THE IMPLEMENTATION OF BUDDY VOCABULARY CARDS TECHNIQUE TO IMPROVE READING COMPREHENSION

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ABSTRACT

This research is aimed to propose a model of learning for English teacher to improve reading comprehension of discourse in English and to see whether the Buddy Vocabulary Cards Technique has reached the level of effectiveness to be presented to students. The research was held at SMK AL-MAKMUR in South Jakarta Class 1, the population of 239 students with a sample that was taken randomly about 44 students. Research methods are library studies and field studies with through debriefing and giving some questions. Based on the results, it can be concluded that the Buddy Vocabulary Cards technique can be used to improve students' reading comprehension. The result of study identifies that the average value of the students have achieved good category, with an average value of 6.8.

Key words: Buddy Vocabulary Cards Technique, reading comprehension, learning model

ABSTRAK

Penelitian ini bertujuan untuk mengajukan model pembelajaran bagi para pengajar bahasa Inggris untuk meningkatkan kemampuan pemahaman membaca wacana berbahasa Inggris dan melihat apakah Teknik Buddy Vocabulary Cards sudah mencapai tingkat efektifitas untuk disajikan kepada siswa. Penelitian diadakan di SMK AL-MAKMUR Jakarta Selatan kelas I dengan total populasi sebanyak 239 siswa dan diambil sampel secara acak untuk penelitian sebanyak 44 siswa. Metode yang digunakan adalah studi pustaka dan studi lapangan dengan melalui tanya jawab dan memberikan beberapa soal. Berdasarkan hasil penelitian, dapat disimpulkan bahwa Teknik Buddy Vocabulary Cards dapat digunakan untuk meningkatkan kemampuan pemahaman membaca siswa. Data menunjukkan nilai rata-rata yang dimiliki siswa telah mencapai kategori baik, dengan nilai rata-rata 6,8.

Kata kunci: Teknik Buddy Vocabulary Cards, kemampuan pemahaman membaca, model pembelajaran

INTRODUCTION

Reading is very important to increase one's knowledge because by reading someone can increase their perceptions and ways of thinking, and can obtain very important and useful information from various reading media. Many science books are written in English, so someone needs to have the ability to speak English to understand these books. If people want to increase their perceptions, they have to read many

English reading materials. They must be aware that they have to be responsible to develop their insight, not others. This is why an ability to read English reading materials is required.

To understand English discourse, vocabulary mastery is needed to understand the discourse that is being read. Increasingly, someone will obtain vocabulary words in English, increase reading comprehension of English discourse. However, a new problem arises, namely how to increase the whole of vocabularies a person has so that later the ability to understand the discourse that is read will increase.

In addition to the number of vocabularies a person has, a person's background can also determine the ability to understand a discourse. For example, students from secretarial majors will find it difficult to understand the discourse about computers. Hard effort is needed to add extensive knowledge to be able to understand various kinds of discourse.

To increase broad insight for students, they must read a lot. However, not all students like to read books and reading material, especially those who speak English. The low interest in reading English reading material influences the number of vocabulary students have. The amount of vocabulary a person has will increase as the person often reads English-language reading so reading is a habit. Of course, vocabulary can develop through various ways but the best is through reading habits. Birch (2015), "Poor readers avoid reading, and lack of reading practice means they do not improve". By reading, the vocabulary will increase. Smith (1978) states: "Words are learned by reading, just as speech is learned through an active involvement in spoken language".

By reading other than we can enjoy the work of others, we can also learn the knowledge and experience of the scientists conveyed through the articles. The low ability of students to master English vocabulary is a very big cause for these students to understand the discourse in English that he reads. This problem also appears in AL-MAKMUR Vocational School students.

The question is how to increase interest and students' reading comprehension abilities in English. The author focuses on the ability of reading comprehension in low English because of the lack of vocabulary owned by students of AL-MAKMUR Vocational School. By looking at this, the author intends to overcome this difficulty. This encourages the author to present one of the English vocabulary teaching techniques to improve reading comprehension skills of AL-MAKMUR Vocational students using the Buddy Vocabulary Cards technique.

Reading is a process of thinking by connecting information obtained from previous reading experiences with new information obtained while reading a discourse. This was revealed by Stauffer (1969, 1975): "...reading is a thinking process that involves the reader in using his or her own experiences to reconstruct the author's ideas".

By using the information obtained from the previous reading process, the reader tries to understand the meaning of the information written by the author. If the discourse that he reads is in accordance with the background of his knowledge, he will more easily understand the discourse he reads. Therefore, in choosing a discourse the instructor should pay attention to the knowledge background possessed by his students so that they can understand the discourse given by the instructor.

When reading a discourse, understanding the discourse that is read is very necessary. The ability to

understand a discourse is the ability to translate symbols printed in the discourse into meaningful ideas. Musodah (2014) in his writing research stated, "Reading is an activity to translate the symbols and meaning or its meaning through the senses of sight". What is meant by symbols in the sentence above is a collection of strung words into sentences that contain meaning that is a message from the author.

Vocabulary mastery in reading comprehension has a very close relationship and has a very important role. Tierney & Readence (2005) state: "Without a doubt there exists a strong relationship between vocabulary knowledge and reading comprehension". Knowledge of meaning is a basic component of reading comprehension. The more number of vocabularies a student has and a broad background, the higher the level of reading comprehension of the student. Therefore, an integrated exploitation of activities is needed between reading comprehension and vocabulary development to improve students' reading skills. William (1990): The link between reading comprehension and vocabulary is axiomatic since knowledge of word meaning is a basic component of reading ability. An integration program of reading comprehension and vocabulary development has to be fully exploited.

Buddy Vocabulary Cards technique is an effective vocabulary teaching technique, because students will help each other in mastering the difficult vocabulary that has just been acquired. Students interact with each other because they do not learn the vocabulary themselves but work together to master difficult vocabulary and to increase the amount of vocabulary they have. Piercey (1982) expressed:

"Students can be quite effective in teaching one another with Buddy Vocabulary Cards. You will note that the technique is a variation of a card system that has been used in the classroom for a long time. The Buddy Vocabulary concept was borrowed from the practice pairing swimmers in recreational swimming, each being responsible for the other's safety, as well as imitiative instruction. Instead of each student working on vocabulary cards alone, as in the custom, each works with a buddy. Buddies help each other master trouble some words".

The activity of writing Buddy Vocabulary Cards is the activity of making cards 2 (two) sides measuring 3x5 inches which contain writing sentences in which there are difficult words and how to pronounce the difficult word. This activity is on the front side. While on the backside students write back what has been written on the front side plus the meaning of the difficult word. The function of the backside of Buddy Vocabulary Cards is for students who help students who have difficulty mastering difficult words.

The meaning of the word on the second side is because students who have difficulty have to guess the difficult word based on the context first. After that, he tried but could not also, then his friend can tell the meaning of the word. What must be remembered in this activity is the meaning of the word must be based on context. As revealed by Piercey (1982): "Note again the emphasis on the words in context, not in isolation".

Piercey strongly advocates the use of vocabulary teaching techniques through Buddy Vocabulary Cards because this technique can increase the number of vocabulary of someone who does this activity without exception, so

that the stigma of "stupid students" can be eliminated as well as mutual cooperation between students and others, so that the interacting process can occur well. If this activity is carried out continuously then, the number of vocabularies a person has will increase so that the level of reading comprehension will increase.

In order to the vocabulary that has been learned does not just disappear, then each teacher meeting carries out activities that can make students recall the vocabulary that they have made, practiced and also memorized so that the vocabulary does not just disappear. In addition, the instructor carries out this activity continuously.

In Buddy Vocabulary Cards several things are discussed, namely spelling, pronunciation. Spelling is forming words with the correct letters in the correct order. Spelling error or misspelling is the mis-selection of a grapheme to represent a syllable or morpheme in forming part of a word (James, 1998). When we talk about spelling, we associate with phonemes too. Gimson & Ramsaran (1970) acknowledged that phoneme is the smallest contrastive linguistics unit that brings about change in meaning of words in a language. That phoneme is a sound unit that exists in language and is not a letter. Examples of gun words (g n) consist of three phonemes, great (gr t) consisting of four phonemes, bloody (bl di) consisting of five phonemes and so on.

Moreover, Pennington (1989) states "The pronunciation is defined with reference to the patterns in individual words of good stress and pitch". Pronunciation is defined by reference to an individual word pattern consisting of correct word pressure and pitch. In the Buddy Vocabulary Cards technique, the meaning of words obtained by students is obtained from teachers or other smart students. The author wants to vary the way the word meaning is obtained by students by guessing the meaning of difficult words based on context (contextual guessing). This method is good for students because students play an active role in gaining meaning from a difficult word found by students in the reading process.

Besides looking for difficult words in the dictionary, learning words through their context can increase the number of vocabulary words. Teaching vocabulary by guessing difficult words based on the context is very important because when students find difficult words at the time of reading, he will remember the word as part of a story that is attached longer than if he directly sees the meaning of the word through a dictionary. The Buddy Vocabulary Cards technique includes four basic skills, namely: 1) reading-contextual guessing and reading aloud, 2) listen-hard and discuss, 3) speak-pronunciation, and 4) writing-making Buddy Vocabulary Cards.

METHOD

This research was conducted at AL-MAKMUR Vocational School, an Islamic education institution located on Jl. Kahfi I Ciganjur - Jagakarsa South Jakarta. Previous research has been carried out to improve students' reading comprehension ability by using the Buddy Vocabulary Cards method as many as three meetings in class 1 students taken 44 randomly.

Data collection methods used in obtaining data using survey methods, with techniques classified in 2 (two) parts, namely:

1. **Library Research**
   That is a study and data collection by studying and reading books, learning outcomes records during

the education period and other reading sources that have to do with the problems discussed.

2. **Field Research**

Namely, the research carried out directly on the object, the authors obtain data through question and answer and provide some questions to students.

The object of the study was all first grade students with a population of 239 students. Based on the total population, the researcher took a sample of 44 random students in this study. Analysis of the data used is by analyzing the questions and some of the skills that the author gives. Then this data will be presented in the form of a list of tables that will look for the average value to see the effectiveness of the use of Buddy Vocabulary Cards techniques in an effort to improve reading comprehension skills in students.

RESULTS AND DISCUSSION

Before the teaching and learning activities begin, the teacher first determines the objectives to be achieved and prepares teaching materials to be given to students. Six sub-reading skills will be taught, namely:

1. Scanning: search for information or facts in a discourse quickly.
2. Skimming: looking for the mind of a paragraph or a discourse.
3. Contextual Guessing: guess the meaning of difficult words based on the context.
4. Discourse Markers and Patterns: recognize conjunctions that connect one sentence to another.
5. Reference: replace a word for a reference word.
6. Inference: draw conclusions for a sentence or more.

From the results of the research conducted, there is an overall value of students in teaching and learning

activities. In this case, the author only presents the average value of students, the highest value achieved by students and the lowest value achieved by students.

Average score = $\dfrac{\textit{Student Value Amount}}{\textit{Student Amount}}$

$$\overline{x} = \frac{1}{n}\sum_{i=1}^{n} xi \quad = \frac{1}{44}(300) = 6{,}8$$

Highest score $\quad= 8$
Lowest score $\quad= 5$

To see the size of the effectiveness of the Buddy Vocabulary Cards technique in its application in teaching and learning activities the writer will first make a category of effectiveness level, which is presented based on the list of values above. Effectiveness category:

1. Average 8 ~ 10 $\quad$ = Very Good
2. Average 6,8 ~ 7,9 = Good
3. Average 5,6 ~ 6,7 = Enough
4. Average 4,5 ~ 5,5 = Less
5. Average < 4,4 $\quad$ = Very Less

Looking at the students presented average above, that is 6.8, then if it is included in the category of effectiveness, the number falls into GOOD category, this means teaching English vocabulary through the Buddy Vocabulary Cards technique in an effort to increase reading comprehension ability of AL-MAKMUR Vocational School students have reached the level of effectiveness to be presented to students.

The discussion of the results of teaching English reading discourse skills is described as follows:

1. **Student Ability**
   a. Contextual Guessing: students' ability to guess words based on their context is very lacking, so they need to get training.
   b. Pronunciation: students' ability to recite words in English is very

lacking, so they still need to get training again.

   c. Remembering new words: the ability of students to remember new words using the Buddy Vocabulary Cards method is pretty good, so if they want to practice hard again they will get new words they get.

2. **Planning and Preparation**

   Planning / preparation and preparation in teaching in the class are divided into several stages, namely: lead-in, teacher directs, task comprehension, teacher directs feedback, text-related tasks, evaluation, and closure.

3. **Use of aids**

   Exercise paper and cartons used to make vocabulary cards. In this training paper, there are passages, sub exercises in reading comprehension skills, and evaluations in the form of questions and filling in the gap with the appropriate words.

4. **Correcting Technique**

   Do by the teacher and between students when and after they do the exercises.

5. **Learning Speed**

   The teaching and learning process initially runs slowly, but then students can follow it easily, because they are already getting used to repetitive training to get maximum results.

6. **Variety**

   This trial was conducted with three learning units. At the first meeting of teaching-learning activities and the results achieved were not encouraging, but at the next meeting they were able to follow them well, so that the results achieved were quite encouraging.

7. **Class Situation**

   The class situation is very active because they must interact to do the exercises given each other. Student relations with teachers are very good because the instructor provides excellent input to the students. They did not hesitate and were awkward to ask about what they wanted to know and how to pronounce it.

8. **Response and Motivation**

   Give praise and judgment if students can do the exercises without mistakes, so they are motivated to do better. For students who make mistakes also be encouraged not to be deterred to try to answer questions. They describe a very good response in the teaching-learning process.

CONCLUSION

Based on the description of the research data and after the analysis, it can be concluded that the teaching model through the Buddy Vocabulary Cards technique can be used to improve reading comprehension skills of AL-MAKMUR Vocational School students, but has not reached a maximum value, but the average value of students has reached the category GOOD, with an average value of 6.8.

In the teaching and learning process, the Buddy Vocabulary Cards technique reaches the level of effectiveness to be presented to students because they become active and learning becomes very pleasant, so students are eager to participate in teaching and learning activities.

The Buddy Vocabulary Cards method can be used to train students to memorize English words well. Buddy Vocabulary Cards technique is one technique that can be used to improve reading, listening, speaking and writing skills. The use of the Buddy Vocabulary Cards technique is more appropriate for improving students' abilities in English vocabulary, especially for students at the beginning of introducing English teaching.

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TEACHING PRONUNCIATION USING VARIETIES OF PRONUNCIATION TEACHING MATERIALS AND PRACTICES

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ABSTRACT

The objectives of this research are to design varied materials for teaching pronunciation practices with fun and attractive, to introduce the correct spelling in teaching pronunciation and to encourage students in using English as medium of communication. For these reasons, this study was aimed at exploring the pronunciation teaching materials in Pronunciation Practice module and course syllabus at Indraprasta PGRI University, Jakarta. This research tries to measure the output of learning pronunciation with pronunciation practice module which is designed according to Tergujeff's pronunciation teaching materials: namely phonetic training, reading aloud, listen and repeat, rhyme and verse, rules and instructions, awareness-raising activities, spelling and dictation and ear training; and Celce Murcia's Pronunciation teaching materials. This confirms that the creative and dynamic use of current pronunciation teaching materials enable the students not only to undergo accuracy-oriented exercises but also fluency-based activities.

Key words: Pronunciation teaching materials, accuracy-oriented exercises, fluency-based activities

ABSTRAK

Tujuan penelitian ini adalah untuk membuat materi yang bervariasi untuk mengajarkan Pronunciation Practice dengan menyenangkan dan menarik untuk memperkenalkan pengejaan yang benar dalam pengajaran Pronunciation, dan untuk memotivasi siswa untuk menggunakan Bahasa Inggris sebagai alat komunikasi. Oleh karena itu, penelitian ini bertujuan untuk menggali materi pembelajaran Pronunciation pada buku modul Pronunciation Practice menurut teori Tergujeff; yaitu pelatihan fonetik, membaca keras, mendengar dan mengulang, rima dan syair, aturan dan perintah, aktivitas peningkat kesadaran, ejaan dan diktasi, serta latihan mendengar; dan juga didasarkan dari teori Celce Murcia. Materi pengajaran Pronunciation yang kreatif dan dinamis memungkinkan siswa tidak hanya merasakan latihan berbasis akurasi berbahasa namun juga aktivitas berbasis kefasihan berbahasa.

Kata kunci: materi pengajaran Pronunciation, latihan berbasis akurasi berbahasa, aktivitas berbasis kefasihan berbahasa

INTRODUCTION

Secondary school students tend to use dialectical speech patterns or styles when speaking English. Some will not speak out because they are afraid of making mistakes and are embarrassed in expressing their own ideas in English. In the last few decades, pronunciation teaching practices have undergone a significant flux (Jones, 1997). According to Celce-Murcia, et. al. (1996:2), "Western philologists and linguists have studied grammar and vocabulary much longer than pronunciation". For this reason, grammar and vocabulary have been much better understood by most language teachers than pronunciation, which began to be studied systematically shortly before the beginning of the twentieth century.

According to Kelly (2000), the field of modern language teaching has been developed two general approaches to the teaching of pronunciation: an intuitive-imitative approach and an analytic-linguistic approach. Before the late nineteenth century only the first approach was used, occasionally supplemented by the teacher's or textbook writer's impressionistic *and often phonetically inaccurate) observations about sounds based on orthography.

An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs.

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, and charts of the vocal apparatus, contrastive information, and other aids to supplement phonic-based listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

Different from the previous eras in which pronunciation was neglected in language teaching and learning, teaching pronunciation has been regarded as crucial aspect in Communicative Approach (1998's) (Celce-Murcia et. al., 1996). To illustrate, the primary goal of this method is to promote the importance of communication in language teaching and learning, including pronunciation (Celce-Murcia et. al., 1996).

Currently, the present language methods pay more attention on teaching English pronunciation since the communicative competence and intelligibility have become the primary goals of language teaching (Berns, 1990). Communicative competence refers to the students' ability to foster their language knowledge and usage in a given community through social interaction (Hymes as cited in Brooks, 1992). On the other hand, "intelligibility is interrelated to pronunciation, including stress and rhythm differences" (Berns, 1990:33). Thus, employing language for real communication should be the basis of language pedagogy (Celce-Murcia et. al., 1996).

There are many English training courses teaching speaking but they do not focus on pronunciation. As English teaching has moved to language functions and communicative competencies, a new urgency for the teaching of pronunciation has arisen

(Celce-Murcia, 1996; Gilbert, 1984). In Indonesia, however, pronunciation has not yet received similar attention. According to my experience, a great number of students have many difficulties in pronunciation. When speaking English, with very little or poorly trained pronunciation skills, they have problems either making themselves understood or understanding others.

Although non-native pronunciation and intonation are not necessarily obstacles to successful communication with English speakers from other parts of the world, too much accented or distorted speech will frequently give rise to misunderstandings, miscommunication and frustration (Lu, 2002). Lu insists that incomprehensible nonstandard pronunciation and intonation will produce psychological nervousness in speakers, which is likely to also block their efforts to seek clarification or to paraphrase using alternative expressions with phonetically different pronunciation and intonation. However, Lu (2002) asserts in his report that it is obvious that this kind of interpretation should take the interlocutors' speech as its basis in face to face spoken interaction. But meanings are blurred, distorted, or buried when pronunciation is grossly unclear or inaccurate.

Pronunciation is a key element of the learning of oral skills in a second language. The role it plays in an English language program varies and the amount of time and effort devoted to it seems to depend to a large degree on the individual teacher. This means that it may or may not form part of regular classroom activity or student self-study. A review of Australian studies of teacher attitudes and practices revealed that pronunciation is an area that some teachers avoid or are reluctant to teach. A study by Brown (2001) suggests that

teaching in ESL programs in Australia face some difficulties meeting the pronunciation learning needs of their students, and have indicated that many teachers tend to avoid dealing with pronunciation because they lack confidence, skills and knowledge. In addition to this, this study found that curricula, methodology and the lack of suitable materials, all contributed to inadequacies of teaching and learning in this area, although both students and teachers see the value of intelligible pronunciation in second language learning.

Essentially, the main contribution of this study is to provide informative insights on types of task of pronunciation teaching materials and their impacts on pronunciation teaching and learning. Additionally, the findings of this study offer valuable information on how to select, analyze, design, and evaluate pronunciation teaching materials not only based on intuition but also from empirical findings to meet the needs of actual teaching and learning English pronunciation in such a communicative way.

In the field of English as a Second Language (ESL) the necessity for, and method of teaching pronunciation has become a controversial topic. Many second language educators have varied opinions on the importance of including pronunciation practice within their lesson plans. Classroom activities should cater to what their students consider their most important personal goals or reasons for learning the language. For example, students may wish to build their vocabulary skills or strengthen their testing skills in English. Regardless of current trends or what students may feel their selected needs are, it is safe to say that teaching pronunciation is often considered essential in an ESL class

where survival skills are imperative to the students' daily lives.

In an ESL setting, the students must not only increase their English comprehension for the classroom, but also need to communicate and interact in English outside the class in various situations. Students need to understand and to be understood. If they cannot hear English well, they are cut off from the language except in printed form. If they cannot be understood easily, they are cut off from conversation with native speakers (Gilbert 1984). In the English as a foreign language (EFL) setting, survival skills play a less important role. English is not necessary for students to communicate with each other.

English is not often used to make friends or to be understood outside of the classroom. It would be easy, therefore, for the teacher to neglect implementing pronunciation tasks in their lessons because they feel there is little or no need for the students to work on that aspect of the language. This attitude denies the students the opportunity to gain precise command of the English language (Gilbert 1984).

The process of learning English is interconnected. This means that each area of the language that is being taught helps improve other aspect of the language. Pronunciation and listening comprehension are linked together by a unified system within which individual sounds are systematically related. Students need this sense of a system in order to make sense of the separate pieces (Gilbert, 1984). If the students' English pronunciation skills are improved, clearly their listening skills and speaking skills become more refined. Spelling skills are also improved when the knowledge of English pronunciation has been increased.

Tomlinson (2012) claims that teaching materials applicable materials ought to embrace five features for leading the teachers and students. Those features are informative (informing the students about the target language), instructional (directing the students to perform the language), experiential (supplying language use experience for students), eliciting (motivating the students to apply the language) and exploratory (facilitating the students to explore the language).

Pronunciation teaching materials are regarded to have paramount roles to shape and reinforce the quality of pronunciation teaching and learning. One of the most widely used instructional media as the containers of language teaching materials in the classrooms is textbooks (e.g. Zacharias, 2005; Tomlinson, 2012; Levis & Sonsaat, 2016). In this sense, textbooks have been regarded as a focal element in the classroom activities due to its roles to connect the curriculum, teaching materials and teaching learning practices (Zacharias, 2005). Nonetheless, Zacharias (2005) acknowledge that selecting the appropriate materials is not an easy endeavor since both the internationally and locally published textbooks display their prominence.

In response to the inevitable roles of the textbooks in teaching English pronunciation, the teachers seem to strengthen their dependency on them because of their reluctance, skepticism and insufficient training to teach pronunciation (Burgess & Spencer, 2000; Derwing & Munro, 2005). These occurred due to a number of factors, such as the dichotomous status of the speakers (e.g. native and non-native), pronunciation as an elusive spoken language sub-skill compared to grammar or vocabulary and uncertain subject for the language teacher (Levis & Sonsaat, 2016).

Given these facts, Levis & Sonsaat (2016) suggest that the design of pronunciation teaching materials should encompass three pivotal principles, namely they should accentuate on intelligibility, they should be integrated with other language skills and they should be able to cater adequate and functional encouragement for the teachers. Specifically, accentuating on intelligibility means that the materials should prioritize the meaningful communication among native speakers (Ns) and non-native speakers (NNs). In the same way, Jenkins (2000) theorizes such a concept as a Lingua Franca Core (LFC) for Ns and NNs communication. Hence, intelligibility-based pronunciation teaching materials should be designed based on those aforementioned views (e.g. pronunciation for communicative purposes and realistic oriented goals).

Despite a number of investigation have documented pronunciation teaching materials (e.g. Grant, 1995; Gorsuch, 2001; Derwing et. al. 2012; Levis & Sonsaat, 2016). Tergujeff has offered more specific types of pronunciation teaching materials (Tergujeff, 2010). To illustrate, she classifies pronunciation teaching materials into eight types, namely (1) phonetic training, (2) reading aloud, (3) listen and repeat, (4) rules and instructions, (5) rhyme and verse, (6) awareness-raising activities, (7) spelling and dictation, and (8) ear training.

First, *phonetic training* is a pronunciation teaching technique applied to enable the students to recognize, understand, practice and internalize the phonetic terminologies. This technique commonly refers to the International Phonetic Alphabet (IPA) as the primary sounds reference (Tergujeff, 2013). In this context, Rasmussen & Zampini (2010) verbalize that implementing phonetic training generates a variety of benefits, such as increasing the non-native speaker' intelligibility, enlightening the technique how to teach a language skills (e.g. listening skills), supporting the integration between phonetic instruction and L2/FL curriculum, facilitating them to foster their language skills promptly into their immersion environment (target language environment) and mitigating their speaking anxiety when using the target language.

Second, *reading aloud* (RA) is regarded to be able to provide a valuable pronunciation practice for the students. Gabrielatos (2002) exploring reading aloud as pronunciation practice articulated that I mentioned above that learners may be able to pronounce words correctly while reading aloud. Some teachers might argue then, that RA provides good pronunciation practice. Before addressing this assumption we need to clarify the term 'pronunciation.' The term is sometimes understood by EFL teachers as referring only to the 'correct pronunciation' of individual sounds and words in isolation. Through RA, the students are trained to be able to practice their pronunciation from written to spoken discourse. Conversely, performing pronunciation through RA tends to be misunderstood as the activity to reach accurate pronunciation of individual sounds and isolated words.

Third, *listen and repeat* is probably considered as one of the oldest pronunciation teaching techniques (Jones, 1997). This technique is assumed to establish the habit formation in acquiring L2 phonology. Technically, the habit formation activities incorporate both cognitive and motor functions to enable the students to produce accurate pronunciation. Nonetheless, a few studies have divulged the limitations of such a technique.

Next, *rules and instructions* are inseparable task types in pronunciation teaching materials even though they were absent in L2/ foreign language classroom activities because of the classical misconception (e.g. pronunciation cannot be taught) (Silveira, 2002). However, such as misconception has gradually disappeared currently due to pronunciation instruction does not only embrace linguistic competence but also strategic competence, sociolinguistic competence and discourse competence in terms of underpinning paradigm (Morley as cited in Silveira, 2002).

Subsequently, *awareness-raising activities* are one of the pronunciation teaching technique emphasizing on generating the ability to accentuate on the sounds of speech showing distinctive meaning (e.g. intonation, rhythm, certain words rhyme and separate sounds) or phonological awareness. Additionally, the students can acquire their L2 based on their L1 patterns. Consequently, they need to deduce their L2 sounds as if they produce their L1. This can minimize the students' mispronunciation (Zimmer, et. al. as cited in Alves & Margo, 2011).

Spelling and dictation are still viewed as influential task types currently although pronunciation teaching paradigm has shifted from nativeness to intelligibility (Levis, 2005). Deterding & Mohamad (2016) claim that spelling is still considered to affect pronunciation in the past few decades though people tended to become more literate currently. Furthermore, they explicate that there are four fundamental ways affecting a change of English pronunciation in terms of spelling reflection. Such ways comprise reversion to an original pronunciation; etymologically-based changes; Anglicization of borrowed words; and pronunciation of the letter 'o'.

Last but not the least, *ear training* is a pronunciation teaching technique utilized to discriminate the individual sounds and familiarize the students with various English accents and other language varieties (Tergujeff, 2013). Even, Cauldwell (2003) metaphorically states that listening and speaking are like two sides of the same coin. Conversely, such a technique is presumed to be a time-consuming and costly attempt (Ashby, 2007).

The field of modern language teaching has developed two general approaches to the teaching of pronunciation: 1 an intuitive-imitative approach and an analytic-linguistic approach. An intuitive-imitative approach depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information (without diagram of articulation and pronunciation symbols); it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio and videocassettes and compact discs.

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase

used in tandem with the phonetic information.

According to Celce-Murcia (1996), when we look at the various language teaching methods that have had some currency throughout the twentieth century, we must acknowledge that there are methods, such as Grammar Translation and reading-based approaches, in which the teaching of pronunciation is largely irrelevant. In such methods grammar or text comprehension is taught through the medium of the learner's native language and oral communication in the target language is not a primary instructional objective. In the following overview of methods we focus on those methods and approaches for which the teaching and learning of pronunciation is a genuine concern.

The phoneticians involved in this international organization, many of whom had also had experience teaching foreign languages, did much to influence modern language teaching by specifically advocating the following notions and practices: 1) the spoken form of a language is primary and should be taught first, 2) the findings of phonetic should be applied to language teaching, 3) teachers must have solid training in phonetics, and 4) learners should be given phonetic training to establish good speech habits.

Furthermore, the teacher often uses a technique derived from the notion of contrast in structural linguistics: the minimal pair drill – drills that use words that differ by a single sound in the same position. This technique, based on the concept of the phoneme as a minimally distinctive sound is used for both listening practice and guided oral production.

Several tools and techniques are critical to the treatment of pronunciation in CLL. First, the audiotape recorder not only captures what is said in the students-generated utterances but also provides a way for students to distance themselves from what was said so they can focus on how it was said and compare their pronunciation with that of the counsellor. Second, the human computer technique, which gives no overt correction of pronunciation, allows the student to initiate pronunciation practice by selecting the items(s) to practice and deciding the amount of repetition needed. In this way, students are able to approximate the target pronunciation to the extent that they desire. Thus the teaching approach is intuitive and imitative as in the Direct Method, but its exact content and the extent to which practice takes place are controlled by the learner/client rather than the teacher or textbook.

We can begin to answer the question of how to teach pronunciation as part of Communicative Approach by reviewing the kinds of techniques and practice materials that have traditionally been used – and are still being used – to teach pronunciation. The following is fairly comprehensive list.

1. *Listen and imitate*: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders.

2. *Phonetic training*: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet (a technique from the Reform Movement, which may involve doing phonetic transcription as well as reading phonetically transcribed text).

3. *Minimal pair drills*: A technique introduced during the Audiolingual era to help students distinguish between similar and problematic sounds in the target language through

listening discrimination and spoken practice. Minimal pair drills typically begin with word-level drills and then move on to the sentence-level drills (both paradigmatic and syntagmatic drills).

4. *Contextualized minimal pairs*: In the technique, the teacher establishes the setting (e.g., a blacksmith shoeing a horse) and presents key vocabulary; students are then trained to respond to a sentence stem with the appropriate meaningful response (a or b);
Sentence stem:
The blacksmith (a. hits / b. heats) the horseshoe.
Cued student's response:
 a. with the hammer / b. in the fire.

5. *Visual Aids*: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. These devices are also used to cue production of the target sounds.

6. *Tongue twisters*: A technique from speech correction strategies for native speakers (e.g., "She sells seashells by the seashore.")

7. *Developmental approximation drills*: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language. Thus just as children learning English follow as they acquire /w/ before /r/ or /y/ before /l/, adults who have difficulty producing /l/ or /r/ can be encouraged to begin by pronouncing words with initial /w/ or /y/, and then shift to /r/ or /l/, respectively:

/w/ → /r/		/y/ → /l/	
wed	red	yet	let
wag	rag	yes	less

witch	rich	you	Lou
wipe	ripe	young	lung

8. *Practice of vowel shifts and stress shifts related by affixation*: A technique based on rules of generative phonology used with intermediate or advanced learners. The teacher points out the rule-based nature of vowel and stress shifts in etymologically related words to raise awareness; sentences and shorts texts that contain both members of a pair may be provided as oral practice material:
Vowel shift: street (long i) mimic (short i)
Sentence context: Street mimes often mimic the gestures of passerby.
Stress shift: PHOtograph photography
Sentence context: I can tell from these photographs that you are very good at photography.

9. *Reading aloud/recitation*: Passages or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation. This technique may or may not involve memorization of the text, and it usually occurs with genres that are intended to spoken, such as speeches, poems, plays, and dialogues.

10. *Recording of learners' production*: Audio and videotapes of rehearsed and spontaneous speeches, free conversation, and role plays. Subsequent playback offers opportunities for feedback from teachers and peers as well as for teacher, peer, and self-evaluation.

METHOD

This study utilized qualitative research approach and content analysis was selected as the research method. Content analysis enables to examine data as representations of texts, images, observable and interpretable expressions

for exploring their meanings to supply the researchers new insights and enhance their comprehension on a certain phenomena or notify practical action (Krippendorff, 2004). In addition, document analysis is used as the process of employing documents as a tool to scrutinize social phenomena and examine the individual or institutional records. This involves pronunciation module and course of syllabus used in class to analyze based on the materials development of English pronunciation and Tergujeff's data driven classification (Tergujeff, 2010) including phonetic training, reading aloud, listen and repeat, rhyme and verse, rules and instructions, awareness-raising activities, spelling and dictation and ear training. And communicative approaches based on Celce-Murcia's (1996): listen and imitate, phonetic training, minimal pair drills, contextualized minimal pairs, visual aids, tongue twisters, developmental approximation drills, practice of vowel shifts and stress shifts related by affixation, reading aloud/recitation, recording of learner's production.

RESULTS AND DISCUSSION

Pronunciation learning materials within the Pronunciation Practice module covered 20 units. Typically, there are theory and practice in every unit in such a module.

Listen and Repeat

Another major activity frequently appearing in pronunciation specific materials is listen and repeat. This might indicate that although materials for the pronunciation teaching have changed extensively over the past 50 years from focusing on the accurate isolated sounds production to emphasizing on communicative aspects, such as connected speech (Jones, 1997),

listen and repeat popularly known as the traditional activity is still widely used in pronunciation learning materials. In the same way, Tergujeff (2010) claims that listen and repeat is probably regarded as all-time favourites in language teaching. Example:

Read Out Loud

Reading out loud is an activity for students to strengthen their oral production with the correct pronunciation.

busy	business	building
system	big	dinner
Listen	kitchen	cinema
ticket	ship	lettuce

(Pronunciation Practice, p.1)

Phonetic Training

In phonetic training, the lecturer should demonstrate how to sound the phonetic symbol. Lecturer and students are suggested to consult to Oxford dictionary. Before using the pronunciation practice module, students will study how to use the Oxford dictionary. All kinds of phonetic symbols, stress, accents and intonation. Minimal Pair Drills

In the Pronunciation Practice module, students are trained to differentiate the two sounds through paradigmatic and syntagmatic drills. Example:

Paradigmatic Drills

- I don't want to sleep.
- I don't want to slip.
- That's a high heel.
- It's a high hill
- They skied on the ice.
- They skid on the ice.
- It was a terrible scene.
- It was a terrible sin.

(Pronunciation Practice, p.1)

Syntagmatic Drills

Don't sit on my seat.
These shoes don't fit my feet.

Those boys still steal.
You should at least make a list.
(Pronunciation Practice, p.1)

Contextualized Minimal Pairs
The contextual minimal pairs is a contextual designed sentence in order to practice the students how to differentiate the sound in a sentence. Look at the followings:
Complete these sentences with /iə/ and /eə/ words.
She's got fair h_____.
The ch_____ are under the st_____.
How many y_____ have you lived _____?

Tongue Twisters
In the module of pronunciation practice, students are also trained to practice the tongue twister.
Such as:
She sees many ships by the sea-shore
She saw the shade of a see-saw.
She sells a shell in a sea-shore.
This shoe-brush is sold in a shop.
We share a special moment in Russia.
(Pronunciation Practice 31)

Recording of Learner's Production
At the end of course, students are demanded to design a teaching tool for pronunciation practice such as, pronunciation drilling on the slides or students reading performances, like story telling or news reading.

Developmental Approximation Drill
A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follow as they acquire certain sounds in their first language.
Which word have /Ө/, and which words have /ð/
1. What are you thinking about?
2. Can I have another?

3. Are you good at maths?
4. Where's the bathroom?
5. What are those things over there?

Words with /Ө/	words with /ð/
Thinking	_____
_____	_____
_____	_____

Awareness-Raising Activities
In the module of pronunciation practice, there are some activities that accentuate on the sound of speech showing distinctive meaning (e.g. intonation, rhythm, certain words rhyme and separate sounds) or phonological awareness. Such as:
Circle the word with the different vowel sound.
1. houses   about   soup   mountains
2. flower   town   snow   brown
In this activity, students are demanded to differentiate the different sound to increase students' phonological awareness.

Spelling and Dictation
In pronunciation training, the spelling of English words is different from the normal spelling. For example, the word table /t ei bl/ □ təh ei bəl. This will help the students learn pronunciation symbol sound quickly by practicing the sound in the spelling activity. Many students were used to spell the English word with the old way of spelling the English sound such as table □ ti e bi el ii. This way of spelling of the English word is useless and against the real pronunciation sound.

CONCLUSION
Once the comprehensive analysis was conducted to identify the types of pronunciation teaching materials offered by the Pronunciation Practice Module (course syllabus), the findings dismantled that pronunciation

course syllabus sufficiently cater the students with the new-fashioned pronunciation teaching materials, such as emphasizing on how to produce accurate English vowels and consonants. Unfortunately, these types of task can only lead the students to produce individual English sounds accurately instead of shaping fluency and integrating pronunciation into authentic communication. This module of pronunciation practice should be administered with communication book such as Speak English like American, even though it's a bit American accent but it gives a little help for the beginners.

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ERROR ANALYSIS OF USING DEGREES OF COMPARISON IN STUDENTS'DESCRIPTIVE WRITING AT THE SEVENTH GRADE OF SMP KESUMA BANGSA DEPOK

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ABSTRACT

The objective of this study is to analyze the error of using degrees of comparison at the seventh grade of SMP Kesuma Bangsa Depok. The technique was made of purposive sampling, the sample was 40 students. The method of the research was descriptive qualitative as for the technique of collecting data was test method. The writer applied the test as research instrument. The data was described as a percentage by using percentage analysis. The writer discover there are some errors in students' descriptive writing initiated with subject 6,27%, to be 25,46%, adjective 17,71%, article 7,01%, spelling 8,59%, noun 2,58%, pronoun 9,23%, preposition 1,85%, word choice 2,58%, capitalization 14,39%, conjunction 2,58%, and word order 1,85%. The most frequent errors are to be 25,46%, adjective 17,71%, and capitalization 14,39%. The causes of errors are due to first language interference and translation. In conclusion, it might be deduced that there are errors of using degrees of comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa Depok.

Key words: error analysis, degrees of comparison, descriptive writing

ABSTRAK

Tujuan dari penelitian ini menganalisa kesalahan penggunaan perbandingan pada karangan deskriptif siswa kelas VII SMP Kesuma Bangsa Depok, menggunakan teknik pengambilan sample sebanyak 40 siswa. Metode yang digunakan pada penelitian ini adalah deskriptif kualitatif, dan teknik pengumpulan data. Peneliti menggunakan tes instrument. Data digambarkan dengan analisa persentasi. Peneliti menemukan ada beberapa kesalahan penulisan deskriptif siswa yaitu subyek 6.27%, kata kerja 25,46 %, kata sifat 17,71%, kata depan 7,01%, ejaan 8.59%, kata benda 2.58%, kata pengganti 9.23%, awalan 1.85%, pemilihan kata 2.58%, huruf kapital 14.39%, kata penghubung 2.58% and tata letak kata 1.85%. kesalahan yang sering terjadi adalah kata kerja sebanyak 25,46%, kata sifat 17,71 % dan huruf capital 14.39% . penyebab kesalahan terjadi pengaruh Bahasa pertama dan terjemahan. Didapat kesimpulan bahwa ada kesalahan pada karangan deskriptif siswa kelas VII di SMP Kesuma Bangsa.

Kata kunci: analisis kesalahan, tingkat perbandingan, penulisan deskriptif

INTRODUCTION

English is the first foreign language contemplated fundamental for the purpose of accessing information, absorption, and the expansion of science. Considering the important position of the English and has a strategic role, English established as compulsory subject in schools and even includes one of the subjects tested in the national examination.

Even though learning English has been taught, on the contrary, it appears has no effect for learners. It can be observed from the low level of English language proficiency among the students. It offers the impression that English language learning is away from the expectation. Thus, building up the quality of teaching English comes to be imperatives. Students in the process of learning should be participated directly in order to attain the maximum outcome. Students should also have strong motivation to learn, and then it takes the responsibility of the teacher to provide motivation and create a comfortable atmosphere in the learning process.

Presently, written language has apt to be more complex than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore, they cannot rely on the context to clarify things so there is more need to explain things clearly and unambiguously than in spoken, except in written correspondence between people who know one another well.

For some people, writing is an astonishing entity, since the writing can expresses our feelings or ideas. Similarly to a novelist, a novelist has a mode to transfer his minds in the form of a literary work. By writing a novel, a novelist tells the experience to the reader and invites the reader to live through the experience of the author perceived.

Analysis of errors made by the second language learner elucidate in broad outline of the types of errors made second language learner. Furthermore, identifying errors frequently appear in second language learner writing provides many advantages. Error analysis will help the student in making self evaluation and then engage in self correction as a way of perfecting one's use of the target language.

A study of common errors in students' written text facilitates to determine whether the error is the upshot of interference or development. From this study, it will be discovered the nature of errors among the second language learner. The error in the students' written text presents an idea about the way teacher apply the right teaching mode.

Grammar has some linguistic elements one of which is Degrees of Comparison. Degrees of Comparison is concerning grammatical elements serve comparing people, thing, or place in the form of utilizing adjectives or adverbs. The exertion of Degrees of Comparison requires out of the ordinary concern in addition to the vocabulary of adjective and adverb, Degrees of Comparison is made up of three tiers of diverse patterns. Why students at SMP Kesuma Bangsa do the errors in using degrees of comparison. As indicated by the account arise, the writer decides to raise the issue of Degree of comparison as a paper topic and the writer rakes the titles " An Error Analysis of Using Degrees of Comparison in Students' Descriptive Writing at the seventh Grade of SMP Kesuma Bangsa Depok.

Brown (2000:6) noted "Language is essentially interactive

cultural". Language is the product of culture society that is complex and active. It discloses complex language for in it tucks away the collective thoughts and all the things that are owned by a community. Language is active since language is constantly changing in accordance with the progress of society.

Language is not only in human being but also culture into the political sphere in which there are power and identity. Humans' communication is an absolute requirement. To deliver the meaning of the language, it can be employed through sound and words are produced. Language is certainly anything to do with speaking, although the language is not always expressed verbally. Speaking conducted through organ speech to produce sound. The sound consists of sentence patterns are composed. The sentence could contain a message to interlocutor. The sentence neatly arranged based on the existing rules. It should be clear asserted to express the meaning in the sentence.

Crystal (1994:212) defined "Language is the systematic, conventional use of sound, signs, or written symbol in human society for communication and self expression". Language is viewed as a form of speaking, writing, or signing in certain things. Through language the elusive thing becomes straightforward to interpret. As a symbol the language is able to bring users into social relationships. Given the ease, the language is able to create more intimate atmosphere of communication.

Jackson and Stockwell (2011: 4) defined:

"Language is the human faculty that enables us to exchange meaningful messages with some of our fellow human beings by means of discourses and texts, which are structured according to the rules and conventions of the particular language that we share with those fellow human beings".

A human capability possessed by nature is language. Since childhood, humans already have the gift to communicate make use of language.

The importance of English language is already familiar to the human race. It should be recognized the part of English is increasingly widespread. English is the prevailing language used in different countries and even English as the official language. A unique of human language is human beings cannot be inseparable from error when spoken. Brown (2000:206) noted "Error analysis is overstressing in production data". An error analysis stresses on data analysis. The data is equipment for analyzing. Data can be attained by observing errors committed by students. From this observation, the data is obtained, later on it will be the subject of analysis.

Error analysis is nearly equal to the version of the contrastive analysis that compares the errors made by the target language learner. The success stems from the error as well as learning in the classroom. Within each learning process definitely discovered errors committed by students and it is very natural. Gass and Selinker (2008:102) defined "Error analysis is a type of linguistic analysis that focuses on the errors learners make".

As talking to one else using oral forms of communication in the implementation, oral or verbal form is the most frequently used mainly apart easily and can talk face to face with a person or listener. With the aim of an essay is qualified then writer require some steps to be done, the first is to create a topic to be discussed. Topics to be covered must be selected in advance and collect information related to the topic.

Every language is spoken whereas some are written. Writing is not a language, but writing might describe a language. By writing makes the statement specified appear real, since at the time of writing using signs to represent expressions covet to disclose. Furthermore, writing is not easy, from the four aspects of language, writing is considered the thing to gain more notice. Inviting people to fond of writing is awkward thing to do, writing requires a certain technique to create exciting essay to read. Not everyone has the ability to write. There is no human being has a talent in writing since birth.

Degrees of comparison have distinctive features which make comparisons consisting of an adjective or adverb. There is some kind variations of grammar are made using adjective it is called Degrees of Comparison. Adjective in this case expresses the intensity of the noun. Not only adjective, adverb used in this rule as well.

Hallock (2010:59) stated "The different qualities of thing are generally expressed by the Degrees of Comparison". Degrees of Comparison are pictures of the level of objects, animals, or humans based on characters owned.

The writer identifies there errors of using Degrees of Comparison in students descriptive writing at seventh grade of SMP Kesuma Bangsa Depok. There are errors of using Degress of Comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa Depok. The writer wishes this research provide valuable insight for the students particularly for those who are the seventh year students of SMP Kesuma Bangsa to be aware when they deal with Degrees of Comparison in their writing chiefly on descriptive writing.

METHOD

The target population for the research was the seventh year student of SMP Kesuma Bangsa Depok. As the number of class VII is fairly large, to saving the time and energy the writer took several samples to represent the population. The main purpose of the sampling is the writer conducted the study of some students, but the study outcome can be used to draw conclusion and it reflects the number of existing population. Sample derived from class VII - 1 and class VII - 2. Each class was taken 20 students as research sample. So the number of sample approximately 40 students. The sample technique was purposive sampling. Purposive sampling used in this study so that the writer obtains the sample based on the information need to be obtained by the writer. Sample was not taken randomly but it was determined solely by the writer.

Based on the type and source of the data this study adopted a descriptive qualitative study. The data used in the form of descriptive data that was students' descriptive essay, the received data was the original data that was not changed. The writer took such methods as appropriate to the objectives to be achieved by the writer. The objective was to analyze the error of using Degrees of Comparison in students' descriptive writing. For data collection the writer applying the test method as appropriate with the subject of the study that was the students' descriptive essay. It is descriptive qualitative approach method.

RESULTS AND DISCUSSION
1. *Subject*

The complete errors are 271, as a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \times 100\ \%$$

$$P = \frac{17}{271} \times 100\ \%$$

$= 6, 27 \%$

2. To be for

The number of error in this area is 69 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{69}{271} \text{ x } 100 \%$$
$$= 25, 46 \%$$

3. Adjective for

The number of error in this area is 48 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{48}{271} \text{ x } 100 \%$$
$$= 17, 71 \%$$

4. Article for

The number of error in this area is 19 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{19}{271} \text{ x } 100 \%$$
$$= 7, 01 \%$$

5. Spelling for

The number of error in this area is 23 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{23}{271} \text{ x } 100 \%$$
$$= 8, 49 \%$$

6. Noun for

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{7}{271} \text{ x } 100 \%$$
$$= 2, 58 \%$$

7. Pronoun for

The number of errors in this area is 25 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{25}{271} \text{ x } 100 \%$$
$$= 9, 23 \%$$

8. Preposition for

The number of error in this area is 5 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{5}{271} \text{ x } 100 \%$$
$$= 1, 85 \%$$

9. Word Choice for

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{7}{271} \text{ x } 100 \%$$
$$= 2, 58 \%$$

10. Capitalization for

The number of error in this zone is 39 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{39}{271} \text{ x } 100 \%$$
$$= 14, 39 \%$$

11. Conjunction for

The number of error in this area is 7 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \%$$
$$P = \frac{7}{271} \text{ x } 100 \%$$
$$= 2, 58\%$$

12. Word Order for

The number of error in this area is 5 and the complete errors are 271. As a result, the frequency of errors is:

$$P = \frac{n1}{\varepsilon n} \text{ x } 100 \text{ %}$$
$$P = \frac{5}{271} \text{ x } 100 \text{ %}$$
$$= 1, 85\%$$

Based on the data obtained, then the data was counted according to the most frequent errors. Furthermore, the data presented in the form of table based types of error.

Tabel 1. Based types of Error

No	Types of Error	Frequency of Error	Percentage
1	Subject	17	6,27%
2	To be	69	25,46%
9	Word Choice	7	2,58%
10	Capitalization	39	14,39%
11	Conjunction	7	2,58%
12.	Word Order	5	1,85%
	Total	271	100%

CONCLUSION

From the table that students pay less attention in subject in their descriptive writing, this errors came to 6,27%.

1. A new lack of students' grammar competence triggered these errors. As can be seen from the table, 25,46 % students failed to put *to be* in a sentence in their descriptive writing.

2. As is shown in table, the error in the adjective is being one of the most errors arise with the percentage 17,71%.

   a. Article 'the' in the Degrees of Comparison is absolutely required since it is unified as a whole in it. The percentage of this error came to 7,01%. According to table, the writer discovered errors in spelling in 8,59%. Although students already know how to form the adjective in Degrees of Comparison, but students are still having trouble for if they have to add 'er' or 'est'. Since adjective added by those words, it automatically changed the spelling. Lack of grammar becomes the main cause of this error exist.

   b. The error requiring attention was the noun in 2,58%. Students were not proficient to form a noun in plural which result no change in plural noun. This error is most likely caused by students' lack of grammar competence.

   c. Another error needs to be observed was pronoun with the percentage 9,23%. Pronoun error appears in general form of the error in object pronoun which students still use the subject pronoun as the object pronoun. Generally, it caused by the students' insufficient grammar.

   d. The next noticeable error was preposition in 1,85%. Students often disregard to use preposition in a sentence. The absence of preposition in students 'descriptive writing is since students were less careful in their writing composition.

   e. Word choice was the next error. The percentage of this error came to 2,58%. Determining the choice of words in a sentence is important, in general, students are less apt to use the word in the context of the sentence even though the meaning of the sentence implies that desired of the students. This incident is more due to lack of vocabulary of the students to the target language.

   f. Then, the error takes a lot of attention is capitalization though it was not a complicated matter however it occurred in students' descriptive writing in 14,39%. The error occurred not because they did not know the correct manner of writing, but students tend to ignore the rules.

g. Subsequent, conjunction was the next error with the percentage 2,58%. In this case the students substitute the word 'than' with 'from' when the word 'than' cannot be replaced with other words. The possibility of errors occurs since students translate the word to the native language in which both words have the same meaning. Regrettably, students did not aware of the full function of both words.

h. The last error was word order with the percentage 1,58%. Most students were still puzzled when faced with two nouns at once, so the order of words in a sentence was not in accordance with the correct wording in the students' descriptive writing. The impact of these errors is becomes difficult to predict the intent of the sentence conveyed by the students. Lack of grammar is being the major cause.

The error consists of various types ranging from *to be* to *word order*. On the whole, the students did not fully comprehend English grammar. As a result, the most frequent errors are *to be* 25,46%, adjective 17,71% and capitalization 14,39%. This is apparent in students' descriptive writing, they were removed an element that should be present in English grammar. Causes of error in students' descriptive writing were first language interference and translation as well. Although the students learn English however the mindset of the students was glued to their first language. On this basis, it may be inferred that there are errors of using Degrees of Comparison in students' descriptive writing at the seventh grade of SMP Kesuma Bangsa

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ERROR ANALYSIS OF STUDENTS' WRITING: A CASE STUDY OF EFL UNDERGRADUATE STUDENTS AT INDRAPRASTA PGRI UNIVERSITY

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ABSTRACT

The purpose of this research is to analyze grammatical error made by the third semester students of Indraprasta PGRI University in their writing. The researcher uses descriptive qualitative method in order to investigate errors in writing made by the three learners. The researcher used the descriptive analysis technique with the percentage of the data. The researcher limited the research of grammatical errors only for three categories namely omission, Misformation, and addition. The result shows that the total grammatical errors made by the three learners are 39 errors. The highest number of learner error was done in tenses, which is 19 errors or 48,7%, preposition errors 12 errors or 30,8%, and singular/plural noun 8 errors or 20,5%. The most categories of errors made by the three learners were in omission 14 errors or 35,9% and Misformation categories 14 errors or 35,9%, meanwhile for the rest category, addition category 11 errors or 28,2%. None participant made grammatical error on singular/plural noun of Misformation category. This research is very important because the teachers/lecturers could find out the appropriate strategy to teach and finally, it can improve the learners' skill of writing.

Key words: error analysis, grammatical, students' writing

ABSTRAK

Tujuan penelitian ini untuk menganalisis kesalahan tata bahasa yang dibuat oleh mahasiswa semester tiga Universitas Indraprasta PGRI dalam penulisan karangan mereka. Penelitian ini menggunakan metode kualitatif deskriptif guna menginvestigasi kesalahan dalam menulis yang dibuat oleh tiga mahasiswa/i. Menyajikan data dalam bentuk presentase. Peneliti membatasi penelitian kesalahan tatabahasa ini hanya tiga kategori, yaitu penghilangan, kesalahan informasi, dan penambahan. Hasil penelitian ini menunjukkan bahwa jumlah kesalahan tatabahasa yang dibuat oleh ketiga mahasiswa/i tersebut adalah 39 kesalahan. Kesalahan terbanyak adalah kesalahan dalam tensis, yaitu 19 kesalahan atau 48,7%, kata depan 12 kesalahan atau 30,8%, dan kata benda tunggal/jamak 8 kesalahan atau 20,5%. Sementara itu kesalahan terbanyak dalam hal kategoti ialah penghilangan 14 kesalahan atau 35,9%, kesalahan informasi yaitu 14 kesalahan atau 35,9%, sementara itu kesalahan kategori dalam hal penambahan sebanyak 11 kesalahan atau 28,2%. Tak satupun dari mahasiswa membuat kesalahan tatabahasa kata benda tunggal/jamak untuk kategori kesalahan informasi. Penelitian ini sangat berfaedah karena para guru/dosen dapat menemukan strategi mengajar yang tepat. Pada akhirnya, dapat menambah keahlian mahasiswa

dalam penulisan mereka.

Kata kunci: analisis kesalahan, tata bahasa, penulisan mahasiswa

INTRODUCTION

It is not easy to study English as a Foreign Language (EFL) for Indonesian learners. In this case, of course, most of the Indonesian learners consider that Studying English is a challenging experience. The students might face many problems and difficulties because English language system is quite different with Indonesian such as grammar; for examples are tense, preposition, and singular/plural noun.

English has tense meanwhile Indonesian does not recognize it; even English has 16 tenses. English prepositions are very complex and so many, such as: to, on, it, in, before, under, into, onto, and so on, meanwhile Indonesian prepositions are very simple. English has the rule of singular/plural noun. Generally, most of nouns are added by "s" to form plural. Singular/plural noun related to subject-verb agreement; if the subject is singular the verb must be in singular too; for example, *"She visits her grandmother every year"*. Meanwhile, vise versa if the subject is plural, the verb must be in plural too, for example**,** *"They visit their grandmother every year".*

Indonesian does not have subject-verb agreement. It might be the causes many Indonesian learners face the greatest problems when they translate from Indonesian into English and make errors in the process of learning English. Chomsky in Dulay, Burt and Krashen (1982) say that errors can be caused by two factors; (1) errors caused by factors such as fatigue and inattention (performance) and (2) errors caused by lack of knowledge of the rules of the language (competence). Performance errors are called 'mistakes' while errors refer to the systematic deviation because of the learners' still developing of the language. That's why to study English as a Foreign Language (EFL) for Indonesian learners, we must have four English skills.

The four English skills of the main purpose to study English as a Foreign Language such as; listening, speaking, reading, and writing. To be a master of English, of course the learners must have the four skills above well. Many learners feel that Writing is the most difficult and complex to be studied because the learners need to understand how to apply vocabulary and grammar properly. Writing is the activity or skill of marking coherent words on paper and composing text. Writing is a process constituting planning, drafting, revising, and editing. That is why, learner must have qualified grammar skills to produce a good writing. As Robinson and Modrey (1986) say that writing is a process. Writing is not an activity accomplished in one setting.

Writing skill is very useful to help learners communicate their ideas and their thoughts clearly. So that, the readers can truly understand the information they intend to convey. It can be said that writing is generally regarded as the most difficult skill to be learned not only because of the needs to master many skills of English; reading, speaking, and listening, but also because of the difference between the learners' native language rules and that of the language being learned.

The researcher is very interested in researching of error analysis because error analysis is the most interesting issues; error analysis is important for both learners and teachers. Both learners and teachers get benefits; teachers get the information about the errors that learners do. Error analysis also can help the teacher how to improve their teaching; one of the important teaching processes is how to describe and explain errors made by learners. Another reason the researcher is very interested in researching of error analysis because it is said that making errors or mistakes in the process of learning as a second language is a natural process and should be considered as part of cognition. That is why error analysis research is a challenging experience.

Through analyzing the learners' errors, it is easier to the teacher to find out the appropriate strategy to teach. In this research, the researcher focuses on analyzing the most common errors made by the students of Indraprasta PGRI University. Its errors are grammatical errors, namely: tenses, prepositions, and singular/plural noun and also the strategical errors such as omissions, missionformation, and addition.

METHOD

In the error analysis of students' writing research, the researcher uses descriptive qualitative method. It aims to analyze learners' errors of their writing, to describe, and to explain the data. Based on Creswell (1998), McMillan and Schumacher (2006), as well as Cohen, Manion and Morrison (2007) affirm that qualitative research is an investigation process based on methodological inquiry that examines people's problems, actions, beliefs, thought, and perception.

The participants are three learners at the third semester of Indraprasta PGRI Universiry. Meanwhile there are forty students in that class. The researcher selected three of forty students because these three students' English skill are better than others. Therefore, the researcher assumes that they can give the important and appropriate information that the other people cannot do.

The researcher gives the written test to the three students at the third semester. Then, because of the researcher aims to conduct error analysis that is why the data are collected by using document analysis. This way is taken by the researcher to find out the data how many the students do errors in written test.

The data are classified, identified, described, and corrected which is the steps proposed by Corder as quoted in Ellis (1994). Meanwhile, Dulay et al., (1982) say that The data are described according to surface strategy taxonomy of errors. As said by Ellis (1994), classifying errors are omission, addition, Misformation and misordering. Omission is the absence of an item that must appear in a well-formed utterance. Addition is the presence of an item that must not appear in well-formed utterance. Misformation is the use of wrong form of the morpheme or structure. Misordering is the incorrect placement of a morpheme or group of morphemes in an utterance.

RESULTS AND DISCUSSION

In this research, the researcher focuses on analyzing three types of grammatical errors which are tenses, prepositions, and singular/plural noun made by learners in their writing. As said by James in Mungungu (2010), errors in tenses, prepositions, and singular/plural noun are categorized as

grammatical error. The steps proposed by Corder in Ellis (1994) were used to examine the data. Afterward the data were classified into categories suggested by Dulay, Burt and Krashen (1982). To know the description of the grammatical errors in learners' writing, the researcher identified the grammatical errors such as tenses, prepositions, and singular/plural noun then they were reconstructed. And to know the description of the strategical errors, the researcher identified omissions, misformations, and addition.

Table 1
Most Common Errors of Participant 1

Tenses	*Angel* the most beautiful student. **(Omission)**	*Angel is* the most beautiful student.
	She *bored* school so she decided to drop out. **(Omission)**	She *was bored* school so she decided to drop out.
	My friend *walk* three kilometers every day. *(Misformation)*	My friend *walks* three kilometers every day.
	Edwin a Pilot. **(Omission)**	*Edwin is* a pilot.
	I *choose* to study at Unindra University. **(Misformation)**	I *chose* to study at Unindra University.
	Are you married? No. I *did not* married. **(Misformation)**	Are you married? No. I *am not* married.
	I *was discussed* my *skripsi.* (**Adition**)	I *discussed* my *skripsi.*
Preposition	My house is *near from* my campus. (**Adition**)	My house is *near* my campus, just a few hundred meters way.
	Ria is very familiar *for* me. **(Misformation)**	Ria is very familiar *to* me.

Table 2
Most Common Errors of Participant 2

Tenses	I *was* the first winner in the class **(Misformation)**	I *am* the first winner in the class
	I so happy today **(Omission)**	I *am* so happy today
	I am so sorry sir, I *did not* know where Olivia's house is **(Misformation)**	Sorry Sir, I *don't* know where Olivia's house is

	Brenda *had has* ever visited Paris (**Adition**)	Brenda *has* ever visited Paris
	Indonesia *have* more then 17.000 islands (**Misformation**)	Indonesia *has* more than seventeen thousand islands
Prepositions	Brenda will *go* Germany next year (**Omission**)	Brenda will *go to* Germany next year
	Edwin is very *interested to* flight world (**Misformation**)	Edwin is very *interested in* world flight
	Lintang *looks at to* me shyly (**Adition**)	Lintang *looks at* me shyly
Sigular/plural noun	They are *in home* right now (**Misformation**)	They are *at home* right now
	She *study Unindra university* (**Omission**)	She study *at Unindra university*
	There are twenty *student* in my class (**Omission**)	There are twenty *students* in my class
	My father's office is on the twenty second *floors* (**Adition**)	My father's office is on the twenty second *floor*

Table 3
Most Common Errors of Participant 3

Tenses	*I visits* my grandma every month. (**Misformation**)	*I visit* my grandma every month.
	This movie is really *bored*. (**Misformation**)	This movie is really *boring*.
	Hmmm. *You late* again. (**Omission**)	Hmm. *You are late* again.
	They *are go* to school together every day. (**Adition**)	They *go* to school together every day.
	I ever *seen* you sister. (**Omission**)	I *Have* ever *seen* you sister.
	He *send* me two packets yesterday. (**Misformation**)	He *sent* me two packets yesterday.

	I *clean* the table a few minutes ago, mom. **(Misformation)**	I *cleaned* the table a few minutes ago, mom.
Preposition	This table is *made by* teak wood. **(Misformation)**	This table is *made of* teak wood.
	The plane *took* smoothly. **(Omission)**	The plane *took off* smoothly.
	I am not interested *in to* your offer. **(Adition)**	I am not interested *in* your offer.
	I sincerely take *care you*, my beloved brother. **(Omission)**	I sincerely take *care of you*, my beloved brother.
	He glanced *at to* me with a smile. **(Adition)**	He glanced *at* me with a smile.
	I have been here for seven *day*. **(Omission)**	I have been here for seven *days*.
	My friends, Anastasia will go to America next month. **(Adition)**	*My friend*, Anastasia will go to America next month.
	Robert ordered *a bottles* of water. **(Adition)**	Robert ordered *a bottle* of water.
	One of my *car* is red. **(Omission)**	One of my *cars* is red.
	My mother fries many fried bananas every *days*. **(Adition)**	My mother fries many fried bananas every *day*.
	I need *a lot of book*. **(Omission)**	I need *a lot of books*.

Table 4
Categories of Errors

Participant	Tenses				Preposition				S/Pn				Grand Total
	O	M	A	Total	O	M	A	Total	O	M	A	Total	
1	3	3	1	**7**	-	1	1	**2**	-	-	-	**0**	**9**
2	1	3	1	**5**	2	2	1	**5**	1	-	1	**2**	**12**
3	2	4	1	**7**	2	1	2	**5**	3	-	3	**6**	**18**
Grand Total	6	10	3	**19**	4	4	4	**12**	4	0	4	**8**	**39**

According to the table 4, the researcher found that the total number or the errors made in grammatical is 39 errors. The highest number of learner error was done in tenses, which was 19 errors or 48,7%. It could be said that tense was the most difficult one for learners. The most common errors

made by the learners in tenses were they applied the wrong verbs in the sentence, namely misformations, which were ten errors from total 19 errors of tenses. The first participant made 7 errors on tense that were caused by 3 omissions, three misformations, and one addition.

Meanwhile, the second participant made five errors on tense that were caused by one omission, three misformations, and one addition. Therefore, the last partipant made seven errors on tense that were caused by two omissions, four misformations, and one addition. All participants are still lack of the knowledge present tense. For example If the subject is the third singular person (he, she), it must be followed by the verb + s/es . For example is *"My friend walk three kilometers every day"*, Friend is the third singular person so it must be *"My friend walks three kilometers every day"*. Then, they cannot differ how to use present tense or past tense. They have not understood yet that how to apply auxiliary be. The mastery of learner tenses is still weak. The difficulties that the three participants face on tense it might be caused of Indonesian language role does not have tense.

According to Borjas and Burridge (2010), a preposition is a word that is used to indicate the relationship between a noun or pronoun and other words in a sentence. The learners made twelve errors on prepositions, it means that 30,5% from the total number of grammatical errors which was 39 errors. However, the learners face prepositional learning difficulties; it can be seen from the tables above. The first participant made two errors, which were caused by one Misformation and one addition, and vise versa, no error which was caused by omission.

The second participant made five preposition errors which were two omission, two misformations, and one addition. Further, the last participant and the second one had the same number of errors in preposition which were caused by two omissions, one Misformation, and two additions. All participants tended to apply the wrong prepositions in a particular sentence. Even, they also omitted some prepositions in their sentence. Of course it changed the meaning of their sentences.

It is clear from the tables above that two of three participants had errors in using singular and plural noun in their sentences. Participant two made two errors which were one omission and one addition. The third participant had six errors in singular/plural noun which were three omissions, and three additions. Meanwhile the first participant had no error in this type. It can be said that the first participant recognized the preposition. The second and the third participant made on preposition errors may occur because there is no plural marker for a noun in Indonesia role. To change the form singular noun into plural uses repeatation; Indonesia repeats the same noun for plural noun, such as 'Siswa-siswa' for 'students', meanwhile it uses suffix "S" for plural noun in English," There are twenty *students* in my class".

According to the table 3, the researcher found that the total number of the errors made in strategical errors were on omissions 14 or 35,9%. The example of omission error is *Angel the most beautiful student* it must be into *Angel is the most beautiful student.* It is stated that the absence of an item that must appear in well-formed utterance. In this case the omission error was "is".

Misformation 14 or 35,9%. The example of Misformation error is *My friend walk three kilometers every day* it must be My friend *walks* three kilometers every day. In this case, Misformation, the leaner used the wrong form of the morpheme or structure. The Misformation error was "walks".

And addition 11 or 28,2%. The example of addition error is *Lintang glanced at to me shyly*. It must be into Lintang *glanced at me shyly*. Addition is the presence of an item that must not appear in well-formed utterance. In this case the learner applied the presence of an item that must not appear in well-formed utterance, namely preposition "to". It occurred maybe the learners did not understand the eight parts of speech.

CONCLUSION

According to table no 4, the total grammatical errors made by the third semester students of Indraprasta PGRI university in writing are 39. Based on the data, it was found that the grammatical errors in writing were in tenses for the highest error by 19 errors or 48,7%, the second is errors in preposition by 12 errors or 30,8%, and the third is errors in singular/plural noun by 8 errors or 20,5%. It can be seen that the third participant making the most errors, there were 18 erros or 47% of the total errors. She made seven errors in tenses, five errors in prepositions, and six errors in singular/plural noun. The second participant was second place making the errors. He made twelve errors; five errors in tenses, five errors in preposition, and two errors in singular/plural noun. Meanwhile the third participant was the least participant making the errors. She made seven errors in tenses, two errors in preposition, and none error in singular/plural noun.

Based on the categories of errors, the most errors made by the participants were in omissions and misformation categories. Meanwhile for the rest category, addition category, Participant 1 made two errors in addition category, participants two made three errors in addition and, the third participant made six errors in addition category. None participant made grammatical error on singular/plural noun of misformation category. And based on categorical errors, the two most errors were omission and misformation, meanwhile addition was the least one.

It is not easy to avoid learner errors in studying English as the Foreign Language for Indonesian learners. That is why the learners should study more about grammar, especially the eight parts of speech. To the teacher, they should improve their teaching system and to find out the appropriate strategy to teach. This research is very important because the teachers/lecturers could find out the appropriate strategy to teach and finally, it can improve the learners' skill of writing.

The researcher really expects that this research could give contribution to English teaching system in Indonesia, especially in writing. The researcher realizes that this research is not perfect. It was caused that the limitations of this research were the small number of participants and data collection. It is expected that, for further research the researcher will examine more participants and data collection.

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IMPROVING STUDENT'S SPEAKING ACHIEVEMENT THROUGH GUIDED GRAMMAR IN POLITEKNIK KELAPA SAWIT BEKASI

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ABSTRACT

Speaking is an important skill in language learning, it is the key of active communication. As teaching speaking is important aspect in language learning process, this is a crucial part of second language learning and teaching. Despite this fact, for many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, today's education world requires that the goal of teaching speaking should improve students' communicative skills. Only in this way, the students can express themselves depend on the social context. In this study, the researcher attempts to conduct a research about the use of guided grammar and its impact in speaking achievement for students of oil palm plantation processing technology program of Politeknik Kelapa Sawit Bekasi. The activities of learning grammar provide an excellent opportunity for the learners to develop this skill. The result shows that at the beginning of guided grammar, students' speaking ability is still very limited. But when the speaking assignments in guided grammar went on for quite a long time, students were getting used to speak in grammatically correct way. Students felt that their speaking skills had improved and had become better than before.

Key words: speaking achievement, grammar, language learning

ABSTRAK

Berbicara merupakan suatu keterampilan yang penting dalam pembelajaran bahasa, suatu hal yang merupakan kunci dalam berkomunikasi secara aktif. Karena pengajaran berbicara merupakan aspek yang penting dalam proses pembelajaran bahasa, hal ini merupakan bagian yang sangat krusial dalam pembelajaran dan pengajaran bahasa. Terlepas dari kenyataan ini, selama bertahun-tahun, pengajaran berbicara di Indonesia telah diremehkan dan pengajar bahasa Inggris terus memberikan pengajaran dalam bentuk pengulangan dan hafalan dialog. Pendidikan dunia saat ini menghimbau bahwa tujuan pembelajaran dan pengajaran berbicara harus dapat meningkatkan kemampuan berkomunikasi siswa. Hanya dengan cara ini, siswa dapat mengekspresikan diri mereka sendiri sesuai dengan konteks sosial. Dalam penelitian ini, peneliti mencoba meneliti tentang penggunaan tata bahasa dan pengaruhnya pada kemampuan berbicara siswa program teknologi pengolahan perkebunan kelapa sawit Politeknik Kelapa Sawit Bekasi. Kegiatan pembelajaran tata bahasa memberikan peluang yang bagus bagi siswa untuk meningkatkan kemampuan ini. Hasil penelitian menunjukkan bahwa pada awal pembelajaran tata bahasa, kemampuan berbicara siswa masih sangat terbatas.

Namun pada saat tugas berbicara dalam pembelajaran tata bahasa berlangsung lama, siswa menjadi terbiasa untuk berbicara secara gramatikal. Siswa merasa bahwa kemampuan berbicaranya telah meningkat dan lebih baik dari sebelumnya.

Kata kunci: pencapaian kemampuan berbicara, tata bahasa, pembelajaran bahasa

INTRODUCTION

Speaking is the one of the important parts in English skills that should be mastered by students besides reading, writing and listening. The function of speaking skill is to express an idea, someone feeling, thought, and it express spontaneously by orally. Speaking is one of the language arts of talk as communication interaction with someone, and it is very difficult to master it. Speaking skill is having a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally.

Speaking is an important skill in language learning, it is the key of active communication. Speaking is used by the general people to measure how well someone's ability in acquiring second language, moreover for the professional English teacher or candidate of teacher, speaking has become more important skill to overview ability in second language. According to Chaney and Burk (2013:3), "Speaking is the process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching". It means students should be able to communicate with the others to get or to share information and/or to express what they feel. According to Nunan (2011), success of mastering language is measured in terms of the ability to carry out a conversation in the (target) language. It implies that speaking is the indicator of mastering the language.

As teaching speaking is important aspect in language learning process, this is a crucial part of second language learning and teaching. Despite this fact, for many years, teaching speaking in Indonesian context has been undervalued and English language teachers have continued to teach speaking as a repetition of drills or memorization of dialogues. However, today's education world requires that the goal of teaching speaking should improve students' communicative skills. Only in this way, the students can express themselves depend on the social context. It is essential that language teachers pay great attention to teaching speaking.

Indeed, teaching speaking is not an easy task to do. There could be several difficulties met by the teacher in conducting teaching speaking. For example, the students from different social background who have different motivation in learning English. According to the researcher, there is close correlation between motivation and competence. The students who have high motivation have high competence in English. On the other hand, those who have low motivation tend to have low competence. Besides, the students' anxiety also becomes the hindrance in teaching speaking. Anxiety can be caused by their low language competence which is often called linguistic difficulty. The anxiety occurs when the students are afraid of making mistake or error in speaking. Based on

the observation in Politechnic Bekasi, the students' anxiety could be seen when the students were doing speaking activities. They spoke with lower voice and looked like very nervous. In addition, they lacked confidence to speak naturally.

Furthermore, they also cannot speak based on their willingness because what they want to speak is structured by the teacher, in other words they just repeat the word that has been produced. Afterward, those problems make students get lazy or less ability to speak. Those cases are quite problematic considering that even though speaking is not included in final test, in daily teaching and learning activities it is involved in the scoring and become teachers' concern and consideration in determining whether or not the students pass the subject. Therefore, the researcher considers that it is very necessary to find out an alternative way to create suitable and interesting technique related to the students' condition.

The researcher thinks that there must be a way to solve students' difficulties in speaking English. There are many ways to help the students to overcome their difficulties in speaking English. Properly, the teacher ought to know the condition of class, the character of students and what the students need. So, the teacher can use the appropriate strategy during the learning process. The students must involve and active in the learning process. So that, it is important to vary the activities during the lesson in order to keep them on track and maintain the students' motivation. A strategy that can help the teacher give each student opportunity to practice their speaking ability, each student is required to participate and give contribution during the discussion process. According to

Harmer when the teachers want to encourage students to speak, they have to use communicative approach that avoids the concentration towards grammar and vocabulary but emphasizes on the significance of language function (Harmer, 2011). In other words, these activities will involve students in real communication, where the achievement of their communicative task is more important than the accuracy of language they are using.

In this study, the researcher attempts to conduct a research about the use of guided grammar in English language classrooms and its impact in speaking skill. The use of guided grammar in classroom is important because of its positive impact on students' proficiency level. Some students do not like to speak in the classroom. In addition, they do not have the opportunity to speak this language outside. Thus, if student do not practice English in the classroom, may be they do speak it never. Teachers can use guided grammar subject as a technical way to deal with students' problems in speaking. The activities of learning grammar provide an excellent opportunity for the learners to develop this skill, speaking several minutes in a well structured and grammatically correct sentence.

The linguistic knowledge in English consists of the ability to analyze and recognize the structural features and components in the language. These abilities are concerned with phonological, morphological, syntactic, and semantic issues. The building blocks of the communication are grammatical points which make the structure of a language. Before starting to speak many factors and components must be formed in a person's mind. First, the sounds should be matched with each other to shape different

words. Second, these words need to be united together to form phrases, clauses, and at last sentences through which a particular meaning can be conveyed. Considering these facts, it can be said that it is probably impossible to communicate in a foreign language without knowing the grammatical rules and structures of the target language.

Language proficiency is a multidimensional construct which consists of different levels of abilities and domains (Carrasqillo, 2014). Speaking is an interactive process of constructing meaning that concerns producing, receiving and processing information (Brown, 2014; Burns and Joyce, 2012). Speaking skill is one of the major abilities that is somehow troublesome for english foreign language (EFL) learners. The ability to communicate in a new language–target language—based on its grammatical, contextual, social, and cultural rules, and variations are always difficult for EFL learners (Burns and Joyce, 2012).

Canale and Swain (2013) suggested that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. Thus, it can be said that grammatical rules are one of the fundamental aspects of speaking skill. According to Scarcella and Oxford (2012): Grammatical competence is an umbrella concept that includes increasing expertise in grammar (morphology, syntax), vocabulary, and mechanics with regard to speaking, the term mechanics refers to basic sounds of letters and syllables, pronunciation of words, intonation, and stress.

This implies that the learners should understand English language structures accurately to become fluent. Swan (2013) believed that knowing how to build and use certain structures

makes it feasible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. He stated that in some social contexts, serious deviance from native-speaker rules can put off integration and arouse prejudice—a person who speaks badly may be considered uneducated or stupid. The language competence means that one has a good command of grammar and words, and can speak, read and write in grammatical foreign or second language. In conversation, if someone made mistakes in his pronunciation, grammar or words spelling, it will lead to misunderstanding and tedium to others, and even spoil their relationship. Therefore, we should try to develop the students' ability of using language in communication in a correct way (Zhong-guo and Min-yan, 2012).

There are two points of views in speaking. One view is that the learner should make himself/herself understood regardless of the grammatical mistakes in the target language, whereas another view insists on correctness in every aspect of language. The former is known as the fluency-oriented approach in which the small grammatical or pronunciation errors are unimportant, especially in the early learning stages. In fact, too much emphasis on correcting them is considered harmful since it may impede the natural acquisition of spoken skills (Corbett, 2009).

As Palmer (2011) stated "It is grammar that makes language so essentially a human characteristic. For though other creatures can make meaningful sounds, the link between sound and meaning is for them of a far more primitive kind than it is for man, and the link for man is grammar". Batstone (2014) also emphasized the

importance of grammar when he declared that if there were no grammar, language would be disorganized, leaving us seriously handicapped.

Thus, knowledge of grammar is usually considered to be the essential area of the language system around which the other areas revolve. Cook (2016:14) emphasized this point when he claimed that "However important the other components of language may be in themselves, they are connected to each other through grammar. Grammar is often called the computational system that relates sound and meaning, trivial in itself but impossible to manage without". In this case, grammar is known as an important coordinator of other components of language. By learning grammar and mastering grammar, students can wipe out the anxiety of producing the wrong sentences and can increase their self confident.

From the statements above, the researcher assumes that students speaking skills can be improved by guided grammar, an also then it will wipe out the anxiety of producing the wrong sentences and can increase their self confident. By increasing students speaking skills students will be easier in English learning process, it also benefits them when they are graduated. It will be more meaningful when students get involve actively, they will retain more course content for a longer time, and are able to apply that material in a broader range of context. Furthermore, to improve speaking skill, we need many students' talking.

In relating to the explanation above, the researcher formulated the research problem: Can students speaking achievement be improved by using guided grammar for students of oil palm plantation processing technology program of Politeknik

Kelapa Sawit Bekasi? The objective of this research was to prove whether or not students speaking achievement be improved by using using guided grammar for students of oil palm plantation processing technology program of Politeknik Kelapa Sawit Bekasi.

METHOD

This study uses a descriptive qualitative. It Concerns with descriptions, qualities and observations (Swetnam, 2009). This research will describe the implementation of guided grammar in class to improve students' speaking skills. The source of data in this research is devided into two; primary and secondary data. Primary data obtained from interview results, then secondary data are obtained from related literature and documents. The informants of this research are third semester students of oil palm plantation processing technology program of Politeknik Kelapa Sawit Bekasi. Students and lecturers' participation are involved in this research. The researcher recorded all activities related to the focus of research as the data to answer the research question.

RESULTS AND DISCUSSION
Guided Grammar to Improve Speaking Skills

The mastery of speaking skills in English is a priority for many second or foreign language learners. Learners consequently often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how well they feel they have improved in their spoken language proficiency. Speaking is one of the basic language skills that have to be mastered by English foreign learners due to its significant and its use for communication. It is very important to

be able to speak English regarding that it is the most commonly accepted language in the world so that it will be very beneficial for those who comprehend it not only to improve their knowledge and skills but also easier for them to get a job. More than that, they will not find it difficult to communicate and interact with people around the world when they travel (Garg and Gautam, 2015).

The objectives of teaching speaking at Politeknik Kelapa Sawit Bekasi are to improve students' understanding of the English language skill and English is as a means of communication and to enable the students to be active in practicing English language. The communicative approach is deemed a success if students can express their meaning confidently and clearly. However, the fact is many students have difficulties in speaking because they are not used to it. To solve the problem, the lecturer gives students the opportunity to speak in guided grammar subject. Unlike English learning in general, which only revolves around memorizing grammar and vocabulary which makes students feel less enthusiastic and also makes students less practice. While good language mastery will be achieved if students do a lot of practice. When lecturers give students the opportunity to speak in guided grammar subject, it will make them memorizes the subject better then the conventional model when they just memorizing the tenses.

When learning grammar in guided grammar subject, each student is given role to speak in certain range of time, it can be individual speaking in front of class or indivual speaking in group. Based on the interview results the researcher obtained information that before students given commands to speak, lecturer gives students a moment of time for preparation. Giving the students much time to prepare their project can be useful to create a better result.

Students need all the time that teacher give them before speaking in order to increase their understanding about the topic. Before the lecture commands the student to speak, students are given time to write about a topic using good grammar that they just learn. In teaching grammar in the class, lecturer emphazise more about the example, so that the students can be more familiar and can memorize grammar well. For intances, when learning about past tenses, lecturer gave students many examples of past tenses senteces then after that the teacher invite students to make the other examples. Different from ordinary learning models who demand students to understand many subject at one time, the learning process is made with minimal matery but it emphasizes in giving examples so that student can understand and comprehent the matery well in their longterm memory. Usually, when students are given many materials in one time, it is possible that they understand and comprehent all the matery given, but not long after, they will forget about those materials because it is only remaining in their brains temporary in a short time.

Involving speaking assignment in grammar lesson, not only makes them memorize and comprehent the materials well, but also can increase their speaking ability. After the lecture finish given them the materials, then the lecture gave them assignment to write a particular topics using tenses that they just learnt. When the materials are not difficult enough so that there was much time left after the lecturer gave explanation, the lecturer will command the students to write script to speak in

indivual in front of class. However, when the time is limited, the lecturer gave them time to write but then the students will not speak in front of class, but inside their group. The lecturer commands them to creat group consist of 4-5 students, when one of them do the speaking, the others listen carefully. When listen carefully, the students can recognize their friends' mistakes then after their friend finish speaking, the students can give comment.

By using this teaching models, it is not only makes them better in grammar subject but also in speaking. Students who feel anxiety to speak in the beginning, become more motivated because they can speak in grammatically correct way. In addition, some students feel that public speaking is a tense, difficult thing, and not everyone can do public speaking. Most students feel less capable and lack confidence in public speaking to many people to convey their ideas. So, initially students feel anxious about the speaking assignments given by the lecturers because they are not used to speaking in public especially using English and anxiousness can not make an English presentation. However, lecturers give them enough time to prepare and make them used to speak in every meeting.

At the beginning of guided grammar, students' speaking ability is still very limited. But when the speaking assignments in guided grammar went on for quite a long time, students were getting used to speak in grammatically correct way. After the guided grammar lesson, students felt that their speaking skills had improved and had become better than before. Some of those who were originally very difficult in speaking and often stammered during the speaking, slowly began to speak fluently. Students felt that the guided grammar had a positive impact on them and they were satisfied with the application to improve their speaking skills. They feel easy in speaking and their grammar mastery is increased. Thus it can be seen that guided grammar is effective to increase students speaking skills.

CONCLUSION

Based on the results and discussion above, it can conclude that guided grammar can improve student's speaking achievement for students of oil palm plantation processing technology program of Politeknik Kelapa Sawit Bekasi.

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THE CORRELATION BETWEEN STUDENTS'ANXIETY AND SPEAKING SKILL AT STKIP KUSUMA NEGARA JAKARTA
(A Survey Research First Semester Academic Year 2018/2019)

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ABSTRACT

The research purpose is to know whether there is any correlation between students' anxiety and speaking skill at STKIP Kusuma Negara Jakarta. This research is quantitative correlational research. The research sample consists of 25 students. The data of the students' anxiety were collected by using the questionaire which was adopted from foreign Language Classroom Anxiety Scale of Horwitz, Horwitz and Cope at FLCAS, while the data of students'speaking skill were collected by using speaking test. This research has two variables, independent variable which variable students' anxiety and dependent variable consists of students' speaking skill. The researcher uses SPSS program, before doing the analysis the data normality was tested by using Kolmogorf-Smirnov test to see if the population was distributed normal. The research result concluded that there is significant correlation between variable (X) students' anxiety and variable (Y) speaking skill. Sig. (2-tailed) is $0.001 < 0.05$. It means that students who have higher speaking skill, they were influenced by anxiety. The value of correlation coefficient is $-0.629 < 0.5$. It means that there is negative correlation between students' anxiety and speaking skill. If the students'anxiety is high so speaking skill is low and if the students'anxiety is low so speaking skill is high.
Key words: correlation, students' anxiety, speaking skill

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara kecemasan siswa dengan kemampuan berbicara pada STKIP Kusuma Negara. Penelitian ini menggunakan metode kuantitatif dan design korelasi. Sampel dalam penelitian tersebut berjumlah 25 mahasiswa. Data yang berupa kecemasan siswa dikumpulkan menggunakan angket yang diambi dari Horwitz, Horwitz dan Cope (FLCAS). Sementara data kemampuan berbicara berupa test speaking. Dalam penelitian ini, peneliti menggunakan dua variable. Variabel bebas yaitu kecemasan siswa dan variable terikat yaitu kemampuan berbicara. Peneliti menggunakan program SPSS. Untuk mengetahui apakah data tersebut normal maka digunakan Kolmogorf Smirnov. Hasil dalam penelitian tersebut disimpulkan bahwa terdapat korelasi yang signifikan antara kecemasan siswa dan kemampuan berbicara. Dapat dilihat sig. (2-tailed) 0.001< 0.05, yang berarti bahwa kemampuan berbicara yang tinggi dipengaruhi oleh kecemasan. Taraf koefisien korelasi -0.629 < 0.5, yang menunjukan bahwa terdapat hubungan negative antara kecemasan siswa dan kemampuan berbicara. Maksudnya adalah bila

kecemasan tinggi maka kemampuan berbicara rendah dan apabila kecemasan rendah maka kemampuan berbicaranya tinggi.
Kata kunci: hubungan, kecemasan siswa, kemampuan berbicara

INTRODUCTION

Human communicates with language. By using language people can share their information to others. In communication, it happen feed back between someone who gives and someone receives those informations. Speaking is verbal communication. It can produce sound which speaks by speaker. Then the people hear what the speaker says. Speaking is one of the skills in English. We can know performance their ability in english with speaking and writing because both of the skills is productive skills. Speaking is one of the lesson in English Education . In learning speaking, students are be able to master their ability in speaking. Teacher have to master speaking very well. Students' fisrt semester have the problem in speaking. Students usual speak in Bahasa Indonesia when they learn English.

Students difficult in speaking English because they lackness vocabulary and shy to speak in front of the people. In case students fell uncomfortable psyhological states such as nervousess, trembling and anxiety. Anxiety is a feeling that someone uncertain or hesitant with their ability, also anxiety called negative feeling someone that described low self confidence so that they can't do maximal work in their life. When learn foreign language, people can feel anxiety when they speak target language such as learn English language. Someone with high anxiety can get negative effect especially when they practice speak in front of the people. They get low understand because they feel nervousess when they faced difficult words and they did't want to ask with the teacher.

According to Brown (2000:141), "Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehensions, or worry". It means that anxiety in negative feeling which happen to someone when they get work or new something. They feel low confident to do what they have do to finish their homework. Scovel (1978) defined anxiety as an affective emotional state, uncomfortable in which one discerns danger, feels powerless, and experiences tension in the face of an expected danger. It means that anxiety expresses feel uncomfortable to something that happen. This situation makes tension abnormal and also danger. According Hurd (2007) states that language anxiety has become central to any examination of factors contributing to learning process and learner achievement. It means that there are some factors which support in learning foreign language. When people learn English language, they get anxiety expression because it's first time they have to achieve what are the goals in learning process. The objective goal should be reach by the learner.

Speaking is the performance skills in English. When students learn English, they have to practice and also produce words, sentence by speech. They have to know what is the meaning of the words that they are spoken in order that the listener can understand what the speaker means. According to Bashir, et. al. (2011:38), "Speaking is productive skill in the oral mode". It is like the other skills, is more complicated that it seems at first and involves more than just pronouncing words. It means that speaking is not only produce how the pronouncing words but also how the words and sentence can understand with

the speaker. Based on Brown and Yule (1983:27) Speaking is to express the needs, request, service, etc. It means that by speaking, someone can express what they want to the people. They can ask something what they needed also give information what they known. Brown (2004) also divides some aspects in speaking which are measured by using the rating scores in speaking assessment. It can be seen in the tables below.

Table 1
The Rating Scores in Speaking Assessment

Aspect	Score	
Grammar	1	Speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language
	2	Can usually handle elementary constructions quite accurately but does not have thorough
	3	Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with· some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
	4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
Comprehension	1	Can understand simple questions and statements if delivered with slowed speech, repetition, or paraphrase.
	2	Can get the gist of most conversations of non-technical subjects.
	3	Comprehension is quite complete at a normal rate of speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.
Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words
	4	Can participate in any conversation within the range of this experience -with a high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Pronunciation	1	Errors in pronunciation are frequent' but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though Often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker . Accent may be obviously foreign.

| 4 | Errors in pronunciation are quite rare. |
| 5 | Equivalent to and fully accepted by educated native speakers. |

METHOD

The researcher used quantitative research and the design was correlational research. This research is conducted to know the correlation between two variables that is the independent variable or variable (X) which is students' anxiety and the dependent variable or variable (Y) which is students' speaking skill. In this researcher took one of the two classes was first semester English Education in academic year 2018/2019. This is the sampling technique which is done in random without being determined. The students were conducted 25 students.

In this research, the researcher use questionnaires to collect data from the students. The researcher used Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz and Cope (1986) to know the level of students' anxiety in the classroom. The answer from the questionnaire is strongly agree, agree, neither agree, disagree, or strongly agree. If positive statement, it gives score 5,4,3,2, and 1 fi negative statement. Creswell (2012:386) states that "Closed-ended questions in surveys, the researcher gives question and response options for the participant". Also Creswell (2012:167) states that "Likert scale illustrates a scale with theoretically equal intervals among responses".

RESULTS AND DISCUSSION

In Speaking test, students was given 3 minutes for describing someone by orally. In questionaire, students was given 15 questions.

Table 2
Descriptive Statistic

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Students'Anxiety	25	50	82	62.16	8.567	.755	.464	.475	.902
Speaking Skill	25	55	85	72.20	9.101	-.440	.464	-.961	.902
Valid N (listwise)	25								

From the table above, there are 25 scores both of speaking test and students' anxiety questionnaire. The minimum score of speaking is 55 and 50 for students' anxiety. The maximum score of speaking is 85 and 82 for students' anxiety. The mean of speaking is 72.20 and 62.16 for students' anxiety.

Table 3
One Sample Kolmogorov Smirnov Test

One-Sample Kolmogorov-Smirnov Test

		Students'Anxiety	Speaking Skill
N		25	25
Normal Parameters[a,b]	Mean	62.16	72.20
	Std. Deviation	8.567	9.101
Most Extreme Differences	Absolute	.126	.221
	Positive	.126	.150
	Negative	-.078	-.221
Kolmogorov-Smirnov Z		.632	1.104
Asymp. Sig. (2-tailed)		.819	.175

a. Test distribution is Normal.
b. Calculated from data.

From the table above, mean of speaking skill is 72.20 and 62.16 for students' anxiety, standard deviation of speaking 9.101 and 8.567 for students' anxiety. N is the number of sample is 25 students, significant number of speaking is 0.175 and 0.819 for students' anxiety with the significant value 0.05. It means that Sig. (2-tailed) > 0.05; H_0 was accepted. It was concluded that the data distribution was normal.

H_0 : if Sig. (2-tailed) > 0.05, the data distribution was normal
H1 : if Sig. (2-tailed) < 0.05, the data distribution was not normal;

After testing the normality value, the researcher finds out the correlation between students' anxiety on speaking skill.

Table 4
Correlation

Correlations

		Students'Anxiety	Speaking Skill
Students'Anxiety	Pearson Correlation	1	-.629**
	Sig. (2-tailed)		.001
	N	25	25
Speaking Skill	Pearson Correlation	-.629**	1
	Sig. (2-tailed)	.001	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, it can be seen that the value of correlation coefficient is -.629, it means the Pearson product moment coefficient correlation is (-) negative correlation between students' anxiety and speaking skill because from the table above It can be known score of significant 0.001, in order words, the alternative hypothesis (H_a) is accepted and Null hypothesis (H_0) is rejected. If Sig. (2-tailed) is 0.001 < 0.05, It means that there is correlation between students' anxiety and speaking skill.

The purpose of this research is to determine the correlation between students' anxiety and speaking skill. There is negative correlation between students' anxiety and speaking skill. It means that the value of correlation coefficient is -0.629 < 0.5. The negative (-) shown that if students' anxiety is high so speaking skill is low and if students' anxiety is low so speaking skill is high.

If. Sig (2-tailed) is > 0.05, there is no correlation;
if . Sig (2-tailed) is < 0.05, there is significant correlation.

From this research, It can be seen that Sig. (2-tailed) is 0.001 < 0.05, it means that there is significant correlation between students' anxiety and speaking skill. H_a is accepted, means there is correlation between students' anxiety and speaking skill and H_0 is rejected, means there is no correlation between students' anxiety and speaking skill.

CONCLUSION

Based on the discussion above and the result of the research, the researcher uses correlation research of Pearson product moment correlation coefficient. This research use two variable, variable (X) is students' anxiety and variable (Y) is speaking skill. This sample is 25 students first semester STKIP Kusuma Negara. This research

conducted to know is there any correlation between students' anxiety and speaking skill. After this research, It can be known that there is significant correlation between variable (X) and variable (Y). Sig. (2-tailed) is $0.001 < 0.05$. It means that students who have higher speaking skill, they influence with anxiety. If students feel confident, comfortable and no doubt to speak in front of the others, they can reach good English achievement. Because they can minimize their anxiety. They can solve what they must do to decreasing those negative feeling. Those feeling can make bad situation whenever they learn foreign language especially learn speaking English. They must regard their friends as to be partner for discussing and make talkative situation when the learn speaking. Students and teacher should encourage good environment to build English daily in every day in the school.

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MOODLE FOR ENGLISH LEARNERS: A COURSE DESIGN FOR INDONESIAN JUNIOR HIGH SCHOOL STUDENTS IN TANGERANG

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ABSTRACT

The internet advance technology allows an answer to the learning needs. Young people are familiar with electronic devices as their part of daily activities. The writer proposes how the limited time and space of learning condition can be facilitated by accessing the anytime-anywhere interactive class even when presenting on a small smartphone. In a traditional classroom, the teacher is the primary source of information, and students are required to be in the same place at the same time engaging in the same activity. Making use of technology using smartphones as learning device has created an alternative to traditional classroom interface into a limitless time and space. It also changes the role of the teacher from being the primary source of information to facilitator and supervisor, and it allows the teacher to pay equal attention to every student. In addition to that, technology gives the students a new opportunity to access instructional materials at different times from different locations. Therefore, it is necessary to as the essential question: What can the applications of the designed material, as the designated teaching medium for Budi Luhur Junior High school students who were preparing for their involvement in International Youth Study Forum Program.

Key words: Moodle, online learning, technology, learning English

ABSTRAK

Teknologi maju memungkinkan jawaban untuk kebutuhan pembelajaran. Para remaja atau orang muda terbiasa dengan perangkat elektronik sebagai bagian dari kegiatan sehari-hari mereka. Penulis mengusulkan bagaimana keterbatasan waktu dan ruang belajar dapat difasilitasi dengan mengakses kelas interaktif kapan saja dan di mana saja bahkan ketika mempresentasikan pada smartphone kecil. Dalam kelas tradisional, guru adalah sumber utama informasi, dan siswa diharuskan berada di tempat yang sama pada saat yang sama terlibat dalam kegiatan yang sama. Namun, memanfaatkan teknologi menggunakan ponsel pintar sebagai perangkat pembelajaran telah menciptakan alternatif untuk antarmuka kelas tradisional menjadi ruang dan waktu tanpa batas. Ini juga mengubah peran guru dari menjadi sumber utama informasi menjadi fasilitator dan penyelia, dan memungkinkan guru untuk memberikan perhatian yang sama kepada setiap siswa. Selain itu, teknologi memberi siswa kesempatan baru untuk mengakses bahan ajar pada waktu yang berbeda dari lokasi yang berbeda. Oleh karena itu, perlu sebagai pertanyaan penting: Aplikasi dari bahan ajar yang dirancang, sebagai media pengajaran yang ditunjuk untuk siswa sekolah menengah pertama di Sekolah Budi Luhur yang

sedang mempersiapkan keterlibatan mereka dalam Program International Youth Study Forum dalam program Moodle.

Kata kunci: Moodle, belajar daring, teknologi, bahasa Inggris

INTRODUCTION

The need for English learning is highly demanded in order to equip students to identify, absorb information and getting involved in the global environment which will also build the nation in return (Kebudayaan, 2014:3). As a result, many national plus schools engage their students in summer camp activities, international youth forums, and similar activities to improve the students' confidence when speaking English. These forums promote interactions with students from various countries whereby English becomes the necessary means of communication. In the process, students are exposed to a variety of intercultural experiences.

One that can be presented here is IYSF (International Youth Study Forum). IYSF is a forum for students from different regions in Indonesia and from abroad to interact, exchange ideas, and learn together in a fun atmosphere. Mentors accompany students and learn from selected speakers who open their horizons for self-development. They are introduced to the everyday challenges of today and the future. Concerning the international scale of the event, this activity requires English language speaker. Regarding the students' readiness (considering students capability in English speaking), they need to be prepared for language proficiency. From this, the students will improve their English skill to communicate mainly with the students from other countries. The preparation said above is an additional English training out of the formal school hour with a specific target on conversation skills.

This training is held with some difficulties. A limited study time (only several months before the event) as students' curriculum schedule and loads are considered. Also, the importance of interaction between teacher and students needs to be maintained. Based on this space-time and presence issues the writer needs a method which can accommodate the said needs to implement the learning which still holds a teacher-students interface.

The internet advance technology allows an answer to the needs above. They are familiar with electronic devices, e.g. smartphone, tablet, iPad and computers as their part of daily activities. At this moment the writer proposes how the limited time and space of learning condition can be facilitated by accessing the anytime-anywhere interactive class even when presenting on a small smartphone. In a traditional classroom, the teacher is the primary source of information, and students are required to be in the same place at the same time engaging in the same activity. Making use of technology using smartphones as learning device has created an alternative to traditional classroom interface into a limitless time and space. It also changes the role of the teacher from being the primary source of information to facilitator and supervisor, and it allows the teacher to pay equal attention to every student. In addition to that, technology gives the students a new opportunity to access instructional materials at different times from different locations.

Therefore, it is necessary to as the essential question: What can the applications of the designed material be

installed on a smartphone, as the designated teaching medium for the students who were preparing for their involvement in the IYSF Program? Beforehand, there are components needed to be identified in order to answer the question: needs analysis and material selection and production (Dudely-Evans and St. John, 1998). These are not sufficient enough to capture the whole picture of an ideal program, yet due to limited time and space, this article's most concerns are on the two components above. The writer tries to provide an overview of how mobile smartphones can support the teaching and learning of English for eight graders of Budi Luhur Junior High School, Tangerang who participated in IYSF (IY'ers).

Vygotsky's Activity Theory is a foundation of constructivism, and it asserts the role that action plays in learning. Vygotsky (1978) presented the fundamental argument that speakers are active agents in controlling their environment; consequently, tasks cannot be predetermined, but emerge from the interaction of speakers, settings, motives, and histories (Lantolf & Appel, 1994). It is essential to look at the differences in language learning using the ideas and perspective of activity theory. First, teachers evaluate students' current comprehension of specific ideas, areas, and concepts before deciding what need to be taught. Secondly, teachers apply contextual examples in order to facilitate proper understanding of concepts. Vygotsky also emphasized the need for continual assessment and assistance students as they improve and grow to the higher level.

Activity Theory, when applied to designing application for learning English, requires a thorough definition and analysis of an activity in order to highlight potential areas of improvement (Lantolf & Appel, 1994). Also, part of the theory is to provide a robust framework for creating and delivering innovations that will boost the performance of foreign language learners. By using Activity Theory, teachers can provide students with an opportunity to use upon their abilities and demonstrate their potentials. Teachers should develop independence as well as implementing cooperative learning and reciprocal teaching strategies to provide a successful teaching environment. However, there are specific challenges a teacher faces in establishing learners' social identities within the learning environment and the nature of what is defined as the learners' cognitive activity in a historical context. Teachers need to explore the relationship between tools and signs, or practical activity and talk because such ideas support the capacity of the leaners to change both their circumstances and themselves specifically to meet their educational needs and expectations.

Moodle, an acronym for the Modular Object-Oriented Dynamic Learning Environment, is a major popular open source software packages used by many schools, colleges, and university, worldwide. It allows the user to design and create and moderate online courses (Williams, 2005). Martin Dougiamas developed it as part of his Ph.D. in Education thesis (Dougiamas, 2007). Being an open source software, Moodle is free to download, use, modify, and distribute and sell (under GNU, General Public License), all with no license fee.

This study has chosen the Moodle software an area of research and analysis because Moodle is better than other e-learning systems for the following important reasons (Brandl, 2005; Dougiamas, 2007; Massy, 2004; Nozawa, 2011; Sclater, 2008): 1)

Moodle is an OSS that users are free to download, use, modify and distribute under the terms of GNU, 2) Moodle runs without modification on Unix, Linux, Windows, and any other system that supports PHP, and 3) It allows teachers to provide and share documents, graded assignments, quizzes, etc. with their students in an easy way to create online courses. Also, it supports 75 languages and is being used in 175 countries.

METHOD

Thirty students from a national plus Junior High School namely Budi Luhur in Tangerang, they were in their eighth year. The needs analysis was conducted to prepare the English syllabus for those students who will join to an International Forum, namely Intercultural Youth Study Forum (IYSF), they called as IY'ers.

The instrument used was a questionnaire. It was deployed to reveal the subject's perception on several issues, including the activities and media which are useful to enhance their English language skill. The questionnaire consisted of four different parts. The first part is the learners' profile. It aimed at gathering the learners' personal information. The second part is the present situation analysis; aimed to investigate the learners' level of language development at the beginning of the course. The third part is the target situation analysis; it focuses on the learners' need after a language course ended. The final part is the learning situation analysis; it was to find out the best environment for the learners to learn English.

RESULTS AND DISCUSSION
Present Situation Analysis

The IY'ers' English skills range from poor to fluent. Listening competence varies from poor to very good. 17% of them are poor in listening, 10% are weak, 46% are good, and 27% are very good. Since only 27% of the respondents answered poor and weak, the rest answered good and very good it can be assumed that most of them are confident with their listening competence. For the reading skills, most of the IY'ers are confident that they can read English texts, although 30 % of them are still poor and weak in reading.

In addition to that, 43% of the IY'ers are poor in speaking, and 43% are poor in writing English, 27% are weak, 17% are good, 10% is very good, and 3 % are fluent in speaking and writing. From the figures, it can be concluded that most of the IY'ers need more practice in speaking and writing. Meanwhile, only 36 % of the IY'ers are confident in their pronunciation while 64% of them still think that they need to be helped a lot in pronouncing English words. The pronunciation taught in the online training program will focus on how to articulate certain words that are usually mispronounced by most Indonesian. Phonology or stressing on a certain syllable is also to be considered in the syllabus.

Almost half of the IY'ers recognized their English grammar knowledge is still weak and poor. Mastering grammar in order to be able to use the language orally is vital. Thus, grammar should be taught inclusively in the lesson activities of the online English training program. There are 6% of the IY'ers are not confident with their vocabulary. Only 30% of the IY'ers think that their vocabulary is enough to engage in English communication. Vocabulary is one of important components of language that helps learners listen, speak, read or write more effectively. Therefore, the use of more words is expected in the lessons in order

Target Situation Analysis

Gathered data from the questionnaires show that social, practical, and future reason are the basic why the students need additional English learning. Their motivation to know the others and make friends with them are the most noteworthy while the possibility of future study and knowing the language-way of thinking relation are secondary. Considering the finding that social reasons are the most significant reason why the students need the additional English learning, we will have this ground in order to build the appropriate syllabus that accommodates these needs. The skills and the simulation environments, even also the form of exercises and tasks can be pointed towards these needs.

Learning Situation Analysis

The question involves the notion of cross-cultural communication related to the importance of cross-cultural knowledge in the English course. Most of the respondents (18 respondents or 60%) state that it is "essential" to teach cross-cultural

to help the IY'ers to gain more vocabulary.

communication, 10 (33%) mention that it is "important," and only 2 (6.7%) state that it is "necessary." Since so many respondents see cross-cultural knowledge as an important subject, the writer decided to put it as one of the components in the syllabus.

Applying the Lesson Plan in the Moodle Platform

Due to limited space, the discussion in this paper will cover Session 1 on basic introduction in English. The session covers several components: Objectives of the task, Comprehensible Input, Practice, Assessment and Evaluation, Application and Extension.

Below is the application of the lesson plan in the Moodle platform as it is seen on the computer screen:.

Session 1: Greetings and Introduce Personal Information
1. **Objectives**
   a. Students will be able to give, ask and respond to interpersonal expressions such as greeting and self-introduction orally.
   b. Students will be able to give expression of self –introduction in written form.

Figure 1.
Objectives of Session 1 (source: http://iysf-indonesia.com/)

2. Comprehensible Input

a. Download the following videos of Greeting and Introducing Yourself in English

1) Title of the video: How to introduce myself http://www.youtube.com/watch?v=oWP9Riq-ZBg (R. English, 2013).

2) Title of the video: Learn English - Introduce Yourself in English - Innovative English http://www.youtube.com/watch?v=tZOgdnKJ5Sc (Learn English with EnglishClass101.com, 2014)

b. Discuss the posted videos based on the questions:

1) What do you think about the videos?

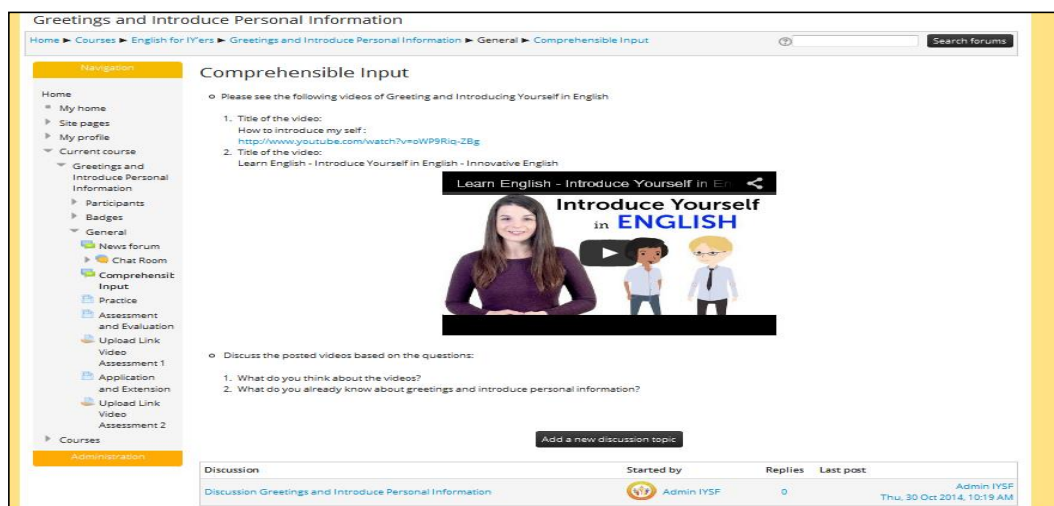2) What do you already know about greetings and introducing personal information?

Figure 2.
Comprehensible Input of Session 1
(source: http://iysf-indonesia.com/mod/forum/view.php?id=3)

3. Practice

a. Watch the following videos of learning and practice to introduce yourself in English

1) Title of the video: Introducing Yourself - How to Introduce Yourself in English http://www.youtube.com/watch?v=h-VKSSd9hko (T. English, 2013).

2) Follow the instructions in the video to introducing yourself.

3) Repeat this activity until you master the sentences and the patterns.

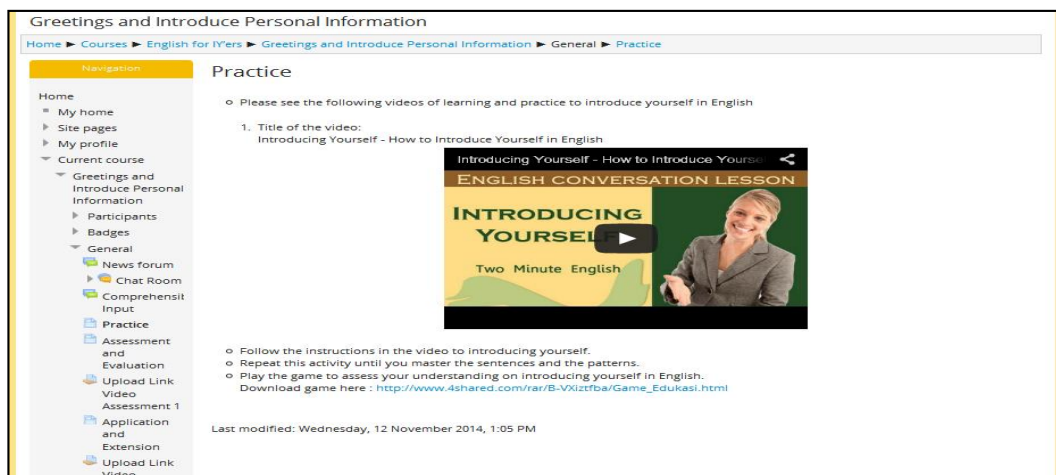4) Play the game to assess your understanding of introducing yourself in English.

Figure 3
The practice of Session 1,
(source: http://iysf-indonesia.com/mod/page/view.php?id=4)

4. **Assessment and Evaluation**
   a. Download the list of questions on Introduce Yourself.
   b. Compose your personal introduction based on the questions given in the podcast and send it as your assignment in the link given.
   c. Note the deadline of the submission given. You will not be able to upload your work after the deadline for submission.
   d. I will examine the composition that you have sent. If the composition is appropriate, I will post it on the message board under "Introduce Yourself."
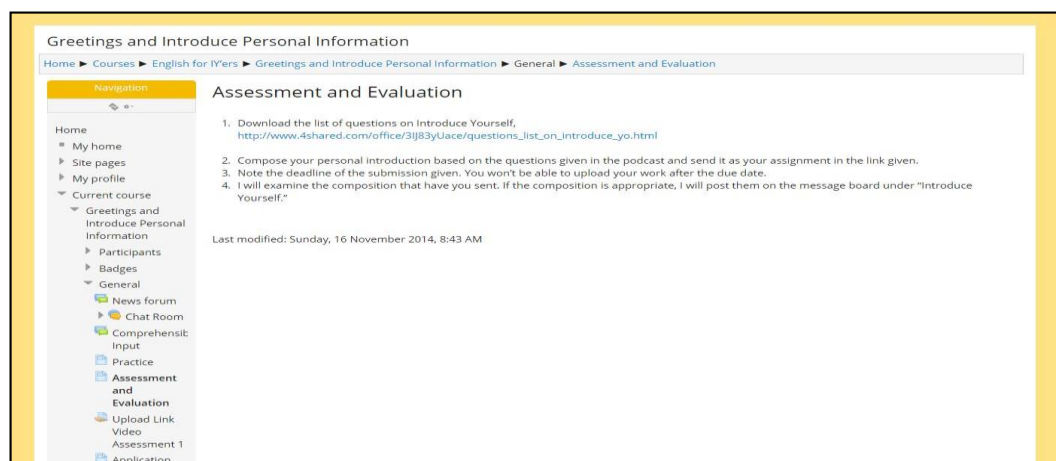
Figure 4
Assessments and Evaluation of Session 1,
(source: http://iysf-indonesia.com/mod/page/view.php?id=5)

5. **Application and Extension**
   a. Show an example of a video where a person is introducing his / her self
   b. Download the following videos:

   1) Introduce my self on http://www.youtube.com/watch?v=etIpPH5CEdA(1992823, 2010).

2) *Perkenalan Diri dalam Bahasa Inggris* on http://www.youtube.com/watch?v=zijLoYZfTbQ (Widartha, 2014).

c. Practice your personal introduction in your composition orally.

d. Make a video of yourself while you introduce yourself based on your personal introduction in the composition.

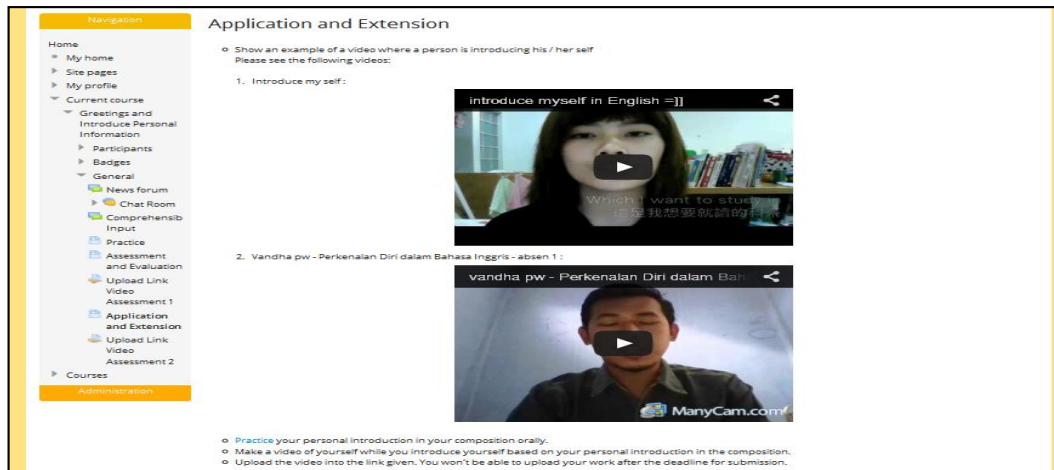e. Upload the video into the link given. You will not be able to upload your work after the deadline for submission.

Figure 5
Applications and Extension of Session 1,
(source: http://iysf-indonesia.com/mod/page/view.php?id=7)

Learning materials are provided in the learning management system, in this study the writer uses Moodle that can be accessed by IY'ers at any time and anywhere by their smart mobile phone. The IY'ers will learn English from the e-learning web constructed by the writer; the site is http://iysf-indonesia.com/. From the web, IY'ers can access materials, text passages, exercises, audios, videos, photos, and pictures via their desktops or laptops. Learners can also download and upload different materials from the site using their three-generation (3G) smartphones.

CONCLUSION

Although IYSF is a program for the improvement of English language skills and provides new experiences interacting with native speakers, the participants still need to have basic proficiency in English before they start.

Therefore the participants need some preparations to join in the forum such as additional English training, out of the formal school hours, with a specific target on conversational skills. The goal of the training is to improve their English skill, to help them improve their interaction with native speakers and at the same time able to follow and enjoy the program. The syllabus in this study was designed based on the real situation of the participants and the findings that have been acquired through questionnaires completed by the IY'ers.

From the questionnaire, it was found that most of IY'ers realized that they did not have much time to attend the additional English training due to their school activities. Demand therefore when answering the choice of whether they would prefer to have a real classroom or online learning, the data shows that the IY'ers tend to prefer for

the online learning environment. More than half of the class preferred online media learning while only 20 % of them preferred a traditional classroom environment.

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PRE-SERVICE TEACHERS' PERCEPTION OF LEARNER AUTONOMY

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ABSTRACT

Pre-service teachers' limited understanding towards learner autonomy affects how they develop their own and their students' autonomy. Therefore, this study aimed to reveal: 1) the pre-service teachers' perception on the role of the teachers and students in learner autonomy; 2) the pre-service teachers' activity on their own learner autonomy as a learner in teacher training school. 25 respondents were surveyed to acquire their perception. It was found that the pre-service teachers assumed that the teachers should hold the dominant role and be responsible to the learning results. Not only to that, the pre-service teachers still focused on exam-oriented activity; learning only from material given by the teacher in order to pass the exam. Due to that perception, their autonomous learning did not properly develop, as they prefer teacher-centered method. To deal with these findings, the pre-service teachers should not orientate on passing the exam, but rather on the progress as learning is a process not only the result.

Key words: learner autonomy, pre-service teachers, perception

ABSTRAK

Keterbatasan pemahaman para calon guru terhadap kemandirian belajar siswa berpengaruh pada bagaimana mereka menumbuhkan kemandirian bagi diri mereka sendiri dan kemandirian siswa. Oleh karena itu, penelitian ini bertujuan untuk menemukan: 1) persepsi para calon guru terhadap peran guru dan siswa dalam kemandirian belajar; 2) kegiatan para calon guru terhadap kemandirian belajar mereka sebagai siswa di sekolah profesi guru. 25 responden dilibatkan dalam penelitian ini. Penelitian ini menemukan bahwa para calon guru berpendapat bahwa para guru harus memegang peranan yg lebih banyak dan bertanggungjawab terhadap hasil pembelajaran. Tidak hanya itu, para calon guru hanya mementingkan kegiatan di kelas yang berorientasi pada ujian; pembelajaran yang hanya berdasarkan pada materi yang diberikan oleh guru di kelas untuk dapat lulus ujian. Didasari oleh persepsi ini, kemandirian belajar mereka tidak dapat berkembang dengan baik karena mereka lebih memilih menggunakan metode teacher centred. Berdasarkan hasil penelitian, para calon guru seharusnya tidak hanya berorientasi pada kelulusan ujian, tetapi lebih fokus kepada proses belajar bukan hasil.

Kata kunci: otonomi belajar, calon guru, persepsi

INTRODUCTION

Learner autonomy gains its recognition in EFL teaching-learning in Asia lately. Learner autonomy gave the learner the chance to be independent in deciding what to learn and how to learn. Learner autonomy considered holding a significant effect on learners' achievement, including L2 proficiency. Despite the positive significant brought by learner autonomy, the development of learner autonomy in Indonesia is still have not be done properly due to teachers' varied perception to learner autonomy (i.e. inborn ability, learning alone, learned skill) (Agustina, 2017). Because of that, the teachers were not certain whether they could develop their students' learner autonomy. It means that teachers have to share the unanimous view on the natural science of learner autonomy in order to develop it properly. Not only to the teacher, the pre-service teachers as the future teachers, need to develop their understanding toward learner autonomy.

The pre-service teacher will eventually become the in-service teacher and gradually replacing the current teacher. In process of changing, the pre-service teachers have to be aware of the current learning issue, including the development of learner autonomy. It is important for the pre-service teacher to understand and develop learner autonomy first before fostering it to their students (Little, 1991). For that reason, the pre-service teachers need to develop an understanding of the learner autonomy. However, a mere understanding of the meaning of learner autonomy is not enough. The pre-service teachers also need to understand their role as the teacher and the students' role as the subject of learner autonomy development. Because of that, this study intended to find out the pre-service teachers' perception of the teachers and students' role in the application of learner autonomy.

Regardless the learners' awareness of their learning progress, it does not mean that the learner did the learning all by themselves without teacher assisting. Esch (1996) stated that the role of the teacher is still needed in the classroom. Despite the learners' ability in managing their own learning, teacher's presence is still necessary as a controller, prompter, participant, resource, and tutor (Harmer, 2007). Additionally, Camilleri (1999) explains the role of the teacher as facilitator, co-participants, advisor, encourager, monitor, the resource also as a patient person. In other words, the teachers' role in learning activity is still important. Although the students did most of the learning, teachers still required to assist, to facilitate and to encourage the students in the learning activity.

It is important for the teacher to understand the value and the principle of learner autonomy in order to implement it (Smith, 2003). In addition to that, Smith mentioned that teachers also need to develop their own teacher's autonomy. Where the teachers are independent in making a decision on what to teach and how to teach the learners. Hence that it is necessary for both teacher and learner to work together in order to develop the learner autonomy. On the contrary, teachers in Indonesia have not fully advanced their autonomy in the teaching and learning process. Most of the teachers are bounded to the curriculum achievement, for instance passing the national exam, instead of teaching based on what the actual class needed. Besides, teachers in Indonesia presume that teaching is a knowledge transfer activity, instead of allowing the students to wonder and to try to find the knowledge themselves.

In Meisani and Rambet (2017), the teachers presume that both teachers and students have an important role in developing learner autonomy. Meanwhile, Ahsanu (2017) mentioned that teacher should also act an advisor to their students. However, the teachers' different perception on the nature of learner autonomy affects their application of learner autonomy in the classroom (Agustina, 2017). It is important to set the difference between teachers' varied understanding and their misunderstanding of learner autonomy. Another finding by Maulana, et. al. (2016) stated that teacher who develops high-quality autonomy could support the development of learner autonomy. Presumed that the pre-service teacher will become the in-service teacher soon, it is important for them to start developing their autonomy so that they could motivate their students to develop learner autonomy.

Limited research had investigated the pre-service teachers' perception of learner autonomy as a student and future teacher. Based on the aforementioned problems, the perception of the teachers and students' role in learner autonomy along with the importance of developing autonomy for the pre-service teachers play important role in learner autonomy development. This study aimed to explore the pre-service teachers' perception on the role of both teachers and students in the implementation of learner autonomy also their autonomous learning activity as a student in teacher education school.

Wide-ranging explanation of learner autonomy has been the one most quoted in the research (Benson, 2007). There are four features in Holec's (1981) definition. First, autonomy is an "ability to take charge of one's own learning", which means learner autonomy is an attribute of the learner, not the process.

Second, this attribute is not innate or inborn but necessarily is acquired through a systematic and purposeful learning process. Third, it designates a potential capacity to act in a learning situation and not the actual behavior of an individual in that situation. In other words, learner autonomy cannot be identified as one single simple behavior in a particular learning situation. The fourth feature is related to learners' ability to take control of their learning by becoming responsible for the decisions made in all the aspects of the learning process. This definition highlights 'responsibility' and 'capacity' as key features of learner autonomy. From this broad definition, many definitions of learner autonomy have followed.

Little (1999) argues that since the word 'autonomy' has some popular connotations such as individual freedom and independence, 'autonomy' in the learning environment is often mistakenly understood as a type of learning without a teacher. Autonomy, according to Benson (1997), can be observed in circumstances where the students take the lead in their own learning, potentially after formal schooling has ended, and he states that the primary issue for educators is how to improve learners' abilities to take on such autonomy when the need arises.

Finally, Dickinson cited in Benson (2011) describes 'autonomy' in terms of the learner's taking full responsibility for all learning decisions in the classroom, whereas Andreu as cited in Shahsavari (2014) approaches 'autonomy' more as an attitude towards learning that rests on the recognition that the learner has responsibilities for their own learning outcomes. It can be concluded learner autonomy is considered as students' awareness of their own learning progress and the ability to manage it.

Learner autonomy in foreign language learning depends on the ability and willingness of the learner to complete both specific and general tasks, and three areas where this autonomy is most relevant in foreign language learning is in communication, learning, and personal development (Littlewood, 1996). Similarly, Little (2004) believes that "autonomy in language learning is underpinned by three general pedagogical principles: learner involvement, learner reflection, and appropriate target language use".

There are a number of terms related to autonomy that can be distinguished from it in various ways. Most people now agree that autonomy and autonomous learning are not synonyms of, 'self-instruction', 'self-direction', 'self-access', 'distance learning', or 'out-of-class learning'. Self-instruction refers to "learning without a teacher" (Little, 1991); or "learning without the direct control of a teacher" (Dickinson, 1987). Benson (2006) defines this term from two senses. In the narrow sense, self-instruction refers to the use of printed or broadcast self-study materials. In a broader sense, it refers to situations in which learners undertake language study largely or entirely without the aid of teachers.

Self-direction can be defined as "a particular attitude to the learning task, where the learner accepts responsibilities for all the decisions concerned with his learning but does not necessarily undertake the implementation of those decisions" (Dickinson, 1987), or "the process or the techniques used in directing one's own learning" (Holec,1981).

Self-access refers to "learning from materials and facilities that are organized to facilitate learning; self-instruction in using these materials" (Dickinson, 1987). The term is neutral as to how self-directed or other directed the learners are. Gardner and Miller (1999) book on self-access is the most comprehensive work in this field. Since its publication, the difficulty of making self-access centers work independently of teacher-support for autonomy has become a prominent theme in the literature. There has also been a shift of attention from the organization of self-access centers to the integration of self-access learning with coursework (Benson, 2006).

Distance learning is a way of organizing learners which usually only allows them to control over access (Lewis cited in Xu, 2006). Distance learning has begun to merge with CALL through concepts such as 'online learning', 'cyber-schools', 'asynchronous learning networks' and 'telematics', in which issues of autonomy are less frequently discussed (White, 2003, cited in Benson, 2006).

The term often narrowly used to refer to the efforts of learners taking classroom-based language courses to find opportunities for language learning and use outside class (Benson, 2006). Benson also points out that recent study suggests that students tend to engage in out-of-class activities more frequently than their teachers know, often showing considerable creativity in situations where opportunities for out-of-class learning appear to be limited.

In brief, these terms basically describe various ways and degrees of learning by oneself, whereas autonomy refers to abilities and attitudes (Benson, 2005). The point is, then, that learning by oneself is not the same thing as having the capacity to learn by oneself. Also, autonomous learners may well be better than others at learning by themselves (hence the connection), but they do not necessarily have to learn by themselves. The relationship between learning

beyond the classroom and autonomy is complex. On the one hand, all the modes of learning discussed above involve autonomous learning as Dickinson (1987) defined it. On the other, they demand a capacity for autonomy as Holec (1981) and others have defined it.

Since Little (1995) defined 'teacher autonomy' as the teachers' "capacity to engage in self-directed teaching" many scholars have tried to expand on this definition. Teacher autonomy is defined by Smith (2001) as "the ability to develop appropriate skills, knowledge, and attitudes for oneself as a teacher in cooperation with others". In addition, Smith (2001) argues that for a teacher to be autonomous he or she needs to be self-directed (and have the capacity to be self-directed) in both their action and their professional development, while also asserting their freedom in their action and professional development.

Regarding teacher roles, Yang (1998) states that teachers are taking on new roles as consultants and active participants who work alongside their students, assisting them in their own development and in acquiring techniques of learning. Demirtaş and Sert (2010) on the other hand, view the teacher as both counselor and facilitator who help students develop and utilize particular skills. Finally, Little (2004) clarifies that teacher autonomy requires the right balance between claiming responsibility for the classroom and providing students with the necessary skills and knowledge to be successful on the one hand, and knowing when to give up control and allow their students to assume more responsibility on the other.

According to Barfield et. al. as cited in Balçıkanlı (2010), students' autonomy is dependent on whether their teacher creates a classroom culture which accepts autonomy. Offering a profile of the ideal 'autonomous teacher', De Vries and Kohlberg cited in Balçıkanlı (2010) describe an autonomous teacher as the one who is grounded in her practical and theoretical convictions; who not only understands how children or students think but also knows how to promote a constructive culture in the classroom. For them, such a teacher does not blindly follow the guidelines provided by curriculum specialists and takes greater responsibility to adapt the curriculum to the needs of the students instead.

With regard to fostering teacher autonomy, Balçıkanlı (2009) claims that successful language teacher education requires the cultivation of teacher autonomy so that teachers become more aware of the underlying processes of teaching (i.e. the reasons why they pursue particular strategies) and stay abreast of new ideas in their field. As can be seen teacher autonomy is a teacher's ability to be creative and to encourage learner autonomy is dependent on 1) the teacher's relationship to his or her own teachers and partners; 2) the teacher's relationship to his or her own students; 3) the teacher's relationship to the institutions in which he or she is teaching, and 4) the teacher's relationship to external institutions and bureaucracies in the society.

The definitions of LA have been changing with times, among which Holec's (1981) has remained the most widely cited definition in the world. "Ability" is often replaced by "capacity", while "take charge of" is often replaced by "take responsibility for" (Benson, 2011). It pays much attention to an attribute of learners rather than learning situation. In the context of foreign language learning. Holec (1981) defines autonomy as the ability to take charge of one's own learning. An autonomous learner is, therefore, a person who is

capable of taking charge of his or her own learning. The role of the teacher for autonomous learners is to help them to assume the responsibility for making decisions of their learning in: 1) determining the objectives; 2) defining the contents and progressions; 3) selecting methods and techniques to be used; 4) monitoring the procedure of acquisition properly speaking (rhythm, time, place, etc); 5) evaluating what has been acquired.

Furthermore, Al Asmari (2013) believes that the teacher plays a crucial role in promoting learner autonomy by creating a learning environment that is conducive to this approach, by firstly understanding and addressing the past learning experiences of their students and then increasingly promoting independence. As to the roles of the teacher in autonomous learning, Joshi (2011) states that "a teacher in autonomous learning is a facilitator, an organizer, a resource person providing learners with feedback and encouragement, and a creator of learning atmosphere and space. In other words, a teacher works as a guide, a co-operative and an initiator rather than an authority".

Additionally, according to Voller (1997), teachers in the context of autonomous learning are often characterized as 'facilitators', 'counselors', or 'resources'. At times, they are described as 'facilitators' given that they facilitate self-driven, individualized learning among the learners. Their role can also be understood as 'counselor', in that they offer guidance and suggestions for individualized learning. However, Voller (1997) asserts that the most relevant description for teachers in an autonomous learning environment is that of 'resource' for the learners. Thavenius as cited in Benson (2011) on the other hand, defines an autonomous teacher as the one who is independent in his or her own right and thus capable and adaptive enough to allow his or her learners to be independent as well.

Most teachers would agree that the goal and significance of teaching are to bring about changes in learners. And their aim is to do so effectively. However, Voller (1997) points out what those changes might be, and how they can be effectively brought about, are determined by a complex set of interrelated that depends upon what the learner and the teacher perceive their respective roles to be, and upon a set of decisions, both taken by them and imposed upon them, and experiences, both past and present, that they bring with them to any given learning situation. So complex is the relationship between these factors that one feature of many methodologies of language learning is to ignore, or at least marginalize, the teacher's role. This has been true both of language acquisition theory and of some methods associated with language learning and the learner-cantered classroom. It is clear, therefore, from the above illustration that the teacher's role in fostering LA should be well considered and not be ignored.

METHOD

This study was designed in quantitative research, where the data were collected by employing a survey. Ary, Jacobs, and Sorensen (2010) explain the survey as a research method where the researcher or the investigator could analyze someone beliefs, opinion, characteristics, and behavior. It is a suitable method to pursue the objective of this study, which is to find out the pre-service teacher perception and activity in learner autonomy. The survey was done by distributing a questionnaire in which used as the instrument of this study. The questionnaire, as stated by Brown

(2001), is sets of questions or statements where respondents have to give their response as their opinion. Researcher believes that questionnaire an adequate instrument to this study's data collection.

The population of this study is the students of one private Teacher and Education Institution in Indonesia majored in English Education Programme. The sample selected form students who are still on and had finished their teaching practice, to meet the pre-service teacher characteristics. In order to select the sample, the researcher did purposive sampling from the population. Purposive sampling allows the researcher to decide the sample deliberately based on the characteristic needed (Cohen, Manion, & Morrison, 2005). Consequently, 25 pre-service teachers, where 10 pre-service teachers are on their teaching practice in 2017/2018 and 15 pre-service teachers have done their practice in 2016/2017 academic year, selected as the participant of the study.

The data were collected by adopting the instrument by Joshi (2011) framework. The questionnaire consisted of two-part where the first part related to the pre-service teachers' autonomous learning and the second part focused on their perception of learner autonomy. The first part of the questionnaire contained the participants' autonomous learning activities such as learner awareness (item 1-3), self-effort (item 4-8), broader autonomous activities (item 9-13), self-esteem (item 14), use of reference materials (item 15-16), motivation(item 17), and use of technology in learning (item 18). The second part of the questionnaire consists of their perception on students' role (item 19-23) and teachers' role (item 24-30).

The collected data calculated first through descriptive statistics. The descriptive statistic used to summarise data tendencies (Creswell, 2012). The calculation included mean, median mode and the frequencies of the responses in percentages. The standard deviation also calculated to make sure the deviation of the score to the whole population. After that, the calculation result presented based on the category from Joshi (2011) framework, which is the autonomous learning activity and the perception on teachers and students' role in learner autonomy.

RESULTS AND DISCUSSION

The first research question answered by the data collected from the first part of the questionnaire. The data were classified into seven subheadings: learner awareness, self-effort, broader autonomous activities, self-esteem, use of reference materials, motivation, and use of technology in learning.

Learner Awareness

Around 68% of respondents thought that they were a good English language learner. The rest were not sure about their English learning ability (28% sometimes, 4% never). Regarding item number 2, the majority of the respondents made their goals in learning frequently (48% always, 28% often). The last item on the learner awareness was the optimization of their free time to learn English, only 28% answered often and 8% always. It can be said that the majority of the respondents were aware of their learning progress, yet only a few of them use their free time to improve their English proficiency. These activities are in line with what Holec (1981) and Dickinson (1987) have in mind. The learners are intended to be responsible to carry out the learning activity by themselves without teachers command. Although the finding indicates that only a few who did make a

learning goal or learn in their free time, these findings still indicate that there is autonomous learning activity that is going on.

Self-Effort

In making effort to check their note of the previous lesson before the next lesson, about 52% responded they did it sometimes and 20% rarely did it. The majority of the respondents tried to take every opportunity they see in the class to participate and communicate in English (52% often & 8% always). In term of confidence, 40% agreed that they were often confident to speak in English in front of others; meanwhile, 20% of the respondents were rarely confident. In order to support their learning outside the class, 44% of respondents stated that they took a note of the lesson (24% often & 20% always). However, the same number of percentages stated that they only took note occasionally. Another item of the self-effort is their effort to communicate with their teachers and friends in English outside of the class, 84% responded to sometimes. The data indicate that the respondents made the various effort to their learning process such as taking a note and participating in the class action. Although the respondents argued that they were confident, only small proportion took the chance to speak in English outside of class. These findings supported by Holec (1981) who believes the technique that they use are meant to develop their autonomous learning activity. The researcher found that the percentage of 'sometimes' choice is higher than their choices, it does not mean that their actions were not categorized as autonomous learning. As what Dickinson (1987) said, the learners have to be responsible in deciding how to achieve the learning, although their decision does not necessarily undertake

the implementation. It means that the learner decides the learning process by themselves base on what they think suite them, even though they might not carry the activity fully.

Broader Autonomous Activities

Not only in the class, 44% of respondents claimed that they also practice outside class (36% often & 8% always). In contrast to the statement of item 9, 40% (24% never & 16% rarely) stated that they did not rely on the library to improve their English. The largest proportion of the broader autonomous activity went to the usage of audio-visual material (28% sometimes, 36% often, and 28% always). In addition to that, 40% of respondents attended seminar, courses or conference to improve their English, yet 16% had never been to any. Over half of the population claimed that they took a risk in learning English (32% often & 28% always). It can be concluded that most of the respondents prefer audio-visual material on their own rather than staying and using materials which available in their library. These findings supported by Dickinson (1987) and Gardner & Miller (1999), they explain that teacher, as the only source is not enough, therefore learners have to find other source material that usually found in self-access center or in a library. Even though the number participant who visited the library is relatively small, this condition covered by other self-accessed sources, such as seminars, courses, vlog and many more.

Self-Esteem

This trait was collected through question item number 14. The data found that 48% sometimes evaluate their progress in learning, followed by 28% often and 12% always. This finding indicates that the respondents were aware of their own progress and tried to

evaluate it. As explained in the 'nature of learner autonomy', learner autonomy refers to not only the learning alone but also the evaluation as part of the learning process. It is necessary for the learner to evaluate their learning. This process allows them to be more independent in their learning.

Use of Reference Materials

About 20% of the respondents claimed that they always revise their lesson and sought another source of material to support it, followed by 16% often and 48% sometimes. However, only 20% (16% often & 4% always) of the respondents who read extra material they found besides the one prescribed to them. Even though some of the respondents expand their learning by looking for other sources, only a few of them actually did it in advance. Similar to the previous activity, Dickinson (1987) explains the importance of decision making in learner autonomy does not only focuses on the method used in learning but also the material used. The majority of the respondents rely on the material prescribe by the teacher and only a few south for extra material. Researchers believe that this side of learner autonomy activities is not well developed.

Motivation

About 52% disagree on rewarding themselves over their achievement (28% never & 24% rarely). Only 24% rewarding themselves by buying stuff, celebrating parties, etc. It indicates the low level of self-appreciation in their learning progress. Not only deciding and evaluating, but motivation also plays important role in the autonomous learning activity. Students who satisfied with their own progress will treat themselves to

motivate them in learning again, and vice versa.

Use of Technology in Learning

As large as 68% proportion answered that they always use technology to support their learning. This finding showed their awareness of technology as one of learning source. The use of technology in the 21st century cannot be denied, this technology also found to be useful in learner autonomy. White (cited in Benson, 2006) the development of technology allows the students to have out-of-class learning in which is believed that it could help the students in developing their learner autonomy. The second part of the questionnaire collected the data that needed to answer the second research question on the pre-service teachers' perception on the role of the teachers and students in learner autonomy activity.

Students' Role

The majority agreed and strongly agreed (48% and 32% respectively) that the students have to be responsible to find a way to their own practice. Similar to that, 64% agree and 24% strongly agreed that students have to use the much self-studying material. In addition to that students have to be able to evaluate their own learning (52% agree & 40% strongly agree). In contrast to the first three statements, in the total of 56% agreed and strongly agreed that students should only learn from topic mentioned by the teacher in order to pass the exam. It is believed that the view of the pre-service teachers on the goal of a lesson was to pass an exam. Not only to that, but 52% also agreed that students have to make sets of plans and aim in their learning progress so that they can have a clear vision of it. Holec (1981) and Dickinson (1987) stated that students have to be responsible for their

learning which includes the decision making on 'how to learn' and 'what to learn'. Although the respondents agreed on what Holec and Dickinson stated, their view on learning still oriented on examination. Their view is the opposite of 'what to learn' decision-making, learner should decide the learning because they think they need to know the answer not because they need to pass school examination This view is also contradicted to what Benson's (2008, 2011) idea where learner autonomy able to let the students be successful beyond school.

Teachers' Role

The perception of teachers' existence is not necessary for the autonomous learning were varied as 16% strongly disagreed and 28% disagreed, meanwhile 32% agreed and 12% strongly agreed. In contrast to the teacher's existence, teachers were the one who has to be responsible for the success of the students' learning achievement (40% agree & 48% strongly agree). In addition to that, 44% agreed and 28% strongly agreed that teacher should point out the student's error. The respondents strongly agreed (76%) that teaching is not to teach 'what' but 'how'. Supporting the previous statement of item 22, 80% respondents agreed and strongly agreed that teacher should provide notes related to exam topic. Meanwhile, the failures faced by the students were due to teachers wrong teaching method implementation (36% agree & 12% strongly agree). The last item is how teachers should use their authority in the learning activity, 68% agreed with this statement. It can be pointed out that the perception of teachers' role was mostly teacher cantered rather than students centered. The respondents view on the teacher, mainly, like the one that is responsible to

the learner achievement, instead of as the facilitator, and source of learning. These findings are contradicted to the nature of learner autonomy, where the learner is the one that has to be responsible for the 'achievement'.

CONCLUSION

It can be concluded that the majority of the pre-service teacher aware of the progress they made. To support the progress, some respondents stated that they took note during the lesson and read it again after the class as a reference. In term of speaking even though majority claimed have used all the chance they have to speak, however only partial who was confident enough to speak outside of the class. Other activities done by the respondents include attending a seminar, conference and courses to improve their English. The respondents' self-esteem indicates that they were capable of evaluating themselves although they did it sometimes only. Not only to the source given by their teacher, respondents stated that they also look for another source for their learning, however only a few of them actually read it in advance. Then, the motivation, half of the participants did not consider it was necessary to reward themselves. The last is technology usage, almost all respondents agreed to it as the source of learning. Regardless their awareness to their learning progress, only a few of it that actually did learn autonomously. It is perhaps due to their lack of understanding on the natural science of the learner autonomy itself.

In addition to that, the pre-service teachers thought teachers' role was still the dominant part of learner autonomy. The respondents also mentioned it important to learn only from what had prescribed on the course to pass the exam. Moreover, if a failure occurred in students learning

achievement, it was teachers' fault at implementing teaching method. It means that their view of learner autonomy still lingered on teacher-centered method. It is contradicted to what learner autonomy aimed for, where the students were in charge of their decision to what they want to learn and how to achieve it.

Overall, it can be concluded that the pre-service teachers' lack of understanding of learner autonomy resulted in their low level of autonomous learning. This result was the opposite of the original by Joshi (2011) such as the use of technology were used less rather than other self-effort activity. However, the perception of the teachers' role was almost identical; the learning process might be done without teachers, yet the teachers' role still an important component of the learning.

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STUDENT'S ABILITY AND FACTORS TO USE GERUND AND TO INFINITIVE CASE STUDY: INDONESIAN EFL LEARNERS IN UNIVERSITY LEVEL

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ABSTRACT

Mastering grammar seems very challenging for English foreign language learners. Learning grammar constructions that have different system to their first language bring some consequences. One of them is on learning about gerund and to infinitive. The objectives of this study are to describe the ability on mastering gerund and infinitive form and to analyze the factors affecting them to learning its form. This study used descriptive method with the students who took English Structure subject of Indraprasta PGRI University Jakarta as respondents. The data was collected through test and questionnaire, was analyzed, tabulated, calculated and presented in percent form. The research result is the ability of the students on mastering the using of gerund is very poor of 41.82% respondents have low understanding in gerund. Moreover, mastering the using to-infinitive form is also very poor of 36.36% respondents have low understanding in to infinitive. The factors were being passive, lack of motivation, slow learning, less practice in doing exercises, poor of literature, and not learning from the mistakes. These findings may encourage the lecturer of English Structure to find out more ways to improve student's ability on using gerund and to infinitive for Indonesian EFL Learners in University level.

Key words: student's ability, gerund, to infinitive

ABSTRAK

Penguasaaan tata bahasa menjadi sebuah tantangan bagi pembelajar bahasa Inggris. Mempelajari tata bahasa dengan sistem yang berbeda dengan bahasa pertama menciptakan beberapa konsekuensi. Salah satunya adalah pembelajaran gerund dan to infinitive. Tujuan penelitian yaitu untuk mendeskripsikan kemampuan penguasaan gerund dan to infinitive dan untuk menganalisis faktor yang mempengaruhi pembelajaran tersebut. Penelitian ini menggunakan metode deskriptif dengan responden yaitu mahasiswa English Structure di Universitas Indraprasta PGRI Jakarta. Data dikumpulkan melalui tes dan kuesioner, dianalisis, ditabulasi, dikalkulasi dan disajikan dengan bentuk persentase. Hasil penelitian menunjukkan kemampuan mahasiswa dalam penguasaan penggunaan gerund sangat lemah yaitu 41.82% responden memiliki pemahaman yang kurang pada penggunaan gerund. Lebih lanjut, penguasaan penggunaan bentuk to infinitive juga lemah yaitu 36.36% responden kurang memahami penggunaan bentuk to infinitive. Faktor yang mempengaruhi pembelajaran tersebut

antara lain sikap pasif dalam belajar, kurangnya motivasi, lambat dalam belajar, kurangnya latihan, kurangnya sumber bacaan, dan tidak belajar dari kesalahan. Temuan-temuan ini membantu dosen English Structure untuk menemukan berbagai cara dalam meningkatkan kemampuan mahasiswa dalam penggunaan gerund dan to infinitive bagi pembelajar bahasa Inggris sebagai bahasa asing di tingkat universitas.

Kata kunci: kemampuan mahasiswa, gerund, to infinitive

INTRODUCTION

English in Indonesia is a foreign language. Since it is an international language, as said by Dudeney and Hockly that (2010), one of the interesting things about English as a global language is that it is increasingly being used as a 'lingua franca' (or common language) so that people from non-English-speaking countries can communicate with those who do speak English. For example, at a business meeting in Bangkok, Thailand, with participants from China, Japan, Korea, Thailand and Indonesia, the common language is usually English. Likewise, a business meeting in Munich, Germany, with participants from Sweden, Greece, Italy, Germany and France, usually takes place in English, it is very important to learn it for Indonesian learner. It is learned whether in formal or informal institution. It is commonly taught from primary to high education.

Even though it is learned since primary level, it is still mostly hard to be mastered by Indonesian learner. Besides this language is rarely used by them, there are also several matters that thought as the obstacle on mastering this language. One of the matters is grammar used when English is practiced. Seely says "The word 'grammar' is much abused" (Seely, 2007), and (Harmer, 1997) says "People who learn language encounter a number of problems especially with the grammar of the language can be complicated and which can appear confusing". As stated by Seely and Harmer that it is a crystal-clear that mastering English grammar is not easy especially for Indonesian learner.

Otherwise, learning grammar is very important as a part of mastering English. As told by Penny Ur that "There is no doubt that a knowledge-implicit or explicit-of grammatical rules is essential for mastery of a language; you cannot use words unless you know how they should be put together" (Ur, 2007). Why grammar needs to be taught there are several reasons as told by Thornbury such as "The sentence-machine argument, the fine-tuning argument, the fossilization argument, the advance-organizer argument, the discrete item argument, the rule-of-law argument, and the learner expectations argument" (Thornbury, 2002). In addition, Dudeney and Hockly (2010) say that lots of people – including many students and those who teach English – think that the grammar is the most important part of a language. And lots of people believe that by learning the grammar, you learn a language. We don't think this is completely true. Instead, we think of grammar as the basic building blocks of a language – when you know grammar, you know things like past tense verbs, how to use conditional forms, how to form questions and so on. But building blocks (the grammar) aren't much use unless you know how to put them together to create a useful object (communicating with others). Even if you know about all the rules in the English language, if you don't know how to apply them when talking to others, this knowledge isn't much use. Inferring by

the previous arguments it can be said that the understanding of grammar is crucial, yet it will be useless if it is not used in a language function or communication.

There is much diversity compared to Bahasa Indonesia (Indonesian language) such as, tense, in English tense is the core of the language grammar used, while in Bahasa Indonesia it does not use tense; active and passive form, in English is related to the tense pattern that the sentence is active or passive, while in Bahasa Indonesia not; gerund and infinitive, in English there are several verbs are followed by gerund or infinitive, while in Bahasa Indonesia is not and so on. Probably because of the differences of grammar rule between English and Bahasa Indonesa makes Indonesian learners get difficulties on mastering English. This research is focused on describing of gerund and infinitive acquired by the students of Indraprasta PGRI University on the second year. The objectives of this research are: 1) to describe the ability of the students in second year of Indraprasta PGRI University on mastering the using of gerund and infinitive form; and 2) to describe the factors affecting of the students in second year of Indraprasta PGRI University on mastering the using of gerund and infinitive form.

METHOD

In this research a descriptive method was used to gain the description of the student's ability on mastering gerund and infinitive form and also its factors. The participants on this research were of the students in second year of Indraprasta PGRI University who took the subject of Understanding Structure. The amount of the participants was 55 students who were taken randomly. The instruments of this research were two kinds of instruments they were a test and

questionnaires that the pattern of both of them were multiple choices form. The test instrument consists of 15 numbers, and the questionnaire instrument consists of 15 numbers too.

The technique of data analysis process was collecting the data through the instruments which were analyzed by using a descriptive analysis. The data were collected through the tests such as test instrument and questionnaire instrument, afterwards they were tabulated and calculated using Microsoft Excels 2010, and finally they were presented in percent result. The data calculations were enclosed on appendixes page.

The test instrument about gerund and to- infinitive were based on (Azar, 2009) . To find out the mean of the data this study using the formula that was cited from (Arham, 2016) as follows:

$$x = \frac{\sum x}{N}$$

Note:

x : The Mean Score
$\sum x$: The Total Score of Students
N : The Number of Students

In order to know the students ability in using English gerund and infinitive in this research, the writer classified the result of the research based on the following scores:

96-100   is classified as excellent
86-95   is classified as very good
76-85   is classified as good
66-75   is classified as fairly good
56-65   is classified as fair
46-55   is classified as poor
0- 45   is classified as very poor

The data collected through the questionnaire were analyzed in percentage. This is to describe the factors influencing the ability of the students to use gerund and infinitive.

RESULTS AND DISCUSSION

Data analysis of the objective of the research was test and questionnaire. The objective test was actually used to measure the students' ability to use English Gerund and Infinitive, while the questionnaire was used to identify the factors affecting the students to learn English Gerund and Infinitive.

1. Analysis Data of Test

Tabel 1

Table of Gerund Score			Table of Infinitive Score		
The Score of Gerund			**The Score of Infinitive**		
R	Correct Answer	Score	R	Correct Answer	Score
1	1	17	1	6	67
2	4	67	2	4	44
3	3	50	3	7	78
4	3	50	4	4	44
5	3	50	5	4	44
6	4	67	6	4	44
7	5	83	7	4	44
8	4	67	8	4	44
9	5	83	9	7	78
10	2	33	10	4	44
11	4	67	11	4	44
12	2	33	12	6	67
13	2	33	13	8	89
14	4	67	14	7	78
15	2	33	15	6	67
16	4	67	16	4	44
17	2	33	17	3	33
18	5	83	18	8	89
19	6	100	19	9	100
20	2	33	20	5	56
21	4	67	21	5	56
22	5	83	22	7	78
23	4	67	23	6	67
24	4	67	24	2	22
25	2	33	25	4	44
26	3	50	26	4	44
27	3	50	27	6	67
28	1	17	28	6	67
29	5	83	29	7	78
30	3	50	30	6	67

31	1	17		31	6	67	
32	4	67		32	8	89	
33	1	17		33	1	11	
34	4	67		34	5	56	
35	3	50		35	5	56	
36	1	17		36	6	67	
37	0	0		37	5	56	
38	3	50		38	7	78	
39	5	83		39	6	67	
40	0	0		40	4	44	
41	2	33		41	4	44	
42	2	33		42	6	67	
43	3	50		43	4	44	
44	2	33		44	4	44	
45	2	33		45	5	56	
46	1	17		46	4	44	
47	2	33		47	6	67	
48	0	0		48	5	56	
49	4	67		49	7	78	
50	5	83		50	5	56	
51	6	100		51	5	56	
52	0	0		52	9	100	
53	0	0		53	4	44	
54	3	50		54	6	67	
55	3	50		55	6	67	
	Average	47.88			**Average**	59.39	

a. The mean score of gerund is 47.88. It means that in poor classification level.

b. The mean score of infinitive is 59.39. It means that in fair classification level.

Table 2
Frequency of Gerund and Infinitive

	Frequency			
Range	**Gerund**	**(%)**	**Infinitive**	**(%)**
96-100 (Excellent)	2	3.64	2	3.64
86-95 (Very Good)	0	0	3	5.45
76-85 (Good)	7	12.73	7	12.73
66-75 (Fairly Good)	12	21.82	14	25.45
56-65 (Fair)	0	0	0	0
46-55 (Poor)	11	20	9	16.36
0-45 (Very Poor)	23	41.82	20	36.36

Total			55	100	55	100		

By seeing the table frequency above, the gerund test score on excellent range is 3.64% (2 out of 55), the gerund test score on good range is 12.73% (7 out of 55), the gerund test score on fairly good range is 21.82% (12 out of 55), the gerund test score on poor range is 20% (11 out of 55), and the gerund test score on very poor range is 41.82% (23 out of 55). Meanwhile, the infinitive test score on excellent range is 3.64% (2 out of 55), the infinitive test score on very good range is 5.45% (3 out of 55), the infinitive test score on good range is 12.73% (7 out of 55), the infinitive test score on fairly good range is 25.45% (14 out of 55), the infinitive test score on poor range is 16.36% (9 out of 55), and the infinitive test score on very poor range is 36.36 % (20 out of 55).

On gerund test score, the highest percent rate is on very poor range that is 41.82% (23 out of 55), while the excellent range is only 3.64% (2 out of 55). Based on the table above the poor and very poor range level is 61.82% (34 out 55) of the students. In other words, it can be said that more than half respondents were still in low understanding of gerund.

On infinitive test score, the highest percent range is on very poor range that is 36.36% (20 out of 55), while the excellent range is only 3.64% (2 out of 55). Based on the table above the poor and very poor range level is 52.72% (29 out of 55) of the students. In other words, it can be said that more than half respondents were still in low understanding of infinitive.

2. Analysis Data of Questionnaire

Table 3
Analysis of Questionnaire
on Gerund and Infinitive

Q	Average				(%)			
	a	b	c	d	a	b	c	d
1	1	27	26	1	1.82	49.09	47.27	1.82
2	31	14	10	0	56.36	25.45	18.18	0.00
3	37	18	0	0	67.27	32.73	0.00	0.00
4	26	25	3	1	47.27	45.45	5.45	1.82
5	41	11	3	0	74.55	20.00	5.45	0.00
6	9	28	12	6	16.36	50.91	21.82	10.91
7	9	36	10	0	16.36	65.45	18.18	0.00
8	16	27	11	1	29.09	49.09	20.00	1.82
9	23	18	8	6	41.82	32.73	14.55	10.91
10	37	13	5	0	67.27	23.64	9.09	0.00
11	24	29	2	0	43.64	52.73	3.64	0.00
12	4	26	25	0	7.27	47.27	45.45	0.00
13	2	14	35	4	3.64	25.45	63.64	7.27
14	2	17	33	3	3.64	30.91	60.00	5.45
15	9	16	27	3	16.36	29.09	49.09	5.45

Questionnaire item no.1
It discusses about the students' opinion in learning English. The data shows that 49.09% of the students (27 out of 55) stated that it was easy to learn English, 47.27% of the students (26 out of 55) said that it was difficult to learn English, 1.82% of the student (1 out of 55) said it was very easy to learn English, and 1.82% of the student (1 out of 55) said that it was very difficult to learn English.

Questionnaire item no.2
It discusses about how much the students interested in learning English Structure. The data result is that 56.36% of the students (31 out of 55) said that they were interested in learning English Structure, 25.45% of the students (14 out of 55) said that they were less interested in learning English Structure, 18.18% of the students (10 out 50) said that they were very interested in learning English Structure.

Questionnaire item no.3
It discusses about how the students got the assignment from their lecturer. The data represents that 67.27% of the students (37 out of 55) said that they always got assignment from their lecturer, and 32.73% of the students (18 out of 55) said that they often got the assignment from their lecturer.

Questionnaire item no.4
It discusses about the students' opinion in learning gerund and infinitive. The data shows that 47.27% of the students (26 out of 55) said that it was very important to learn about gerund and infinitive, 45.45% of the students (25 out of 55) said that it was important to learn about gerund and infinitive, 5.45% of the students (3 out of 55) said that it was less important to learn about gerund and infinitive, and 1.82% of the students (1 out of 55) said that it was not important to learn about gerund and infinitive.

Questionnaire item no.5
It discusses about the students' activities during English Structure lesson. The data shows that 74.55% of the students (41 out of 55) said that they were listening, paying attention, and writing down during English Structure lesson, 20% of the students (11 out of 55) said that they were listening and taking note during English Structure lesson, and 5.45% of the students said that they were only listening during English Structure lesson.

Questionnaire item no.6
It discusses about the students' asking the question to the lecturer if they didn't understand to the material explanation. The data shows that 50.91% of the students (28 out of 55) said that they were seldom asking the question to the lecturer if they didn't understand to the material explanation, 21.82% of the students (12 out of 55) said that they were very seldom asking the question to the lecturer if they didn't understand to the material explanation, 16.36% of the students (9 out of 55) said that they were always asking the question to the lecturer if they didn't understand to the material explanation, and 10.91% of the students (6 out of 55) said that they were never asking the question to the lecturer if they didn't understand to the material explanation.

Questionnaire item no.7
It discusses about the students' opinion about their understanding on

English Structure. The data shows that 65.45% of the students (36 out of 55) said that they did not very quickly understand on English Structure lesson, 18.18% of the students (10 out of 55) said that they less understood on English Structure lesson, and 16.36% of the students (9 out of 55) said that they quickly understand on English Structure lesson.

Questionnaire item no.8
It discusses about the students' frequency on their practicing in gerund and infinitive exercises. The data shows that 49.09% of the students (27 out of 55) said that they seldom practiced in gerund and infinitive exercises, 29.09% of the students (16 out of 55) said that they always practiced in gerund and infinitive exercises, 20% of the students (11 out of 55) said that they less practiced in gerund and infinitive exercises, and 1.82% of the students (1 out of 55) said that he never practiced in gerund and infinitive exercises.

Questionnaire item no.9
It discusses about the serve about gerund and infinitive book in campus library. The data shows that 41.82% of the students (23 out of 55) said that the book about gerund and infinitive was very complete in campus library, 32.73% of the students (18 out of 55) said that the book about gerund and infinitive was seldom in campus library, 14.55% of the students (8 out of 55) said that the book about gerund and infinitive was less complete in campus library, and 10.91% of the students (6 out of 55) the book about gerund and infinitive did not complete in campus library.

Questionnaire item no.10

It discusses about the lecturer's reminding toward the students about studying gerund and infinitive. The data shows that 67.27% of the students (37 out of 55) said that the lecturer always reminded the students about studying gerund and infinitive, 23.64% of the students (13 out of 55) said that the lecturer often reminded the students about studying gerund and infinitive, 9.09% of the students (5 out of 55) said that the lecturer seldom reminded the students about studying gerund and infinitive.

Questionnaire item no.11
It discusses about the book used in the classroom on learning gerund and infinitive. The data shows that 52.73% of the students (29 out of 55) said that the book used in the classroom on learning gerund and infinitive was complete enough, 43.64% of the students (24 out of 55) said that the book used in the classroom on learning gerund and infinitive was most complete, 3.64% of the students (2 out of 55) said that the book used in the classroom on learning gerund and infinitive was less complete.

Questionnaire item no.12
It discusses about students' opinion on learning gerund and infinitive. The data shows that 47.27% of the students (26 out of 55) said that it was easy to learn gerund and infinitive, 45.45% of the students (25 out of 55) said that it was difficult to learn gerund and infinitive, 7.27% of the students (4 out of 55) said that it was very easy to learn gerund and infinitive.

Questionnaire item no.13
It discusses about how much times the students read their book about gerund

and infinitive. The data shows that 63.64% of the students (35 out of 55) said that they seldom read their book about gerund and infinitive, 25.45% of the students (14 out of 55) said that they often read their book about gerund and infinitive, 7.27% of the students (4 out of 55) said that they never read their book about gerund and infinitive, and 3.64% of the students (2 out of 55) said that they always read their book about gerund and infinitive.

Questionnaire item no.14
It discusses about the students' opinion on their mistake on doing gerund and infinitive exercises. The data shows that 60% of the students (33 out of 55) said that they seldom practiced to do whether gerund or infinitive exercises, 30.91% of the students (17 out of 55) said that they could not differentiate well about gerund and infinitive, 5.45% of the students (3 out of 55) said that they never practiced to do whether gerund or infinitive exercises, and 3.64% of the students (2 out of 55) said that they it was very difficult to do whether gerund or infinitive exercises.

Questionnaire item no.15
It discusses about how much times the students' learning from their corrected paperback. The data shows that 49.09% of the students (27 out of 55) said that they seldom learned from their corrected paperback, 29.09% of the students (16 out of 55) said that they often learned from their corrected paperback, 16.36% of the students (9 out of 55) said that they always learned from their corrected paperback, and 5.45% of the students (3 out of 55) said that they never learned from their corrected

paperback.

On the questionnaire result, there are several factors that influence the students' test result they are as follows; 1) it was easy to learn English, 2) they were interested in learning English Structure, 3) they always got assignment from their lecturer, 4) it was very important to learn about gerund and infinitive, 5) they were listening, paying attention and writing down during English Structure lesson, 6) they seldom asked the question to the lecturer if they didn't understand to the material explanation, 7) they did not very quickly understand on English Structure lesson, 8) they seldom practiced in gerund and infinitive exercises, 9) the book about gerund and infinitive was very complete in campus library, 10) the lecturer always reminded the students about studying gerund and infinitive, 11) the book used in the classroom on learning gerund and infinitive was complete enough, 12) it was easy to learn gerund and infinitive, 13) they seldom read their book about gerund and infinitive, 14) they seldom practiced to do whether gerund or infinitive exercises, 15) they seldom learned from their corrected paperback.

The respondents stated easy to learn English, they interested in learning English Structure, they always got assignments from their lecturer, they thought that it was very important to learn about gerund and infinitive, they were listening, paying attention and writing down during English Structure lesson, the book about gerund and infinitive was very complete in campus library, the lecturer always reminded the students about studying gerund and infinitive, the book used in the classroom on learning gerund and infinitive was complete enough, they thought that it was easy to learn gerund and infinitive, however, the respondents seldom asked

the question to the lecturer if they didn't understand to the material explanation, they did not very quickly understand on English Structure lesson, they seldom practiced in gerund and infinitive exercises, they seldom read their book about gerund and infinitive, they seldom practiced to do whether gerund or infinitive exercises, and they seldom learned from their corrected paperback.

This study compares to Arham (2016) that his study about the ability and factors affecting the students to use english gerund resulted the ability of the second year students of Senior High School Tamalatea Makassar in using English gerund was very poor because the mean score was 4,5. It meant that they were not successful in learning English Structure especially English gerund, and the factors were they were lack of motivation, low frequency of practice or exercise, lack of literature and the teacher's method in teaching were not very effective.

Different to (Kitikanan, 2016) her study resulted that it was found that Thai students had low proficiency on both types of verbal complements. It also showed that their to infinitive knowledge was lower than their gerund knowledge. Her study was different from other studies in that it directly elicited factors from second language learners themselves, rather than predicting factors from the answers of learners, and otherwise solely relying on the rather subjective analysis of the researcher.

CONCLUSION

The ability of the students in second year of Indraprasta PGRI University on mastering the using of gerund is on very poor range that is 41.82% (23 out of 55), in other words, it can be said that more than half respondents were still in low understanding of gerund, while

mastering the using to-infinitive form is on very poor range that is 36.36% (20 out of 55).

The factors affecting of the students in second year of Indraprasta PGRI University on mastering the using of gerund and infinitive form are they seldom asked the question to the lecturer if they didn't understand to the material explanation, they did not very quickly understand on English Structure lesson, they seldom practiced in gerund and infinitive exercises, they seldom read their book about gerund and infinitive, they seldom practiced to do whether gerund or infinitive exercises, and they seldom learned from their corrected paperback.

This study is still very far from being perfect article, and the result of this study does not represent all the students in Indraprasta PGRI University especially on English education program. However, the result of this study may motivate the lecturer especially on teaching English Structure to find other more ways to improve the students' ability on its. Beside of that the linier study also can be researched in other aspect such as tenses, clauses, phrases, genre of sentences, etc.

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CONTEXT CLUES MASTERY IN STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT AT 8 GRADE STUDENTS OF 10 JUNIOR HIGH SCHOOL DEPOK

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ABSTRACT

The research objectives are to identify the effectiveness of context clues to the descriptive text reading comprehension and to define the easiest context clues that are comprehended by students in the new word identification. This research is an experiment research. The research population is students of the third semester of English Education program at the 8th grade of SMPN 10 Depok in the academic year 2012-2013. The sample was taken randomly by cluster random sampling, consisting of three parallel classes and are homogenous, that is, class A, B, and C. Multiple choice test was used to measure students' reading comprehension to obtain the pre/post-test. To identify the effectiveness of context clues, data was analyzed by using ttest. Findings show that students who are taught by using context clues are better than the ones taught by using dictionary. To comprehend difficult words, students are easier in determining the example clues. In other words, teaching reading by using context clues has a significant effect compared to one taught by using dictionary. The conclusion is that the results of reading score between experiment and control class is different.

Key words: descriptive text, context clues, peer correction

ABSTRAK

Penelitian ini bertujuan untuk mengidentifikasi keefektifan context clues terhadap pemahaman membaca teks deskriptif dan untuk melihat jenis context clues yang mana yang lebih mudah dipahami mahasiswa dalam mengidentifikasi kata baru. Penelitian ini adalah penelitian eksperimen. Populasi penelitian adalah mahasiswa semester tiga pada program studi Pendidikan Bahasa Inggris tingkat 8 SMPN 10 Depok tahun akademik 2012-2013. Sampel dari penelitian ini diambil dengan cara cluster random sampling yang terdiri dari tiga kelas paralel dan homogen yaitu kelas A, B, dan C. Tes pilihan berganda digunakan untuk mengukur pemahaman membaca siswa untuk memperoleh data dengan pretest dan posttest. Untuk melihat keefektifan dari context clues, data dianalisis dengan menggunakan ttest. Dari analisis data, ditemukan bahwa mahasiswa yang diajar dengan context clues lebih baik pemahaman membaca daripada menggunakan kamus. Untuk memahami kata sulit, mahasiswa lebih mudah dalam penentuan example clues. Dengan kata lain, mengajar membaca dengan menggunakan context clues memiliki pengaruh yang signifikan jika dibandingkan dengan yang menggunakan kamus. Kesimpulannya, hasil nilai membaca mahasiswa dari kelas eksperimen dan kontrol berbeda.
Kata kunci: teks deskriptif, context clues, pembetulan teman sejawat

INTRODUCTION

Reading is one of the most important skills to get information or new knowledge. The students read when they need some information or to entertain themselves. Most of current information has been found through electronic or printed media, such as: internet, books, journals, articles, and newspaper. It means the students should read from many kinds of sources to get more information in every field of study. The student must know a kind of text. Such as narrative, descriptive, recount, expository, report, etch. The students is easy understand the text if they know the structure and function of the text. It means the text have some characteristics. Richard (2002) affirms that the main objective of reading for comprehension is to raise students' awareness of main ideas in the text and to explore text organization that is vital good comprehension.

Descriptive text is written to explain or to describe. Most of the printed media has been written in descriptive text. The 1 authors use the descriptive to give information, to explain, to describe, or to persuade the reader. Although reading comprehension is an important skill in developing English language ability, most of students at 8 grade of SMPN 10 Depok do not have any interest to comprehend the English materials. They are passive or lazy students and they do not have role to read more reading materials. As the result, they have low skill in reading comprehension.

The process of teaching reading comprehension and learning activities in the classroom depends on written material such as textbooks, journals, articles, etc. It means that the learners should have a good ability in reading in order to comprehend what they read from descriptive texts. Based on Harris

and Hodges (1995), reading comprehension is the construction of the meaning of a written text through a reciprocal interchange of ideas between the reader and the message in particular text.

Related to teaching English as a foreign language, lecturers should motivate their students to read English texts by using appropriate strategies and technique in reading in order to make the students are able to comprehend what they read in the target language. The appropriate strategies in teaching reading comprehension should be implemented by the English lecturers in teaching and learning processes especially for the English as foreign language learners, because applying good strategies and techniques in teaching and learning process may improve students' reading comprehension achievement.

Understanding the context can help the students to improve their reading skill, whereas it can make them easier to find out contains, messages and details information. The context can be identified through some clue words or phrases, such as: "for instance" for example, "because" for cause and effect idea, "although" for contrast idea. Based on the clue words, the students can identify the context directly. And then, when they understand the context, they can guess the meaning of unknown words, and then hopefully can catch the ideas, news, message or information from the text. In this research, the writer uses context clues to determining the unfamiliar words to improve students' reading comprehension of descriptive text.

In comprehending text, vocabularies are very important to understand the new words. It means they can comprehend ideas, follow arguments, and detect implications.

They know most of the words in text already and they can also determine the meaning of many of the unfamiliar words from the context. Without it, the students will find some difficulties. Based on the facts mentioned above, it can be assumed that the students have problem in their reading comprehension. They have difficulties in comprehending many sources of English text. So, the lecturers must find the solution or strategy to solve problem in reading comprehension. One of them is using context clues. This strategy is one of the way that can be used by lecturer or the teacher to improve the students" ability in reading comprehension. It can be used to find the meaning of unfamiliar words in the reading text and to make students easier to comprehend the text itself. In this research, the researcher focuses on the application of a teaching strategy for mastering the words to improve the students' reading comprehension. The strategy in teaching reading comprehension is context clues.

Using Context clues will help students in understanding of difficult or unfamiliar words. It means the students will easy in comprehend the various English text. Reading is one of the important English skills for students to learn because reading can provide some information for them. The interaction between the writer and the reader is made possible via text. It is through the text that the writer encodes his message, and it is also through the text that the reader gets the meaning of the message by decoding it reading is the process of interpreting the symbols of the written words.

Reading is the process of understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. While, comprehension is the process of making sense of words, sentences and connected text. In fact, the ability to identify words accurately and quickly out of context is a characteristic of good readers. Their word recognition is too rapid and automatic for context usage to play a meaningful part. This is true for both familiar and unfamiliar words. Instead, context is a mechanism in the comprehension process.

Also, Chin (2004:78) states that the reader can also learn strategy for discovering the meaning of unfamiliar words. The strategy is recognized as different kinds of context clues that enable to make an educated guess about the meaning of an unfamiliar word in reading. Next, Hiebert and Khamil (2005:89) state that students who were taught specific types of context clues were able to use contextual analysis to unlock the meanings of unfamiliar words. They can be grouped into: definition clues, example clues, cause and effect clues, contrast clues, restatement clues, and modifier clues. Then, he states that understanding a sentence can be developed through comprehending the meaning of punctuations, context clues, core part of a simple sentence and complicated sentence. The context clues are restatement and modifier.

It can be concluded that descriptive text is a type of text which describes thing, person, place, object or event, etc. Based on the previous explanation the purpose of this research were: first, to find out the effectiveness of context clues and dictionary in reading comprehension of descriptive text to the third semester students of 8 grade of SMPN 10 Depok. Second to find out which give more influence upon the

student reading comprehension, using context clues or using dictionary to the third semester students of 8 grade of SMPN 10 Depok. Third, to find out what type of context clues is the easiest for the students to identify measuring of a new vocabulary.

METHOD

This research is an experimental research. Gay and Airasian (2000) say that experimental research in the only type of research that can test hypothesis to establish cause and effect of relationship. The population of this research is the third grade students of 8 grade of SMPN 10 Depok of 2017/2018 academic year. The sample of this research was class A and B. The instrument of collecting the data was quantitative data. It was multiple choices test consists of 30 items. The data was analysis by using SPSS 20.00 version for windows.

RESULTS AND DISCUSSION

The objectives of this research are to find out the effectiveness of context clues and dictionary in reading comprehension of descriptive text. Besides that, this research also was purposed at determining what type of context clues is the easiest for the students to identify measuring of a new vocabulary to the third semester students of 8 grade of SMPN 10 Depok.

1. Students' Score of Pre-test and Post-test of Reading Comprehension of Descriptive Text both Experimental and Control Group.

Based on the result or the test of reading comprehension of descriptive text, it can be seen that the result of pretest and posttest of the test as follows:

Table 1
The result of Pretest and Posttest of Reading Comprehension
both Experimental and Control Group

| Groups | N | Pretest | | | | Posttest | | | |
		Highest	Lowest	Mean	SD	Highest	Lowest	Mean	SD
Experimental	38	63	33	47.45	7.97	97	63	81.89	8.50
Control	38	63	27	46.63	10.24	90	63	77.55	6.93

The result of pre-test on experimental group is not different with the control group. On the highest score both of the groups got the same score was 63. It means that both of the group has the similar result on reading comprehension. On the other hand, the result of the post test, the data shows that there is a significant difference between experimental group and control group. On the highest score both of the groups got

the difference 7 scores. In mean score, both the groups got differences 4.34 scores and on the standard deviation both groups got differences 1.57. It can be concluded that there is difference score of the post-test between the experimental group and control group. Based on the students" score on reading descriptive text in the experimental group, to know to what extent context clues can influence students reading

comprehension of descriptive text at 8 grade of SMPN 10 Depok.

2. Difference Analyses of the Experimental Group and the Control Group to examine the significant difference of the students' post-test in the experimental group and the control group, the statistical analysis of group statistics and independent sample test were used. The result of the data analysis can be seen as follow:

Table 2
Difference Analyses of the Experimental Group and the Control Group

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	experimental	81.89	38	8.507	1.380
	control	77.55	38	6.931	1.124

The mean of reading comprehension of descriptive text achievement of the students' posttest in the experimental group was 81.89 and 77.55 for the reading achievement of the students in control group. In analyzing the differences of the experimental and the control group after taking the post-test, the statistical analysis of independent sample test was used. The t-test in post-test of the students in the experimental group and control group was 2.806. The value of two tail significance was .008. It can be compare to t-table was 2.680. It means that there is an influence of using context clues in teaching reading comprehension to the students" achievement in the third semester at 8th grade of SMPN 10 Depok. Through understanding context clues, reader can understanding sentences and will be easier to understanding reading text as whole. In other words, context clues can help the students to increase their reading skills.

Based on this study, it was found that context clues will help students succeed in comprehending English text. In relation to this study, it is found that teaching context clues is provided as an effective strategy for teaching reading comprehension. This is also indicated by the increasing of students" reading achievement during the application of context clues in the treatment to experimental group of this study. In other words, the students who are teaching by using context clues is more easies to understand the descriptive text. Unfortunately, teachers tend to teach the students uncommunicatively. They tend to ask the students to open the dictionary to find out the meaning of the words. This strategy makes the students more passive and is not creative for the students activity

CONCLUSION

On the result of the study, the students who were taught through the context clues had higher reading comprehension achievement than those who were taught using the conventional technique (using dictionary). Than the students more easy to identify the examples clues in comprehending of context clues. Although the result of this

study indicated the positive influence, teaching reading comprehension applied context clues to students" reading comprehension achievement at 8 grade of SMPN 10 Depok, the finding of this research cannot be generalized to all of the students of 8th grade of SMPN 10 Depok due to the fact that the researcher still used experimental as the research method (non-random) with a very small sample size. In other words, context clue can be used as alternative technique to a better students" reading comprehension. In simple, by applying context clues in teaching reading comprehension of descriptive text gain better result on students' comprehension.

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ACCURACY OF IDIOM TRANSLATION IN SIDNEY SHELDON'S THE SKY IS FALLING INTO INDONESIAN LANGIT RUNTUH

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ABSTRACT

The purpose of this research is to know the accuracy of idiom translation and strategies that are used by the translator in translating the idiom into Bahasa Indonesia. This research uses qualitative descriptive analysis. After analyzing the results of accuracy of idiom translation from the three evaluators in the novel entitled The Sky is Falling, the researcher gets the conclusion that accuracy in "0" scale takes the highest position. There are three strategies used by the translator in translating idioms. They are paraphrase which marks 87%, borrowing the source language idioms with 6%, omission of entire idioms with 2%, using an idiom of similar meaning but dissimilar form with 5%.

Key words: accuracy, idiom translation, novel entitled *The Sky is Falling*

ABSTRAK

Tujuan dari penelitian adalah untuk mengetahui keakuratan dan kejelasan penerjemahan idiom dan strategi yang dipakai oleh penerjemah dalam menerjemahkan idiom ke dalam bahasa Indonesia. Metode penelitian yang digunakan untuk menganalisa novel ini melalui cara penelitian kualitatif deskriptif. Setelah peneliti menganalisa hasil keakuratan dan kejelasan penerjemahan idiom dari ketiga evaluator dalam novel yang berjudul The Sky is Falling, peneliti dapat menarik kesimpulan bahwa accuracy dengan skala "1" menempati posisi tertinggi. Ada empat strategi yang dipakai oleh penerjemah dalam menerjemahkan idiom. Mereka adalah paraphrase sebanyak 87%, pungutan dari bahasa sumber sebanyak 6%, penghilangan seluruh idiom sebanyak 2%, dan penggunaan idiom arti sama dan bentuk berbeda sebanyak 5%.

Kata kunci: akurasi, penerjemahan idiom, novel Langit Runtuh

INTRODUCTION

Translation is an important feature in a language development. It gives the people many kinds of information they need. Translation is the replacement of textual material in one language (Source Language) by equivalent textual material in another language (Target Language) (Catford, 1995). The language in which we are to translate is Source Language (SL) and the Target Language (TL) is our goal of translation. Readers can receive and understand the message from translation because the translators use equivalent language form. The important thing in translation is that translation must be natural without changing the meaning.

In translating process, not only focus to translate a text literally, but also focus to adapt the SL culture into the TL culture. "Language is a part of culture and, therefore, translation from one language to another cannot be done adequately without knowledge of the two cultures as well as the two language structures" (Larson, 1984:431). A good illustration of culture similarity between English and Indonesian is *baby shower* or *tujuh bulanan*. Both traditions have the similar meaning, that is, a way to celebrate the pending or recent birth of a child. However, not every translator can translate the idiom of *baby shower* into *tujuh bulanan*. Only if he or she is familiar with both cultures, then he or she will be able to find the equivalence to translate this term. Unlike interpreting which is performed orally, translation activity is done on written form especially in the field of literary work such as novels. Nowadays when best seller foreign novels become popular in Indonesian marketing, usually local publishers have them translated into Indonesian. Here, the translators play their part.

One of the difficult things that arise in translating novel is idiom. Idiom often found in novels, because idiom is used in a wide variety of contexts and situations. Idiom is a group of words whose meaning is different from the meanings of the individual words. In idiom, sometimes the meaning is difficult to understand. It cannot get the meaning whether it is translated literally. In other words, the meaning of idiom is not the sum of the words taken individually.

Interpretation of the translators is very influential. There are many aspects that the translators have to completely pay attention. For the vast majority of text, translators have to pay attention to: 1) word order, 2) common

structures, 3) cognate words, 4) the appropriateness of gerunds, infinitives, verb-nouns, 5) lexical uses, 6) the use of articles, progressive tenses, noun compounding, collocations, and currency of idioms and metaphors (Newmark, 1988). If the translators cannot pay careful attention into their work, there will be a mismatch in meaning from SL into TL.

Translating idioms are the most difficult task for the translators. The translators have to choose a proper strategy in translating idiom from SL to the TL. As a product, the translation has a level of quality. "A fine translation is the one who does not look like a translation" (Nida and Taber, 1982:12). It means that the result of translation is as natural as mother language of the target language. In order to create that, the translators need to apply some strategies. "The most important thing of a good translation is that it should be accurate, clear, and natural" (Larson, 1984:485). One point of views that decide whether translation has a certain quality or not, is an accuracy. In this case is the accuracy of idiom translation. A translation may be accurate in that the translator understood correctly the source text and is attempting to communicate that information, and it may even by understandable and yet the forms may not be the natural idiomatic forms of the receptor language (Larson, 1984:487).

Translators need to be convinced that in their translation are no additional, removal, or change information. It is not possible if the translators add, reduce, or eliminate important information. Some mistakes were made when analyzing the meaning of the SL in the process. Therefore, assessment of accuracy needs to be done.

On the basis of problems previously mentioned, the researcher

decided to investigate the accuracy of idiom translation by using a good reference novel for idiom research novel. Thus, the title of this research is *Accuracy of Idiom Translation in Sidney Sheldon's The Sky is Falling into Indonesian Langit Runtuh.*

METHOD

This study applies qualitative approach in which the data were analyzed by explaining descriptively. According to Wolcott as citied in Creswell, 2009:182), conveys that "Qualitative research is fundamentally interpretive". The researcher describes the phenomena of idioms and their translation in the novel entitled The Sky is Falling which was translated by Hidayat under the licensed of Gramedia Pustaka Utama Publishing Company.

The data were collected through some steps: 1) close reading, since this study is a library research. These were done in order to find out the occurrence of the english idioms occur in the novel The Sky is Falling by Sheldon (2000), 2) note taking the occurrence of idioms in the SL text, 3) finding out the translation of the english idioms in the translated novel Langit Runtuh by Saleh (2001) which was used in the TL, 4) comparing the SL into the TL, and 5) finding the accuracy and by using IAS scales that proposed by Nagao (1986) in the form of questionnaire which are filled by three evaluators.

The population of this research is all of text from page three until page three hundred fourteen which existing in the novel entitled *The Sky is Falling*. The sample is the first one hundred idioms divided into three types: nominal combinations, phrasal verb idioms, torture idioms, and phraseological idioms of encoding.

In this study, the researcher plays role as the research instrument.

The researcher acts as the planner, the data collector, the data analyst, and the reporter of research result. The main data of this research is the English version novel and Indonesian version novel. The researcher finds the idioms in both languages. After that, classified them and write them down on data sheets.

To get the data validity, the researcher classifies the main data based on type of idioms which is purposed by (Makkai, 2011). The main data are processed into rating of questionnaire and they are reobserved by dividing each percentage based on idioms' classification. The last is drawing conclusion which showed by descriptive way.

RESULTS AND DISCUSSION
The Description of Research Information

Accuracy of Idioms Translation in Sidney Sheldon's The Sky is Falling into Indonesian Langit Runtuh is a qualitative descriptive analysis research. The idioms are taken, grouped, and researched based on Makkai's Idiom Structure in English. These idioms are identified and observed their translation into TL. The researcher uses this novel because this novel is avaliable both in English and Indonesian version. This novel is written by Sheldon, an Academy Award-winning American writer who won an Oscar in 1948.

The Description of Data Findings
1. Data Findings

There are first one hundred idioms that can be found by the researcher from the novel entintled *The Sky is Falling*. These idioms include nominal combinations, phrasal verb idioms, tournure idioms, and phraseological idioms of encoding.

2. Data Classification

a. Nominal Combination

In the type of nominal combinations, we find the type of idioms that use the nominal phrase. As the example in the word *protean lover* is considered as nominal combination, *protean* literally means able to change quickly and easily and *lovers* stands as a noun which describing person who loves something. However, *protean lover* stands as idiom that mean *berpengalaman di atas ranjang*.

Table 1
Nominal Combinations

English	Indonesian	Translation Strategy
White House	Gedung Putih	using an idiom of similar meaning but dissimilar form
a striking couple	pasangan yang mempesona	using an idiom of similar meaning but dissimilar form
bitch stepmother	ibu angkat yang busuk	paraphrase
goddamn wars	perang terkutuk	paraphrase
a bastard search	*bastard search*	borrowing the source language idiom
cold stell-gray eyes	mata kelabu baja yang dingin	using an idiom of similar meaning but dissimilar form
big time	orang besar	paraphrase
Total	**7**	

b. Phrasal Verb Idioms

The idioms that employs verb and preposition to bear new meaning. There are 63 phrasal verbs in the table. The researcher takes *wearing out* as one of the examples. This idiom cannot be translated word by word yet. The whole words generate one meaning, as *wearing out* means *kehabisan tenaga*.

Table 2
Phrasal Verb Idioms

English	Indonesian	Translation Strategy
laid-back	Santai	paraphrase
follow-up	*follow-up*	borrowing the source language idiom
coming up	Masih	paraphrase
pulled back	di tarik mundur	paraphrase
stepped out	Melangkah	paraphrase
sit up	Duduk	paraphrase
picked up	Mengangkat	paraphrase
get rid of	Menyingkirkan	paraphrase
bustling up	Menghampirii	paraphrase
lit up	jadi berseri	paraphrase
brightened up	Mempercerah	paraphrase
come out	Dating	paraphrase

went on	-	omission of entire idiom
taking care	Mengurus	paraphrase
move on	terus berjalan	paraphrase
taken away	dibawa pulang	paraphrase
get hold of	mendapatkannya	paraphrase
kick out	mendepakmu	paraphrase
get back	kembali	paraphrase
warming up	-	omission of entire idiom
took out	mengeluarkan	paraphrase
zip up	menutup resleting	paraphrase
give up	menyerah	paraphrase
break-in	pengrusakan	paraphrase
carried on	meneruskan	paraphrase
closed off	ditutup	paraphrase
right back	kembali	paraphrase
burned-out	terbakar habis	paraphrase
skidded off	tergelincir	paraphrase
bundled-up	dalam pakaian	paraphrase
turned off	mematikan	paraphrase
took up	naik	paraphrase
tear down	menghancurkan	paraphrase
strode out	berjalan cepat keluar	paraphrase
turn away	berbalik	paraphrase
held up	mengangkat	paraphrase
going on	berlangsung	paraphrase
cover up	kedok	paraphrase
find out	selidiki	paraphrase
got up	berdiri	paraphrase
dropped off	mengantar	paraphrase
put on	memakai	paraphrase
put up	mentolerir	paraphrase
looked up	mencari	paraphrase
gotten away	lolos	paraphrase
tied up	tertahan	paraphrase
set up	didirikan	paraphrase
hung up	memutuskan percakapan telepon	paraphrase
makeup	*makeup*	borrowing the source language idiom
took care	sudah membereskannya	paraphrase
draw out	mengambil	paraphrase
let out	menghembuskan	paraphrase
took place	dilakukan	paraphrase
mix-up	kekeliruan	paraphrase
wearing-out	menguras tenaga	paraphrase
wiped out	letih	paraphrase
fix up	memberi	paraphrase
put on airs	congkak	paraphrase
logged on	*log on*	borrowing the source language idiom
make up	memutuskan	paraphrase
run-down	reyot	paraphrase
beat-up	butut	paraphrase
sink in	mencerna	paraphrase
Total	**63**	

c. Tournure Idioms

A tournure is a lexemic idiom consisting of at least three lexons and optionally containing the definite article the or indefinite article a/an.

Table 3
Tournure Idioms

English	Indonesian	Translation Strategy
to be a nightmare of alphabet soup	bagai menjadi mimpi buruk tumpukan abjad	paraphrase
to dig up skeletons	mengorek aib	paraphrase
Total		**2**

d. Phraseological Idioms of Encoding

The idioms based on the set pattern which the meaning is definitely familiar when the first people hear. The people do not wonder and feel obscure toward the words and its meaning. As in the table mind racing does not mean balapan pikiran translated word by word yet the whole meaning, based on the set pattern is memutar otak which contrary to the word by word meaning.

Table 4
Phraseological Idioms of Encoding

English	Indonesian	Translation Strategy
on-air	*on-air*	borrowing the source language idiom
world-famous	terkenal diseluruh dunia	using an idiom of similar meaning but dissimilar form
middle-age	setengah baya	paraphrase
mind racing	pikiran berputar cepat	paraphrase
heart racing	jantung berdebar-debar	paraphrase
walk in his shoes	coba berada pada posisinya	paraphrase
ill-fated	bernasib malang	paraphrase
shaking hand	berjabat tangan	paraphrase
off the record	*off the record*	borrowing the source language idiom
well-known	terkenal	paraphrase
street-smart misanthrope	polisi berpengalan yang suka bergaul	paraphrase
Chicken Little conspiracy	konspirasi sinting	paraphrase
far-fetched	mengada-ngada	paraphrase
pretty prickly	menyengat	paraphrase
keep in touch	kirim kabar	paraphrase
no-show	tidak akan datang	paraphrase
play stinky finger	main-main	paraphrase
a great deal	banyak artikel	paraphrase
holier-than-thou	munafik	paraphrase
black-tie-affair	bersuasana resmi	paraphrase
the name dropping	daftar nama	paraphrase
off-camera	diluar jangkauan kamera	paraphrase

cold-bloodedly	darah dingin	using an idiom of similar meaning but dissimilar form
down-to-earth	rendah hati	paraphrase
sight-seeing	melancong	paraphrase
a nervous breakdown	Gila	paraphrase
a hit-and-run driver	tabrak lari	paraphrase
on some wild-goose chase	mengejar jejak yang tak tentu arah	paraphrase
Total	**27**	

Interpretation
1. Types of Idioms

There are one hundred idioms that the researcher can identify in this research. They are grouped into four types. They are nominal combinations, phrasal verb idioms, tournure idioms and phraseological idioms of encoding. Many idioms are in the form of phrasal verb idioms since it takes sixty three numbers out of one hundred. Meanwhile, at least with only two data found in tournure idioms. These findings show us that phrasal verbs idioms are the most common of idioms that the novel writer's using. To make clear, the distribution of each type of idioms is described in the pie chart below.
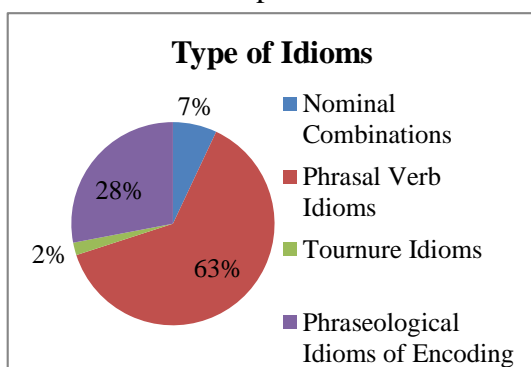

Figure 1. Types of Idioms

2. Translation Strategy

There are four strategies of translation used by the translator in translating idioms in this research.

They are paraphrase, borrowing the source language idioms, omission of entire idiom, and using the idiom of similar meaning but dissimilar form. The distribution of the type of translation is shown in the pie chart below.
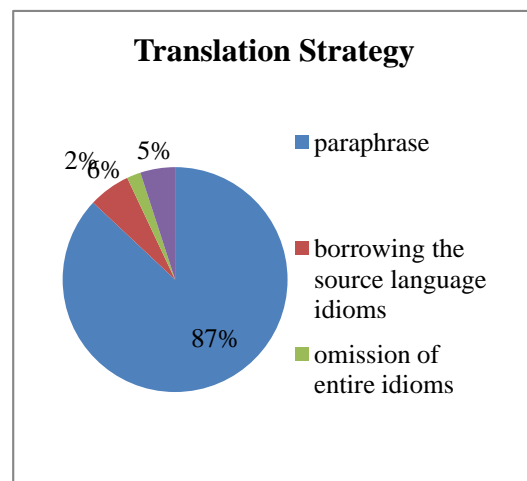

Figure 2. Translation Strategy

Accuracy Scale

The Accuracy scale provides an evaluation of the degree to which the translated text conveys the meaning of the original text as well as a measure of the amount of difference between the input and the output texts. Accuracy is measured on a scale from zero to six as follows:

1. The content of the input text is faithfully conveyed to the output text. The translated text would be

clear to a native French speaker and no writing is needed.

2. The content of the input text is faithfully conveyed to the output text, and could be clearly understood by a native French speaker, but some rewriting is needed. The text could be corrected by a native French speaker without referring to the original text. No English language assistance would be required.

3. The content of the text is faithfully conveyed to the output text, but between phrases and expressions, and with tense, voice, plurals, and the position of adverbs.

4. The content of the input text is not adequately conveyed to the output text. Some expressions are missing, and there are problems with the relationships between clauses, phrases, and clauses, or sentence elements.

5. The content of the text is not conveyed to the output text. Clauses and phrases are missing.

6. The content of the input text is not conveyed at all. The output contains improper sentences; subjects and predicates are missing. In noun phrases, the head noun is missing, or a clause or phrases acting as a verb and modifying a noun is missing some changes are needed in word order, Nagao (1986).

While the content of the input text is generally conveyed faithfully to the output text, there are some problems with things like relationships
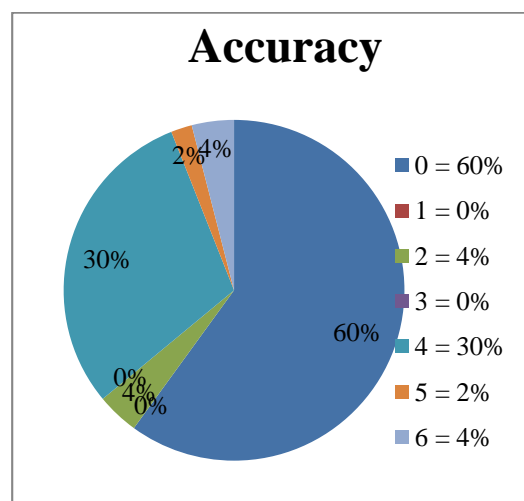
Evaluator 1

At the stage of accuracy which the translated text delivers the meaning of the original text to the TL text is retained or between the input and output text would not be any difference in meaning.

The evaluation sheets of accuracy denounce "0" scale attains 58%, the idioms translation result is perfectly clear and the input and output text are definitely conveyed. 0% scale shows the lowest accuracy score that between the input and output text are not conveyed well.

Accuracy

■ 0 = 58%	
■ 1 = 2%	
■ 2 = 4%	
■ 3 = 6%	
■ 4 = 26%	
■ 5 = 0%	
■ 6 = 4%	
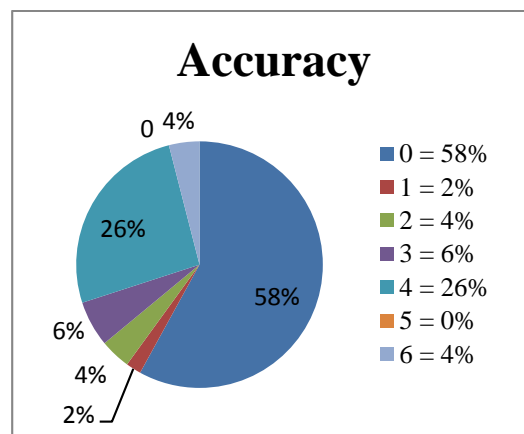
Evaluator 2

In the second evaluator, the input of words translated is definitely conveyed and clear to the output of words translated "0" scale is 60%. The lowest percentage is 0% occurs in the first and third scale that input of the words translated is conveyed to the output ones, problems might occur in phrases, expressions, plurals, and position of adverb.

Accuracy

■ 0 = 60%	
■ 1 = 0%	
■ 2 = 4%	
■ 3 = 0%	
■ 4 = 30%	
■ 5 = 2%	
■ 6 = 4%	

Evaluator 3

52% occurs in "0" scale of accuracy that the entirely input and output of words translated is successfully conveyed and clear. The lowest score is 0% in the forth and the last scale. The forth refers to the input of words translated is sufficiently conveyed. There might be some expressions missing, problems with clauses, and phrases. The last scale occurs because the whole input and output is not conveyed at all. There are subject and predicates missing, head noun missing, verb and modifying noun missing.

Accuracy

.
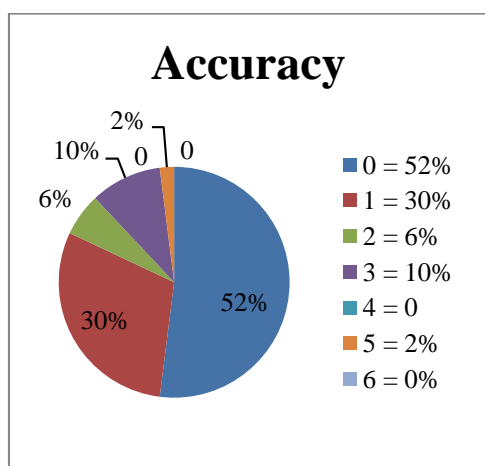
CONCLUSION

After analyzing the data related to the translation of idioms in the novel *The Sky is Falling into Langit Runtuh*, there are some conclusions can be made as follows:

1. Based on the research done, the researcher concludes that most of the scale of all evaluators from accuracy scale is "0", which shows between the input and output of words translated is completely conveyed. The idioms translation is accurate.

2. From one hundred idioms that the researcher found in the novel entitled *The Sky is Falling*, 87% idioms are translated by using paraphrase strategy. Paraphrasing is the strategy which is usually common to employ in cultural text to preserve the meaning.

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