedback becomes the third important principle besides input and output/interaction in designing foreign language instruction in blended learning. Blended instruction gives more ways of providing feedback that does not only rely on paper and pencil but also make use of computer-mediated tools, which provide greater opportunities not only in terms of language form and content, but also in the form of communication (Tolosa, Ordonez, & Alfonso, 2015). With that said, the instructors should provide appropriate feedback on learners' performances so that learners will gain competence. Feedback is central for learning and improving performance (Gyamfi & Gyaase, 2015). Nielson, Gonzalez-Lloret, and Pinckney (2009) also state that instructors should provide feedback frequently, promote peer-feedback, facilitate interactive feedback, and give feedback during the learning process and after learners have produced their output. Further they say, giving feedback after reviewing learners' learning output allows teachers

to know the learners' learning progress. Feedback leads to deeper comprehension of learners' learning since it helps learners find any inadequate performance and it involves iterative information gathering from others (Hwang & Arbaught, 2009). In conclusion, leaving out feedback is a drawback to learning a foreign language.

The last major principle of designing effective blended foreign language programs is task focus. Although abundant access to language inputs are provided by the multimodality of the Internet, the blended foreign language instruction should also incorporate meaningful activities that relate to students' needs and also take into account design tasks that increase the level of complexity (Nielson, Gonzalez-Lloret, & Pinckney, 2009). The multimodality of the Internet can be in the form of using online virtual worlds such as Second Life, which offers not only fun learning and engaged learning that can boost students' motivation, this 3D learning environment also enhances collaboration, autonomous learning, and adds cultural literacy about the target language (Aydin, 2013). Learners can also study from audiovisual media. Video is one of the audiovisual media that learners get benefits from by analyzing language features such as grammar, phrases, and/or slang features (Molchanova, 2014). Furthermore, through meaningful tasks authentic language learning activities can utilize wide ranges of language input through audiovisual mass media technologies (Bahrani and Sim, 2012). Blended learning allows foreign language learners to explore input, do collaborative work, and communicate with the native speakers of the target language, which can create meaningful

learning (Nielson, Gonzalez-Lloret, & Pinckney, 2009). In other words, careful design of tasks determines the level of the meaningfulness of the learning.

BLENDED LANGUAGE LEARNING IN PRACTICE AND CHALLENGES FACED

Blended learning has been applied in teaching foreign languages since it brings advantages to foreign language learners. The study conducted by Banditvilai (2016) shows significant benefits of blended learning in language education. The study reveals that students' language skills are improved through blended learning as well as their motivation. When students' motivation is high, their sense of independence in learning is also high (Banditvilai, 2016).

In teaching L2 writing, Yoon and Lee (2010) have revealed that blended learning is effective in facilitating the four components of L2 writing, namely mechanics, content, organization, and structure. So and Lee (2013) who investigated students' perspectives and effectiveness of blended learning in L2 writing also found the same benefits of blended learning, especially in promoting adequate feedback and giving learners more time to do drafting as well as revision. In other words, compared to synchronous meetings the types of discussion that can occur without having face-to-face meetings give learners sufficient time to pay attention to stylistic form, which covers planning, checking spelling, grammar, and punctuation (Moradi & Karimpour, 2012).

Besides the above advantages, Hu (2012), who reviews Chinese language courses, concludes that blended learning enables learners to achieve a satisfactory result in knowledge of vocabulary and Chinese characters, grammar, and enhances their reading skills as well. In addition to developing language competencies, the course opened more chances for learners' career development since the course involved many project opportunities and professional contacts (Hu, 2012). Molchanova (2014) identified that blended learning also has a positive impact in increasing students' motivation and independence in learning.

In addition to the above benefits, Kim (2015) has found out that blended learning is also effective in learning cultural aspects and facilitating learners in exercising their oral production skills, since this type of instruction fosters engagement with native speakers and promotes learners' empowerment. Although the research conducted by Bissoonauth-Bedford and Stace (2012) focused on embedding peer learning in an online discussion, they also found that combining both online discussion and face-to-face learning is advantageous for improving learners' cultural perspectives of the target language in addition to linguistic mastery. Further they note, the mix of two learning methods promotes learners' interaction, boosts knowledge, and develops their grammar acquisition outside of synchronous meetings (Bissoonauth-Bedford & Stace, 2012). Although it seems that learners are exposed to various language inputs, the learners have time to relax with the language (Gleason, 2013). Furthermore, Gleason (2013) in a study of a blended Spanish course also adds that this type of class triggers the more reserved students to increase their contributions to online class discussions.

Due to the fact that there are many advantages of foreign language being delivered via blended learning

instruction, some challenges lie ahead. The instructors who teach foreign language via blended learning should accommodate students' needs, provide more assistance when they find difficulties to promote deeper learning (Bissoonauth-Bedford & Stace, 2012) and should also have enough training and resources in order to successfully teach the class (So & Lee, 2013; Yoon & Lee, 2010). The training should also include additional blended learning in terms of e-learning resources and technology (Hu, 2012). Besides, the institution also needs to provide technical infrastructure involving both human and non-human resources, and select course designers that can address technology in the learning outcome as well as develop e-learning materials (Nielson, Gonzalez-Lloret, & Pinckney, 2009). Continuous assessment and evaluation of blended learning application should be one of the routine agenda that the educational institution has (Lalima & Dangwal, 2017). The purpose is to monitor the progress of blended learning implementation.

Students of blended language learning also need to have a high time commitment since the classes are delivered in two formats (Gleason, 2013). Besides that, many students still lack interaction among their peers not because they do not want to, but because they lack adequate knowledge of the technology tools used in learning (Archila, 2014). It implies that learners also need to have training or preparation before joining any blended language learning or at least be provided with plenty of resources to learn the technology. Yuping, Xibin, and Juan (2015) offer complex adaptive system frameworks of blended learning as the solution for bridging gaps that exist in blended learning. It indicates that the

systems of blended learning have not yet been seen as an integrated whole.

In addition to the above, if blended learning is applied in K-12, learners' parents should also take this into account. Lalima and Dangwal (2017) note that parents should be informed regarding the blended learning approach as their children will study using this approach. They should be fully aware that this approach is different from the traditional classroom teaching yet the benefits are more than the bricks and mortar classroom approach. The information given to the parent is crucial so that the children have full support from their parents (Lalima & Dangwal, 2017).

All those issues have added more challenges that have to be solved for the future of blended learning, especially when dealing with foreign language learning.

CONCLUSION

Blended learning has integrated the benefits of face-to-face and online instruction, and each type of learning complements the other's deficiency to build an ideal learning environment that can support foreign language learning. It is not a simple task to do since designing and adopting blended language courses consumes more time and involves many entities such as the institution, course designers, and the instructors (Nielson, Gonzalez-Lloret, & Pinckney, 2009). They work as one system and should not be separated (Yuping, Xibin & Juan, 2015).

A good quality of foreign language delivered via blended learning should bring students maximum advantages. By giving more opportunities to have interaction with the more advanced target language speakers or possibly with native speakers, having more than sufficient

language input, receiving enough feedback, and accessing meaningful resources and activities, learners will face fewer difficulties learning the language. To a greater extent, learners can also develop their non-academic sense, such as that of autonomy (Yoon & Lee, 2010) and motivation (Aydin, 2013) that actually correlate to their success of learning.

The writer believes that the aforementioned aspects of designing blended learning should become pivotal points that are taken into account in designing blended learning for foreign language teaching. A balanced proportion of each aspect should always be maintained to keep students always engaged with the class. It is crucial to avoid students' attrition which becomes one of the fears of blended learning.

Many studies have been conducted and successfully implemented regarding blended learning to teach foreign languages. However, this situation will not stop any further studies to uncover the other hidden potential and solve any crucial issues. Part of it is because blended learning employs computer-mediated technologies (Krasnova & Sidorenko, 2013) and the internet (Molchanova, 2014) that continue to develop. All of those activities are aimed at providing convenient foreign language instruction that meets the needs of learners.

Therefore, future studies should take into account all the principles addressed; the input, presence of interaction, adequate feedback, and sufficient task focus in designing blended learning of foreign language instruction. By incorporating those aspects, all the challenges that are currently faced can be diminished.

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AN ANALYSIS ON THE SYNTACTICAL ERRORS IN THE STUDENTS' NARRATIVE WRITING

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ABSTRACT

This research aims to find out the syntactical errors made by the ninth grade students of Darul Hikmah II Junior High School in their narrative writing, to identify the dominant factor causing the syntactical errors of narrative writing and the students' errors made that can be corrected for improving their narrative writing ability, for the final goal is to improve learning quality of narrative writing. In this study writer limited the student's syntactical error only in phrase error. The approach applied in this study is qualitative. The data obtained through observation and giving narrative writing test. The writer used the descriptive analysis technique (percentage) with the percentage from the frequency of information and was divided with number of cases were constructed in the form of field-notes. This study involved twenty students of Darul Hikmah II Junior High School Bekasi as samples. The data shows that the total mistakes made by students in syntactical are 382 errors. The greatest number of students' errors was noun phrase (42,4%), verb phrase errors by 139 errors (36,4%), adverbial phrase errors by 42 errors (11 %), adjective phrase errors by 29 errors (7,6%), and prepositional phrase with 6 errors (30%).

key words: error analysis, syntactical, writing, narrative

ABSTRAK

Penelitian ini dilakukan untuk mengetahui kesalahan-kesalahan sintaksis yang dibuat oleh siswa kelas sembilan SMP Darul Hikmah II dalam penulisan narasi mereka, mengidentifikasi faktor dominan yang menyebabkan kesalahan sintaksis penulisan naratif dan kemudian kesalahan siswa yang telah dibuat dapat dikoreksi untuk meningkatkan kemampuan menulis narasi mereka, sehingga tujuan akhir dari penelitian ini dapat dimanfaatkan sebagai salah satu acuan dalam meningkatkan kualitas pembelajaran penulisan naratif. Dalam penelitian ini penulis membatasi kesalahan sintaksis siswa hanya dalam kesalahan prasa. Pendekatan yang digunakan dalam penelitian ini adalah kualitatif. Data diperoleh melalui observasi dan pemberian tes tulis naratif. Penulis menggunakan teknik analisis deskriptif (persentase) dengan persentase dari frekuensi informasi dan dibagi dengan jumlah kasus yang dikonstruksi dalam bentuk catatan lapangan. Penelitian ini melibatkan dua puluh siswa SMP Darul Hikmah II Bekasi sebagai sampel. Data menunjukkan bahwa jumlah total kesalahan yang dibuat oleh siswa dalam sintaksis adalah 382 kesalahan. Jumlah terbesar kesalahan siswa dilakukan dalam pembentukan prasa kata benda (42,4%), kesalahan frasa kata kerja sebanyak 139 (36,4%), kesalahan dalam pembentukan frasa kata

keterangan sebanyak 42 kesalahan (11%), kesalahan frasa kata sifat sebanyak 29 kesalahan (7,6%) dan kesalahan frasa preposisi dengan 6 kesalahan (30%).

kata kunci: analisis kesalahan, sintaksis, penulisan, narasi

INTRODUCTION

One of the foreign languages being learned by the students at school is English. At the time the position of English in Indonesia is first foreign language. The ministry of nation education has decided to establish the main purpose of the English Foreign Language Teaching in improving four skills; listening, speaking, reading, and writing. So the students should be able to master four English skills. Writing is very complex activity and difficult skill for L2 learners to master.

It lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skill of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes moree pronounced if their language proficiency is weak.

In order to understand how write a composition clearly and correctly in English students have to be supported by the mastery of two important subsystem or components of language, namely vocabulary and grammar at once. Nowadays, writing seems to the handicap and burden for the students at senior high school level. They think that writing is very difficult and complex part particularly in learning English; moreover, it requires not only having a lot of vocabularies but also considering the mechanisms of it. Based on the statement above, every student needs to understand how to combine vocabulary, coherence, grammar and unity in their writing activity.

Writing is a continuous complex process of expressions. It is not itself a simple process with its native language and rather even more a complicated process if the language is a foreign language. A number of studies that students' first language gives interference during students' process of English writing.

Writing ability is English skills should be mastered by students, preceded by listening, speaking and reading. The writing is a complex skill to express ideas or feelings in correct, comprehensible and clear way. Often what the students write contain ideas that are not really relevant to what actually they want to express. It is clear that writing is not the same as speaking.

Speaking is a spontaneous activity but writing is conscious and complex activity which can and should be planned and organized The students commonly make some errors in their learning especially in writing. The teacher should analyze the errors made by students to help them write in the right way.

James (2001:1) stated that error analysis is the way to show, describe, and explain systematically errors made by learners or user in their oral or written production in learning the target of language. By those processes the students and the teacher will get advantages. The teacher can evaluate the learning process and find out the problems to help the students to understand English especially writing. There are mainly four types of error in students writing activity. They are as follows: lexical error, syntactic error,

semantic error and logical error: such as infinitely recursive call.

This research provides the real phenomena that will be proved by the researcher. They refer to the error analysis in students' essay that will be analyzed by considering the mechanism of writing as well as the syntactical error. The main reason to only focus in this type of error because a text is determined legal by the language of syntax and the disagreements with the syntactic rules are called syntax error.

This judgment can easily be detected by our knowledge of language but one purpose of a theory of syntax is to possess the structural sentence as acceptable or not. Syntax complexity is one of the most difficult structural elements for ESL/EFL learners.

This research took the ninth grade students of SMP Darul Hikmah as sample. This school was a place where writers had been doing community service activity. At that time writers got informations from the English teachers about their difficulties in teaching English to their students. On that occasion they told us that one of their greatest challenges is how they teach students to produce English writing which is the complex ability to master in English skill.

Some references that the writers read earlier is Paramitha Kusumawardani's work (2015) said that everyone who studies English has exactly made some errors, it happens because English is not students' mother tongue they use in their daily life. They have made some errors like grammatical, word selection, and ordering errors. It gave the writers inspiration to do research with a similar theme but adapted to the schools' conditions and students' problems that obtained through interviews with the English teachers.

According to the curriculum in SMP Nurul Hikmah II Bekasi, writing in the ninth grade is taught into four kinds of texts: Descriptive, Narrative, Procedure, and News Item text. Narrative text was the text that used and analyzed in this research.

It referred to the error analysis in students' essay that analyzed by considering the mechanism of writing as well as the syntactical error. This research focuses on a discussion about finding out the writing errors made by the students using an error analysis. So the writer did research in the title "An Analysis on the Syntactical Errors in the Students' Narrative Writing" (A Case Study of the Ninth Grade Students of "SMP Darul Hikmah II Bekasi").

In linguistics, syntax is the set of rules, principles, and processes that govern the structure of sentences in a given language, specifically word order. The term syntax is also used to refer to the study of such principles and processes. Cristal David (2008: 83) states that syntax is a subfield of grammar. It is the study of the principles and rules for constructing phrases and sentences in language and the relationships between words.

According to Brinton (2010:59), "Syntax is the study of the principles and processes by which sentences are constructed in particular language". Syntactic investigation of a given language has as its goal the construction of a grammar that can be viewed on the device of some sort for producing these sentences of language under analysis.

Another definition of Syntax was explained by Fromkin, Rodman and Hyams (2006:40), "Syntax is the study about grammatical, principles, units and relations involved in sentence structures". From the explanation above we can conclude that syntax deals with how sentences are constructed, and

users of human language employ a striking variety of possible arrangements of the element in sentences. It refers how to arrange the sentences in English.

In the arrangement of sentence, we should use the sentence pattern of English. Start from the smallest units to the main units. The hierarchy of sentence constituents. Morpheme Word Phrase Clause Sentence In this research the writers will examine syntactic relations within English sentences. One approach is to divide the words of a sentence into phrases (defined as words closely associated with one another syntactically). This technique is known as parsing.

The most fundamental division is between subject and predicate. (of course, this is because we are cheating and ignoring sentence types that lack this division). Phrases containing different parts of speech can serve one and the same function, just concern in analyzing into the types of phrase A phrase is a group or words that express a concept and is used as a unit within a sentence.

It is a group of related words (within a sentence) without both subject and verb. A phrase functions as a noun, verb, adverb, adjective or preposition in a sentence. The function of a phrase depends on its construction (words it contains). On the basis of their functions and constructions, phrases are divided into various types: noun phrase, verb phrase, adverb phrase, adjective phrase, appositive phrase, infinite phrase, participle phrase and gerund phrase.

A noun phrase consists of a noun and other related words (usually modifiers and determiners) which modify the noun. It functions like a noun in a sentence. A noun phrase consists of a noun as the head word and other words (usually modifiers and determiners) which come after or before the noun. The whole phrase works as a noun in a sentence. Noun Phrase = noun + modifiers (the modifiers can be after or before noun). Example: He is wearing a nice red shirt. (as noun/object). A man on the roof was shouting. (as noun/subject) A prepositional phrase consists of a preposition, object of preposition (noun or pronoun) and may also consist of other modifiers, e.g. on a table, near a wall, in the room, at the door, under a tree. A prepositional phrase starts with a preposition and mostly ends with a noun or pronoun. Whatever prepositional phrase ends with is called object of preposition. A prepositional phrase functions as an adjective or adverb in a sentence. An adjective phrase is a group of words that functions like an adjective in a sentence.

It consists of adjectives, modifier and any word that modifies a noun or pronoun. An adjective phrase functions like an adjective to modify (or tell about) a noun or a pronoun in a sentence Prepositional phrases and participle phrases also function as adjectives so we can also call them adjective phrases when they function as adjective.

In the above sentence "The girl with brown hair is singing a song", the phrase "with brown hair" is a prepositional phrase but it functions as an adjective. An adverb phrase is a group of words that functions as an adverb in a sentence. It consists of adverbs or other words (preposition, noun, verb, modifiers) that make a group with works like an adverb in a sentence.

An adverb phrase functions like an adverb to modify a verb, an adjective or another adverb. A prepositional phrase can also act as an adverb phrase.

For example in the above sentence "He always behaves in a good manner", the phrase "in a good manner" is a prepositional phrase but it acts as adverb phrase here. A verb phrase is a combination of main verb and its auxiliaries (helping verbs) in a sentence. Examples: "She has finished her work" and "You should study for the exam".

According to generative grammar, a verb phrase can consist of main verb, its auxiliaries, its complements and other modifiers. Hence it can refer to the whole predicate of a sentence. Example. You should study for the exam. In order to be able to write or to make a composition clearly and correctly in English, students have to be supported by the mastery of two important subsystems or components of language, namely vocabulary and grammar at once.

Although they have mastered the basic grammar, they still cannot convey their ideas without mastering an adequate knowledge of words and their meanings. Writing is one of the parts of language skills besides Listening, Speaking and Reading. Writing is more difficult rather then the other language skills because it needs well knowledge and hard thinking when they are produce words, sentences and paragraphs with a good grammatical.

In this study student write a narrative text which has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both.

They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience. Generic Structures of Narrative Text: a) Orientation Sets the scene: where and when the story happened and introduces the participants of the story: who and what is involved in the story. b) Complication Tells the beginning of the problems which leads to the crisis (climax) of the main participants. c) Resolution The problem (the crisis) is resolved, either in a happy ending or in a sad (tragic) ending. d) Re-orientation/Coda This is a closing remark to the story and it is optional. It consists of a moral lesson, advice or teaching from the writer Language Features of Narrative Text Using past action verb : climbed, turned, brought, etc. Using specific noun as pronoun of person, animal in the story. Example : the king , the queen, etc. Using adjectives which are for noun phrase. Example: long black, two red apples, beautiful woman, etc. Using adverbs and adverbial phrase to show the location of events. Example: here in the mountain, ever after, etc. Using dialogue to elicit an emotional response from the reader. Using of variety of simple, compound and complex sentences.

METHOD

This study is designed by using the descriptive qualitative method, because it is basically trying to analyze, describe, and explain the data. Furthermore, the findings of this study are revealed not by tools of statistical procedures or other devices of quantification (Pallawa and Alam, 2013), the procedure of data collection was done by observation and recording.

The samples are 20 students to be analyzed at class IX A and IX B of SMP Darul Hikmah II To collect the data, writers used field research. To get field research, the writer got in touch

directly with the students of SMP Darul Hikmah II. The writers give written test to the students of class IX A and IX B to find the information how much the students are able to make narrative text with good syntactical rules.

And writers also interview the English teacher to know their background of knowledge, the curriculum, method in English teaching learning and their difficulties in teaching their students. From the interview obtained that writing is still the hardest skill to be mastered by students. Commonly the students have made the errors in grammatical and sentence composition. The last the writers use descriptive analysis technique (percentage) with the percentage from the frequency of information and divided with number of cases. It shows which kind of error dominantly made by the students.

RESULTS AND DISCUSSION

To know the description of the syntactical errors in the students' writing, the researcher identify the the syntactical errors into types of phrase aspects: Adjective phrase, adverbial phrase, noun phrase, verb phrase and prepositional phrase. Then the researcher made the reconstruction of the errors' writing which made by the students.

Here are the tables which show us the identification, the classification and the reconstruction of the errors which made by the students. The researcher classified the students' syntactical errors in narrative writing. Then the researcher only focused on five areas: adjective phrase, adverbial phrase, noun phrase, verb phrase and prepositional phrase.

Here are the explanations about the calculation and interpretation of the data. Based on the analysis, it is shown that the total number of mistakes made in syntactical is 382 errors. The greatest number of students' errors was done in noun phrase with the percentage 42,4%.

It indicates that the students feel difficult to arrange the parts of noun phrase in the right way. Most of students didn't write the correct composition of noun phrase. The common errors were made by students is wrong placement between adjective and noun, the use of article "the" and "a", and the lack of word choice in arranging words into meaningful noun phrase.

The example of wrong noun phrase: Child diligent correction: a diligent child Noun Adjective Ship big correction: the big ship Noun Adjective Side beach correction: the seashore Noun Noun, we assumed that some students still found difficulty in differentiating between noun and adjective, this error caused by mother tongue interference The second highest errors were 139 errors or 36,4% for verb phrase. It occured by students' lack to use the basic verb phrase such as the main verb and auxiliary.

And the students had wrong in the infinitive phrase form. The students didn't know as infinitive the word to must be followed by verb. It has functions as a noun, an adjective and also an adverb. The example: They live correction: they lived Verb2 His mother don't permit him correction: didn't permit him Auxiliary He wanted to repair his life correction he wanted to repair his life. To infinitive, we assumed the students found the difficulty to understand and apply tense rule in writing verb phrase, because Indonesian language does not have grammar rules and it's different with English. The third highest errors made by students were 42 errors or 11% for Adverbial Phrase.

Most errors were caused by students' luck to find adverbial phrase that act as an adverb.

It modifies a verb, adverb or adjective and can tell "when", "how", "where" and "why". The highest errors of this level were made by students in describing the time and manner and constructing its word in adverbial phrase. The example of adverbial phrase error: In age formely: once upon a time Adv of time, With happy correction: happily adv of manner The fourth highest errors were 29 errors or 7,6 % in adjective phrase. We analyzed the errors caused by students' lack in use kinds of to be before adjective.

In this case students didn't understand to arrange the appropriate tobe with the subject. The example of wrong adjective phrase: They very poor correction: they are very poor. His mother is sad correction: his mother was sad. The lowest number of errors in students' narrative writing text were 10 errors or 2,6 % for prepositional phrase.

In this test we found the students were only careless to write down the function of prepositional phrase as an adverb of place by using word "at". The example of prepositional phrase: They lived the seashore correction: they lived at the seashore. He wanted work the big ship correction: he wanted work in the big ship.

CONCLUSION

According to the explanation in the previous chapter, the writers conclude that the syntactical errors made by the second year students of SMP Nurul Hikmah II Bekasi in writing narrative text are in Noun Phrase for the highest errors by162 errors or 42,4%, the second is errors in Verb Phrase by 139 errors or 36,4%, the third is errors in Adverbial phrase by 42 errors or 11 %, the forth is errors in Adjective Phrase

by 29 errors or 7,6% and the last errors in Prepositional Phrase with 6 errors or 30%. Syntactical errors commonly happen because students' lack in mastering coherence, grammar and unity in their writing activity. In the future the teachers should do need analysis of what students' problem in English writing, and then identify what their problem so that the way to overcome their difficult can be done by the effective method.

To make the data clearer, here is the table of the percentage: Syntactical errors _Number of errors Percentage Adjective Phrase is 29 (7,6%), Adverbial Phrase is 42 (11%), Noun Phrase is 162 (42,4%), Verb Phrase is 139 (36,4%), Prepositional Phrase is 10 (2,6%).

Errors in foreign language teaching especially in English are the cases which are difficult enough to avoid. Many aspects that can cause the learners of English as a foreign language make errors. To reduce the syntactical errors in students' writing, the students should learn more about Sentence Pattern, Tense, and Part of speech. For the English teachers, they should improve the way they teach and should improve their techniques in teaching by preparing systematic materials to reduce the errors which are always made by the learners.

They should encourage student to understand what a phrase is and to write phrases which are appropriate to the register they are aiming for. after conducting interviews to teachers and students, the authors found that incomplete facilities in learning English such as the availability of limited reading material and student learning outcomes are still not satisfactory.

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FLIPPED CLASSROOM, TEACHING SOLUTION FOR WRITING CLASS (CASE STUDY OF INDRAPRASTA PGRI UNIVERSITY STUDENTS)

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ABSTRACT

The research was designed to investigate the result of a study comparing two English writing classes of Indraprasta PGRI University student in the sixth semester of 2015/2016. There were thirty students for each class chosen randomly. The research was conducted from March to July 2016. One class was taught in a traditional way and the other using the flipped method. A test is given at the end of the treatment to detect the level of student understanding. Results of post-test are compared by using t-test to gauge whether the method of "Flipped Classroom" has effect on student understanding. This research is a field research with posttest-only control group design method. The theory used to determine the ability of the students is a statistical theory by Sudjana, cohesion was analyzed by using the theory of cohesion in English by Halliday and Hassan. Factors affect the ability to write theory by Harmer. The study resulted t_{count} 2,256 and t_{table} 1.67 at $\alpha = 0.05$ level. So $t_{count} > t_{table}$, so that Ho refused mean significant. It can be concluded also that there is a positive and significant influence.

Key words: flipped classroom, writing, teaching solution

ABSTRAK

Penelitian ini dirancang untuk mengetahui hasil dari penelitian yang membandingkan dua kelas menulis Bahasa Inggris mahasiswa Universitas Indraprasta PGRI di semester keenam 2015/2016. Ada tiga puluh siswa untuk setiap kelas yang dipilih secara acak. Penelitian dilakukan dari Maret-Juli 2016. Satu kelas diajarkan dengan cara tradisional dan yang lain menggunakan metode Flipped. Sebuah tes yang diberikan pada akhir perlakuan untuk mendeteksi tingkat pemahaman siswa. Hasil post test dibandingkan dengan menggunakan t-test untuk mengukur apakah metode "Flipped Classroom" memiliki efek pada pemahaman siswa. Penelitian ini merupakan penelitian lapangan dengan metode posttest-only control group design. Teori yang digunakan untuk mengetahui kemampuan siswa adalah teori statistik dengan Sudjana, kohesi dianalisis menggunakan teori Kohesi dalam bahasa Inggris oleh Halliday dan Hassan. Faktor-faktor yang mempengaruhi kemampuan untuk menulis teori dengan Harmer. Hasil dari penelitian ini diketahui bahwa t_{hitung} adalah 2.256 dan t_{tabel} 1,67 pada $\alpha = 0,05$. Jadi $t_{hitung} > t_{tabel}$, sehingga Ho ditolak berarti signifikan. Dapat disimpulkan juga bahwa ada pengaruh positif dan signifikan pada penngunaan flipped classroom terhadap kemampuan menulis mahasiswa.

Kata kunci : flipped classroom, menulis, solusi pengajaran

INTRODUCTION

Lecturers of Indraprasta PGRI University, as well as lecturers from other universities in Indonesia, face problems in providing appropriate teaching in accordance with the students' ability. Problems faced by lecturers and students in Indraprasta PGRI University are quite complex; the diversity of the students' ability, motivation, and time to study at campus.

Each lecture teaches in different technic and speed. If the lecturer is quite sensitive to the ability of the students, he most likely will try to accommodate the students' comprehension capability. Unfortunately, in one class, there are always three types of students in terms of the comprehension capability of teaching materials, namely:

1. Students who have average ability, or can be called at the level of average. These students will feel comfortable following the normal speed of lecturers in teaching.
2. Students who have the ability above average or a good achievement performance may feel that it is too slow so they quickly get bored with the teaching of lecturers. Their attentions split because the courses are no longer challenging.
3. Students who have the ability under the average feel that the lecturers teach too fast. They cannot catch the material.

Unfortunately, after more than a decade, this condition is not much different. According to the chairman of the Jakarta Book Fair, Hikmat Kurnia in KOMPAS, Indonesia was only able to publish 18,000 books per year, which is far behind China which published 140,000 books per year, or even Japan (40,000) and India (60,000) (Widiantoro, 2012).

Lecturers often face a dilemma to pick the best way to accommodate the different students' ability and motivation. In fact, the advancement of technology for teaching and instructional needs allows lectures looking for creative ways to solve the problem. One trend that is in the field of teaching is a technic of "Flipped Classroom". The technic is often applied at the level of secondary school teaching. "Flipped Classroom" starts to be used by lecturers at colleges. Seeing positive results from the application of this concept, more lecturers want to apply this concept in their classes.

By understanding these problems, this research has been carried out with some of the following purposes:

1. To develop and provide materials to students online.
2. To examine the results of the experiment "Flipped Classroom" on Writing subject:
   a. Student grades
   b. Student perception of aspects of the "Flipped Classroom"

Writing is an activity to submit ideas through the medium of language (Nurgiyantoro, 2008) .In teaching of writing, there is an active productive activity that emphasizes language elements and activities that emphasizes the idea of producing language. Although the writing assignment is given in order to assess the language proficiency, the assessment should consider the accuracy of language in relation to the context and content. Fluent communication of a composition depends on the visualized language symbols. To be able to communicate through written symbols as expected,

the writer should put his ideas precisely, orderly, and completely. We often hear that the organized language is a manifestation of an organized mind.

The term argument comes from the Latin "arguer" which means showing, making clear, and proving. Argumentation essay is a form of rhetoric that tries to influence the attitudes and opinions of others so that they will eventually come to believe and act according to what is desired by the speaker.

Flipped classroom is a reversal of the traditional learning procedure. Learning materials, which is usually done at school, is done at home. In reverse the hard materials which are usually hard materials are conducted at home. In traditional learning, students learn the subject matter managed by the teacher in the classroom (through talks or direct explanation from the teacher, group discussion, or reading and watching), then do the tasks for reinforcement at home (in the form of homework). In the flipped classroom, students learn the subject matter at home (through watching instructional videos, making inclusion, noting the important points, making inquiries, discussions with friends online or reading resources needed), then do the tasks for strengthening in the classroom.

In the classroom there is also discussion, laboratory practices, clarification of concepts that students have not understood, but the nature of the reinforcement or deepening.

In his book Flip Your Classroom: Reach Every Student in Every Class Everyday (Sams, 2012) writes "Basically the concept of a flipped class is this: that the which is traditionally done in class is now done at home, and that the which is traditionally done as homework is now completed in class."

Hypothesis testing is done by doing a "t-test" with a significance level of 0.05 with the following formula: if $T_{(count)} < T_{(table)}$, the null hypothesis (H0) is acceptable or not there is a significant effect, if $T_{(count)} > T_{(table)}$, the null hypothesis (H0) is rejected or there is a significant effect.

The steps of analyzing data in this study are (1) to determine the assessment rubric, and (2) the category value of student achievement can be determined. Achievement of students from the lowest value to the highest value can be divided into five categories, namely, poor, less, sufficient, satisfactory and very satisfactory. A complete description can be seen in the table below.

Table 1
Assessment Rubric

POINT	VALUE	DESCRIPTION
A	86-100	Shows mastery and understanding of the structure organization and system of good grammar. At this range, the students writing is categorized in stages of a very satisfactory
B	70-85	Shows mastery of the organizational structure and quite good grammar. At this range, the student's writing is classified a satisfactory level
C	51-69	Shows partial mastery of the organizational structure and grammar. Understanding at this stage is categorized enough.
D	26-50	Shows limited understanding of the structure organization and grammar. Understanding at this stage considered less

E	0-25	Showing absolutely no control of the organizational structure and grammar. Understanding at this stage considered bad

Assessment Rubric in this study is an analytic rubric. This column is adapted from rubric created by Jacobs, Hamp-Lyons and Andrade, and rubrics used in the San Diego Unified School District.

METHOD
In this design, there are two groups which were selected randomly (R). The first group was given a treatment (X) and the other group did not.

This study used a true experiment. In this design researchers can control all external variables that influence the course of the experiment. Thus, internal validity must be high. In line with this, the purpose of true experiments according to (Suryabrata, 2011) is to investigate the possibility of mutual causality by imposing treatment and comparing the results with a control group that was not treated. The samples used for the experiment as well as the control group were taken randomly from certain population. Or in other words, there must be a control group and a random sample in true experiment.

Furthermore, the type of research used in the experiment is true posttest-only control group design. In this design, there are two groups selected randomly (R). The first group was given a treatment (X) and the other group was not.

Chart of this study as follows.

R	X	O1
R		O2

The influence of the treatment is (O1: O2). In the study, the treatment effect was analyzed by using a different test statistic t-test. If there is a significant difference between the experimental group and the control group, the treatment accorded significant influence.

This research was conducted at the English education department of Indraprasta PGRI University in the second semester 2015/2016 for the writing course. Implementation of the research was carried out by measuring the results of post-test. It compared the students' achievement in the control class and students' achievement after treatment using "Flipped Classroom" technic. This technic had the students read the material or watch video / multimedia before they come to the class. They discussed the difficulties experienced during the class with their lecturer. The role of the lecturer as facilitator is to answer and explain various questions from the students about the problems they found at home. The facilities and software used in this experiment as follows:

1. Video software maker: My Screen
   Recorder Pro 2.3
2. Online learning software: Schoology
3. Lecturer's Blog:
   bejo2210.wordpress.com

In this study, data were collected using observation method with check list technique, interviews with technical notes, technical documentation record, and test method using written test technique.

1. Observation Method
An observation method is a way of collecting data by observing and recording the observed thing, then recorded on observation sheets. The advantages of this observation method is that researcher can observe the

studied thing directly without removing or adding things that are important in the study. Observation viewed the relationship between the observer and the Observant. There are two, namely participatory observation and non-participatory observation. Participatory observation is the observation made when observer participates in the activities undertaken by Observant. Non-participatory Observation is the observation that put pure observer as an observer (Sanjaya, 2013). This study used participatory observation that lecturer as researcher also involved in the teaching process, so the situation of students during the learning process can be observed directly.

2. Documentation Method

Documentation method is a way of collecting data. We can archive or document all forms of research activities. The forms of documentation may include notes, agendas, transcripts, etc. (Suharsimi, 2006). The applicability of documentation method done by identifying the name set as research subjects were obtained from the attendance list. In addition, document the results of observations related to the activities carried out during the research process, either recording or tests conducted during the study. The results of the observation will be used to determine the state of students during the learning process.

3. Test Method

The test method is a method used in the study. It is used to measure the ability of research subjects in mastering a particular subject matter. In educational research, the test is often used as a tool to measure the ability of cognitive, affective, and psychomotor field. Type of test used in this study is a written test. Written test adapted the format of the IELTS exam.

Sample taking in this study used Random Sampling. Researcher selected a random sample from students and conducted a survey to them. Then, we drew a conclusion on their writing argumentative or responded based on the feedback from this group. Based on these results drawn, a conclusion about the effect of flipped classroom technique to the entire population and mentioned figures disclaimers "plus or minus 5%.

1. Treatment

Treatment is conducted to students of experiment class in the flipped classroom. Students are given the materials in the form of video, slides, and other forms of files. They will learn the materials at home. They will also be given exercises that will be done online or offline. This experiment classroom activity discussed issues and challenges faced during the study and the exercises at home. As for the control class, they studied with the traditional technic used in traditional classroom.

2. Post-test

Implementation of the post-test performed after carrying out a series of treatment or treatment process. Implementation of the post-test is done by checking the result of the assignment of the argumentative essay, it aims to see the students' different outcomes after a given treatment between the control class and the experiment class.

The data analysis technique is designed to analyze the data that has been gathered from sources both qualitatively and quantitatively. As for the stages to analyze data are as follows:

1. Descriptive Analysis Technique

The data obtained will be presented in a frequency distribution table form for each variable of the study. Then the data will be processed

and analyzed. It measures central tendency and layout as the mean, mode, median and standard deviation. Then, a histogram graph will be made.

2. Data Requirements Analysis Technique

The technique performed normality test and homogeneity test. Normality Test used Chi Square test. It aims to test the relationships both dependent variable and independent variable distribution if it is normal or not. After normality test gave an indication that the research data result was in normal distribution. Homogeneity test using F test method was conducted.

3. Research Hypothesis Testing Technique

Hypothesis testing is done by doing a "t-test" with a significance level of 0.05 with the following formula: if <, then the null hypothesis (Ho) is acceptable or not there is a significant effect, if>, the null hypothesis (Ho) is rejected or significant influence.

namely an experimental class taught using techniques Flipped Classroom and the control class taught using conventional technique. Here is the data from the two classes that have been mentioned.

RESULTS AND DISCUSSION

The data analyzed in this study was the students' data test result. The students were selected through random technique and divided into two classes,

Table 2
Distribution Frequency Control Class

No	Class	f	xi	xi^2	$f.xi$	$f.xi^2$
1	41-45	1	43	1849	43	1849
2	46-50	5	48	2304	240	11520
3	51-55	9	53	2809	477	25281
4	56-60	8	58	3364	464	26912
5	61-65	4	63	3969	252	15876
6	66-70	3	68	4624	204	13872
	Jumlah	30	333	18919	1680	95310

Table 3
Distribution Frequency Experiment Class

No	Class	f	xi	xi^2	$f.xi$	$f.xi^2$
1	42-48	3	45	2025	135	6075
2	49-55	6	52	2704	312	16224
3	56-62	10	59	3481	590	34810
4	63-69	4	66	4356	264	17424
5	70-76	5	73	5329	365	26645
6	77-83	2	80	6400	160	12800
		30	375	24295	1826	113978

Table 4
Descriptive Analysis Result of Experiment Class and Class Controls

Class	Lowest score	Highest score	Mean	Media	Modus	Variance	Standard deviation
Experiment	42	82	60,87	59,7	58,3	97,77	9,89
Control	41	69	56	55,5	54,5	42,41	6,51

Table 5
Normality Test Results Experiment Class and Class Controls

No	Class	X^2_{count}	X^2_{table}	Explanation
1.	Experiment	1,97	11,07	Normal
2.	Control	1,45	11,07	Normal

Normality test used chi square test for normality, for more research data is presented as table 5. Homogeneity test is a test of variances at least two or more distributions. The results of the homogeneity test obtained $f_{count} = 0.43$ while for f_{table} obtained of 1.84.

Furthermore, the tests of significance were calculated using the formula "t-test". (Supardi, 2012: 320), the $t_{count} = 2.256$. As for the t tables of t distribution table for $\alpha = 0.05$ and df = n1 + n2 - 2 = 58 by the use of interpolation formula t table values obtained for $\alpha = 0.05$ and df = 58, namely table = 1.67

The result of descriptive analysis showed the average value of the experimental class at 60.87 while the average value of the control class is 56. It indicates that the average value of the experimental class is higher than the control class.

Table 4 showed the control class normality test results obtained value of 1.45, while the value X^2_{count} X^2_{tabel} for α of 5% by dk = 6 -1 = 5 is equal to 11.07. Thus $X^2_{count} < X^2_{tabel}$ namely 1.45 <11.07, these results suggest that the normal distribution of data. Likewise, the experimental class obtained X^2_{count} value of 1.97, while the value X^2_{tabel} for α 5% by dk = 6 -1 = 5 is equal to 11.07, the result indicates normal distribution of data.

The homogeneity test obtained value of F_{count} 0.43 and F_{tabel} of 1.84. It concluded that $f_{count} < f_{table}$ is 0.43 <1.84, thus the data is homogeneous.

From these results show that when the data were normally distributed and homogeneous then the analysis can be continued to see the significance of the data by using a significance test or t test.

Testing criteria are:
$t_{count} > t_{table}$ then H0 is rejected, which means significant
$t_{count} < t_{table}$ then received H1, which means insignificant

The result of t test is t_{count} amounted to 2,256 and t_{table} 1.67 at α of 0.05 level. So $t_{count} > t_{table}$, so that Ho refused mean significant. It can be concluded also that there is a positive and significant impact flipped classroom use the writing skills of students.

CONCLUSION

In this study, we have discussed how the use of flipped classroom, effectively improve the quality of English argumentative writing students in class treatment. An opportunity to discuss material that is difficult to help the teacher directly, repeating the materials provided by the teacher in the form of slides and video at home, and study at a convenient time

and unlimited is an important factor in student success with this technique flipped classroom.

In the flipped classroom students control their learning activities (Fulton, 2012). Therefore, the authors hypothesized that students in the flipped classroom environment will feel more in control of their learning. They can choose when and where they want to learn, so as to improve their writing ability, evidenced by the improvement in the quality of writing skills.

Although the results of this study indicate flipped classroom is valuable for students in grade 3 writing, the author is limited by some weakness. First, the sample size of the class S6A and S6B probably not considered large enough to provide a strong enough indication whether similar results would be observed in many other classes. Conclusion larger sample size is needed in future research.

The second drawback is the limitation of students in using the Internet network, make no maximum student discussions online when it finds problems in a video or slide they learned. It's become a common concern for the expensive internet facility in the country.

The lecturers are trying to use the flipped classroom must consider things like the length of the video between 10 to 15 minutes, using a video recorder that both application and make a clear presentation slides. It is statistically proven to improve students' writing ability.

Use of flipped classroom seems to be quite effective in EFL environment, but there are important points to note from this approach. Type what students get the most from this technique classroom flipped? Do students who are good or less good at writing is further improved results with this technique? Questions like these will be the focus of further research in an attempt to discover more about the effectiveness of the flipped classroom.

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ERROR IN VOWEL PRONUNCIATION MADE BY INFORMATICS STUDENTS

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ABSTRACT

The purpose of this study is to figure out the dominant factor causing the errors of vowels pronounced by second-semester students of Informatics which is basically nonnative speakers of English. The approach applied in this study is qualitative. The data were collected via observation and recording which were constructed in the form of field-notes then analyzed and measured in accordance to English phonetic transcription in "English Pronouncing Dictionary" written by Jones (1997). This study involved 40 students of Informatics English subject at Informatics Program of Indraprasta PGRI University where English is only supporting subject. The data shows that the respondents were really lack of English pronouncing skill, especially vowels as 42 of 58 words containing vowels are pronounced incorrectly. As the result of study, we can conclude that the dominant error made by students is Interlingual errors (58,6% or 838 of 1.430 errors made by students), the errors occurred due to the interference of students' native language.

Key words: error analysis, vowels, pronunciation

ABSTRAK

Penelitian ini bertujuan untuk menemukan faktor dominan dalam kesalahan pengucapan bunyi vocal yang dilakukan oleh mahasiswa semester dua program Studi Informatika yang pada dasarnya bukan penutur asli Bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif. Teknik pengumpulan data dilakukan melalui observasi dan perekam suara. Data kemudian ditranskripsi ke dalam bentuk phonetic writing yang mengacu pada kamus penulisan fonetik Bahasa Inggris yang ditulis oleh Jones (1997). Penelitian ini melibatkan 40 mahasiswa pada mata kuliah Bahasa Inggris Informatika di Program Studi Informatika Universitas Indraprasta PGRI, dimana Bahasa Inggris bukanlah mata kuliah keahlian khusus. Data menunjukkan bahwa kemampuan responden dalam mengucapkan kata dalam Bahasa inggris khususnya bunyi vokal sangat kurang. Hal ini terlihat dari 42 dari 58 kata yang mengandung bunyi vokal diucapkan dengan tidak tepat. Penelitian menunjukkan bahwa faktor dominan yang menyebabkan kesalahn dalam pengucapan bunyi vokal adalah Interlingual errors (sebanyak 58,6% atau 838 dari 1430 kesalahan), yaitu eror yang terjadi akibat interfensi atau pengaruh dari bahasa ibu.

Kata kunci: analisis kesalahan, bunyi vokal, pengucapan

INTRODUCTION

Learning English as a foreign language has been a priority at any level of education in Indonesia, from lower to higher education. At the university level, students are required to be able to learn English not only in the area of grammar and structure but more on the skills: speaking, reading, writing, and listening. Among of the skills, speaking seems more complicated than the others. We easily find status or posts written in English at social media regardless of grammar or structure appropriateness, but it is hard to find people confidently speak English for their daily conversation. It is due to the fact that to be able to speak English fluently, students need more than just understanding or comprehension of the theory. Speaking process involves the production of sounds using speech organs and it requires continuous practices. Someone is considered speak fluently if he can produce good pronunciation on his utterances because it directly affects his communicative competence and performance (Gilkajani, 2012).

In teaching pronunciation, a teacher should be creative to find effective ways in order to make the students easily understand the material (Fraser in Gilkajani, 2012). Reading aloud can be used as a tool of practicing pronunciation. Reading aloud is an oral matter and need full understanding of letters to produce the right voice which has meaning and sense of context in the text (Afifah, 2014). When non-native students attempt to learn the pronunciation of English, there are some difficulties they may encounter; the students have to learn to recognize the speech sounds occurring in the language certainly and learn to produce those foreign sounds with their own organs of speech. The students then have to learn to use those sounds in the proper place and usage in the matter of attributes (length, stress, pitch, and manner). Furthermore they have to learn to contact sounds and join them in sequence fluently (Jones in Afifah, 2014).

The difference of language features between Bahasa Indonesia and English may cause difficulty in learning this foreign language for Indonesian students, and it will guide to production of error (Frijuniarsi, 2016). For example, English has twelve vowels while Indonesian has only six, there are no vowel ɑ:, æ, ɛ:, i:, ɔ:, ʊ, in Indonesian pronouncing. The concept of short and long vowel does not exist in Indonesian, hence these kinds of sounds will be probably considered the same by Indonesian students. Although errors made by the students are not always the results of native language interference, but it also may be caused by the intralingual factor (Husada, 2007). Production of errors normally happens in the learning process, because errors are natural part of learning a language and can work as an insight into the tools and the process used to learn a language (Corder in Afifah, 2014). In EFL course, error analysis can be used by the teacher as an useful method to help them predict and understand the pronunciation difficulties faced by their students, while for the students, it is also important to make them aware of the differences between their native language and second language during the learning process (Yiing, 2011).

According to Nurjanah, Anggoro, and Dwiastuty (2017), the term of error refers to any wrong-doing made by someone while constructing grammar or other language features as the result of his ignorance or incomplete knowledge about that language. It is certainly different to those produced

because of slip which is called as mistakes. In the other hand, Richard cited in Heydari and Bagheri, (2012) stated that based on the source, error can be classified into: (1) Interference errors: errors resulting of the use of elements from one language while speaking/writing another language. (2) Intralingual errors: errors reflecting general characteristics of the rule learning such as faulty generalization, incomplete application of rules and failure to learn conditions under which rules apply, and (3) Developmental errors: errors occurring when learners attempt to build up hypothesis about the target language on the basis of limited experiences. Later on, Richard cited in Heydari and Bagheri, 2012) classified error according to their causes: (1) Interlingual errors: errors caused by mother tongue interference. (2) Intralingual and developmental errors: errors occur during the learning process of the second language at a stage when the learners have not really acquired the knowledge, in addition, errors are also caused by the difficulty or the problem of language itself.

The alphabets of English and Bahasa Indonesia are the same in quantity but different in the way they are pronounced. As stated before, pronunciation is the matter of sounds, the production of sound using speech organ with certain manner. English has 24 consonants, a kind of voiced and voiceless sound, in which the air stream and obstructed through a narrowing or complete closure of the mouth passage (Suparman in Afifah, 2014) English consonants are symbolized as follow: b, p, d, t, g, k, v, f, θ, ð, z, s, ʒ, ʃ , m, n, ŋ‚l, r, dʒ, tʃ, h, j, w.

Table 1
English Consonants (Jones, 1997)

Classification of NAE Consonant Phonemes

Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop Voiceless	p			t		k	
Voiced	b			d		g	
Fricative Voiceless		f	θ	s	ʃ		h
Voiced		v	ð	z	ʒ		
Affricate Voiceless					tʃ		
Voiced					dʒ		
Nasal Voiced	m			n		ŋ	
Liquid Voiced				l	r		
Glide Voiced	w				y		

This language also has 12 vowels, a set of voiced sounds in which air leaves the mouth with no interference and which occur in similar position (Ilzamudin, 2001:43 as cited in Afifah, 2014) they are: ʌ, ɑ:, æ, e, ə, ɛ:, ɪ, i:, ɒ, ɔ:, ʊ, u:. This kind of sounds is classified by tongue height, tongue position and lips rounding as can be seen in the following chart.
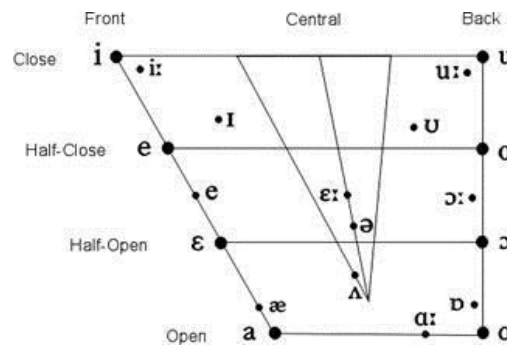
Figure 1
English Vowels Chart (Jones, 1997)

English also has eight diphthongs, sequences of two vowel sounds together in the same syllable (aɪ, aʊ, əʊ, ei, ɔi, əe, iə, uə). It does not differ alot to Bahasa Indonesia. Bahasa Indonesia has 21 consonants (p, b, t, d, k, g, f, v, m, n, r, s, l, h, j, c, w, y, z, ŋ, x), 6 vowels (a, I, u, e, ə, o) and 3 diphthongs (ai, au, oi,) . There are several sounds of English do not exist in Bahasa Indonesia, such as vowels ɑ:, æ, ɛ:, i:, ɒ, ʊ, and the absence of that particular

sounds in students native language might lead to difficulties in producing those sounds. Indonesian EFL learners will try to produce those kind of sounds by pronounce the most common sounds to their tongue or find the nearest equivalents to substitute those new sounds. (Yiing: 2011). Many studies shown that pronunciation errors of English made by the students from different language backgrounds are systematic and not accidental (Rajadurai in Husada, 2007). They seem to repeat the same errors as if they have acknowledged those errors as an appropriate concept: they substitute the sounds that they don't have in their native language, with other sounds which are close to them in the place of articulation e.g. they replace /p/ with /b/, /θ/ with /s/ (Nunan and O'Connor as cited in Hassan, 2014). In another side, for EFL students, especially Indonesian students, the inconsistence of English letters in referring certain sounds also contribute to the production of error in pronunciation as stated once that there is no direct relation between letter and sounds of English and phoneme-grapheme relationship in English is highly unconstrained (Perry, Ziegler and Coltheart cited in Ali, 2015).

The emphasizing on vowels rather than consonants in this study is because of the importance of these sounds in learning English. Furthermore, most of English words contains vowel, hence the correct pronunciation of words mostly depends on the pronunciation of vowel sounds. This fact suggests that pronunciation problems of English vowels can affect the meaning of words leading to intelligibility problems (Ali, 2015). Recently, the pronunciation of English vowels has gained more attention from language teachers and researchers who are interested in the learning and

teaching of English as a second or a foreign language (ESL/EFL), and several studies have been conducted to classify the cause and source of error in production of vowels for later to find interpretation of many learning problems of vowel sounds (Ali, 2015). It will be useful for creating the best method to teach English vowels and consonant as well. Moreover, the error of pronouncing error will be analyzed and classified into two categories according to their cause: (1) interlingual error and (2) intralingual and developmental error (theory by Richard cited in Heydari and Bagheri, 2012). The researcher aims to find the most influencing factor contribute to the errors of vowel pronunciation.

METHOD

This study is designed by using the descriptive qualitative method, because it is basically trying to analyze, describe, and explain the data. Furthermore, the findings of this study are revealed not by tools of statistical procedures or other devices of quantification (Pallawa and Alam, 2013) the procedure of data collection was done by observation and recording. The samples are 40 students at English I Course of Informatics Program at Faculty of Engineering Mathematics and Science University of Indraprasta PGRI. The 40 students were given a short reading text that they have to read individually in queue while the researcher recorded it by using voice-record application on Samsung Ace Duos Smart Phone. The data then were transcribed into phonetics writing to find out the inappropriateness pronunciation in accordance to dictionary of English phonetic system (Jones, 1997). Errors made by the students than grouped into (1) Interlangual (2) Interlangual and

Developmental Error (Richard, 1974 cited in Heydari and Bagheri, 2012). Last, simple counting using percentage will show which kind of error dominantly made by the students.

RESULTS AND DISCUSSION

In this study, error analysis is used for describing errors made by the student while reading a short text aloud. Findings will be classified in a table according to their cause. For additional information, subjects of this study are Indonesian-spoken students, although there are some of them use their local language, in example Sundanese, Javanese, and Bataknese for communicating within family, but they speak Indonesian fluently for interacting with friends and others. 40 students are required to read the text personally, face to face to the researcher. While a student read, the others were waiting outside the room. Hence, it can be temporary concluded that every students pronunciation while reading are based on their own knowledge and skills, without interference from other students Here is the text given to the students to be read loudly:

Computer Science

Computer science is the study and development of computer technology. It includes the theory in which computer research and technology is based on system analysis design, application system software design, and programming. Concept such as algorithms and computation are central to computer science. Computer scientists focus on the technology used in building computer system. A

thorough knowledge of computer hardware and software, and how they interact is a requirement for any professional in the field. To that end, a background in multiple computer languages is in demand by both hardware and software companies. In addition, networking and system administration skills are a plus.

Here is the phonetic transcription of the text above:

kəm'pju;tə 'saɪəns

kəm'pju;tə 'saɪəns ɪz də 'stʌdɪ ænd dɪ'veləpmənt ɒv kəm'pju;tə tek'nɒlədʒɪ. ɪt ɪn'klu:dz ðə θɪəri ɪn wɪtʃ kəm'pju;tə rɪ'sə:tʃ
ænd tek'nɒlədʒɪ ɪz beɪst 'sɪstɪm əneləsɪs dɪ'zaɪn, æplɪ'keɪʃən 'sɪstɪm sofweə dɪ'zaɪn ænd prəʊgraemɪng. 'kɒnsept sʌtʃ æz 'ælgərɪðmz ænd 'kəmpju:'teɪʃən a: 'sentrəl tu: kəm'pju:tə 'saɪəns. kəm'pju;tə 'saɪəntɪst 'fəʊkəs on ðə tek'nolədʒɪ ju:zd ɪn 'bɪldɪng kəm'pju;tə sɪstɪm. ə θʌrə nolɪdʒ kəm'pju;tə ha:dweə ænd 'softweə ænd haʊ ðeɪ ɪntər'æk ɪz ə rɪkwaɪəmənt fo:r eni prəfeʃən ɪn ðe fi:ld. tu: ðæt end ə 'bækgraʊnd ɪn 'mʌltɪpl kəm'pju;tə læŋgwɪdʒɪz ɪn dɪ'ma:nd baɪ bəʊt ' ha:dweər ænd 'softweə 'kʌmpənɪz. ɪn ə'dɪʃən, 'netwə:kɪng ænd sɪstɪm ədmɪnɪs'treɪʃən skɪlz a:r ə plʌs.

The following table shows error of vowel pronunciation made by the students (regardless to the errors of consonant pronunciation).

Table 2. Errors of Vowel Pronunciations

no	Words	Transcription	Numbers and % of	Description

		Dictionary transcription	As recorded	percentage of students producing errors	total errors	
1	computer	kəm'pju;tə	kɒmputər	35 (87,5)	2,45	Substitution of /ə/ with /ɒ/ and /u:/ with /u/
2	science	'saɪəns	(a) saɪn	9 (21,95)	0,63	Omission of /e/
			(b) stʃɪens	14 (35)	0,98	Substitution of /a/ and /i/ with /i/ and /e/
			(c) skɪns	13 (32,5)	0,91	Omission of /a/ and /e/
3	and	ænd	end	40 (100)	2,80	Substitution of /æ/ with /e/
4	development	dɪ'veləpmənt	divelopmənt	31 (92,5)	2,17	Substitution of /ə/ with /o/
5	technology	tek'nɒlədʒɪ	tek'nɒlogɪ	38 (95)	2,66	Substitution of /ə/ with /ɒ/
6	includes	ɪn'klu:dz	ɪn'kludz	40 (100)	2,80	Substitution of /u:/ with /u/
7	theory	θɪəri	(a) teɒri	17 (42,5)	1,19	Substitution of /ɪə/ with /eɒ/
			(b) tɪɒri	18 (45)	1,26	Substitution of /ə/ with /ɒ/
8	research	rɪ'sə:tʃ	(a) rɪsətʃ	5 (12.5)	0,35	Substitution of /ə:/ with /ə/
			(b) rɪset	35 (87,5)	2,45	Substitution of /ə:/ with /e/
9	based	beɪst	(a) best	10 (25)	0,70	Omission of /ɪ/
			(b) besəd	26 (65)	1,82	Omission of /ɪ/ Additional of /ə/
10	system	sɪstɪm	sɪstəm	34 (85)	2,38	Substitution of /ɪ/ with /ə/
11	analysis	əneləsɪs	ʌnʌlɪsɪs	38 (95)	2,66	Substitution of /ə/ with /ʌ/, Substitution /e/ with /ʌ/ Substitution of /ə/ with /ɪ/
12	application	æplɪ'keɪʃən	(a) eplɪ'keʃən	11 (27,5)	0,77	Substitution /æ/ with /e/ and omission of /ɪ/
			(b) ʌplɪ'keʃən	29 (72,5)	2,03	Substitution /æ/ with /ʌ/ Omission of /ɪ/
13	software	sofweə	Sofwe(r)	40 (100)	2,80	Substitution of /ə/ with /r/
14	programming	prəʊgræmɪng	progremɪng	40 (100)	2,80	Substitution of /ə/ and /ʊ/ with /o/ and /æ/ with /e/
15	such	sʌtʃ	sutʃ	15 (37,5)	1,05	Substitution of /ʌ/ with /u/
16	as	æz	(a) es	30 (75)	2,10	Substitution of /æ/ with /e/
			(b) ʌs	10 (25)	0,70	Substitution of /æ/ with /ʌ/
17	algorithms	ælgərɪðmz	ʌlgorɪtms	40 (100)	2,80	Substitution /æ/ with /ʌ/ and /ə/ with /ɒ/
18	computation	kəmpju:teɪʃen	kɒmputeʃən	36 (90)	2,52	Substitution of /ə/ with /ɒ/

					substitution of /u:/ with /u/
					omission /ɪ/
19	central	ˈsentrəl	sentrʌl	27 (67,5)	1,89	Substitution of /ə/ with /ʌ/
20	to	tu:	tu	34 (85)	2,38	Substitution of /u:/ with /u/
21	scientist	ˈsaɪəntɪst	(a) stʃɪentɪs	9 (22,5)	0,63	Substitution of /a/ with /tʃ/
						Substitution of /ə/ with /e/
			(b) saɪntɪst	7 (17,5)	0,49	Omission of /ə/
22	focus	fəʊkəs	fokus	40 (100)	2,80	Substitution of /əʊ/ with /o/
						Substitution of /ə/ with /u/
23	building	bɪldɪng	bʊɪldɪng	35 (87,5)	2,45	Additional /ʊ/
24	thorough	θʌrə	(a) toroʊg	31 (77,5)	2,17	Substitution of /ʌ/ with /o/
						Substitution of /ə/ with /oʊ/
			(b) troʊg	2 (5)	0,14	Omission of /ʌ/ Substitution of /ə/ with /oʊ/
			(c) tru	7 (17,5)	0,49	Omission of /ʌ / Substitution of /ə/ with /u/
25	knowledge	nolɪdʒ	(a) knoʊledʒ	34 (85)	0,38	Additional of /ʊ/ Substitution of /ɪ/ with /e/
			(b) noledʒ	3 (7,5)	0,21	Substitution of /ɪ/ with /e/
26	hardware	ha:dweə	Hʌrdwer	40 (100)	2,80	Substitution of /a:/ with /ʌ/ Substitution of /ə/ with /r/
27	how	haʊ	hoʊ	11 (27,5)	2,77	Substitution of /a/ with /o/
28	interact	ɪntər'æk	ɪntərek	40 (100)	2,80	Substitution of /æ/ with /e/
29	requirement	rɪkwaɪəmənt	(a) rekwɪrmənt	32 (80)	2,24	Substitution of /ɪ/ with /e/ Omission of /a/ and /ə/
			(b) rekwaɪrmənt	3 (7,5)	0,21	Substitution of /ɪ/ with /e/ Substitution of /ə/ with /r/
30	for	fo:r	for	39 (97,5)	2,73	Substitution of /o:/ with /o/
31	profesion	prəfeʃən	profeʃən	37 (92,5)	2,59	Substitution of /ə/ with /o/
32	that	ðæt	det	40 (100)	2,80	Substitution of /æ/ with /e/
33	background	bækgraʊnd	bekgraʊnd	40 (100)	2,80	Substitution of /æ/ with /e/
34	Multiple	mʌltɪpl	multɪpl	6 (15)	0,42	Substitution of /ʌ/ with /u/
35	languages	læŋgwɪdʒɪz	lengwɪdʒ	40 (100)	2,80	Substitution of /æ/

No	Word					
						with /e/ Omission of /ɪ/
36	Demand	dɪˈmaːnd	dɪmend	40 (100)	2,80	Substitution of /aː/with /e/
37	Both	bəʊt	bot	40 (100)	2,80	Substitution of /əʊ/ with /o/
38	companies	kʌmpənɪz	(a) kompənɪs	26 (65)	3,92	Substitution of /a/ with /o/
			(b) kʌmpenɪs	7 (17,5)	0,49	Substitution of /ə/ with /e/
39	Addition	əˈdɪʃən	eˈdɪʃən	31 (85)	2,17	Substitution of /ə/ with /e/
40	networking	netwəːkɪng	(a) netwo(r)kɪng	37 (92,5)	2,59	Substitution of /əː/ with /o/
			(b) netwəkɪng	3 (7,5)	0,21	Substitution of /əː/ with / ə /
41	administration	ədmɪnɪstreɪʃən	(a) ʌdmɪnɪstreʃən	33 (82,5)	2,31	Substitution of /ə/ with / ʌ / Omission of /ɪ/
			(b) edmɪnɪstreʃən	7 (17,5)	0,49	Substitution of /ə/ with /e/ Omission of /ɪ/
42	Plus	plʌs	(a) plus	1 (2,5)	0,07	Substitution of /ʌ/ with /u/
			(b) pləs	27 (67,5)	1,89	Substitution of /ʌ/ with /ə/
TOTAL			58	1.430	100	

As can be seen on the table, forth column shows how the students pronounced the words incorrectly while those words should be pronounced as those on the previous column. The identification of errors then explained on the last column. The fifth column shows the number of students produced the incorrect pronunciation of vowels. This column also completed with the percentage of students producing each error. Simple counting is used on this calculation:

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

Note:
N: number of students producing errors
P: number of population

Example: (datum 1) $\frac{35}{40}$ x 100 = 87,5%

It means that 35 of 40 students or 87,5% of respondents pronounced /kɒmputər/ for word "Computer".

The sixth column gives information about the percentage of each error. There are totally 1.430 errors made by 40 students while pronouncing vowels that appear in 42 words. Every single error produced by students is listed and then calculated in order to find the frequency. The calculation is formulated as follow:

$$\frac{\text{Number of Error Items} \times 100}{\text{Total Number of Errors}}$$

Example: (datum 36) $\frac{40}{1430}$ x 100= 2,80%

It means that among of 1,430 errors made by 40 students while pronouncing vowels, 40 or 2,80% of them are errors in pronouncing word "Demand" / dɪˈmaːnd/ with /dɪmend/ by Substituting /aː/ with /e/.

Based on the table, we can clearly assume that there are some typical errors made by the students. The writer has analyzed the data and finally came up with the following classification of errors regards to the factors probably causing the production of those errors:

1. Errors due to the absence of certain English vowels in students' native language (Bahasa) so they tend to produce the most resemble vowels according to their native language (Bahasa). This kind of error can be seen in data 3, 12a, 12b, 14, 16a, 16b, 17, 28, 32, 33, and 35 where students pronounced /e/ as /æ/ because Bahasa has no vowel /æ/, and the most resemble to that vowel in Bahasa is /e/. The number of students producing this error is undoubtedly high, it is approximately 100% error for every words containing vowel /æ/. While the percentage of errors in this term is 25,2% or more than a quarter of total errors are because of the absence of vowel /æ/ in Bahasa. It means that all of students could not pronounce /æ/ correctly because they have no sufficient knowledge about English vowels, especially /æ/ which is indeed unnatural to Indonesian tongue, and surely hard to be produced by Indonesian. The absence of certain English vowels in Bahasa that may contribute to errors production also can be seen in data 6, 8a, 18, 20, 26, 30, and 40b. There is a concept of short and long vowels in English, but there is no such thing in Bahasa. On the data mentioned previously, long vowels of English such as /u:/, /ə:/, /a:/, and /o:/ are replaced with another vowels like /u/, /ə/, /e/, /ʌ/ and /o/ which are more familiar to

Indonesian. The percentage of errors in this term is 13,8%, tough it is not high enough compared to the percentage of error in pronouncing vowel /æ/ but it is quite contributive. Totally, there are 39% errors occur due to the absence of certain English vowels in students' native language (Bahasa).

2. Errors due to the direct interference of students' native language (Bahasa). There are some English vocabularies on the text similar to words in Bahasa. It comes as the result of borrowing words in translation engineering, where some words in Source Language, in this case English, are borrowed into Target Language, Bahasa and being permanently naturalized and familiar to Indonesian students', both receptively and productively. When students encounter this kind of words, students tend to pronounce them the way they are pronounced in Bahasa. This error can be seen on data 1, 2a, 5, 7a, 8b, 10, 11, 19, 21b, 22, which share 19,6% of total errors

3. Errors due to the inconsistence of English letters and sounds. Unlike Bahasa, English letters and sounds are frequently different while pronounced as a word. This inconsistence would provide a wide chance for Indonesian students producing errors. For example, in data 2, the word 'science' consists of words s, c, i, e, n, c, e, which are seemingly refers to the sounds /s/, /tʃ/, /i/, /e/, /n/, /s/, but in fact, this word is pronounced as /saɪəns/. There are some unpredictable appearances or omissions of sounds here as well as no certain pattern indicating that sound /tʃ/ will always be replaced by /a/. Indonesian students will be easily confused of

this inconsistency and unpredictable pattern as can be seen on data 2b, 4, 7b, 9a, 9b, 13, 15, 21a, 23, 24a, 24b, 24c, 25a, 25b, 26, 27, 29a, 29b, 31, 34, 37, 38a, 40a, and 41a which share precisely 33,07% percentage of total errors.

4. Errors due to the wrong hypothesis built by the students as the result of over generalization application. In any cases, students with limited knowledge about English sounds would likely to generalize certain concept of English sounds and apply it inappropriately. For example, students are accustomed to sound /k/ as reference of letter 'c' as those in the words; cat, car, school, scout, scary, and many more, which are familiar to the students. Data 2c shows the over generalization made by some students in pronouncing word "science" with /skɪns/ where it is actually should be pronounced as /saɪəns/. In this case, students substituted sounds /a/ with /k/ as they assumed that letter 'c' will always be pronounced as /k/, they also omitted sounds /ə/. Another case shows that students are used to relating letters A in the beginning or in the middle of word with vowel /e/ which is the closest one to the right vowel /æ/, just like the word "man" which is usually pronounced /men/, or /bet/ for "bat". In accordance to this concept, students then built an over generalization concept on data 36, where the word "demand" is pronounced as /dimend/ instead of /dɪ'maːnd/. The typical error also found on data 38b, 39, 41b and 42b. However this errors is a minor

which share only 8,33% of total errors.

Referring to Richard (as cited in Heydari and Bagheri, 2012) errors 1 and 2 are classified as Interlingual Errors, because errors are produced as the result of students' native language interference. While errors 3 and 4 are classified as Intralingual and Developmental Errors, errors occur during the learning process of the second language at a stage when the learners have not really acquired the knowledge, and sometimes it is more likely caused by the difficulty or the problem of language itself. As we can see, the most dominant errors made by the student while pronouncing English vowels is Interlingual Errors (58,6%) followed by Intralingual and Developmental Errors (41,4%).

CONCLUSION

Data analysis shows that the difference of language features between English and Bahasa especially in the field of sounds, are proven to be the dominant problem for the students in pronouncing English Vowels. Students' native language (Bahasa) seems to have strong influence and causes difficulties for students in the process of recognizing, determining, and producing English vowels. As stated by Pallawa and Alam (2013) that teaching English sounds to Indonesian students creates many problems, one of which is the constant interference of the native language systems of the students on that of the target language

The writer hopes this research can be an alternative reference for the further researches on the same field. As for the English Teacher, especially those who teach English at Elementary school where English is firstly introduced to Indonesian students, the writer hopes that pronunciation would be taught effectively, students must be told to be aware of the different sounds between English and Bahasa, so that thes students will be able to pronounce English sounds naturally.

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CODE-SWITCHING AND CODE-MIXING IN *CRITICAL ELEVEN* NOVEL BY IKA NATASSA

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ABSTRACT

Code-switching and code-mixing are the strategies of adopting two languages in an utterance. The objective of this research is to find the reason why the characters switch or mix their speaking. Revealing and categorizing (or classifying) the kinds of code-switching and code-mixing are also the aim of this study. The writer chooses novel as the object of this study because the characters of this novel are bilingual who are able to speak more than one language. The type of this research is library research. Therefore, in conducting this article, descriptive qualitative is used as the method of the analysis. The writer collects data by reading the novel and marking them to make it easier to be analyzed. The result of this research points out that code mixing is frequently used by the character in the novel. The writer has collected about five kinds of code switching externally and ten kinds of code mixing. A further result, they are five kinds of internal code mixing, and five kinds of external code mixing, and the rest, there are five of external code switching. They tend to choose lexical items that are appropriate from the language where their repertoire is more comprehensive.

Key words: code-mixing, code-switching, novel

ABSTRAK

Alih kode dan campur kode adalah strategi dari pengadopsian dua bahasa dalam suatu tuturan. Tujuan dari penelitian ini adalah untuk menemukan alasan mengapa tokoh melakukan alih kode atau campur kode dalam tuturannya. Tujuan lainnya adalah pengungkapan dan pengkategorisasian (atau pengklasifikasian) jenis-jenis alih kode dan campur kode. Novel yang dipilih sebagai objek penelitian menceritakan tokoh yang merupakan penutur dua bahasa. Penelitian ini merupakan penelitian telaah pustaka dengan metode deskriptif kualitatif. Pengumpulan data dilakukan dengan membaca novel dan identifikasi data. Hasil penelitian menunjukkan bahwa campur kode merupakan fenomena yang sering dilakukan tokoh dalam novel. Analisis data menunjukkan adanya 5 alih kode eksternal dan 10 campur kode, dimana 5 diantaranya merupakan jenis campur kode internal dan 5 lainnya adalah fenomena alih kode eksternal. Penutur dalam novel cenderung menggunakan kosakata yang tepat dari bahasa yang mereka miliki secara komprehensif.

Kata kunci: campur kode, alih kode, novel

INTRODUCTION

As a mankind, it is called a social human being as well, certainly speaks, talks, or interacts to each other in every day's life. By this context, the existence of a language has a significant role underlying a mean of communication. Language lets the speakers (someone who speaks) share the knowledge, idea, or anything else.

People use a language to communicate daily. The most fundamental function of a language is to communicate. It does not need to worry about the proper structural, arrangement of language as long as the interlocutor (the second person) understands and he or she gets the comprehension about the topic which is being discussed or conveyed.

Regarding to the people (or society) and a language, absolutely, both have strong correlation or interconnection with each other. It is called sociolingustic. The discussion about sociolinguistic will be explored and elaborated further, specifically and deeply within this article.

As the context of sociolingistic, the language has a role to be the object of it. Inasmuch of previous statement, the presence of sociolinguistic is not viewed only as a language as any other linguists of keep focusing on, but also it has a result as a tool of communication in society.

On the other term, it is inferred as the bridge of communication, yet it can be recognized by realizing that the 'travel' for the language has many 'ways'. Language has a function to deliver specific information whether from speaker to listener, from writer to reader, or even from speaker to addressee or even more.

Nowadays, it is common to say about the era of globalization where the language has been mixed whether orally or written. For Indonesia, as the context of the people of Indonesia often try combining or using the other language, partly or entirely, to be speaking between each other. Yet also the other word might be other languages beside English.

Furthermore, the language of English has immensely extended spread as worldwide language. It also has come or arrived to this country, Indonesia, as the context of many aspects consisting of politics, economics, sciences, technologies, educations, sports, tourism objects, and many more.

The true fact of that previously matter shows that, the language of English has affected the use of Indonesian in daily conversation. It means, there is 'naturalization of English word'. There are many of absorbed English words that, now in common, have been the habitual to be used by many people of Indinesia. Simply stated: "**I mean**, *apa sih yang nggak ada di toko buku? Mau baca bisa, tenang dan nggak berisik, bersih, mau ngopi-ngopi juga bisa.*" (Natassa, 2018) *(Page 13 of Critical Eleven)* (**I mean**, what else can't we do in a bookstore? We can read, it is quiet and clean, we can have a cup of coffee as well.)

Prior to the statement of the speaker, the reason of using mixing of a language is to give or to show about the variety of languages or language diversity. As the point of view, it might probably sound much better to hear about mixing the language where several English words have been joining and putting into that statement or utterance.

From that aforementioned statement, it is clearly stated that English plays a role as an connector of language towards Indonesian as the society. By now, at least in public

places for instance, it is easily heard someone has mixed or put altogether the languages or even for the written communication, such as: texting or messaging.

In common meaning, sociolinguistic can be stated as combination of two words; they are 'Socio', which means society, while the other one, it is 'Linguistic' which means a language. Sociolinguistic consists of two deep and broad meanings. Each of it has wide meaning or explanation, both are related or has really coorelation each other as well.

According to Herk (2018), who shares: "Sociolinguistic is the study of the relationship between language and society, but that study can take very different form depending on who's doing it and what they're interested in finding. It has a connection between a langauge used and the society or people". 'Socio', it is connected to the people, group of people and 'Lingustic' deals with the existence of a particular language.

As Hudson (1996), says: "Thus, the value of sociolinguistics is the light which it throws on the nature of language in general, or on the characteristics of some particular language". It is assumed that the topic of sociolinguistic also discusses and explores about the chore of a certain language and the vicinity. In additional, it is not only referring to English as the language, but it can also be the other language.

Wilson (2012), who quotes: "The relationship between language and society. It states about a study of language, and its other part, its society". It is simply stated, the descriptive study of the effect of any and all aspects of society, including cultural norms, expectation, and contexts, on the way language is used, and society's effect on language.

The development of a language has certainly affected the societies. Thus, the people or society keeps upon a strong role to be the multilingual society. In addition, there are many differences backgrounds of them; therefore, they may change the word into other language (English word) only pieces word or phrase, which means a code, mixing or the whole sentence or utterance, which means codes switching.

Liu (2006), he implies: "Code Switching is not display of deficient language knowledge, a grammarless of mixing two languages." It is oversimplified, the language toward communication or spoken utterance. In addition, it does not even matter concerning the rule of grammar.

Octavita (2016), "Code-switching (CS) is one of the popular research topics in linguistics because it is a very common phenomenon in most of the bilingual societies." It is, on the other hand, used and applied by many people to communicate and having an interaction each other.

Agustina (1995), assumes: "Code switching, the alternative use of two languages within the same conversation, remains one of the central issues in bilingual research." It is interpreted that the use of two languages is used. It happens within a certain utterance of spoken communication.

Hymes (1975), he tells: "Code Switching is changing two or more languages or some variations in one language or some styles in one register." It is understood that, the code switching is a changing or alteration from one language to the other language. Here, it is changed within one utterance.

Within code switching, it consists of two aspects more beneath it.

As refers to Suwito (1985a), who shares: *"Ada dua macam alih kode yaitu alih kode intern dan alih kode ekstern."* (They are two kinds of code switching; they are internal code switching and external code switching.)

Overall, it is drawn a conclusion that the definition of code switching is a particularly changed a word to other language within a single utterance of people when communicating or talking. Speaker or common people nowadays frequently use it, for instances, in a daily conversation or even in any informal situation or condition.

The next explanation will be dealing with the opposite of internal code switching; it is so called external code switching. The other language, which is being used as the language switches of this research, is English word. The language is switched, but it only changes one word only for the following example.

*"Aku ini **nobody's favorite**, Nya."* (Page 46) (I have nobody's favorite, Nya.). It is seen for this utterance as the moment, the speaker mixes the language, from Bahasa into English as the language. Implicitly, it may be look like: "I have nobody." It is defined as showing the loneliness; meaningless. That person, perhaps, does not have somebody else to be shared with.

According to Suwito (1985b), who conveys: "Code Mixing is the use of two languages or more by inserting one language elements into another language element in one utterance". In other definition, it is conveying or delivering a language to other language. Apparently, in a single utterance, the whole sentence is changed into English.

Khairunnas (2016) "A speaker may similarly switch into another language as a signal of group membership and shared ethnicity with

an addressee." It is the way of people communicates tending to a particular group of people.

Wardaugh (1986), as the writer gets the other statement from one of experts of sociolinguistic, he says: "Code mixing is the use of two languages together by the conversant to the extent that they change from one language to the other in the course of a single utterance." Based on this statement, the languages, it could be Indonesian - English or else, occurring in one occurrence of utterance.

To conclude, overall, it is drawn the conclusion that code mixing is defined as a linguistic behavior of bilingual speaker who imports words or phrases from one of his or her language into other language, mixing the certain language. It is stated as the phenomenon that is inevitable in bilingual and communities as well.

To give comprehension more about the Code Mixing, it has deeper or further explanation regarding to the specific part of Code Mixing; there are two items underlying it, those are called External Code Mixing and Internal Code Mixing. Those subdivisions of Code Mixing will be elaborated or explained specifically in detail as below.

"Campur kode ke dalam (Internal Code Mixing) adalah campur kode yang bersumber dari bahasa asli dengan segala variasinya." (Internal code mixing is from the source language within its variety.) Internal code mixing occurs if the speaker inserts the elements of his or her own language into national language, the element of dialect into the own language, or element of varieties and style into the dialect. Example: *"Ya menurut lo, Le, masa cari cincin buat **nimpuk** maling jemuran atau melamar kerja?"* (Page 236) ("You bet, Le, how

can I look for a wedding ring for **hitting** the thief? Or applying the job?")

This example uses Indonesian as the language, however, that person; he is Ale, inserts a word *nimpuk* which means *throw* in English. This example is classified into internal code switching. It happens, because he puts his source language referring to a vernacular language that is used by the people of Jakarta.

External code mixing occurs if the speaker inserts or says about the element of own language into foreign language, in this case, it is English as the language. For the following context is given the example about the era of technology where internet access has been easily and simply accessed by people by using mobile or even smartphone.

*"Dan sampai era ketika sudah ada fasilitas **wifi** di pesawat, orang-orang di luar sana juga tidak tahu kabar kita bagaimana sampai mendarat nanti."* (Page 7) (Here comes the era of having **wifi** facility in a plane, the people there might not know about our current condition when landing.)

The first reason is to communicate or even share something. So, in the plane, the signal coverage network is turned off, but it is provided a **wifi** which means Wireless Fidelity, which is a popular name of networking technology that provides wireless high-speed internet and network connection. This shows the external of code mixing.

This example uses Indonesian as the language, but the speaker inserts word 'wifi', which constitutes the vocabulary of English. This includes into external code mixing because the speaker inserts the element of that person's own language into pieces of foreign language.

When code switching or code mixing occurs, the motivation or reason

of the speaker is an important consideration in this process. People sometimes prefer to talk about a particular topic in one language rather than in another.

As usual, when someone who is talking using a language that is not his native language suddenly wants to be emphatic about something, He either intentionally or unintentionally, will switch from His second language to his first language.

Interjection is words or expressions, which is inserted into a sentence to convey surprise, strong emotion, or to gain attention. Interjection is a short exclamation like: Darn!, Hey!, Well!, Oh!, Ok!, etc. They have no grammatical value, but speaker uses them quite often, usually more in speaking than in writing. Language switching and language mixing among bilingual or multilingual people can sometimes mark an interjection or sentence connector. It may happen unintentionally.

When a bilingual or multilingual person wants to clarify his speech, so that it will be understood better, people sometimes use both of the languages (codes) that they master to say the same message. Frequently, a message in one code is repeated in the other code literally. A repetition is not only served to clarify what is said, but also to amplify or emphasize a message.

METHOD

The writer uses the method of descriptive to obtain data as the specific information. The reason beneath using the descriptive method because it describes the exact situation and condition. The occurence is found accurately and factually of every single utterances. The writer also uses theories related to the topic.

This research keeps focuses on the speaker and the interlocutor using the diversity of language. It is common to say as the code mixing and code switching where two languages are used occasionally. The entire data of the utterance is taken from the *Critical Eleven* novel written by Ika Natassa.

The writer collects data by reading the *Critical Eleven* novel several times, listing the whole categories of two aspects; code mixing and code switching, collecting the whole utterances of whether code switching or code mixing. Afterwards, the writer decides, next, it is revealed and categorized (or classified) into whether internal or external aspect.

The data analysis is the process of identifying and classifying the data. The mainly purpose of this research is to analyze the reason underlying the occurence to switch or mix the language. Afterward, the writer analyzes into code mixing and code switching and the last specify them into two types of code mixing and code switching.

RESULTS AND DISCUSSION

This paper is focused on the analysis of the finding data which contains code switching or even code mixing

Data 1 of External Code Switching

"*Gue menonton mereka sambil tersenyum. That could have been Anya and our son, Aidan.*" (I watch them and I smiled, too. **That could have been Anya and our son**, Aidan) (Page 122). Here, the situational occurs when that person, he is Aldebaran Risjad, Ale is the nickname, is switching the language because Ale is feeling blue. Lately, Ale should have a baby, however God has 'is wearing black' (may the baby always happy there, beside God, amen) in short,

Ale's baby has passed d away. It seems like he talks to himself (on heart) about his gloomy. He sees Nino, his nephew, as he sees his baby.

It is read previously that almost the family member, uses two languages. Also, since Ale's pregnancy before the death of the baby, Ale seems talking or speaking by switching into English in order to be able for the baby to be used when growing up later. As it is knows as keeping along with the statement of Hoffman, which says about being emphatic or to express the ability to understand and share the feeling of another.

Data 2 of External Code Switching

"*Akhirnya gue memilih diam saja, membiarkan dia selama mungkin memanfaatkan pundak gue sebagai bantalnya. She looked tired, kasihan kalau dibangunkan.*" (I prefer do nothing, letting her head as long as possible to lean on my shoulder as her pillow. **She looked tired**. What a pity to wake her up.) (Page 135)

In this utterance, Ale is speaking to his plane-friend, she is Anya. The first statement, Ale is using Indonesian, but next he switches into English. The situation arises because Ale wants to add the variant of a language to his partner of speaking, the other word it is about the language diversity.

Data 3 of External Code Switching

"*Dia lagi dinas di London. So? One on one, Bro.*" (She is on duty in London. So? **One on one**, Bro). (Page 165). The utterance is from Ale to Ale's brother, he is Harris. The utterance means Ale's wife is on duty while Harris really wants to spar basketball with Ale. One on one is a single offensive player taking on a single defender during play. The reason why Harris uses English is because both of

them are graduated from overseas university. So, it is common to say.

Data 4 of External Code Switching

"*Tadinya mau nyusul kamu ke SG, tapi nggak dapet tiket. Kangen, Nya, come home soon.*" (I was to be with you, going to Singapore, but I could not afford the ticket. I miss you, Nya, **come home soon**.) (Page 196). The current communication shows the evidence of that English has become the global language, for instance the place occurrence is in Singapore. On the other hand, it has a role to be as an International language of using English.

Data 5 of External Code Switching

"*Ngapain beli sepatu harga segitu buat diinjak-injak juga,*" cetus gue spontan.

"*Tapi Anya seksi nggak pake itu? Goda Raisa.*

Gue mengangguk. "Iya sih, tapi tetep aja…"

Raisa menepuk punggung gue. "**Beauty ain't cheap***, Bro.*"

("You purchase those pairs of shoes and you stomp on them too," I said spontaneously. However, Anya is sexy of wearing those shoes, isn't she? Teased Raisa.

I agreed. Yes, she is, but…

Raisa patted my back, "**Beauty ain't cheap**, Bro.") (Page 233)

From this contextual activity, Ale is speaking to his younger sister, she is Raisa. They are in a shopping mall heading to have shopping and walk around. In this situation, Ale thinks about his wife a glimpse, so he keeps focusing on a pair of branded, classy, and luxurious pair of shoes to be bought for his wife. Shortly, it refers to show about the prestigious sense of switching this language.

As the conclusion the writer has collected about five examples of external code switching that the speaker of character has spoken in that novel. It occurs for many different reasons; as keeping along to Hoffman (116:1991) they are talking about particular topic, being emphatic about something, interjection, and repetition used for clarification.

After finding out the external code switching then, the writer continues describing the next discussion, it is called code mixing. Two types of code mixing are explained into two points; external code mixing and internal code mixing. The explanation will be explained as detail as below.

Data 1 Internal Code Mixing

"**Mbok** *ya pulang lebih sering, Le, Ibu rindu. Ibu kangen dibuatkan kopi sama kamu.*" (Please come home here so often please Le, I miss you. I miss the moment you make me coffee.) (Page 30). From this utterance, it is shown that Ale's mother is speaking to Ale. As indicating from her word, it belongs to Javanese. Likewise, Ale's mother has the originality of Javanese, which has the similarity to *please*, so it is common to mix the language into Indonesian-Javanese.

Data 2 Internal Code Mixing

"*Sebelum dia bertanya lebih jauh, aku langsung **ngacir**.*" (Before he asks further, I directly go away.) (Page 46)

This utterance refers to Ale and it is from Anya. Both of them are at home. Anya is career woman who is heading to her office soon. It is Anya's weekday daily activity to be the staff of marketing. Anya uses the Sundanese as the language that means *go away*. The

mixing code is referred to be the language shifting.

Data 3 Internal Code Mixing

*"Anak lo udah nggak pernah ada lagi, udah, nggak usah **ngarep**!"* (Your kid has passed away. Forevermore. Don't expect!) (Page 80)

Ale is, actually, talking to himself. It shows a regretfully utterance from Ale's bottom of heart. It is meant *to expect*. While Anya is, depressed, sitting over there. They are having misunderstanding, Ale's point of view, Anya never comes to the baby's cemetery, as Anya's point of view, Ale never comes in to the baby's room although God has 'picked up' the baby. Therefore, the reason of using this internal code mixing is to show the immediate situation.

Data 4 Internal Code Mixing

*"... aku mikir rancangannya saja perlu dua bulan, **cemananya**?"* (I am thinking about the design for about two months, how is it?) (Page 191) This single utterance belongs to Ale's best friend, he is Paul. In this context occurs the internal code mixing, which means *how*. Paul uses, currently, Malay as the language around Sumatera, to be used to communicate to Ale as the cultural diversity of the language.

Data 5 Internal Code Mixing

*"Marah **mamak** aku di kampung, katanya nanti banyak kali dosa yang harus kutanggung. Makanya jadi arsitek sajalah aku."* (My mother would be angry in her hometown, I am sinful to do that, that is why, and I choose to be an architect.) (Page 193)

Now, they are doing the project. Paul, Ale's best friend, mixes the language that means a *mother*. It is Minang, which located at Padang, West Sumatera, Indonesia, as the language. It

has reason; it is Indonesian's diversity of language.

To draw conclusion of this sub topic of internal code mixing, it has several reasons to be done, they are the language into Indonesian-Javanese, the language shifting, the immediate situation, cultural diversity of the language, and Indonesian's diversity of language.

After finding out the internal code switching then, the writer continues describing and discussing the next discussion, it is called the external code mixing. The elaboration will be explained as detail as below.

Data 1 External Code Mixing

*"Aku **napping** sebentar ya Le, capek," bisiknya, yang selalu gue jawab bukan dengan kata-kata..."* (Let me **napping** for a while, Le, I am tired," he whispered. I do not always answer that by words…) (Page 53)

This shows Anya's statement. Anya, at the current moment, is speaking to her husband, he is Ale. The reason underlying of using the external code mixing is declared people of multilingual. Having a short and quick during the day is called napping. The word comes out straight naturally of using two languages, English-Indonesian.

Data 2 External Code Mixing

*"Lantas seperti biasa, tanpa menghiraukan gue, dia buka **seatbelt**, turun dari mobil, ambil bungkusan makanan dari Ibu di bangku belakang..."* (As usual, without paying attention to, he removes his seatbelt, getting off the car; take the package from the backseat...) (Page 57)

From this utterance, Ale and Anya are in the car. Anya is going to take a package from Ale's mother. The reason Ale mixes the language, because

it says to be the need of lexical. It is to avoid longer explanation of saying it in Indonesian as the language. So, it is stated that word shortly.

c. Data 3 External Code Mixing

*"Aku cuma minta itu untuk sekarang. **Please**."* (I only need that one now. Please.) (Page 82).

From this piece of conversation, occurs a complicated relationship between Ale and Anya. They are in trouble about their own problem. Ale looks like begging on Anya to forgive and understand that Ale really realizes about his mistake. So, the reason is to strengthen his opinion previously about apologizing.

d. Data 4 External Code Mixing

"Oouuuucchhh! 8-0, Bro? ledek Harris lagi. "Apa kita mau bubar aja dan langsung ke bubur Barito nih?"
***Trash Talk** mulu lo, kayak cewek,"* *ledek gue balik… "*
(Ouucchh! 8-0, Bro? Harris mocks him over again. "What about we end it up and directly going to Barito porridge?" (Page 180).
You **Thrash Talk** so often, just like a woman," I mock him too…)

It is seen of the conversation, they are two people involved, they are Ale and his younger brother, and he is Harris. They are having basketball match. It seems Ale does not show his effort; Ale feels gloomy and, absolutely, is not all out of playing basketball. Thrash Talk means insulting or boastful statement intended to humiliate someone, especially an opponent in an athletic contest While Harris takes this chance away, defeating the score. So, the point is to reaffirm the statement of Ale's brother.

Data 5 External Code Mixing

*"Bukan pejabat gue, **man**, nggak punya tamu juga."* (192)
(I am not a government official, **man**, I have no guest as well.)

This utterance shows about the sense of closeness or intimacy between, actually, Ale and Paul. *Man* means the short abbreviation of *friend*. Both are now of informal, no need to speak formally talking about the project. Alex and Paul have a close and tight relationship. So, the reason is to show the people of multilingual.

There are up to 99 of code mixing and code switching within this novel. They are classified, as the writer has scoped, into five kinds of code switching externally and ten of code mixing. Further result, they are five kinds of internal code mixing, and five kinds of external code mixing, and the rest, there are five of external code switching.

The writer has already analyzed, listed and collected of code switching and code mixing beforehand. So, the outcome states, the dominant one of the *Critical Eleven* character as the novel shows the code mixing. The use of code mixing in this novel has, absolutely, higher portion than code switching.

It is implied also, because the ability of using two languages; Indonesia – English, as showing the people of bilingual, has influenced much in writing and creating this novel. Not only from the character who speaks or uses two kinds of language, but also the narration uses, mixes, and switches into those languages.

When interacting in a certain topic, somehow, the participants of bilingual seem hard and a little confused to respond back of selecting the appropriate word. As the result, they tend to choose lexical items that are

appropriate from the language where their repertoire is more comprehensive.

As the drawn conclusion, the writer has collected about five kinds of code switching externally and ten kinds of code mixing. Further result, they are five kinds of internal code mixing, and five kinds of external code mixing, and the rest, there are five of external code switching.

CONCLUSION

As the writer has scoped, there are, in total, up to 99 code switching and code mixing. They are classified into five kinds of code switching externally and ten of code mixing. Further result, they are five kinds of internal code mixing, and five kinds of external code mixing, and the rest, there are five of external code switching.

The writer has already analyzed, listed and collected of code switching and code mixing beforehand. So the output result states, the dominant one of the *Critical Eleven* character novel shows the code mixing usage. The use of code mixing in this novel has, absolutely, higher portion than code switching.

The characters, exactly, have purpose of switching and mixing the language. Within this novel, it is done mixing and switching the language, because they are talking about particular topic, being emphatic about something, interjection, and repetition used for clarification.

Thus, as the conclusion, the specific language capability is needed here. To speak, interact, and share any kind of information of nowadays might be using more than one language to be used with. Simply stated, it has important role of using the other language fluently, partly or even entirely.

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THE EFFECTIVENESS OF COOPERATIVE LANGUAGE LEARNING ON TEACHING GRAMMAR

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ABSTRACT

The aim of this research is to investigate the significant difference in English Grammar achievement scores of the students taught through cooperative learning and those taught by traditional method. The participants were the students of Indraprasta PGRI University who took Grammar subject on the fifth semester that was split into two groups, those are control group (non-cooperative learning) and experiment group (cooperative learning). The number of the participants in the control group (non-cooperative learning) is 25 participants and the experiment group (cooperative learning) is 25 participants too. The method used is a quantitative experiment method using True Experimental Design specifically on Posttest-Only Control Design and the data is tested by t-test. The result of data analysis shows the differences on average (Mean) the control group (non-cooperative learning) is 63, 52; analyzed case as amount is 25; Standard Deviation is 19.194 ,and average (Mean) the experiment group (cooperative learning) is 79,20; analyzed case as amount is 25; Standard Deviation is 12,111. The T- Test shows that the Sig (2-tailed) is 0,001 <0, 05 means Ho is rejected and Ha is accepted. In conclusion, there is a significant difference in English grammar achievement scores of the students taught through cooperative language learning.

Keywords: cooperative language learning, teaching Grammar, English Grammar achievement

ABSTRAK

Tujuan dari penelitian ini adalah untuk mencari tahu apakah ada perbedaan atau tidak terhadap nilai Grammar dalam bahasa Inggris dengan menggunakan metode Cooperative Language Learning dan dengan metode tradisional. Partisipan adalah mahasiswa semester lima yang mengambil mata kuliah Grammar tahun akademik 2017/2018 yang dibagi menjadi dua kelompok yaitu kelompok kontrol (non-cooperative learning) dan kelompok eksperimen (cooperative learning). Jumlah dari partisipan dari kelompok kontrol (non-cooperative learning) adalah 25 mahasiswa dan kelompok eksperimen (cooperative learning)25 juga. Metode penelitian yang digunakan adalah a quantitative experiment menggunakan True Experimental Design khususnya Posttest-Only Control Design dan data diuji dengan uji T-Test. Data analysis menunjukkan perbedaan rerata average (Mean) kelompok kontrol (non-cooperative learning) adalah 63, 52; analyzed case dengan jumlah 25; Standard Deviation adalah 19.194 ,dan rerata (Mean) kelompok eksperimen (cooperative learning) is 79,20; analyzed case dengan jumlah 25; Standard Deviation adalah 12,111.Hasil dari T-Test menunjukkan Sig (2-tailed) adalah 0,001 <0, 05 yang artinya Ho ditolak dan Ha diterima. Dapat disimpulkan bahwa ada perbedaan yang signifikan

dalam nilai Grammar dalam bahasa Inggris dengan menggunakan metode Cooperative Language Learning.

Kata kunci: cooperative language learning, pengajaran Grammar, nilai Grammar bahasa Inggris

INTRODUCTION

English is an international language, so almost countries in the worldwide put it into their education curriculum. Indonesia is also one of the countries that subsume English in education curriculum. Despite English is a foreign language which is learned in Indonesia, Indonesian learner formally begins study English from primary or junior high school to university level. Otherwise, English is assumed as a difficult subject for EFL learner in Indonesia.

English skills that are taught in Indonesia classified into four skills those are listening, speaking, reading and writing. Out of four skills, there is one component involves in those skills and it is still assumed as the most uneasy component that is called grammar. Grammar is such a complicated thing for Indonesian EFL Learner. Starting from the basic difference one compares to English between Bahasa Indonesia that is tense which doesn't occur in Indonesian verbs up to more complex element in English grammar. Hence, teaching English in Indonesia is a challenging to reach the teaching goal or target.

English teaching method is very important to achieve its target. As Harmer said (2007:24) in the following:

"What seems to be the case, therefore, is that, especially for beginner students, a prestige variety of the language (whether from the inner circle or from anywhere else) will be an appropriate pedagogical model. The actual variety may depend on the wishes on the student, the variety of the teacher herself uses, the learning materials that are on offer, or the school or education authority policy."

In other words, there must be one of many alternative methods that can be chosen to be implemented in teaching and learning process based on each student's need. Related to the previous discussion about mastering grammar for Indonesian EFL learner that is still assumed as a subject that is not an easy to be learned, therefore, it is important to consider close to the most appropriate method one on teaching grammar. Beside of that grammar is the component that involves in four skills in English learning.

Nevertheless, the traditional method nowadays is still used commonly on teaching English in Indonesia. Yet, another method can be applied into teaching English such as cooperative language learning method to investigate of enhancing especially on student's grammar mastery.

The main objective of this study is to investigate the effectiveness of the differences between English grammar classes that are taught with cooperative language learning method and traditional method, or in the question form as follows; Is there any significant difference in English grammar achievement scores of the students taught through cooperative language learning?

Knowing the result of effectiveness of cooperative language learning in teaching grammar may give advantages for not only grammar class but also other classes such as,

listening, speaking, reading or writing class as those four skills should be mastered for EFL learner. Additionally, CLL method also can be applied in many subjects besides grammar, for instance, linguistic class, English for Specific Purpose class, drama class etc. Therefore, the effectiveness of CLL can be as a method for enhancing not only specific on grammar but also English general mastery.

The definition of grammar is the description of the ways in which English words are combined to form meaningful and acceptable sentences. In technical terms this means: syntax that is the systematic rules by which we group and order words to form phrases, clauses, and sentences and morphology that is the ways in which the forms of words are changed according to their use in phrases, clauses, and sentences (Seely, 2007:2)

Another definition is grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. (Ur, 2006:4) Other definition about grammar is the study of language, specifically, how words are put together. Because of obsessive English teachers and their rules, grammar also means a set of standards that you have to follow in order to speak and write better, however, the definition of better changes according to situation, purpose, and audience (Woods, 2010:9)

On teaching grammar there are several grammar presentation and practice activities should be evaluated according to: how efficient they are, how appropriate they are, the

efficiency an activity is gauged by determining: its economy- how time-efficient is it?, its ease- how easy is it to set up?, its efficacy- is it consistent with good learning principles? The appropriacy of an activity takes into account: learner's needs and interests, learners' attitudes and expectations (Thornbury, 2002:28)

Patel and Jain (2008:71) says "Methodology is systematic and scientific way of teaching any subject." It means that teaching method is a way to reach the teaching target run successfully. As told by (Scrivener, 2011: 31) in the following:

"A method is a way of teaching. Your choice of method is dependent on your approach, i.e. what you believe about: what language is, how people learn, and how teaching helps people learn. Based on such beliefs, you will then make methodological decision about: the aims of a course, what to teach, teaching techniques, activity types, ways of relating with students, and ways of assessing."

Teaching method can be described of issues identified here at the levels of approach, design, and procedure. In so doing, we will often have to infer from what method developers have written in order to determine precisely what criteria are being used for teaching activities, what claims are being made about learning theory, what type of syllabus is being employed, and so on (Richards and Rodgers, 2001:29)

Defining from the understanding of teaching methods above it can be concluded that teaching method is an important part or way of the successful key in teaching and learning process.

Cooperative Language Learning is a method that allows all students to work together, each student experiencing the role of teacher and of learner, and each student modeling recognition of and respect for many different skills and learning styles. (Cohen, Brody, and Shevin, 2004:3)

Jolliffe (2007:3) said that "Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others."

Based on Kagan there are seven successful keys in *Cooperative language learning* (Kagan, 2009:5.2) they are:

The Seven Keys	
1. *Structures*	*How to use cooperative learning instructional strategies*
2. *Teams*	*How and when to form and re-form the various types of teams*
3. *Management*	*How to manage the cooperative classroom*
4. *Class building*	*How to create, caring, community of learners*
5. *Team building*	*How to develop powerful learning teams*
6. *Social Skills*	*How to develop students' ability to cooperate*
7. *Basic Principles (PIES)*	*How to use the proven principles of cooperative learning*

Table 1

According to Kagan (2009:6.24) the purposes and functions of Cooperative language learning is split into two terns those interpersonal and academic. In interpersonal is divided into five classifications they are 1) class building, 2) team building, 3) social skill, 4) communication skill, 5) decision making. And for academic is categorized as follows: 1) knowledge building, 2) procedure learning, 3) processing info, 4) thinking skills, 5) presenting info.

Kagan (2009:6.24) recommends learning models that can be applied in teaching and learning process using Cooperative Language Learning method as follows:

No	Learning Model	Interpersonal	Academic
1	Find Someone Who	Class building	Knowledge building
2	Think Write Round Robin	Team building	Procedure Learning
3	Numbered Heads Together	Social Skills	Processing Info
4	Match Mine	Communication Skills	Thinking Skills
5	Team Stand and Share	Social Skills	Presenting Info
6	Mix-Freeze Group	Class building	Knowledge building

7	Round Table	Team building	Thinking Skills
8	Telephone	Social Skills	Procedure Learning
9	Timed Pair Share	Communication Skills	Processing Info
10	One Stray	Social Skills	Presenting Info

Table 2

The explanation of each activity above is in the following numbers:

1. Find Someone Who
   "Students circulate through the classroom, forming and reforming pairs, trying to "find someone who" knows an answer, then they become "someone who knows." (Kagan, 2009: 6.26)
2. Think Write Round Robin
   "Students think about their response, then independently write it down before the RoundRobin." (Kagan, 2009: 6.33)
3. Numbered Heads Together
   "Teammates put their "heads together" to reach consensus on the team's answer. Everyone keeps on their toes because their number may be called to share the team's answer." (Kagan, 2009: 6.30)
4. Match Mine
   "Partners on opposite sides of a barrier communicate with precision, attempting to match the other's arrangement of game pieces on a game board." (Kagan, 2009: 6.28)
5. Team Stand and Share
   "Teams check off or add each idea as it is shared by other teams, sitting down to show every teams' ideas

have been shared." (Kagan, 2009: 6.37)
6. Mix-Freeze Group
   "The classroom is bursting with energy as students rapidly "Mix" around the room, "Freeze" in their tracks, and frantically "Group" to avoid falling into the lost and found." (Kagan, 2009: 6.29)
7. Round Table
   "Students take turns generating written responses, solving problems, or making a contribution to a project. In Round Table, students take turns in their teams."(Kagan, 2009: 6.34)
8. Telephone
   "One student per team leaves the room during instruction. When students return, teammates provide instruction on the information missed." (Kagan, 2009: 6.37)
9. Timed Pair Share
   "In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles" (Kagan, 2009: 6.38)
10. One Stray
    "One teammate "strays" from her team to a new team to share or gather information."

The lists of alternative activities that involves in Cooperative Language Learning above giving many options toward teacher or lectures in teaching an learning process. Moreover, in this study the activity that is applied on research process are "Round Table" and Think Write "Round Robin".

As the research that had been done by Khan and Akhtar in Pakistan (2017:1) entitled "Investigating the Effectiveness of Cooperative Learning Method on Teaching of English Grammar" the study investigated and compared the effect of cooperative learning method and the whole class traditional method in developing English language of the students of 7th class. The students under control conditions were taught through whole class traditional method and the students in experiment groups were taught through cooperative learning method. The STAD (Student Teams Achievement Divisions) model of cooperative learning was used in this study. The results based on post test scores showed that the STAD model of cooperative learning had significant effect on the achievement of students, both male and female, in learning English grammar at Elementary level. The effect size was also calculated to determine the magnitude of difference between achievements of experimental and control groups which showed high increase in the achievement of treatment groups.

Another research is by Zarifi and Taghavi (2016:1429) within the title is "The Impact of Cooperative Learning on Grammar Learning among Iranian Intermediate EFL Learners" this study was to investigate the effects of cooperative learning activities on Iranian intermediate EFL learners' grammatical competence. This research was a quasi-experimental study and its design was comparison group design. The study included one control and one experimental group. In total, 50 students participated in the study. They were male and female intermediate English language learners studying English in EFL department at Shokuh-e-Danesh Institute, Dehdasht, Iran. Following a workshop on the implementation of cooperative learning activities, the experimental group was exposed to cooperative learning activities. The control group was, on the other hand, provided with traditional grammar learning methods. 25-item grammar tests were given to both groups before and after the eight-week treatment. T-tests were employed to analyze the obtained data. The results of the tests revealed significant differences between the control group and the experimental group regarding their grammar learning through cooperative learning.The findings of the study suggested that cooperative learning had positive effects on Iranian intermediate EFL learners' grammatical competence.

And a research by Trimastuti entitled (2016:269) "The Effectiveness of Cooperative Language Learning in Teaching Vocabulary" the study aims to determine whether the Cooperative Language Teaching and Learning method is more effective than the

traditional learning to teach vocabulary. This is an experimental quantitative research. The population for this study is freshmen majoring in management. The use of Cooperative Language Teaching and Learning method through engineering teams-games-tournament (TGT) in the English vocabulary learning is considered to be effective, creative, and fun to increase the students'' motivation to learn and to improve their vocabulary mastery. The findings showed that the Cooperative Language Teaching and Learning is an effective method to teach vocabulary. It is, thus, recommended that (1) the Cooperative Language Learning and Teaching improve the students' ability to remember vocabulary; (2) students are expected to be more active in the learning process in order to improve the ability

to solve the problem of vocabulary (3) the results of this study can be used as an initial step to hold further research.

METHOD

This research was held in Indraprasta PGRI University that is located on Jl. Nangka No. 58 Tanjung Barat Jagakarsa Jakarta Selatan.

This research uses a quantitative experiment method using True Experimental Design specifically on Posttest-Only Control Design. Based on Sugiyono (2016:112), the kinds of this method is dividing two classes that consist of control and experiment class. For the given treatment class is called experiment class ($O_1:O_2$) and it is tested within namely t-test. The design of Posttest-Only Control Design as follows:

$$R \qquad X \qquad O_2$$

$$R \qquad\qquad O_4$$

Figure 1

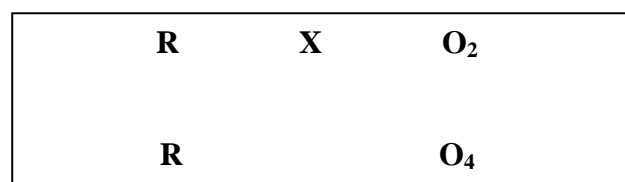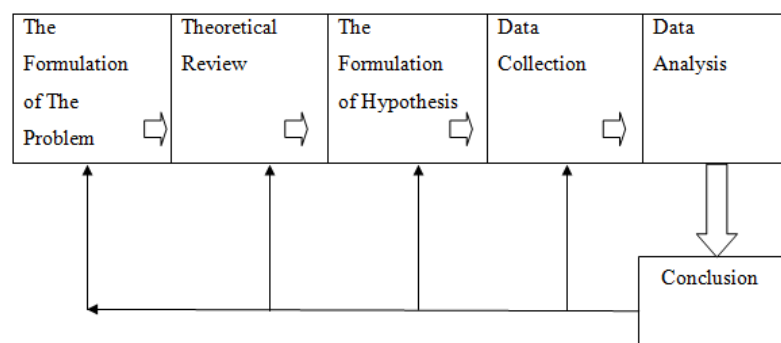The research study applies the scheme as follows:

Figure 2

The participants of this research study were Indraprasta PGRI Jakarta University students who were on the fifth semester that took Grammar

Subject. The students were taken out of two classes chosen randomly. One class was a control class and another class was experiment class.

The instrument is a multiple choice of grammar that will be given

to the control and experimental classes. "Research instrument is a

kind of tool which is used by the researcher to collect or to get the data" (Arikunto, 2006:149).

The data collection technique in this study uses *Participation Observation* this kind of data collection involves the researcher herself to observe the participant.

There are several techniques that are applied on this research study as follows:

1. Homogeneity Test
2. Normality Test
3. T-Test

$$t = \frac{\left| M_x - M_y \right|}{\sqrt{\left(\frac{\Sigma X^2 + \Sigma y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}};$$

Figure 3

Where;

t : t-value,

M_x : the average deviation of the experimental group,

M_y : the average deviation of the control group,

N_x : number of student in the control group,

N_y : number of student in the experimental group,

x : deviation of the control group, and

y : deviation of the experimental group.

RESULTS AND DISCUSSION

Description of Data

This present research purposes to figure out the using of cooperating language learning on teaching grammar particularly in higher education level. The data were taken from grammar test, and the result is described as follows:

1. Homogeneity Test

Test of Homogeneity of Variances

Non_Cooperative_Learning

Levene Statistic	df1	df2	Sig.
2.313	6	14	.092

ANOVA

Non_Cooperative_Learning

	Sum of Squares	Df	Mean Square	F	Sig.

Between Groups	993.440	10	99.344	.177	.995
Within Groups	7848.800	14	560.629		
Total	8842.240	24			

On homogeneity test table shows the variances that homogeny or not within the proposed hypothesis as follows:

Ha: English grammar achievement scores of the students taught through cooperative language learning and non-cooperative learning Not Homogeny

Ho: English grammar achievement scores of the students taught through cooperative language learning and non-cooperative learning Homogeny

Requirements:
If α= 0, 05 bigger or equal within score of *Sig.* or [α= 0, 05$\geq$ *Sig.*], then Ha is accepted and Ho is rejected meaning Not Homogeny.

If α= 0, 05 smaller or equal within score of *Sig.* or [α= 0, 05$\leq$ *Sig.*], then Ho is accepted and Ha is rejected meaning Homogeny.

Based on the result of SPSS 16.0 *Sig* is 0.92 meaning that α= 0, 05 is smaller or equal within score of *Sig.* or [α= 0, 05$\leq$ *Sig.*], then Ho is accepted and Ha is rejected meaning Homogeny. In other words, the data taken English grammar achievement scores of the students taught through cooperative language learning and non-cooperative learning is Homogeny.

2. Normality Test
The result of normality test is shown on the following table:

Tests of Normality

	Group	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Score	Non_Cooperative_Learning	.102	25	.200[*]	.961	25	.430
	Cooperative_Learning	.116	25	.200[*]	.951	25	.264

a. Lilliefors Significance Correction
*. This is a lower bound of the true significance.

Based on the output of Normality Test, It can be seen that the significant score for Non Cooperative Learning group is 0,430, while for Cooperative Learning group is 0,264; it means that the significant scores of both Non Cooperative Learning and Cooperative Learning are bigger than

or > 0, 05; in other words; it can be concluded that the data are distributed normal.

3. T-Test
The result of the T-Test by taking the data through the grammar test

towards the experiment group and control group as follows:

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Non_Cooperative_Learning	25	63.52	19.194	3.839
	Cooperative_Learning	25	79.20	12.111	2.422

The differences on average *(Mean)* the control group (non-cooperative learning) is 63, 52; analyzed case as amount is 25; *Standard Deviation* is 19.194 ,and average *(Mean)* the experiment group (cooperative learning) is 79,20; analyzed case as amount is 25; *Standard Deviation* is 12,111.

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	6.262	.016	-3.454	48	.001	-15.680	4.539	-24.807	-6.553
	Equal variances not assumed			-3.454	40.494	.001	-15.680	4.539	-24.850	-6.510

The result of data analysis T-Test table above is as follows:
The Proposed Hypothesis Statement:

Ha: There is a significant difference in English grammar achievement scores of the students taught through cooperative language learning

Ho: There is not a significant difference in English grammar achievement scores of the students taught through cooperative language learning

Requirements:
If α= 0, 05 smaller or equal within score of *Sig.* or [α= 0, 05$\leq$ *Sig.*], then Ho is accepted and Ha is rejected.

If α= 0, 05 bigger or equal within score of *Sig.* or [α= 0, 05$\geq$ *Sig.*], then Ha is accepted and Ho is rejected.

Based on the table displayed above the *Sig (2-tailed)* is 0,001 <0, 05 means Ho is rejected and Ha is accepted. In conclusion, there is a significant difference in English grammar achievement scores of the students taught through cooperative language learning.

Interpretation of Data

Question	Experiment Group (%)	Control Group (%)
1. …………any of his movies?	100	72

a) Have you ever seen   b) Have you ever saw   c) Did you ever seen

2. She doesn't work …..……….. Mary.	96	60
a) the hardest b) as hard than c) as hard as		
3. Los Angeles is ………..city I have ever been to.	96	84
a) the beautifuler b) the most beautiful c) the beautifullest		
4. We're thinking of …………..a new office.	68	28
a) opening b) to open c) open		
5. What are you going to do this weekend? I don't know .I ………….	48	44
a) might to go away b) might go away c) may to go away		
6. Sunday is Holiday. We………… work.	92	80
a) don't have to b) must not c) don't must to		
7. What will you do if you …………..the exam?	72	64
a) don't pass b) will pass c) won't pass		
8. If we had a yard, I …………..a dog.	84	72
a) will buy b)would buy c) bought		
9. He went to the supermarket …………….. some milk.	88	92
a) getting b) to get c) get		
10. You ………….. coffee late at night.	84	72
a) shouldn't to drink b) shouldn't drink c) don't should drink		
11. I've known my best friend ………..….. .	56	32
a) since 4 years b) for 4 years c) for 2004		
12. How long ………… your car.	72	80
a) do you have b) have you c) have you had		
13. He's divorced now, but he …..………for 20 years	72	68
a) was married b) is married c) has been married		
14. He……….… have a lot of friends at school. He wasn't very popular.	52	56
a) didn't use to b) don't used to c) didn't used to		
15. If he …………..in that hotel, it will be very expensive.	84	40
a) stay b) will stay c) stays		
16. Basketball is …………….…than soccer in the US.	84	64
a) popularer b) the most popular c) more popular		
17. John ……………The dishes.	84	76
a) has already done b) have already done c) has already does		

Question	Experiment	Control
18. I don't enjoy ……..…….. to the movies by myself. a) to go b) going c) go	56	60
19. The radio …………By Marconi. a) invented b) is invented c) was invented	80	60
20. If I had a car, I…………..to work. a) would drive b) will drive c) drive	96	64
21. She's been afraid of flying …………..... . a) for many years b) since many years c) for 1998	40	36
22. I ……………..Ana for ages. a) knew b) have know c) have known	88	44
23. You ………….. smoke in gas station. a) don't have to b) don't must to c) must not to	96	84
24. Jack ……………sad, if he doesn't see you tomorrow. a) is b) will be c) was	92	72
25. She …………... with his mother, but now she lives with his father. a) used live b) use lived c) used to live	100	84
Average	79	64

Based on the table analysis of answering all the questions above, the result shows difference average between experiment group and control group that one is 79 point in experiment group and 64 in control group. It is clear that in experiment group is higher than control group.

Comparing to experiment group and control group firstly is starting from number (1) within the question"… any of his movies?" that the answer is supposed to be "a) Have you ever seen" in experiment group all the participant answering in correct answer, while in control answer in some variation answer such as b) Have you ever saw or c) Did you ever seen these can be seen on different point score that one is 100 or in excellent category in experiment group and 72 or in good category in control group. However, the experiment group shows the point is higher than the control group.

On number (2) question in experiment group the point shows 96 means in excellent level oppositely in control group 60 means average level. The question is "She doesn't work ….Mary." and the answer should be "c) as hard as", somehow less of experiment group answer incorrect way, yet in control group many participant answer in false answer that they choose to answer a) the hardest or b) as hard than. Hence, the experiment group point is higher than the control group.

Next, the number (3) within the question" Los Angeles is …city I have ever been to." That the answer is obviously "b) the most beautiful" because the question is about the superlative, however in experiment group, only one participant who

answers the question incorrect answer, in the opposite group or in control group there are four participants who answer incorrect answer within the number 96 for experiment group includes in excellent level, while 84fro control group includes in good level. Therefore, the experiment group is higher than the control group.

On number (4) within the question is "We're thinking of …a new office." That the correct answer is "a) opening" because preposition that available on the statement must be followed by gerund, in experiment group shows the point that is 68 point (average level) in other words this result shows that still much learning more about the using of gerund, while in control group 28 point (poor level), otherwise it means the participant in control group should learn much about the using of gerund whether intensively or extensively. So, the experiment group is higher than the control group.

Afterward, on the question number (5) shows in experiment group the point is 48 or in weak level and in control group the point is 44 or similar with experiment group that is in weak level. The question is "What are you going to do this weekend? I don't know .I …" and the appropriate answer is "b) might go away" because the using of might is followed by simple verb not by infinitive. Therefore, the results shows both experiment group and control group are in weak level in doing this question, and it means needing more learning about this case. Even though both groups are in weak level, the experiment group is still higher four points than the control group.

On number (6) the table shows the point of experiment group is 92 means in excellent category, on the other hand, in control group the point is 80 means in good category. The question appears "Sunday is Holiday. We…work." The answer is supposed to be "a) don't have to" because it's about the suggestion. However, the experiment group is higher than the control group.

Next, in number (7) the experiment group point is 72 or in good category, while the control group is 64 means in average category. The question is "What will you do if you …the exam?" The answer is supposed to be "a) don't pass" because the question type is kind of conditional sentence which the "result clause" uses simple future and the" if clause" is supposed to be in simple present. In assumption, the experiment group on 72 point is higher than the control group in 64 point.

On number (8) the table presents the point of the experiment group is 84 and the point of the control group is 72. The question is "If we had a yard, I …a dog." The answer is "b) would buy" because it is about conditional sentence within the "if clause" uses simple past then should be followed with the "result clause" using would and simple verb form. Both groups are in good level. However, the experiment group is higher than the control group.

On number (9) the point of the experiment group is 88 (in good category) and the control group is 92 (in excellent category). The question is "He went to the supermarket … some milk." The answer is "b) to get" because the main verb "went" is commonly followed by infinitive. To sum up, the experiment point is lower than the control group even the difference point is only 4 points.

Afterward, on number (10) the experiment group point is 84 (good level) and the control group is 72 (good level). The question is "You … coffee late at night." The answer is "b) shouldn't drink" it is obviously clear that the modal the pattern of negative should is "should + not + simple verb form". Even though both groups are in good level, the experiment group is higher than the control group.

On number (11) the table shows the point of the experiment group is 56 means in average level and the control group is 32 means in weak level. The question is "I've known my best friend …." The answer is supposed to be "b) for 4 years" because the using of "for" is followed by stated period of time. However, the experiment group is higher than the control group. Even though the point of experiment group is higher, yet the point is in average level and the control group in weak level, so that both of groups should learn more the using of "for" and "since" in present perfect tense.

On number (12) the experiment point is 72(good level) and the control group is 80 (good level). The question is "How long ………… your car." The answer is "c) have you had" because the pattern of present perfect question is "have + subject + past participle verb". Even though both groups are in good level, the experiment group point is lower than the control group.

Next, on number (13) the table shows that the point of the experiment group is 72 (good level), while the control group is 68 (average level). The question is "He's divorced now, but he …for 20 years." The answer is "c) has been married" because the first clause is stated in simple present and it means the effect of the next clause that one is in present perfect. To sum up, the experiment group point is higher than the control group point.

On number (14) the experiment point is 52 (average level) and the control group is 56 (average level). The question is "He… have a lot of friends at school. He wasn't very popular." The answer is "a) didn't use to" because the negative pattern of "used to" is "didn't use to". However, both groups are in not really good level and the experiment group is lower than the experiment level. In other words, both groups should learn more of using "used to".

Afterward, on number (15) the point for the experiment group is 84 (good level) and the point for the control group is 40 (weak level). The question is "If he …in that hotel, it will be very expensive." The answer is "c) stays" because the case is conditional sentence and the using simple future in the "result clause" is followed by simple present in the "if clause". However, the experiment point is higher than the control group that needs more learning on conditional sentence.

Next, on number (16) the table analysis presents the experiment group point is 84 (good level) and the control group 64 (average level). The question is "Basketball is …than soccer in the US." The answer is "c) more popular" it is obviously clear that the question case is followed by the signal of comparative degree because there is indicator word of "than". However, the experiment group point is higher than the control group.

On number (17) the experiment group point is 84 (good category), while the control group is 76 (good

category). The question is "John …The dishes." The answer is "a) has already done" it is obviously clear that the answer must be present perfect requirements. Even though both groups are in good level, the experiment group point is higher than the control group point.

On number (18) the experiment group is 56 (average level) and the control group is 60 (average level). The question is "I don't enjoy … to the movies by myself." The answer is "going" because the verb "enjoy" is commonly followed by gerund. However, the result both of groups are in average level meaning more doing exercises about gerund. Hence, the point of experiment group is lower than the control group.

Next, on number (19) the experiment group point is 80 (good level) and the control group point is 60 (average level). The question is "The radio …By Marconi." The answer is "c) was invented" because the case is simple past action so that the appropriate answer is in simple past tense in passive pattern. It can be seen that the experiment group is higher than the control group.

On Number (20) the table analysis presents the point of the experiment group is 96 (excellent category) and the control group 64 (average category). The question is "If I had a car, I…to work." The answer is "a) would drive" the question case is about conditional sentence in the "if clause" uses simple past, so in the "result clause" uses "would + simple verb form". However, the experiment group is higher than the control group.

On number (21) the table analysis shows that the experiment group point is 40 (weak category) and the control group point is 36 (weak

category). The question is "She's been afraid of flying …" The answer is "b) since many years" because the using of "since" in present perfect tense is used when no exact stated period only "many years". However, both groups are in weak category and the experiment group higher 4 points than the control group, yet still both of groups need more learning on using "since" in present perfect.

On Number (22) the experiment group is 88 (good level) and the control group 44 (weak level). The question is "I ….Ana for ages." The answer is "c) have known" it is obviously that the answer should agree within the tense that one is present perfect tense. However, the difference between the experiment group and the control group is very far higher on the experiment group than the control group.

On number (23) the table analysis presents that the point of the experiment group is 96 (excellent category), while the control group is 84 (good category). The question is "You …smoke in gas station." The answer is "c) must not to" because the statement is about tendency of suggestion. Here, the experiment group point is higher than control group point.

On number (24) the experiment group point is 92 (excellent level) and the control group point is 72 (good level). The question is "Jack …sad, if he doesn't see you tomorrow." The answer is "b) will be" because the context is in conditional sentence within the "result clause" uses simple present then the "if clause" must uses simple future. Therefore, the experiment group is higher than the control group.

Last number (25) the table analysis presents the experiment group point is 100 (excellent level) and the control group point is 84 (good level). The question is "She …with his mother, but now she lives with his father." The answer is "c) used to live" it is very clear that the pattern of the action habits that happened in the past, yet do not happen in the present anymore uses "used to+ simple verb form".

Summing the average on all the question numbers can be seen from the result of the experiment group point that one is 79 meaning in good category, while in the control group average point is 64 meaning on average category.

CONCLUSION

After the analyzed data calculated there are several results that can be as conclusion those are:
1. The differences on average *(Mean)* the control group (non-cooperative learning) is 63, 52; analyzed case as amount is 25; *Standard Deviation* is 19.194 ,and average *(Mean)* the experiment group (cooperative learning) is 79,20; analyzed case as amount is 25; *Standard Deviation* is 12,111.
2. The T- Test shows that the *Sig (2-tailed)* is 0,001 <0, 05 means Ho is rejected and Ha is accepted. In conclusion, there is a significant difference in English grammar achievement scores of the students taught through cooperative language learning.

The similar topic or field research may be proposed for other methods on grammar teaching. The other methods may be applied such as on the using of Task-Based Language Teaching Method, Community Language Teaching Method, Direct Method, or Eclectic Method etc.

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THE EASIEST GRAMMAR UNDERSTANDING TO DEVELOP THE STUDENTS' ENGLISH SPEAKING SKILL

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ABSTRACT

The data indicated that 85 % the students at both Jakarta and Depok Junior and Senior High School could not speak English. There were 80% of Jakarta Selatan Jagakarsa Cipedak Muhmmadiyah Junior High School Students unconfident to speak English. There were some problems arised, two of them were the materials and method. The objective of this study was to compare a new method called O*ral questioning in L1* and Guidance (OQILAG) with the conventional one. First, to examine whether the OQILAG method was really effective to improve the students' English speaking skills. Second, to see how significant the OQILAG method to improve the students' English speaking skills of Jakarta Selatan Jagakarsa Cipedak Muhammadiyah junior high school. The Finding of this study showed that the difference of the average scores between the first test and the second one or after the OQILAG method had been implemented. The data indicated that the test-t scores was 12,127 with the significant level (two tailed)=0,000 with df = N-1 = 25, so the t-table was 2,60 on significant level (α = 0,05). It was because t-count (12,127) was bigger than t-table (2,060). So, the difference between the two conditions were significant.

key words: learning strategy, grammar understanding, english speaking skill

ABSTRAK

Data menunjukkan bahwa 85 % siswa baik di SMP maupun SMA Jakarta tidak bisa berbicara bahasa Inggris. Sebanyak 80% siswa SMP Muhmmadiyah Cipedak Jagakarsa Jakarta Selatan tidak percaya diri berbicara bahasa Inggris. Ada dua masalah mucul, dua diantaranya adalah bahan ajar dan metode. Tujuan dari penelitian ini adalah untuk membandingkan metode baru yang dinamakan Oral questioning in L1 and Guidance (OQILAG) dengan metode konvensional dengan cara membandingkan hasil test sebelum belajar dan sesudah belajar menggunakan metode OQILAG ini. Langkah pertama adalah menguji apakah metode OQILAG benar-benar efektif untuk meningkatkan keterampilan berbicara bahasa Inggris. Langkah kedua adalah untuk mengetahui seberapa berpengaruh metode OQILAG meningkatkan keterampilan berbicara bahasa Inggris siswa SMP Muhammadiyah Cipedak Jagakarsa Jakarta Selatan. Penemuan penelitian ini menunjukkan perbedaan skor rata-rata antara test pertama dan test kedua atau sesudah metode OQILAG dilaksakan. Data menunjukkan bahwa skore test-t sebesar 12,127 dibandingkan dengan level signifikan (two tailed)=0,000 dengan df = N-1 = 25, jadi t-table sebesar 2,60 pada level signifikan (α = 0,05). Ini karena t-count (12,127) lebih besar dari t-table (2,060). Jadi, perbedaan

diantara dua kondisi atau metode OQILAG dan metode konvensional adalah signifikan.

Kata kunci: strategi belajar, pemahaman tata bahasa, keterampilan bahasa Inggris

INTRODUCTION

How important English as an international communication tool does not doubt anymore especially in getting a better job; therefore, the government should have increased the students' mastery of English, it is of course supported by English teachers' mastey of competence and performance. On the other hand, The English teachers' mastery of teaching English well plays an important role to teach their students especially to speak English. Furthermore, the method of teaching English needs improving to make the students understand English beside having an English speaking skill. At last, they are expected to communicate in English as the worker candidates in the other countries in the world after university.

In this case, English speaking skill teaching is not easy to develop since the students not only have the lack of English grammar understanding, but they also have the lack of vocabularies. Both of them determine the students' English speaking skills since they are required to pronoun and to have a well-accepted conversation. On the other hand, the students need both of them so well that they are able to speak English fluently. Thus, English speaking teaching not only develops the students' English speaking skill, but also enriches their vocabularies and improves their grammar understanding (Rasul, 2014:209) as well.

Ideally, It takes 700 hours up to 1000 hours to master English both productive and receptive level (Carnelius, 1979:5). In fact, students of

SMPN 131 Jakarta (Rasul, 2014:209). Then, Private Citra Negara Junior High School students in Beji Tanah Baru Kota Depok, 2016, Jagakarsa Cipedak Muhammadiyah Junior High School Students 2017 who learnt English since elementary School took around 405 hours and 20 minutes. The students of SMAN 2, SMAN 6 Kota Depok 2004-2006, the students of 97 Senior High School Jakarta 2010 who learnt English since Elementary school took around 672 hours (Rasul, 2012), Indraprasta University students semester 4 (learnt more than 700 hours), indicated that there were 85% of them to communicate unconfidently in English; in contrast, the reason why 15% of them were able to speak English confidently was that they took English course of outside of school system. This is the main issue since the English teachers who have been paid billions rupiahs by the government fail to teach their students to speak English.

To investigate why the students were not able to communicate in English, the researcher *asked the students (grade viii) to translate words, phrases or sentences into their L1, and then, back into English without looking at the original* (Harmer, 2004:39) at Jakarta Selatan Jagakarsa Cipedak Muhammadiyah junior high school implemented in October 23, 2017. The test resulted: 1) 95% of students were not able to distinguish between verb to do and verb to be, 2) 95% of them also wrote wrong questions, 3) 70% of them did not have much vocabularies and 30% did not write any English words in their writing. This is a reason why the

students were unconfident to speak English.

Based on the explanation above, the research questions are formulated: 1) what strategies or method did EFL teachers of Cipedak Jagakarsa Jakarta Selatan Muhammadiyah Junior high school need to enrich their students' vocabularies and to make their students understand grammar to develop their English speaking skill. 2) How significant was the effect of Oral Questioning in L1 and Guidance (OQILAG) method to develop Jakarta Selatan Jagakarsa Cipedak Muhammadiyah SMP Students' English speaking skill. While the objective of this study was to answer the research questions above.

Dorothy (2008:ii) in Speaking 1 exposes that there are at least ten points which have to be remembered to teach speaking English as follow:

1. You are not unique in your fear of speaking in public
2. A certain amount of stage fright is useful. It is nature's way of preparing us to meet unusual challenges in our environment.
3. Never memorize a talk word for word.
4. Rehearse your talk with your friends.
5. Keep your attention of negative stimuli that may upset you.
6. Act confident and be your sefl.
7. Speak about something you have earned the sight to talk about though experience.
8. Tell us what life has taught you.
9. Be sure you are excited about your subject
10. Be eager to share your talk with your listeners visualize

by demonstrating what you are talking about.

Dorothy's opinion indicates that English Speaking is not easy since there are many requirements which must have been mastered. The researcher thought that the students were not able to speak English if they had not had much vocabulary and understood grammar yet.

Dimyati and Mudjiono (2006:5) ilustrate that learning must change the students behaviour. For example, the students who study the English speaking skills for one semester, and the next semester, they are expected to have been able to speak English since they both have understood grammar and have had much vocabulary." What Dimyati said is true since learning means to get skills. If there is no skills during learning and teaching process, it can mean the teacher fails to teach his/her students. Furthermore, 2013 curriculum emphasizes the affection, psymotoric, and cognitive. In fact, these ones focus on how to improve the students communication skills.

Learning English in this oral questioning in L1 method means how to make the students think of materials in English. The students were drilled to think of processing of the communicative competence, while their facilitator directed and helped them produce the right utterances as a performance. To make all students succeed to speak English, learning groups were available. Why? The poor or weak students could learn how to understand their grammar and how to enrich their vocabulary from their peers. It was indeed, slow but sure, they were confident since their peers directed them to speak English. The process of the exercises took around 60 minutes.

Next, Harmer (2004:25) states that "There are twelve skills to belong to professional teachers, (1) personality, (to be his/her own character included how she/he performs), (2) adaptability (to be flexible enough), (3) teacher roles (controller, prompters, assessors, resource and tutor), (4) rapport (it occurs as a result of the way the teacher listens to and treats the students in the classroom, (5) recognizing his/her students, (knowing students' name), (6) listening to the students(to be interested in what the students say), (7) respecting students (do not react with anger or ridicule when students to unplanned things, but instead use a respectful professionalism to solve the problem, (8) being even-handed (treating all students equally, though they are passive)."

Futhermore, learning is "a conscious process where separate items from the language are studied and practiced in turn" (Krashen in Harmer, 2004:47). The most important single factor influencing learning is what the learners already know, ascertain this and teach them (Dahar, 1996). Learning is a thinking process where the new knowledge is referred to the old one. When teaching, a teacher is to make his/her students engage, study, and activate (Harmer, 2004:52). Learning by doing (Dewey in Dimyati, 2006:44). Engage them means how to push the students' potential to study and to work out. It is certainly supported by materials. There were two ones. First, material in L1 which enabled the students to think how the one to be processed by the learners. This referred to production. Before the students did an action to process the materials in L1 to be English, teacher presented the theory of grammar." Doing the materials in L1 to be well arranged needs exercises." This is what it calls "practice. Learning is how to make the students active. It is like to make the students do the planned things. Harmer (2004:51) shows that current language teaching practice generally gives students the opportunity to think about how a piece of grammar works.

If the students understand the first step of grammar, let them think the second one through challenging. To see whether the students have understood the grammar or not, they have to write the materials in L1 to write back into English well. It is a stepping stone to make the students think so easily that they can study the next material better. Next, explain the grammar and involve them orally to think to practice speaking properly. It is like a conversation which is designed in L1 to speak English grammatically. Challenge them in group learning to read the L1 material in English in front of his/her group members. When he/she is wrong, his/her croup-mate reminds and helps him/her read it well. One by one with a different title not only enrich their vocabulary, but also revise their grammar understanding since the materials are written in L1. Field theory stated by Kurt Lewin (in Dimyati, 2006:47) showed that students would study strongly and actively, if they had a challenging. For example, "read the L1 text in English", the students will be enthusiastic to read the L1 text in English grammatically.

Each student is a part of learning, for he/she needs the same treatment. Learning in group after engaging him/her to understand the first step of grammar is the way to make him/her participate individually. All students need to practice their English grammar since it is the way to exposure them to master it both spoken and written. To help them understand how to implement their grammar; indeed, the easiest

grammar understanding texts are distributed among of their learning group members. The different students' characters and intelligences can be overcome if learning groups are activated (Davies, 1987:32). Therefore, it is better to avoid classifying the students into a superior, a medium and a low group or class because they make the students selfish and never make them mutual assistance. What 2013 curriculum emphasizes on the affection indicates that the superior, medium, and low class setting should be forbidden at school area since the students can assist to each other especially from the smart students to the poor ones in learning group.

When someone speaks is influenced by the elements of the language such as, (1) grammar, (2) vocabulary, (30) pronunciation. Grammar is the knowledge of how the words are well arranged in Rudi and Wilkinson (2008:13). Grammar is the system of rules governing the conventional arrangement and relationship of word in a sentence. Our sentence depends, for its success, on putting a number of elements in the correct order (Harmer, 2004). Consequently, certain classroom objectives and tasks might demand a focus on grammar (Brown, 2001:41).

When the teacher teaches, he can not avoid explaining English grammar since it is crucial to talk or to write. The way to explain the grammar varies; however, the teacher should use the challenging English materials to arouse his/her students' potential. English speaking is interesting to teach if it refers to grammar and the challenging English textbook materials. The English textbooks are challenging if they are written in L1 (bahasa Indonesia). Harmer (2004:48) stated that *Where bilingual teachers help students translate what they want to say from their first language in the language they are learning advocated.* If it is stringed between speaking to be taught grammatically with the translation emerges the technique of teaching speaking; furthermore, the facilitator directs in L1 of his/her students to speak English grammatically. This is what the researcher called "oral questioning in L1 and Guidance (OQILAG) method.

In this OQILAG method, the students think of English and express it grammatically, too. **The L1 textbook is only as a tool to load the English vocabulary which has ever been learnt by the students from their memory into their mind.** The grammar, which is learnt by students, is (1) noun (noun phrase), (2) pronoun, (3) adjective, (4) verb, (5) adverb (adverbial phrase), (6) preposition (prepositional phrase, (7) determiner, (8) conjuction, (9) degree of comparison, (10) the use of it, (11) gerund, (12) questions tags, (13) kinds of sentence (simple compound, complex, compound-complex), (14) direct and direct speech, (15) the use of too, either or, neither nor, other or else, (16) exclamatory Remarks, (17) emphatic sentences, (18) causative have, make, and get. When his/her students speak, he/she reminds and helps them directly if they forget.

The other elements of English which the teachers should be sensitive are the sociocultural appropriateness. It refers to the context of the English uses, where, whom and when to talk included notional and functional. When the students talked is directed how the native speakers communicate in English. It is very interesting since the students are required to speak English during teaching and learning in the classroom setting.

When the students talked is also influenced by how much vocabulary they use. The facilitator is loading their vocabularies from their memory into their mind as much possible by oral questioning in L1. In this method, a facilitator is the sources of vocabulary and grammar understanding in the classroom setting. The form of vocabulary can also be formed, for it is made of morphology or it is an antonym, synonyms. Speakers' knowledge of a word also include an understanding of how the shape of that word can be altered so that its grammatical can be meaningful (Harmer, 2004:61).

ORAL QUESTIONING IN L1 AND GUIDANCE (OQILAG) METHOD.

The term of oral questioning in L1 emerged for the first time when the researcher did his research for a post graduate program. It is the way to stimulate the students to load or to pull out of their potential by directing them in L1 to speak English. On the other hand, it recalls their vacabularies and their grammar understanding from their memory into their mind. The power of the brains is incredible since it can be flexible to express everything which is being kept. According to Sheal (1989) the best learning is to say (70%) and to do 90%).

In OQILAG) method, the grammar is taught a few minutes before students are learning of the English speaking skill. Then practice it as much as possible. First, the students focus on grammar how to construct. Next, they start to speak and at the same time they choose the choice of words. The role of a facilitator or a teacher is to explain "how words change their shape depending on their grammatical function, and how they group together in phrases for his/her students since they need to be aware of pronunciation features such as sounds, stress and intonation." too (Harmer, 2004:30). Therefore, the role of a facilitator or a teacher is how make his/her students enjoy engaging to study; on the contrary, don't scare your students like speaking English in front of them before students have much vocabulary and understand grammar.

METHOD

This study used research and development approach, Borg dan Gall (2007:589-599). Development means to encourage the students' courage to speak English based on *OQILAG method*, engaging of some steps of the research development: validity, research, try out, test of validity, systematic accuracy and efficiency. Gay, Mill and Airasian (2009:18-19) stated that the completeness of ideas of Borg and Gall were the research process which were based on the needs and then they were developed get a product to fulfil this needs. Education product such as training for lesson materials, learning materials, supporting materials, processing and connection materials.

The findings of this study is the product or learning model or method of *Oral Questioning in L1* which is developed based systematically on procedure of trying out to model output, quality or standard, and certain accuracy and efficiency. Borg and Gall (2009:589-596) said that there were ten steps to complete the circle of research and development implementation, namely 1) preview research, and collecting information, 2) planning, 3) draft, 4) try out (formative evaluation), 5) revision of main product, 6) the main try out, 7) revision of product operational, 8) operational try out (wide scale), 9) final product revising, 10) desimination and implementation.

In this research and development model, the researchers determined one circle, then it was evaluated directly and produced the new model of *Oral Questioning in L1 and Guiding* (OQILAG) which can accelerate the students to speak English especially for Muhamadiyah Junior High School Students Grade VIII.3.

The population used was the students of Muhammadiyah junior high schools grade VIII, while the sample was taken 25 (thirty) students grade VIII. The students had basically studied English before; however, they were unconfident. They were always nervous when they tried to speak English. In fact, they spoke English ungrammatically that they made wrong conversation, and most of them were speachless.

On November 2017 to February 2018, the data were collected since the students grade VIII of Muhammadiyah Junior High School had English test. The test used the direct performance. The type of data collected in this study was qualitative. The Qualitative data type was narative which was based on interview and observation in the field. It consisted of the information acquisition procedure steps which had been planned sistematically by using *Guidance (OQILAG)* method. The researcher collected the data at the end or half period of teaching and learning process.

The method of data collection in this research dan development model was based on an interview and an observation. Creswell (2007:132-138) stated that "Collection of complete of qualitative data used interview and observation."

To get the accuracy and effeciency of this *OQILAG model*, the researcher interviewed the students of Muhammadiyah Junior High School grade VIII, and the directed observation during this period implemented by him was to know the real situation and condition in the classroom setting. The test was to evaluate of learning resulted on this method to determine how far it influenced. Interview was about the questions which was systematically related to attitude and manner of the students especially the students of Muhammadiyah Junior High School in answering the questions of the interviewer. Observation was the report and implementation of OQILAG method in the classroom setting as an object of the research. The test was oral questions to the students of junior high school related to their ability in speaking English based on this OQILAG method.

In analyzing of qualititative data reduction, Usman (2004:87) said that: 1) the data reduction was the data collected from the field document which was reduced and adjusted to this research, 2) the data displayed must formulate the data in matric or graph to avoid overlapping of the data, 3) making a decision and verification to determine the pattern, model and some conclusions. In this case, there were some steps needed to categorize theme or subtheme which was talked through the verfication to reduce so that the researchers can make a conclusion based on the research findings.
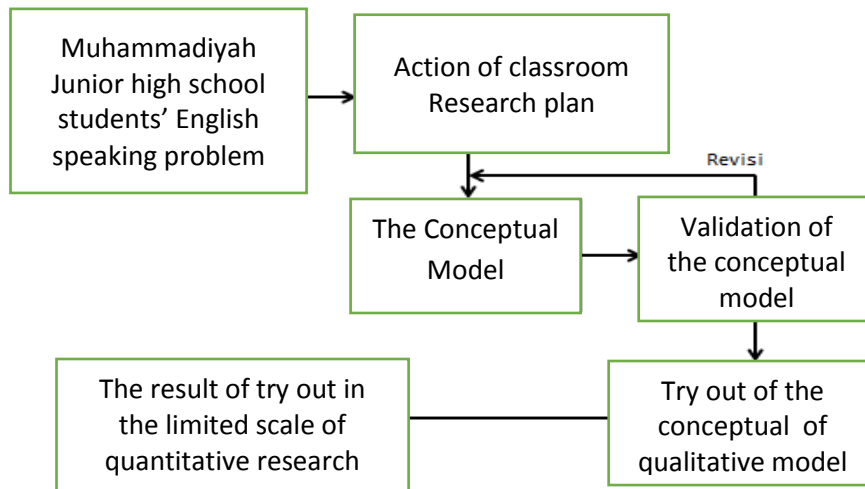
Getting a qualitative data analysis was taken based on the needs and arranged as good as possible to give an information about the advantages and disadvantages of this OQILAG method. Qualitative data was orally and written by numbering and interpreted by descriptive qualitative analysis.

Statistical Hypothesis
In Quantitative study, the researchers used two hypotheses. First, null

Hypotheses (H$_0$). Second, alternative   hypotheses (H$_1$).

Flow Chart of The Research Process:

```
┌─────────────────────┐        ┌─────────────────────┐
│   Muhammadiyah       │        │                     │
│ Junior high school   │───────▶│ Action of classroom │
│ students' English    │        │   Research plan     │
│  speaking problem    │        │                     │
└─────────────────────┘        └─────────────────────┘
                                           │   Revisi
                         ┌─────────────────┴────────────────┐
                         ▼                                   │
                 ┌─────────────────┐        ┌─────────────────┐
                 │  The Conceptual │───────▶│  Validation of  │
                 │     Model       │        │  the conceptual │
                 │                 │        │     model       │
                 └─────────────────┘        └─────────────────┘
                                                     │
┌─────────────────────┐        ┌─────────────────────┐
│ The result of try out in │   │  Try out of the     │
│ the limited scale of │◀──────│  conceptual of      │
│ quantitative research │       │  qualitative model  │
└─────────────────────┘        └─────────────────────┘
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RESULTS AND DISCUSSION

This study or research was undertaken in Muhammadiyah Junior High School grade VIII Srengseng Cipedak South Jakarta. This junior high school is not a favorite one, but this one has implemented of eight of national education standard well. They are: (1) Passing competence standard, (2) Content standard, (3) Process standard, (4) The educator standard and the educational manpower, (5) Infarasture standard, (6) Processing standard, (7) Educational expence standard, and (8) Education assessment standard so that status of the education unit has been accredited by BAN Dikdasmen.

This one was indicated by school management that had been running well by implementing school management base. It was led by a principle who had got the high solidarity spirit to encourgae all sides so hard that he worked proffesionally in making the education unit, comfortable, excited in his school area. This was the way to create the teaching and learning process to run well to develop the students' potential.

In this finding, It was highlighted from two sides both researcher and learners. Here are the explanation and steps of the research process at the time:

1. At the beginning of the lesson, the researcher opened by saying basmallah and all students followed him. After that, the teacher explained the sentence. Listen! The researcher began teaching his students.

A sentence was similar to the family, There was a mom, a dad, and children and a servant as well. Each of them had a special role. He said "Mom is as a subject, Dad is as a predicate, Children are as an object, and a servant as a helper."

Let us discuss it deeper. The reasearcher said. "A mom has a special role as a subject which consists of Pronoun." First, "they, we, I you," second, the third person "she, he, it. He continued. "While dad consists of full verb which is called " sibling father" (verb to do) like "study." The character of sibling father is " a moving" or an action. Next, it is a step father

which is " verb to be: is, am, are, was, were, be, "The function of step father was to fill in the position of the sibling father who was not in charge his family anymore." Example: first: a place like at home, in the classroom, or second: human character such as tall, beautiful, handsome, sick, third: weather, cold, Fourth: price like, cheap, expensive, Fifth: taste like hot.

If the subject or mom was not followed by an action or the sibling father, or there was none who did something again" in the house. It meant the family had to seek a step father to replace a sibling father. He explained. So, the family needed a step father (verb to be) to replace the position of a sibling father. "S"he, he, it: one group, there "s" So, the step father wa<u>s</u> "is." While "they, we, you: one group, there was "e" the step father was "ar<u>e</u>." The last one is "I,". The step father was " am and was" Next, Mom (subject), father or step father was as a predicate (verb), and the children or an object. An object consist of Noun. These were the key words to understand the simple sentence. (Rasul, Dieksis, 2014: 207)**.**

Furthermore, what it was called "none or there is no in the family" like question words such as "what, why " and "not." They are not family, not a mom, not a dad/father or, not children or a noun; however, they were houseworks. Therefore, when "they come" must be followed by a servant like, the sibling father's servant was "do, does, did. Example: "Where does she live?" Look. The servant "stand" in front of the subject or mom to do the

housework "where" "why does" because there was "es" which the same as with "s"he (she). Why " does "Why not "do." "This is the explanation:" "es" is actually belonged to the father or what it called "a married ring" which was used to pay the servant. Look! The "she" or mom had "s" as a ring, too. On the other hand, the sibling father paid the servant with his ring. "The step father does not have " a ring" So, he paid by himself. Look at the second example. "She does not come to school today. "the servant "does" comes after the subject or mom or before " not." Meanwhile, the step father example was. Why was Najwa sleepy?" look "was" is the step father who function as a helper or servant.
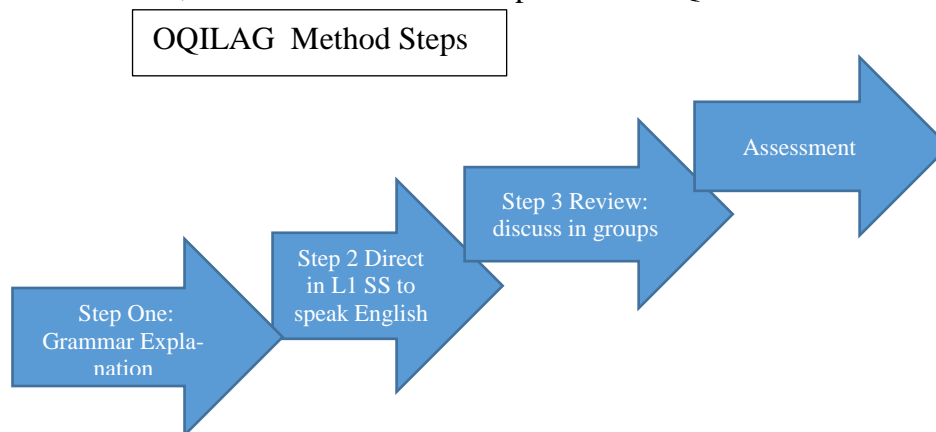
If the sibling father "do" was promoted. Let us discuss it deeper. The servant of the sibling father was different since it was promoted to be "did and done." If it was promoted to be "done." The sibling father must be guarded by a special servant "have" or has. Example. The students have done homework. Next, the example in interrogative: why have the students done homework? Look! Have was placed after "why. In negative, If "not." Look!, not was placed after "have." Example. The students have not done homework. Remember " the role of have or has." Only as a servant. These were the summary how to teach " English structure." Then, after teaching structure or grammar. The researcher directed students of Jakarta Jagakarsa Cipedak Muhammadiyah Junior High School by OQILAG method. On the other hand, To make the students understand English

structure and enrich their vocabulary, the researcher directed his students of SMP Muhammadiyah by OQILAG method.

2. At the beginning of English lesson or before oral questioning in L1 and guidance (OQILAG) method implemented, the rate of students' scores were 5,769. While standard deviation were 0,765 and variation score were 0,585 among 26 students. The students English speaking skills scores were less than standard English scores which were determined: namely 70.

The above description 1) showed the process of implementation of Oral Questioning in L1 and Guidance (OQILAG) method. The below chart shows the steps of teaching and learning process of OQILAG method.

OQILAG Method Steps

Step One: Grammar Expla-nation

Step 2 Direct in L1 SS to speak English

Step 3 Review: discuss in groups

Assessment

The English teacher was a source of the raw material in L1 which must be spoken and written in English. At the end the lesson, the students based on his guidance produced the English textbook since they were required to think structure and to remember or to recall their vocabularies in their minds. During teaching and learning process, the students obtained the competence (the structure understanding) and performance (speaking and writing skills) at the same time.

The result of the limited scale try out showed the students' English speaking ability. Data description of English speaking ability before having test 1, and after having English performance test 2 given a treatment (OQILAG) show as follows:

Table 1
The Try Out of Statistics Recapitulation

Statistics		Test1	Test2
N	Valid	26	26
	Missing	0	0
Mean		6,6731	7,4423
Median		7,0000	7,2500
Mode		7,00	7,00
Std. Deviation		,64718	,62172
Variance		,419	,387
Range		2,00	2,50
Minimum		6,00	6,50
Maximum		8,00	9,00
Sum		173,50	193,50

Table 4,1 showed that the quantitative data used to answer the research question above. The previous data collected of pre-test was the highest score: 8,00, and the lowest score: 6,00 so that the range score was 2,00 of 1-10 ranges. The rate scores of students' speaking ability was 6,6731, still under minimal score which was determined by the local English Teacher. By data deviasion was 0,647 which was still normal level.

Next, the result of English speaking learning process by implementing OQILAG method was the highest: 9,00 with the score range was 2,5 score of 1-10 score range. While the average scores which were found 7,44 were the expected scores by English teacher. By score deviasion was 0,621 included the normal deviasion standard category.

The Quantitative data of the limited try out scale result on Oral Questioning in L1 method before and after learning English speaking implemented on the junior high school education unit showed the significant difference. Using the SPSS data processing program version 22,00 was obtained the difference analysis between the scores before the first test with after the second test showed as follow:

Table 2
The Comparison Scores Before And After Treatment

Paired Samples Test

	Paired Differences							
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1 Test1 - Test2	-,76923	,32344	,06343	-,89987	-,63859	-12,127	25	,000

Tabel (*paired sampel test)* showed that the difference of the average scores between the first test and the second one or after researcher had implemented OQILAG method. The data showed that the test-t scores was 12,127 with the significant level (two tailed)=0,000 with df = N-1 = 25, so the t-table was 2,60 on significant level (α = 0,05). It was because t-count (12,127) was bigger than t-table (2,060). So, the difference between the two conditions were significant. It means there are significant difference of students' English speaking ability between before and after learning of OQILAG method. On the other hand, the treatment of OQILAG method which was implemented to develop the students' English skills had influenced the students of Jakarta Selatan Jagakarsa Cipedak Muhammadiyah Junior High School grade VIII significantly.

The below the table showed that the model of OQILAG method was implemented. The teacher spoke in L1 to direct his students to speak English during teaching & learning process.

Table 3
OQILAG Method Implemented

Oral Question in L1 directed by English teacher	Muhammadiyah Students' response in English	The teacher or researcher also spoke English correctly and reminded his students if they forgot.
Para siswa biasanya mengerjakan PR	The students usually do their homework	Good! He said and he repeated after his students' utterances in English correctly.
Apa biasanya yang dikerjakan para siswa	What usually the students do?	The researcher reminded his students. No. Remember the basic concept: mother, father and servant. "Follow me" he said. What do the students usually do?
Mereka tidak mengerjakan PR	They not do homework	No, remember "servant" do. They don't do homework.

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