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THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGY AND STUDENTS' ENGLISH ACHIEVEMENT TO THE EIGHTH GRADE STUDENTS OF SMPN H. WUKIRSARI

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Abstract: This study tried to investigate the correlation between students' learning strategy and students' English achievement to the eighth-grade students of SMPN H. Wukirsari. There were two problems which discussed in this study. First was there any correlation between students' learning strategy and students' English achievement to the eighth-grade students of SMPN H. Wukirsari? Second, what was the percentage of Students' Learning Strategy? The objectives of this study were to find out the percentages of students' learning strategy and to find out the correlation between students' learning strategy and students' English achievement to the eighth-grade students of SMPN H. Wukirsai. The method used in this study was correlation research. The population of this study was all of the eighth-grade students of SMPN H. Wukirsari in the academic year 2015/2016. The total number of population was 182 students which were distributed into six classes. There were 28 students treated as the sample of the study. The sample was taken through random sampling. In collecting the data of students' learning strategy, the writer used questionnaire by strategy inventory for language learning and in collecting the data of students' English achievement, the writer used students' report score. Then, the technique for analyzing the data, the writer used Spearman Rank Correlation to find out the correlation between students' learning strategy and students' English achievement. Based on the findings, the result of the calculation correlation between students' learning strategy and students' English achievement was 0.542, whereas the coefficient of correlation was 0.318 (obtained > table). So the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, it means that there was a correlation between students' learning strategy and students' English achievement to the eighth-grade students of SMPN H. Wuirsari in the academic year of 2015/2016. Finally, the aim of this article was to clarify on students' learning strategy and students' English achievement.

Keywords: *Learning Strategy, English Achievement*

INTRODUCTION

Textbooks hold a very important role in the teaching and learning process as they are the main references for teachers to conduct the instruction activities in the classroom. Pinter (2006) states that textbook is the most important teaching and learning material that guides teacher's and learner's activities in many classrooms. Many teachers follow every contents and exercise provided in the textbooks they use. Sheldon (1988) and Hutchinson (1994) (as quoted by Wang, 1998) confirm that ELT (English Language Teaching) program really depends on what is served by the textbooks.

That vital role of textbooks creates a huge demand for textbooks evaluation to optimize the learning activities (Wang, 1998). Many experts have formulated the aspects of textbook evaluation. For example, Madjid (2002) from many sources synthesized 10 aspects of textbook evaluation: soundness of theory underpinning the learning principles, cultural and gender bias relevancy, acceptability, authenticity, skills integration, meaningful activity, authentic language use, cognitive development, grammatical and other linguistics explanation – inductive or deductive, and contextual and situational vocabulary presentation.

Focusing on the second point, cultural and gender bias, Nunan (1991, in Madjid, 2002) points out that it is very possible to evaluate learning materials for their sexism and racism contents. In fact, there have been so many studies which are completed which investigate the representation of gender in school textbooks. For instance, Hellinger (1980) in Germany and Gaff (1982) in U.K. who conduct a research on ELT textbooks in their countries and discovered an obvious sexist language patterns which are tied in the textbooks. In the Middle East and Eastern countries, Ansary and Babii (2003) in Iran and also Otlowski (2003) in Japan report that ELT textbooks still portray women in a stereotyped portrayal of mothers and homemakers.

The imbalance gender treatment has long been found not only in school textbooks but also in the daily teachers-students interaction. It is discovered that teachers interact more with male students; listen to them more, call them more frequently, and discuss academic work and career ambitions more than to the female students. Teachers also recognize male students' achievement more than females'; ask boys more challenging question, and give them more accurate feedback. In giving feed back and encouragement, teachers encourage male and female students differently. Teachers encourage male students for their independence, self-assertion, and activity. Meanwhile, they reward female students for their dependence, quietness, deference, and frown on assertiveness (Horgan, 1995).

REVIEW OF RELATED LITERATURE

Correlation

Richards's et. al (2010: 139), correlation is a measure of the strength of the relationship or association between two or more sets of data. Correlational research comprises of collecting data to determine whether, and to what extent, a relationship exists between two or more variables. The study of the correlation between or among variables which may have influence is important to increase the effectiveness of time, especially in a learning activity. Saudjana

and Ibrahim (2007:77), correlation research is a study about the relationship between two variables or more which is how far the variance in a variable correlate to other variance in a variable. The associational study is also correlational research, conduct the relationship between two or more variables (Syaodih, 2007:79). In this study, the correlation is to measure the relationship between two variables, they are students' learning strategies and students' English achievement.

Learning Strategy

According to Azumi (2008: 151), learning strategies are what learner can use consciously according to need and then allow them to become more responsibility and self-directed. Learning strategies have the possibility to make learning easier and contribute to language acquisition (competence and performance). Moreover, Chamot (2004: 14) said that learning strategies are the thoughts that students have and actions that they can take assist their comprehension, recall, production, and management of their language learning. In addition (Chamot, 1998:4), Learning strategies are the thoughts that students have and actions that they can take) assist their comprehension, recall, production, and management of their language learning.

Classification of Learning Strategy

Oxford, (2003: 2), divided learning strategy into two major classes; they are direct strategies which consist of cognitive, memory-related, and compensatory strategy whereas indirect strategies consist of meta-cognitive, affective, and social strategy.

English Achievement

According to Richard, et.al (2010:6), achievement is a test which measures how much of a language someone has learned with reference to a particular course of study or program of the institution. As well in English, achievement is a measure to know students ability in English skill. At the end of the view, English achievement ability in English subject at the school of the first and second semester.

Related Previous Study

The study had a relationship to the writers' study which was investigated by Miroslava Blazkova, a student in University of Pardubice, faculty of art and philosophy in 2011 with his title "Language learning strategy in English as a foreign language"

Hypothesis

According to Richards et. Al, (2010: 266-267), the hypothesis is a speculation concerning either observed or expected relationships among phenomena. There are two kinds of hypotheses: A null hypothesis, symbolized by Ho, and an alternative hypothesis, symbolized by Ha. A null hypothesis is a statement that "No difference exists between groups A and B" or "There was no correlation between variables A and B", whereas the alternative hypothesis was an opposite statement that "The mean for group A was higher than that for group B" or "There was a positive correlation between variables A and B". The hypotheses were tested to compare the result of r obtained and the critical value of r table in a two-tailed test. To find the

correlation, the calculation was through Spearman Rank Correlation. If r obtained was higher than the value of r table (r obt > r table), the (Ha) was accepted each of alternative hypotheses. It meant that there were a significant relationship between students' learning strategy and students' English achievement while if r obtained was lower than the value of r table (r obt < r table), the (Ha) was rejected each of alternative hypotheses. It meant that there was no significant relationship between students' learning strategy and English achievement.

Horgan (1995) points out that the imbalance treatment to male and female students has created a low self-esteem and low future-achievements of female students. Hence, since textbooks have become teachers' main reference which support and influence the whole learning activities (especially for young learners) the imbalance portrayal of gender in school textbooks should be improved.

METHODOLOGY

Research Design

Fraenkel and Wallen (2009:328), stated that correlational studies investigate the possibility of relationships between only two variables, although investigations of more than two variables are common. Variable is a trait or quality that can be measured by a test or other kind of data collection instrument (Griffee, 2012:92). In this study, there were two variables, independent variable (variable X) and the dependent variable (variable Y). In this case, the independent variable was students' learning strategy and the dependent variable is students' English achievement.

Population and Sample

A population in a study was the group on which information was obtained. The larger group to which one hopes to apply the results is called the population (Fraenkel & Wallen, 2009:90). The population of this study was all of the eighth-grade students of SMPN H. Wukirsari in the academic year 2015/2016. The total number of population was 182 students which were distributed into six classes. There were 28 students treated as the sample of the study.

Technique for Collecting Data

In collecting the data, the writer used a questionnaire to investigate students' learning strategy. According to Kothari (2004:100), a questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms. In this study, we used a questionnaire which is adapted from SILL (Strategy Inventory for Language Learning) version 7.0 (ESL/EFL) by Rebecca L. Oxford 1989. There were 50 statements with no negative questionnaire, and have 5 option which is scored 5 to always true of me, 4 to usually true of me, 3 to somewhat true of me, 2 to usually not true of me, and 1 to never true of me. It means the highest score is 250 and the lowest score is 50. Those 50 statements consist of 6 sub-variables. They were memory-related learning strategy which consists of 9 statements, cognitive learning strategy which consists of 14 statements, compensatory learning strategy consists of 6 statements, metacognitive learning strategy consist 9 statements, affective learning strategy consist 6

statements, and social learning strategy consist 6 statements. In this study, the writer used students' report book to investigate students' English achievement. The writer took the first semester of eighth grade students of SMPN H. Wukirsari in the acasemic year of 2015/2016.

Technique for Analyze Data

The obtained data was analyzed through three-technique, they were: 1) technique for analyzing data of learning strategy from questionnaire, 2) technique for analyzing data of percentage students' learning strategy 3) normality data test and 4) Spearman rank correlation formula to find out the correlation between students' learning strategy and students' English achievement.

FINDINGS AND DISCUSSION

The scores referred to the responses of eight grade students of SMP Negeri H. Wukirasri to the students' learning strategy questionnaire with checklist scoring 5 to always true of me, 4 to usually true of me, 3 to somewhat true of me, 2 to usually not true of me, and 1 to never true of me. After the scores were tabulated, it was found the total highest score of students' learning strategy was 78.8 and the total lowest score of students' learnings strategy was 63.2 (See Appendix B) and the writer classified students' learning strategy in memory-related, cognitive, compensatory, meta-cognitive, affective and social strategy. In memory-related learning strategy was found the highest score of memory-related learning strategy was 91.1 and the lowest score of memory-related learning strategy was 64.4 (See in appendix B). The highest score of cognitive learning strategy was 92.8and the lowest score of cognitive learning strategy was 64.2 (See Appendix B), The highest score of compensatory learning strategy was 88.7 and the lowest score of compensatory learning strategy was 40. (See Appendix B). The highest score of meta-cognitive learning strategy was 82.2 and the lowest score of meta-cognitive learning strategy was 46. (See Appendix B). The highest score of affective learning strategy was 73.3 and the lowest score of affective learning strategy was 40. (See Appendix B). The highest score of socio learning strategy was 73.3 and the lowest score of socio learning strategy was 40. (See Appendix B). The most dominant strategy which used by eighth students of SMPN H. Wukirsari was memory-related strategy with 78,25 %, and the lowest strategy was socio strategy which in 54,88 %.

The data of students' English achievement referred to students' report score. The scoring of English achievement was analyzed by two semesters, they were; first semester and second semester. The highest score of students' English achievement was 93, the lowest score of students' English achievement was 77.5 and the average of students' English achievement was 82.66 (83) (See Appendix B). Based on the English Minimum Mastery Criteria of SMP Negeri H. Wukirsari was 75, There were no students who failed the English Minimum Mastery Criteria of SMP Negeri H. Wukirsari.

CONCLUSION AND SUGGESTION

Conclusion

Based on the finding and discussion presented in the previous chapter, it could be concluded that there was significant correlation between students' learning strategy and the students' English achievement to the eighth grade students of SMP Negeri H. Wukirsari in academic year 2015/2016 and it was proved by obtained coefficient correlation was higher than table coefficient correlation. The most dominant strategy was a memory-related strategy with 78,25 % and the lowest strategy was socio strategy which in 54,88 %.

The obtained coefficient correlation (0.542) was higher than table coefficient correlation (0.318) or obtained > table. It showed that students' learning strategy gave significantly effect to students' English achievement. Based on the calculation, each coefficient correlation of students' learning strategy was higher than table coefficient correlation. The hypothesis conclusion of each correlation, Ha was accepted and Ho was rejected. It meant that there was a significant correlation between students' learning strategy and students' English achievement to the eighth-grade students of SMP Negeri H. Wukirsari in academic year 2015/2016.

Suggestion

Based on the evidence during this study, the study would like to offer some Suggestion, first to the students, should try to find out the dominant learning strategy and improve the learning strategy to get the best strategy in learning. Second, to the teachers should try to find out the dominant learning strategy in the class to determine the most suitable learning media to students' learning strategy. Third, to another writer, it is suggested that the other researchers can continue the other researches on the correlation of students learning strategy

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THE CORRELATION BETWEEN STUDENTS' LEARNING STRATEGY AND STUDENTS' ENGLISH ACHIEVEMENT TO THE EIGHTH GRADE STUDENTS OF SMPN H. WUKIRSARI

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Abstract: Speaking has been put in a high priority as far as English language mastery is concerned. It is widely used as a measurement for language achievement at not only schools but also companies. In particular cases, however, speaking is viewed as a more demanding and threatening skill compared to listening, reading, and writing as it is a product of a language learning process rather than simply language learning (NCLRC, 2004). This research was aimed to figure out classroom activities which play a vital role in the teaching-learning process as it is through these that students acquire, learn, and practice the skills. The subjects of this research were the speaking class students. This research was a descriptive qualitative. Based on the research, it was found that since speaking skills are vital for students to learn, we – teachers of English - have to make every endeavor to help students master them. Classroom activities are parts of language learning process that we can handle and design to meet the above needs. With appropriate activities within stimulating classroom environment, it is expected that we can provide triggers for our students to speak.

Keywords: *Speaking, Classroom Activities, Learning Process*

INTRODUCTION

Speaking has been put in a high priority as far as English language mastery is concerned. It is widely used as a measurement for language achievement at not only schools but also companies. In particular cases, however, speaking is viewed as a more demanding and threatening skill compared to listening, reading, and writing as it is a product of a language learning process rather than simply language learning (NCLRC, 2004). Moreover, learning speaking means learning and practicing the language and the language use, as well as embracing a variety of other aspects beyond the language itself.

Due to this complexity, a lot of learners' experience difficulties in learning to speak. When asked about the causes, they often come up with various reasons covering not only language but also non-language aspects. For Indonesian learners, in general, such factors as grammar, vocabulary limitation, pronunciation, speech variation, fear of making mistakes are mostly cited as the inhibiting factors.

Beare (2009) moreover, identifies a number of factors causing this, including the tendency of the learners to translate their native language into English and the attempt of the learners to find specific words or phrases to express their ideas. Other crucial factors pointed out are nervousness, and lack of both confidence and practice. Davis (2009), however, notes that most learners do not realize this complexity and only blame their vocabulary limitation as for their major problem. As language teachers, consequently, we have a great duty to assist our learners facing their problems and equip them with necessary skills required for conducting oral communication.

REVIEW OF RELATED LITERATURE

Unlike other skills of English taught at schools and universities, speaking has its own distinct characteristics. Richards (2009) cites the complexity of spoken interaction not only in the first but also the second language by discussing Luoma's identification on features of spoken discourse. These include the composition of ideas, the use of vague and generic words, utilization of fillers and hesitation markers, the occurrence of slips and errors reflecting on-line processing, and the existence of variations (formal vs informal, social and cultural dependence) and the like.

Similarly, NCLRC (2004:2) point out the features and categorizes them into three different areas of speaking knowledge that needs to be concentrated on; namely:

1. Mechanics (pronoun, grammar, vocabulary);
2. Functions (transaction or interaction); and
3. Socio and cultural rules and norms"

Regarding the functions of speaking, furthermore, Brown and Yule (in Richards, 2009) differentiate three versions of talk that need to be approached differently. They are: *talk as an interaction*, *talk as a transaction*, and *talk as a performance* that needs to be approached differently.

Talk as ***interaction***, according to Richard (2009) is what generally known as a daily conversation - the one performed as social functions. Thus, greeting one another, carrying out small talk and chit-chat, talking about one's hobbies or routine activities, as well as discussing current activities, for instance, belong to this category. Some talk is performed in a casual way, some others, on the other hand, are more formal. The features of this type involve, among others, the inclusion of relationship, social function, and degree of politeness. As a result, skills on how to open and close conversations, choose a topic, interrupt, take a turn, ask and give small information, etc. are important to be focused on.

Secondly, talk as ***transaction*** deals with situations where speakers have to make themselves unmistakably understood. In this type of talk, the message is the most crucial

element and skills, accordingly, should be concentrated on the way to get the message across although it does not always be accompanied by accuracy. Richards goes on by giving an example of this kind of talk: asking for direction, asking for a particular thing in a shop, ordering food, making a telephone call, discussing a plan, and the like. Thus, the skills needed in transaction talk are: explaining an intention, describing something, agreeing disagreeing, clarifying and confirming information.

The last version of the talk, talk as ***performance***, refers to talk in public, for instance, giving an announcement, speech, reporting, etc., which is, generally, in the form of a monolog. It is the impact of this talk which becomes the central point, and it involves skills to use appropriate opening and closing, present information in certain sequence, employ appropriate vocabulary, correct grammar and pronunciation, and maintain audience attention.

Knowing the type (or types) of talk to teach will certainly help teachers to determine the skills that the students need to be equipped with. What skills to address and how they are addressed are the next steps that need to be carefully designed, arranged and given in a series of classroom activities.

To develop activities that enable learners to conduct real-life communication, therefore, NCLRC (2004) suggests instructors provide activities closer to authentic communication. In spite of using drills on asking and answering questions in a structured and predictable way, teachers are advised to design practice involving information gap in which learners have to Mansour erratic questions with various answers. In this way, learners are likely to employ strategies to ask for further information, clarification, and understanding – a situation that reflects the real communication.

Apart from the above, Sasson (2007) views speaking from another important aspect of oral language. After observing groups of people conducting a talk for performance, he points out that speaking skills can be improved by first, fostering learners' motivation, or what refers by Ali (2010) as "enthusiasm", and second, effective teaching. Motivation or enthusiasm is, in fact, able to combat the nervousness and low confidence that a speaker may have so that it will gradually ease his/her pressure in carrying out conversations.

Referring to the above discussion, teaching speaking as either a foreign or second language is, a very complex task to be implemented. Speaking teachers need to concentrate on more than language matters. It appears that non language aspects such as motivation and confidence need to be taken into account in their teaching to help improve learners' ability to speak. The challenge for us, teachers of English, therefore, is to wrap all of the skills required into a series of meaningful classroom practices.

FINDINGS AND DISCUSSION

Like other English skills, teaching speaking in the classroom involves inevitably various elements ranging from materials, tasks, teacher support, to activities. In this paper, however, I will restrict the discussion on one element only; namely, speaking activities.

Classroom activities play a vital role in the teaching-learning process as it is through these that students acquire, learn, and practice the skills. In line with what Richard (2009) discusses, speaking activities given in the classroom has to be in line with the purpose or function of the teaching and the area where students are prepared for. Thus, first of all, teachers have to know what functions of talk need to be covered in their classroom: whether it is for interaction, transaction, performance, two of them, or even all. The determination of this will enable teachers to focus on the skills involved and optimize learners' ability in mastering the skills required.

General Description of My Speaking Classes

The particular speaking classes I want to discuss in this paper are the ones in the English Education Program, Faculty of Teacher Training and Education, Bogor, West Java. The subject I teach is Speaking III, the continuation of Speaking I and II. Speaking I concentrate on General English covering greetings, self-introduction, and survival English, while Speaking II focuses on English in Professional Context 1; for instance, English at hotels, restaurants, hospitals, and the like. Speaking III, additionally, continues the previous subject; thus, it covers such topics as health, business, television, entrepreneurship, etc. It is worth noting that the curriculum including the topics is set by the Head of Study Program, but the classroom implementation is left to the teachers. Generally, I have three classes (of 8 classes) to take care of, each of which comprises approximately 14 students. One major thing that needs to be assured of in this case is that all students in all 8 parallel speaking classes will obtain more or less the same material.

Activities at the Beginning of the Teaching Process

As future teachers, the students I teach have to be equipped with all versions of talk discussed by Richards. Activities ranging from greeting students, building a relationship and interact with students, asking and giving information to monolog talk are viewed to be crucial for these students. Hence, the activities given in the classroom are tailored to these needs.

I am one of those who is of the opinion that first impression will give essential impact; therefore, I always use some part of my first lesson meeting to build a relationship with my students. Since I have never met the students in my speaking class before, I always commence the activities by arranging students to sit in a circle or U shape and having a general small talk with them. After mentioning my name, I let my students, in turn, introduce themselves and sometimes answer general questions from either their friends or me. In this occasion, the skills that students carry out is giving information about themselves. When all students have their turn, I move to another skill in speaking; namely, asking for information in which students are given time to know more about me by asking questions. Besides providing an opportunity for students to interact, I use this particular time to know not only my students' current level of English but also their weaknesses that need to be improved.

Raising students' motivation is the next errand. Immediately after this introduction, I raise the issue of the importance of English to be discussed together. Questions like "Why do we take English?", "is English important for us?" What advantages will we get with our English?" , or "What will we do after finishing our study?" are often forwarded. Students will usually give responses to these questions. To the students who do not, I change my

"information" questions into "yes/no" questions or guide them to express their ideas. Positive response and words showing rewards usually accompany my feedback.

With this kind of activity, it is intended that in their first meeting, students can start building opinions about their new class, new classmates, and new teacher, and get the impression that their new environment is not intimidating but supporting them. A further consequence of knowing this, is that students will find out their motivation and gain their confidence in practicing their speaking.

Other Activities

The following meetings are designed to improve both the learners' confidence and their ability to speak gradually. I view both of them as vital aspects since I am of the opinion that when students are confident, it will be easier for them to explore their potential or knowledge they have learned. Pair and small group activities are then chosen since talking to friends are observed to be less intimidating than to the teacher directly, particularly when the topic of the conversation is new. Thus, placing students in a pair and a small group is an attempt to lessen students' nervousness in one end and to assure that every student is able to take part in a speaking activity on the other. In some cases, I intentionally arrange the students' partner(s) in order to mix students with different levels of ability. To ensure that every student in the group takes an active part in the assignment given, I ask the leader (generally the one with high competence) to "train" his/her members to speak on a given topic.

In addition, conducting practices in a pair or small group allow a variety of communication skills to practice. Besides giving and asking information, students will unintentionally practice skills in taking a turn, asking for clarification, using fillers and hesitation markers, as well as playing roles.

The activity conducted after several meetings is a free presentation where students are asked to talk about a product or service to offer. Upon the completion of this five-minute presentation, students are required to answer two or three questions from their friends about the topic delivered. This activity is intended to bridge the mastery of skills from the transaction version to performance one; the latter version will be more developed in Speaking IV. The purpose of this activity is not as demanding as the one in the performance version but to enhance students' confidence to carry out a specific task individually and to manage their own talk. Practice on this can eventually drive students to prepare more to become an independent speaker.

Another activity employed approaching the end of the semester is impromptu speaking. In this activity, topic is not announced in advance but given right at the day of the lesson. This activity is meant to observe students' readiness to carry out "on the spot" conversation or talk – this is why this is such activity is given after the tenth meeting when, hopefully, students' confidence has been stronger than it was when students are in the first meeting.

CONCLUSION

Since speaking skills are vital for students to learn, we – teachers of English - have to make every endeavor to help students master them. Classroom activities are parts of language learning process that we can handle and design to meet the above needs. With appropriate activities within stimulating classroom environment, it is expected that we can provide triggers for our students to speak.

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THE USE OF ENGLISH IN ONLINE ARTICLES PROMOTING SOUTH KALIMANTAN

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Abstract: When compared to popular destinations like Bali or Jogjakarta, the number of tourists visiting South Kalimantan is of course lower. It takes sustainable efforts for South Kalimantan tourism board and related parties to promote this province tourism. Online English articles promoting South Kalimantan are sadly not that many in number. When English articles describing about tourist destinations and hospitality of Banjarese people are hardly found online, at least the articles are well written in order to sell the tourism of this province better. However, language barrier may cause the writers of the articles to use English incorrectly. This study is set to contribute to the promotion of South Kalimantan tourism in terms of foreign language usage. The study is descriptive research because its main objectives are to describe how English is used in articles promoting South Kalimantan and to suggest possible improvements for the misuse of English found in the articles. This research is conducted for three months, December 2017 – February 2018. The location of the research is Banjarmasin. The data of this research are collected from six websites promoting South Kalimantan. After the articles becoming the data of this study are collected, they are read carefully in order to determine the accuracy of the English used in the articles and to find the language phenomena being questioned in this research. After making the decision on the accuracy of English usage in the articles, the researchers then focus to find the misuses of English in the investigated articles. The results of the study are useful to review how English is used in online articles promoting this province. The conclusions drawn for this study are (1) the English used in online articles promoting South Kalimantan are generally accurate though several misuses of the language are still found, (2) syntactic problems in the articles do not disturb of the flow of the stories being told. Thus, the writers of the articles have been successful in promoting South Kalimantan through their writings, (3) Semantic problems in the articles are not that many though improvements are still neededrole, and how it promotes active students' interaction.

Keywords: *syntax, semantics, online article, South Kalimantan, tourism, English*

INTRODUCTION

When compared to popular destinations like Bali or Jogjakarta, the number of tourists visiting South Kalimantan is of course lower. It takes sustainable efforts for South Kalimantan tourism board and related parties to promote this province tourism. One of the most effective ways of promotion in this digital era is by publishing promotional articles online. Not only are they cost friendly, online articles can also reach broader targets since they are accessible anywhere as long as people are connected to the internet. In order to reach international potential visitors, the use of English for such articles are inevitable. However, using English is not always easy for Indonesian writers. When English used in the articles is hard to understand by the readers, the promotional goal may not be achieved.

Online English articles promoting South Kalimantan are sadly not that many in number. When English articles describing tourist destinations and hospitality of Banjarese people are hardly found online, at least the articles are well written in order to sell the tourism of this province better. However, the language barrier may cause the writers of the articles to use English incorrectly. Problems in English usage are not surprising since English is a foreign, if not alien, language in this country. The importance of promoting South Kalimantan tourism and possible language barrier led the researchers to investigate the accuracy of English used in online articles promoting South Kalimantan.

RESEARCH METHOD

The study is descriptive research because its main objectives are to describe how English is used in articles promoting South Kalimantan and to suggest possible improvements for the misuse of English found in the articles. Data of this study are taken from six English online articles about South Kalimantan tourism. To analyze the data, the writers apply semantic and syntactic approaches.

RESULT AND DISCUSSION

The Accuracy of English Used in Online Articles Promoting South Kalimantan

After reading the articles thoroughly, the researchers come to the agreement that the English used in the articles are in high accuracy despite still having several linguistic problems. This is because the problems of language use that we found in the articles do not disturb the flow of the stories being told in the articles. Moreover, the readers, in this case, the researchers, can still comprehend the messages of the articles well. To put it short, whoever wrote the articles have done a great job promoting South Kalimantan through their writings.

Syntactic Problems Found in the Articles

Though the articles are generally well-written, there are several problems found in terms of syntax and semantics. The problems in syntax are:

1. S-V Agreement

Linguistically, an English sentence should have at least a subject and a verb. Moreover, the subject and verb combination should follow certain rules that make English different from the Indonesian language. One of the rules often violated in the investigated articles is the subject and verb agreement. A singular subject should be followed by a verb with 's'/ 'es'. However, the researchers found that in the articles there are several sentences flouted that rule as in the following example:

*Mount Meratus **divide** South Kalimantan into two distinct regions.*

In the sentence above, 'Mount Meratus' is a singular noun that should be followed by a verb with 's' or 'es'. Thus, Mount Meratus does not agree with the verb 'divide'. To make the sentence syntactically correct, the verb should be changed to 'divides'. The correct sentence should be:

*Mount Meratus **divides** South Kalimantan into two distinct regions.*

Not only in the main clause of the sentence, problems in terms of subject and verb agreement are also found in adjective clauses. The following sentence is one example of the findings in which subject and verb do not agree in the adjective clause:

*The southern part of the province is low land with **rivers that run** through to the vast mangrove swamps along the coast and make Borneos' soil fertile.*

In the first sentence above, 'rivers' should be followed by a bare verb with no 's' or 'es' attachment because 'rivers' is plural subject. Therefore, 'rivers' and 'runs' violate the subject-verb agreement. To improve the sentence, the sentence should be changed into:

*The southern part of the province is low land with **rivers that run** through to the vast mangrove swamps along the coast and make Borneos' soil fertile.*

2. Number

Not only subject and verb, the number also has certain rules to follow in English. The following sentences are the examples of problems found in terms of number:

*a. This is one of the most attractive **tourist activity** in the city…*

*b. There **are** no active **volcanoes** in South Kalimantan.*

In the first sentence above, 'one of the most' should be followed by plural noun. However, in the sentence, the noun 'activity' is written in singular form, which makes the sentence problematic. In the second sentence, verb 'is' should be followed by singular noun, but in fact, it is followed by plural 'volcanoes' in the sentence. Therefore, to improve the sentences, some changes need to be undertaken as follows:

*a. This is one of the most attractive **tourist activities** in the city…*

*b. There **is** no active **volcano** in South Kalimantan.*

3. Pronoun

The function of pronoun is to replace noun. There are different types of pronouns with different functions. One of them is possessive pronoun. Possessive pronoun functions as adjective to

show possession. The sentence below shows problem in possessive pronoun because it is improperly replaced by subject pronoun.

*After the independence, Banjarmasin regained **its** prominent role.*

To improve the sentence, the suggested correction is by replacing 'it's' to possessive pronoun 'its':

*After the independence, Banjarmasin regained **its** prominent role.*

4. Fragment

The fragment is another name for incomplete sentence. A complete sentence should at least have a subject and a verb. The fragment is the case where one of the sentence elements is missing – be it subject or verb. The example of fragment problems found in the investigated articles can be seen in the following sentence:

Administratively, South Kalimantan … divided into 11 regencies and 2 cities.

The sentence above is a fragment because it has no verb. To make the sentence complete, then the verb 'is' should be added in the sentence:

*Administratively, South Kalimantan **is** divided into 11 regencies and 2 cities.*

5. Voice

Voice deals with whether the sentence is in active or passive form. Though the voice problem in this study is not that many in number, there are still some sentences that have problems in terms of voice. One of them is the following sentence:

*Most of Banjarmasin people activities **has done** around the river.*

The sentence above should be in passive form, but it is unfortunately written in active form. To improve the sentence, the possible change proposed is by changing 'has' into to be 'are' to make the sentence passive:

*Most of Banjarmasin people activities **are done** around river.*

6. Word Order

Word order problem is common for Indonesians, especially those in novice level, because word arrangement or word order in Bahasa Indonesia is different from the one in English. Therefore, problems in word order are not surprising. One example of sentence with word order issue is as the following:

*Due to its **location close** to the convergence of the Barito and Martapura rivers…*

'Location close' in the sentence above shows the wrong word order. In English, adjective acted as modifier should be placed before the noun it modifies. It is different from Bahasa Indonesia in which modifier objective is placed after the noun. Therefore, 'location close' should be changed into 'close location'. The proposed improvement for the sentence is:

*Due to its **close location** to the convergence of the Barito and Martapura rivers…*

7. Multiple Problems in Single Sentence

In the data, there found several sentences in which multiple syntactic problems occur. Two of them are as follows:

> *a. Beautiful traditional handicrafts … made from local raw materials such as stone, gold, silver, brass, iron, and also various **wood** such as bamboo and rattan.*
>
> *b. Taksi antarkota with orange color **serve route Banjarmasin-Martapura via Banjarbaru**, and vise versa.*

In sentence (a) above, there are two problems occur within a single sentence: fragment and number. The sentence is fragment because it misses the verb 'are'. Moreover, the problem in number occurs after the word 'various'. 'Various' should be followed by a plural noun, but in the sentence, it is followed by singular noun 'wood'. Thus, the sentence needs to be changed into:

> *Beautiful traditional handicrafts **are** made from local raw materials such as stone, gold, silver, brass, iron, and also various **woods** such as bamboo and rattan.*

In sentence (b), there are also two syntactic problems occur S-V agreement and word order. The subject and verb do not agree because 'taksi antarkota' should be followed by 'serves' instead of 'serve'.

Semantics Problems Found in The Articles

1. Referent

Referent in semantics refers to the object in real world represented by a lexicon. Therefore, when we say or write a certain word, people can relate that word to the real object. Sometimes, the problem in referent occurs when the lexicon or word used refers to a different object.

The only referent problem found in the data occurs in this sentence:

> *"This is **butter** fruit [Diospyros blancoi], it's soft like butter and tastes good…"*

In the sentence, butter fruit for English speakers refers to avocado, while the writer of the article refers to butter fruit to a typical tropical fruit that can be found in South Kalimantan. Therefore, referent problem occurs in that sentence. To improve the sentence, it is better for the writer to just use Indonesian name of the fruit along with its Latin name as follow:

> *"This is **mentega** fruit [Diospyros blancoi], it's soft like butter and tastes good…"*

8. Language Sense

Language sense takes an important role in giving meaning to language. Though a sentence is syntactically correct, it can make no sense when the one who utters it cast the language sense aside. The example of the problem in language sense found in the data can be seen in the following sentence:

> ***The mosque is well-known for its writings of Shaykh Mohammed Arsyal al-Banjari**, an Islamic scientist which lived from 1710 to 1812.*

The sentence above makes no sense because the mosque cannot write so that it is not acceptable to write '***The mosque is well-known for its writings of Shaykh Mohammed Arsyal al-Banjari…***' even though it is syntactically correct.

9. Tense Logic

Tense in English is not simply rules of how the subject is combined with a verb. It brings time-related logic in it. Thus, the following sentence is problematic:

> *Banjar tribe which **occupied** the entire region of South Kalimantan consists of 3 major groups, namely Kuala Banjar, Banjar Banjar Pahuluan and Batang Banyu.*

The word 'occupied' in the sentence is semantically problematic because it is used to state a fact. To state fact, the correct tense to use is present tense. Therefore, to semantically improve the sentence, the word 'occupied' should be replaced by 'occupies':

> *Banjar tribe which **occupies** the entire region of South Kalimantan consists of 3 major groups, namely Kuala Banjar, Banjar Banjar Pahuluan and Batang Banyu.*

CONCLUSION AND SUGGESTION

Conclusion

The conclusions drawn from this study are:

1. The English used in online articles promoting South Kalimantan are generally accurate though several misuses of the language are still found.
2. Syntactic problems in the articles do not disturb the flow of the stories being told. Thus, the writers of the articles have been successful in promoting South Kalimantan through their writings.
3. Semantic problems in the articles are not that many though improvements are still needed.

Suggestion

As the researchers, we suggest that:

1. When writing in English, the writers should linguistically recheck their writings, especially in syntactically and semantically, so that the messages they are trying to convey through their writings can be delivered better to the readers. Consulting to someone with a better English mastery can be a good option.
2. English online articles promoting South Kalimantan are still low in number so that it is hoped that more and more people can promote this province to the world through their digital writings.

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STUDENT TO STUDENTS INTERACTION THROUGH TRADITIONAL GAMES IN ENGLISH CLASSROOM

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Abstract: The study discusses the use of traditional games is English teaching which is considered important to promote learners-centered learning. Traditional games offer familiarities, fun, and create natural English environment which is not offered in students' real environment in Indonesia, considered English as a foreign language. Therefore, the researcher is interested in carrying out the stages used in the teaching and learning process dealing with the stated topics. The observation and interview are conducted in Elite English Course Banjarmasin which uses games as the method in their classroom. The result of this study is under the discussion of what traditional games are used in 5 meetings, how the teaching stages are conducted, time allotment, teacher's role, and how it promotes active students' interaction.

Keywords: *Learner-centered learning, Traditional games, EFL*

INTRODUCTION

Students as the part of teaching and learning process are mostly placed as the object. On the traditional approaches, students were required to sit nicely and listen to the teacher. Teachers were the sole source of the learning and students' participation was not highly required. The textbooks used to consist of grammar rules, list of vocabularies, passages to read, or sentences to be translated. The language teaching focused on preparing students to be able to answer the written test, not speaking the language. However, the current studies which focus on communicative competence suggest students-centered learning and change the teacher-students role paradigm. Recently, teachers are required to manipulate the classroom into an active language environment where the materials are not solely from the teacher, but also from students.

In recent approaches, the goal of language learning is communication which makes speaking skill as the major skill to be mastered. Some may say grammar rules are neglected in speaking skill since it deals more with a functional view. The concept if communicative competence developed under the views of language as contexts, language as instruction, and language as negotiation. Learning to speak English requires more than knowing its grammatical and semantic rules. Students need to know how native speakers use the language in the context of the structured interpersonal exchange. In other words, "effective oral communication requires the ability to use the language appropriately in social interaction" (Shumin, 2002:204).

In Indonesia where English is a foreign language, the social interaction is the challenge. The non-English neighborhood doesn't allow students to practice or explore the language which makes the classroom is the main English environment. Therefore, the teacher is required to create such place by choosing the appropriate method, using interactive media, and creating positive language atmosphere to present meaningful learning. Learning language is meaningful when the students are not only asked to remember the vocabularies or expression but also creating their own utterances. Constant practice or communication in the natural environment will make the students able to do that. And in what situation do the students can use the language naturally? The answer would be when they are talking with their friends.

Creating student to student learning or learner-centered environment is important. Back to the previous ideas of creating English environment, while Indonesia is not an English society, then the responsibility of creating such environment lies on the teacher. Teacher as the director in the class should make the exposure to make the students able to speak English. The concept of artificial English environment should not only promote the language usage but also meaningfulness. A useful interpretation of 'meaningfulness' is that the learners respond to the content in a definite way. If they are amused, angered, intrigued or surprised the content is clearly meaningful to them. Thus the meaning of the language they listen to, read, speak and write will be more vividly experienced and, therefore, better remembered.

Emotional involvement is the key aspect to meaningfulness. Simply, the teacher needs to create such activity in the classroom where the students' involvement physically and mentally required nonetheless ignoring the language aspects. One of the activities that are believed able to expose them is through games. Games are highly motivating since they are amusing and at the same time challenging. Furthermore, they employ meaningful and useful language in real contexts. They also encourage and increase cooperation. In line with this idea, the use of games in the classroom is highly recommended. Many kinds of games are introduced to be able to bridge the knowledge with fun. Games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills, be used to practice many types of communication, as well as students interaction which promote learner-centered learning.

RESEARCH METHOD

This study deals with the use of traditional games in the English learning which promote a student to student learning in ELITE course Banjarmasin. In order to carry out the process of teaching and learning process, a qualitative study was conducted. Creswell (2007: 37) states that qualitative research begins with assumptions, a worldview, the possible use of the theoretical lens, and the study of research problem inquiring into the meaning individuals or group ascribe to the social or human problem.

Five meetings on children class are observed and the interview with the teacher is conducted. For the observation, the researchers spent 90 minutes in each classroom to gather which are classified into the teacher's instruction, classroom management, time allotment, media, and games used. The data from observation and interviews are analyzed by following the steps: reducing data, displaying the data and drawing a conclusion of the data. These steps

were proposed by Sukardi (2006) which mentioned that the data collection is qualitative descriptive study, in general, can be done by (1) reducing the data (2) displaying the data, and (3) drawing conclusion and verification.

RESULT AND DISCUSSION

The result of the data collection through observation and interview are presented separately under the topic observation result and interview result as follows.

Observation Result

The first observation was held on Tuesday, January 16, 2018, in general class 5. Eight students joined the class and they consist of two girls and six boys on age from 15-17. All of them were senior high school students and had been joining ELITE since children class so they look very comfortable with each other. The class took 90 minutes for each meeting with the stages on the following table

Table 1 The lesson plan of observation 1

Time Allotment	Stages	Activity
30’	Warmer	Card Clapping
30’	Elicitation	Work: **in+places** : a restaurant, an office, a factory, a hospital, a hotel. **For+company** : a fashion company, an airlines, a multinational company, an engineering company, an advertising agency. **With+people** : children, unemployed people, teenagers, disable people, volunteers.
15’	Presentation	Reading material page 5 “Super Commuters 2”. Subject+Verb+Object.
15’	Skill Practice	Reading a loud on “Super Commuter 2”
15’	Production	Answering question on page 5 Part 8 and 9.

The second observation was held on Thursday, January 18, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 2 The lesson plan of observation 2

Time Allotment	Stages	Activity		
30’	Warmer	Snake and Ladder		
30’	Elicitation	**Verbs:**		
		Collect	Act	Assist
		Clean	Improve	Test
		Decide	Examine	Interview
		Cook	Argue	Visit
		Discus	Employ	Inform

		Visit
15’	Presentation	Noun ending –ion, -or, -ant, -er, -ment, -ist, -ian.
15’	Skill Practice	Discuss page 26 No.6a.
15’	Production	Answer page 27 No.7a (1-6)

The third observation was held on Tuesday, January 23, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 3 The lesson plan of observation 3

Time Allotment	Stages	Activity
30’	Warmer	ABC 1,2,3
30’	Elicitation	**Types of film** An animated film a thriller A western a western A love story an action film A drama a comedy An adventure film a war film A horror a musical a science-fiction (sci-fi)
15’	Presentation	Past simple Vs Present perfect
15’	Skill Practice	Do page 31 No.8 a and b orally
15’	Production	Answer exercise on page 31 No.10 “Suzy’s Kennedy”

The fourth observation was held on Thursday, January 25, 2018 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 4 The lesson plan of observation 4

Time Allotment	Stages	Activity
30’	Warmer	Ball on the spoon
30’	Elicitation	**Verbs** Seen Heard Eaten Taken Had Swum Caught Listened **Animal** Seal Crab Lobster Coral reefs

		Jellyfish Octopus Whale Dolphin Turtle Squid **Adjective** Small Giant Hard shell Big Blue Long
15’	Presentation	I have seen a small seal She has seen a small seal
15’	Skill Practice	Play spin the bottle: Question and answer by using the expression.
15’	Production	Answer page 48.

The fifth observation was held on Tuesday, November 29, 2016 on general class 5 as on the first observation with the same number of students. The following is the 90 minutes lesson plan from the teacher.

Table 5 The lesson plan of observation 5

Time Allotment	Stages	Activity
30’	Warmer	Domikado
30’	Elicitation	**Vocabulary** Trousers T-Shirt Sweater Hat Jacket Jeans Shirt Shirt Glasses Handbag Dress Shoes Watch Scarf Coat Socks Skirt
15’	Presentation	I wear…… She wears…….
15’	Skill Practice	Tossing card: Make a statement
15’	Production	Answer page 36

Interview Result

The teachers were interviewed after all the observations finished. The researcher took the conclusion and clarified it to the teacher. Therefore, the researcher could focus on the question related to the integration of the traditional game in the teaching and learning process. The following is the result of the interview.

Table 6 The result of interview with General Class 5’s teacher

Questions	Answer

Apakah games wajib ada di setiap pertemuan?	Iya, dari awal masuk sini (ELITE) memang wajib memakai game. Waktu *training* kami dibekali dengan *games* yang bisa dipakai.
Apa saja jenis *game* yang dipakai di kelas?	Banyak, dulu sampai dua halaman jenis-jenis g*ames*nya. Ada yang menggunakan bola, ada yang pakai kartu, ada yang papan. Rata-rata *games*nya adopsi dari *games* tradisional Indonesia atau yang local.
Dari observasi, saya lihat ada lebih dari 1 *game* yang dipakai dalam satu pertemuan. Apakah memang harus seperti itu?	Kalau yang wajib, artinya dalam stages yang ditetapkan disini, *game* harus ada di 30 menit awal. Nah… tapi dalam hal menjelaskan atau mmenjawab soal, kami dituntut untuk mengemasnya dalam bentuk yang *fun*. Jadi ya ujung-ujungnya *game* lagi. Supaya anak-anak gak bosan dalam menjawab soal, jadi soal itu dijadikan hukuman dari yang kalah *games.*
Kenapa memakai *games* tradisional?	Karena anak-anak disini rata-rata ekonomi menengah keatas yang sudah terpapar *games* digital atau modern. Dan anak-anak memang lebih senang bergerak, jadi mereka lebih semangat kalau *games* yang menuntut mereka aktif.

Table 7 The result of interview with Children class 10's teacher

Questions	Answer
Apakah games wajib ada di setiap pertemuan?	Iya, harus selalu ada game. Di training ditegaskan begitu.
Apa saja jenis *game* yang dipakai di kelas?	Macam-macam sih.. yang pasti *game* yang sama tidak boleh dipakai lebih dari dua kali dalam 1 level supaya muridnya enggak bosan. Ada yag main pakai kartu, ada yang pake papan, ada yang pake bola.
Dari observasi, saya lihat ada lebih dari 1 *game* yang dipakai dalam satu pertemuan. Apakah memang harus seperti itu?	Yang pasti pas warmer harus ada game. Hukumannya jawab soal buaat review pelajaran sebelumnya, sama pas jawab soal, main game dulu jadi mereka gak nyadar kalao jawab soal banyak hehee...
Kenapa memakai *games* tradisional?	Anak-anak kan suka gerak… jadi mereka semangat kalau belajar disini karena *games*nya *fun.* Kalau *games* modern kan kayak digital gitu mereka sudah sering main di rumah sendiri. Yang bikin beda ELITE memang di *games* tradisionalnya.

Based on the interview and the observation, the researcher draws the conclusion that ELITE course Banjarmasin committed to focus on the games on their lesson. Since the teachers' training, before the teachers get their own classes, it was emphasized that games was a must. Therefore, they are equipped by many kinds of games and the games can be applied during the lesson.

Since the institution focuses on games, there is a special stage for it. On the first stage called warmer, the whole 30 minutes spent for playing. Usually, the games are set only to entertain the students and those who were lost get the punishment to answer questions. Most

of the punishment is to review the previous lesson. Since the purpose of games in this stage was only to entertain, to warm up, and to get the students ready to the lesson, any kinds of game was accepted, as long as it spent 30 minutes. In this stages, the teacher used many kinds of games; Card Clapping, snake and ledder, ABC 123, Ball on spoon, and *Domikado.*

Card clapping is the kind of local game in Banjarmasin where two people put a two-side card on their hands and clap them. The one with opened card is the winner while the closed one is the loser. This kind of game is usually found in elementary school. Another kinds of traditional used is ball on spoon, a games usually used in Independence Day celebration, where the ball or marble was placed on the spoon and the students have to race to bring it without dropping it.

The games are always presented on the first stage of the teaching and learning process; warmer and elicitation. Warmer takes 30 minutes of time allotment and is used to make students happy as well as review the previous lesson while elicitation is the stage where the teacher introduced the today's vocabulary. The use of traditional games creates familiarity of the rules from the students as well as challenging them because they have to talk in English. Sometimes students chant and yell to support their teammates. They also sometimes remind the teacher about the rule of the games or correct their friends. Without them knowing, they are using in English meaningfully and in fun ways. As stated by Thanh Huyen and Thu Nga (2011), vocabulary game bring real word context into the classroom, and enhance students use English in a flexible, communicative way. This statement is reflected on the teaching and learning process as the interaction happens not only between students to teacher, but also among the pupils. The role of the game sets the class into a very interactive situation. The students can speak freely and naturally. In elicitation, teacher's rule is limited to giving clues on words they should guess. For example on verbs, instead of giving and telling the meaning, the teachers use body language to mime or to sound the vocabulary. The teacher however only plays on the first word, as an example. On the next words, the students are asked one by one to do the miming. In production stage, the students were asked to produce the language skill. Again, the teacher only performs once as the example and then continued by the students. In this stage, students are challenged to do the miming under specific of time. Both the one who do the miming and the ones who should answer are excited. They focus on the gesture of words given. The nature of this activity is in line with Reeves (2015) who proposed seven ways to increase young learners' attention span: include physical activities, have "attention break", adjust time frames, remove visual distraction, play memory game, rate and change the task, and break task into pieces.

ELITE course is a good reference to adopt the implementation of games in teaching and learning process. This institution is designed to provide a fun classroom by using a traditional game. The teachers were trained with the same believe in teaching to they have the same level. Therefore, their style in integrating the games is also similar. From the observation and interview, the teachers integrated the games in the first 30 minutes of the lesson and in taking turn to do the next stages.

CONCLUSSION AND SUGGESTION

Conclusion

The use of traditional games in English teaching promotes students involvement in a fun way. The teacher's rule is as mastermind who designs the scenario by creating fun exposure. By using traditional games, the teacher has successfully shown how familiarity and challenges are good combination to create meaningful learning.

Suggestion

It is suggested to teachers to be more sensitive toward students' world. By understanding their world, teachers can integrate it into teaching practice or activities. The fun world of children should not be neglected and can be transferred into classroom promote meaningful learning. The method, stages, and games used in ELITE Course Banjarmasin can be one of the example of integrating students' world in the English teaching and it is possible to any teacher to apply or modify the activities into the classroom.

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TEACHING READING BY USING WFR (WARMING-UP FOR READING) TO INCREASE READING SKILL

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Abstract: This research is aimed at describing the implementation of teaching reading by using WFR, to describe the problems of using WFR in teaching reading and to know the students' response of the implementation of WFR. The result of this study is intended to give contribution to the teaching and learning English. The research was done to the second year students of SMP N 5 Banjarbaru. As the sample, the researcher took 40 students of IIA class. The data were collected through observation, interview and test. After collecting the data and analyzing them and describing the result of them by action research procedure, the researcher described the result of the research. The WFR was conducted in four meetings. It is appropriate in teaching reading and helps the students increasing/developing their reading skill. There are some problems faced by the students in teaching learning process: in which most of students have difficulties in arranging the sentence correctly, the students have difficulties in translating the word from English into Indonesian and Indonesian into English, the students do not understand the instruction of the worksheet, and the students have difficulties in finding the main idea of the text. During the teaching learning process from the first meeting until fourth meeting the response of the students is good. They were enthusiastic in every meeting. Evidently, the result of the hypothesis testing showed that the t- observation is always greater than the t-table; in degree of freedom N - 1 = 39 and level of significance 0,05. It means that there is a significant difference of the students' achievement before and after the implementation of WFR. The conclusion is the teaching reading using WFR to the second year students of SMP N 5 Banjarbaru yields a good result. WFR is appropriate method in increasing the students reading skills and helpful in teaching-learning process.

Keywords: *Teaching Reading, WFR, Reading Skill*

INTRODUCTION

Reading is one of the skills in learning English. It is defined as an understanding a message conveyed by the writer through visual and non-visual information, Smith (1971) in Fauziati, (2002: 139). It is important to learn reading since it (1) helps us learn to think the new language, (2) helps us build a better vocabulary, (3) makes us more comfortable with written English, (4) can help us plan to study in English – speaking country.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. This process is called a cognitive process. Reinking and Scheiner (1985) in Kustaryo (1988: 2) suggests that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Some of the objectives of teaching reading in junior high school are to enable the students to get certain pieces of information, identify general idea about the text and get the main idea both explicitly and implicitly. A good rule for the teacher is let them read when they are ready to do so.

A preliminary observation in the second year students of SMP N 5 Banjarbaru shows that the reading ability of students is unsatisfactory. They have difficulties in mastering the above skills. Most of the students did not know the real use of reading skills. They read because the teacher wants them to read. So, the students are not interested in reading. They think that reading makes them bored and tired, because they tend to read word by words. In other word, the students have less motivation and interests in reading.

English teachers must have hard responsibility as they are demanded to have teaching strategy in order to solve the problem. They are demanded to motivate the students in order to learn English well. Students often complain that they do not like to read the text because it is not interesting. In many cases this is a true statement, but it does not remove the fact that in many classes if students do not read the text, they will not be able to do the final examination. The difficulty of the reading material can encourage or discourage a student from studying the text. Sometimes the format of the text is more difficult than the actual course material.

Considering the problem above, the writer tries to solve it. In her research the writer chooses the method which is used in teaching reading skill, that is WFR (Warming-up for Reading). This method requires the teachers to be able to make interesting materials for the students in the process of teaching and they have to know how to apply it. The teacher should arouse the students' attention and make them creative and active.

The researcher tries to implement WFR in teaching reading to the second year students of SMP N 5 Banjarbaru. WFR is an alternative in terms of reading material. It is an activity which is completely contained in a single worksheet. The role of each student in WFR is to participate actively, reading the text, writing the questions, and predicting. During the WFR activity the teacher becomes a facilitator. The teacher monitors the students, helping them clear up the doubts.

REVIEW OF RELATED LITERATURE

Notion of Reading

Harrison and Smith (1980: 8) define reading as the act of responding with appropriate meaning to printed or written verbal symbols. It means that reading is the result of interaction between the graphic symbols that represent language and the readers' language skill, cognitive skill and knowledge of the word. In this process, the reader tries to recreate the meaning intended by the writer.

The reading activity needs a process by which people comprehend what they read. That process happens when they face written symbols, they look at them through their eyes then their mind will process them. Since then, a process of viewing changes into a process of comprehending. Therefore, this process can be called a cognitive process. Reinking and Scheiner (1985) as quoted by Kustaryo (1988: 21) suggests that reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

In comprehending the message of a text, reading can function as a communicative process between a writer and a reader. Reinking and Scheiner (1985) in Kustaryo (1988: 2) suggest that reading is an instantaneous recognition of various written symbols, simultaneous association of the symbols with existing knowledge, and comprehension of the information and ideas communicated. When a reader interacts with print, his prior knowledge with the print and the visual (written) information results in his comprehending the message. The reader must also recognize the sentence structure of the passage such as questions, negations, coordination, and subordinations. The reader must also recognize the relationship between parts of the sentences, for example conditional, purpose, and temporal relationship (Rivers, 1971: 11-2).

To summarize, reading is an ability of cognitive process of interaction between the graphic symbols and the language skills of a reader. Reading is also a process of communication between a writer and a reader. A writer has messages in his or her mind, such as feeling, facts, ideas, and arguments he or she wants to share. The writer puts the message into word or print. When the message enters that reader's mind, the communication happens. In comprehending the content of the text, the reader must not only use eyes, but also mind concentration to catch the writer's idea.

Reading Purposes

In general, the objectives of reading are classified into various kinds, such as getting general information from a text, getting specific information from a text and reading for interest. Furthermore, reading helps the reader tackle any kind of texts and also helps him or her read without any assistance. It helps him or her gain the reading skill in such flexible speed needed as the sign of a competent reader. It also helps gaining a competence in silent reading skill because this skill can improve comprehension.

In English language teaching and learning, especially in Junior High School level, as stated in the guidelines of English Teaching Program or in Indonesian it is called Garis-garis Besar Program Pengajaran (GBPP) of the 1994 Curriculum, reading is one of the four language skills that students must learn. The aim of the English language teaching is to develop English communicative competence, which consists of listening, speaking, reading and writing. Although reading is only about 25% of the whole portion for the four skills (listening, speaking and writing), people who are learning a new language need to learn reading more. According to Mikulecky and Jeffries (1986: 1), reading helps the students learn to think in the new language, build a better vocabulary, and make more comfortable with written English. The students can write better English if they feel comfortable with the language. Reading may be the only way for students to use English if they live in non-English speaking countries. Reading can help them if they plan to study in an English speaking country.

Nurhadi (1987: 11) points out that the objectives of reading are to understand detailed information from any books, to get the main ideas of any passages and also to recognize the

meaning of words. So, by understanding the objective of reading, the reader can get information not only implicitly but also explicitly. Moreover, he or she is able to read quickly because he only skims the idea. Reading foreign text may force him to be rich of new words.

Furthermore, Nuttall (1982: 21) points out that the objectives of reading are to enable students to read without help unfamiliar authentic texts, at appropriate speed, silently and with adequate understanding. It means that the teacher can only improve the ability of reading to the students. The students have to develop the ability to read on their own word. Reading in class is not enough because an independent reader must be able to tackle texts he has never seen before. The practice should be with authentic texts, the students should read fast without losing the effectiveness and it is necessary to know that understanding is central to the process of reading and must be the focus of reading.

In short, there are various objectives of reading. It means that people read because of different purposes, such as to get general information of a text, to recognize the meaning of words, to get specific information of a text, etc. Reading may help the students learn to think in the new language and also enrich their vocabulary. Finally, the students can enlarge their knowledge about everything.

Reading Skill

Reading skill is the ability to relate the textual material to one's own knowledge by comprehending the text (Fauziati, 2092: 138). The purpose or reading activity is language ideas. In reading, the process of thinking is very urgent and vital, because the students read the text do not merely move their eyes along the sentences they read. Instead, in the same time their minds work to get the message.

According to Grant (1991: 79), the aims of using a reading text at intermediate level and advance level are:

1. To teach basic reading comprehension skill
2. to teach real-life reading skill such as reading for gist and reading for information
3. to develop flexible reading skill, varied according to purpose
4. to develop critical reading skill
5. to develop the students' knowledge of vocabulary or idiom
6. to reinforce certain grammatical features
7. to act as stimulus for oral or write work later on.

Cunningsworth (1995: 73) states that reading is an activity that can be done easily and without any equipment by students outside the classroom. All the need is the access to suitable text and reference material, such as a dictionary or wordlist. Reading text can be sued for several different purposes as follow.

a. Developing reading skills and strategies
b. Presenting/recycling grammar items
c. Extending vocabulary
d. Providing models for writing
e. Giving information of interest to students
f. Stimulating oral work

There are so many micro skills developed in Senior High Schools, among others are:

a. Skimming

Reading quickly to find the core of the text.

b. Scanning

Reading quickly to find the needed information.

c. Reading for detailed information

Reading to understand or to find all data included in the texts.

d. Reading between the lines

Reading to find the implied conclusion of the text.

e. Predicting

Predicting what is happening. The students have to use the available data found in the text, because the answer is not stated.

f. Deducing meaning from the context

Guessing the meaning of few words without looking up to the dictionary, but by reading the txt carefully.

General Concept of Teaching Reading Skill

1. The Nature of the Reading Process

There are many different aspects in reading which are important for the students in getting the understanding effectively. Here Dechant (1964: 10) suggests four different aspects of reading:

a. Reading as a process

Reading involves visual discrimination, independent identification of words, rhythmic progression along a line of print, accuracy in return sweep of the eyes, and adjustment of rate.

b. Reading as thinking

Reading involves a whole complex of skills and abilities. And it includes attention association, abstraction, generalization, comprehension, concentration and dedication. It is as much a real experience as thinking speaking, fishing or walking. We read with our eyes, our muscles, and our emotions.

c. Reading as a vicarious experience

Reading also commonly provides us vicarious experience, we can identify with the real and imaginary persons of literature.

d. Reading is a means for learning

Without the ability to comprehend meaning, the students will have difficulty in comprehending the printed passages. Literature is accessible to the reader if he can understand the words on the printed page. Words are the tools for thinking. Words are used to produce language. So, through reading activity the students learn how to comprehend the content of passage used in their own language. The most important aspect of “reading to learn” is understand the text structure.

2. Teaching Reading

It is written in Oxford Advanced Learner’s Dictionary that teaching means giving the instruction to (a person): give person (knowledge, skill etc.). Reading means to make comprehend the message of a text. So, teaching reading is giving instruction to a person in order to make comprehend the message of a text.

The common classroom practices of teaching reading are like testing reading. Teachers usually provide the students with a reading selection and a number of questions dealing with the text to answer. Such a procedure in a reading class won’t help the students develop their

reading skills. To improve their ability to comprehend the text, therefore, teachers have to help students change their reading habits (reading word by word, focusing too much attention on form, relying heavily on dictionary etc) by teaching those efficient reading skills.

Bringing the right background knowledge or the pre-existing knowledge at the reading task will enable the readers to form expectation or prediction about the content of the text. There are several activities that can provide knowledge to help learners form the predictions.

a. Advance organizers

Using advance organizer means that before the students are given the actual text, the teacher gives them a similar text dealing with the same topic. Thus, the advance organizer text serves to create the schemata so that the new information from the actual text can be internalized. They can also take the form of a picture, diagram, graph, or other visual aids.

b. Previewing

Before the students read the text, the teacher tells what they are going to read. This activity will familiarize the students with the material, so that they can "establish certain expectancies about it and to develop a cognitive organizational structure of the material before the actual reading begins" (Seliger, 1972 in Fauziati, 2002: 143).

c. Scanning

Going over the text quickly while trying to pick out ideas will also provide background knowledge. Such a preview of the content of the reading text will provide the students with knowledge background necessary for comprehension.

d. Prediction

According to the psycholinguistic models of reading, efficient reading depends, to a large extent, on making correct prediction with minimal sampling (Charrel and Eisterhold (1987) in Fauziati, 2001: 144). Therefore, it is also useful for students to learn to make prediction based on the title, subtitles, and the non-linguistic context, such as, diagrams, tables, pictures, and map.

It is necessary to mention some other activities which are very important to comprehend a text. Reading texts are usually written in different ways according to the writer's purposes. Students, therefore, can be taught different types of strategy to read different types of text. Such strategies may include skimming (a quick reading to identify the subject matter or the gist of the text), extensive reading (shorter text and for detail), reading for main ideas, inference reading (to know what is implied) etc. Last but not least, it is necessary also to train students to find out the tone and the purpose of the author in his writing.

3. Schema Theory

Here are the steps in helping students read. The steps are derived from a model of learning called the "schema theory" (Carrell and Eisterhold 1987: 138):

a. Pre-Reading – The first stage of reading is designed to allow teachers to recognize the different contexts, experiences, biases, and background knowledge of the students. These factors can affect how the students read and what they learn from the text. By knowing this, teachers can provide bridges and other connections to help the students. This step is essential for comprehension.

b. Guided Reading – This stage requires activities that allow students to integrate prior knowledge with new knowledge gained from the text. One method of promoting understanding is rewording the chapter question into "how" and "why" questions. This requires students to move beyond superficial understanding into application thinking.

c. Post-Reading – The last stage allows students to put into words what they have read

and apply it to different situations.
By using these steps, teachers promoted understanding of content as well as give students the opportunity to exhibit their comprehension, vocabulary, and study skills.

4. Models of Reading

There are two models of reading that is suggested by Nunan (1991: 136)

a. Bottom – up Model

It is the basis of the vast majority of reading schemes many people would recall with distaste the basis primer with their highly improbable stories which was used to develop early literacy skills.

The central notion behind the bottom up approach is that reading is basically a matter of decoding a series of written symbols into their aural equivalents. Combourne (1987: 140) who uses the term 'outside – in' rather than bottom up, provides the following illustration of how the process is supposed to work:

Print → Every letter discriminated → Phonemes and graphemes matched → Blending → Pronunciation → Meaning.

According to this model, the reader processes each letter as it is encountered. Here, it is assumed that the reader possesses an oral vocabulary that is extensive enough to allow decoding to proceed.

The notion of reading proceeds through the serial processing of ever-larger units of language has come from a line of research initiated by Goodman and Burke (1976: 2). This research involved the analysis of errors made by the reader when reading aloud. Errors, termed "miscues" by Goodman & Burke provide evidence that something more than mechanical decoding is going on when readers process text.

b. Top – down Model

Nunan (1991: 138) gives the following schematization of the approach.

Past experience, language intuitions and expectation → Selective aspects of print → Meaning → Sound, pronunciation if necessary.

It can be seen that this approach emphasizes the reconstruction of meaning rather than the decoding of form. The interaction of the reader and the text is central to the process and readers bring to this interaction their knowledge of the subject at hand, knowledge of and expectation about language works, motivation interest and attitudes toward the content of the text. One of the short-comings of the top – down model is that it sometimes fails to distinguish adequately between beginning readers and fluent reader. This model suggests that reader's process text by utilizing information provided simultaneously. From several different sources, that they can compensate for deficiencies at one level by drawing on knowledge at other (either higher or lower) levels

These sources include all these looked at separately in bottom up and top down processes, that is, phonological, lexical, syntactic, semantic, and discourse knowledge. The major deficiency of the top-down model does not allow lower level processes to direct higher level ones.

WFR (Warming-up For Reading)

WFR is an alternative in terms of reading materials, and a framework for teachers to design new reading materials. It is an activity that is completely contained in a single worksheet. It can be used extensively with any text, audience, and level. The worksheet style, with lines to be filled out and boxes for check marks, seems to motivate students because it invites them to fill it out and gives the task an easy look. It includes clear instructions that are intended to make the activity self-contained, that is to say, an activity that can be used with little or no help from the teacher. The worksheet also provides space for students to write their names (one or two names; to work individually or in pairs), the date and number of the class. This may be useful for evaluation purposes and for the teacher to keep track of the activities already done.

WFR also takes advantage of the students' background knowledge to understand a given text. Many authors have pointed out background knowledge as an essential component of reading process. Pre-reading activities are said to be very useful in the reading class because they have been referred to as instruments teachers can use in the class to activate students' background knowledge. Mikulecky (1985: 21-139) lists some strategies that readers are supposed to manage. Among the strategies Mikulecky refers to, he mentions previewing, predicting, questioning (asking questions as if having a "conversation" with the writer), scanning, stating main ideas, and skimming as strategies which are covered in WFR.

During the WFR activity teacher explains the instruction to the students, although they are written clearly on the form. It is always good to introduce the activity so that students feel that the teacher will accompany them through the experience.

In part I, the teacher provides students with the title of the text. Based on the title, and before reading, students are asked to write questions in English that they think they will find the answers into the text. At this stage it is important to tell the students that what they are doing is just predicting, and that their predictions do not necessarily have to be true later when they read the text. In a separate column of the questions, students will also write words that they predict will appear in the text according to the topic suggested by the title. It is advisable for the teacher to select titles that contain relevant information about the text. The teacher should also select text titles that are explicit and which do not contain ironical or sarcastic elements the real title should be given to the students at the end of the activity.

Teacher asks the students to write their questions (predictions) in English. It is very important to give the students extra practice in the formulation of information (Wh-) questions in English, especially in the reading class where students have less opportunity to practice other skills.

After they finish part I, the next step for students is to read the text. They read carefully, trying to check if the questions previously formulated are answered in the text. They also check if the vocabulary they predicted appears in the text. The students should indicate on the WFR form if their predictions were correct. Students often see the task as a challenge, and that increases their motivation. Motivating tasks are said to give a purpose to read. (Tobias (1994) in Sequero, 1998: 2) suggest that motivation and interests seem to go hand in hand, leading readers to engage in deeper cognitive processing. It is important to point out that WFR makes reading purposeful. Students focus their attention on the necessary information.

To round up this activity, in part II of the WFR worksheet, students have the chance to write the main idea of the text. This section of the activity is very important because during the initial

tasks students concentrate on specific information, probably neglecting the general content of the text.

Finally, the teacher may discuss the results with the students, checking how many of their predictions were correct. The teacher may also promote a follow-up discussion about the topic of the text. It is important to mention that success in using WFR will depend on the attitude that teachers and students assume during its administration.

METHODOLOGY

Type of Research

The type of this research is descriptive qualitative because it does not include any calculation or enumeration; instead, which yields the descriptive data in the form of written, or oral words from observing people and behavior. Sagor (1992: 9-10) states that action research involves collaborative. Furthermore, Wallace (1998: 15) suggests that action research arises from a specific problem or issue resulting from professional practice. What is meant by an action research in this paper is classroom action research, which involves students, the researcher and the teacher. The problem is the actual problem that arises in the classroom.

The Population of the Research

The population of this research was the students of SMP N 5 Banjarbaru who are have been taught English for almost one and a half-year. The number of population is 157 students.

Samples of the Research

The researcher used random sampling technique in defining subjects. There are generally 4 classes of second year students, ranged from class IIA to IID. The researcher takes IIA students as the sample. The total samples are 40 students.

Instrumentation

To obtain data, the researcher used three instruments: test, observation, and interview. Test is utilized as an instrument of collecting the data. Test method is a way of obtaining the data, giving a number of items to be done by the testes. Test itself is defined as series of questions or exercises that is used to measure skills, knowledge, intelligence, ability and aptitude owned by the an individual or a group (Arikunto, 1972:123). There are two kinds of test, objective and essay test. In this study the writer conducts an essay test. It is in the form of answering question based on the text.

Observation is an activity in a certain situation to get the data. Firstly, the researcher visited SMP N 5 Banjarbaru and met the headmaster and asked her permission to do the action research. After getting permission from the headmaster, she met English teacher to discuss the action research that would be done. Then, she did the observation at the fifth year of SMP N 5 Banjarbaru about the teaching-learning process. She was also helped by the English teacher in observing the teaching-learning process. The teacher sat down on the back row and observed all activities during the teaching-learning process. The researcher and the collaborator observed four times and it took 45 minutes for observation in each meeting.

Interview enables the data obtained in deep and complete way. In this case, the writer interviewed the teacher and students. The goal is to get information about the teaching of English held in the classroom. She interviewed the English teacher, Mrs. Sabar and some students in order to get more information about the teaching.

Data Collection

In analyzing the data, the researcher used interactive model analysis (Miles and Huberman, 1994) in *Tim Pelatih Proyek PGSM* (1999: 43) which consists of three activities, that is, reducing data, explaining data, and drawing conclusion. In reducing data, the researcher simplified the raw data becoming significant information. In explaining the data, she put forward the data simpler in the form of narrative explanation. And in drawing conclusion, she took the essence of the data in the form of simple sentences. While to find whether there are significant differences between the student's achievements before and after the action the researcher used the non-independent t-test.

FINDINGS AND DISCUSSION

Based on the information from the English teacher of SMP N 5 Banjarbaru, the reading ability of students is unsatisfactory. They have difficulties in mastering the skill. Most of the students did not know the real use of reading skills. It is difficult for them to arrange sentences correctly and most of them did not know the meaning of words. It was known when they read the text and answered the question based on the text. She could also see that the students' English scores of the test were still low. Even, they thought that English lesson was difficult and boring.

Overcoming the problem above, in this research, the researcher and the English teacher tried to use WFR in teaching reading. In every action, they wrote a lesson plan. The topics used in this research individual public services, entertainment, folk tale and recreation.

1. Planning

Planning means everything that is planned to improve, increase or change the behavior and attitude as the solution in solving the problem. In this phase, the researcher did some observation to know the pre-condition before the classroom action research was done. After finding the facts that the students' reading skill was low, the researcher tried to increase the students' reading skill by using warming-up for reading (WFR) as technique to teach English. Before teaching, she also prepared the material, which was taken from provincial curriculum and choose the most appropriate reading texts for each material. The materials and the selected reading texts are as follows:

a. Public services. For this topic, the researcher used to read text entitled "A Post-Office".
b. Entertainment. For this topic, the researcher used to read text entitled "Dances".
c. Folk Tale. For this topic, the researcher used to read text entitled "The Ant and The Dove".
d. Recreation. For this topic, the researcher used to read text entitled "Going to Parangtritis Beach".

2. Acting

In this phase, all planned actions are implemented into the teaching of reading in the classroom. The researcher did the action by teaching the second year students using WFR. The researcher used story telling as starting points to introduce new materials in teaching-learning process. The aim of the implementation activity is giving solution to the students' difficulties. She taught the lesson using WFR in order to increase the students' reading skill while the collaborator sat down on the back row and observed all the activities during the action.

3. Observing

Observing means that the writer acts both as the teacher and the observer. As the observer, she observes how the teaching-learning process runs. The teacher monitors the student's responses

while they are being taught in the classroom. The teacher starts to observe the teaching-learning process and the students' responses from the first meeting until the fourth meeting.

Based on the observation, the researcher finds that most students have difficulties in arranging the sentence and translate the word into English. To solve the problem, the researcher tries to increase their ability in vocabulary and tense. The researcher gave opportunities to the students to open the dictionary, to discuss and ask the word they do not know, but in working the test the researcher didn't give opportunities to work it.

During the teaching-learning process from first meeting until fourth meeting the response of the students is good. They were enthusiastic in reading the text and working the test. They are very enthusiastic in the third meeting and fourth meeting because the story was interesting. Both the teacher and the students do their own role (the teacher teaches the materials to the students based on the lesson plan and the students attend the class actively. It can be seen from the enthusiasm in responding the teacher's command and questions). The students also seriously did the exercises. Most of them could do the exercises well.

4. Reflecting

Based on the result of the observation, the researcher evaluates the students' reading skill as well as the framework of teaching-learning process that she carried out. The result of third and fourth meeting implies that the students got more significant progress than the result got in the first and second meeting. In the first meeting, the students mean score of written test is 6,23. In the second meeting the students mean score of written test is 6,29. In the third meeting the students mean score of written test is 6,85. And in the fourth meeting the students mean score of written test is 7,21. So there is an increase of the mean score from first meeting until fourth meeting. Most of them had a better condition when teaching- learning process occurs. They look interested in joining the activity.

Problems Faced by the Student in Teaching-learning Process

In teaching-learning process, there are some problems faced by the students, they are as follows:

1. Most of the students have difficulties in arranging the sentence correctly,
2. The students have difficulties in translating the word from English into Indonesian and Indonesian into English,
3. Most of them don't understand the instruction of the worksheet, and
4. The students have difficulties in finding the main idea of the text.

Students' Response to the Implementation of WFR

Based on the researcher's observation, during the teaching-learning process from the first meeting until the fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily. There are some comments of the students about warming-up for reading:

"Saya senang diajar Bu Yani, karena sebelum membaca kita di kasih judul dulu dan disuruh buat pertanyaan pada waktu membaca kita sudah tahu isi bacaan tersebut, jadi mudah menjawab pertanyaannya. Dan kalau nggak ngerti artinya bisa tanya sama Bu Yani, malah kami dipinjami kamus" (Ika, May 28, 2015, 08:30)

"Guru kami belum pernah ngasih cara seperti ini biasanya kami langsung disuruh membaca terus disuruh menjawab pertanyaan padahal kami belum jelas isi bacaan tersebut. Tapi yang agak sulit membuat pertanyaan dalam bahasa Inggris, saya sering minta bantuan menerjemahkan kata- katanya". (Lilis, May 28, 2015, 08:32).

"Pada waktu pertemuan pertama kita kebanyakan belum jelas di suruh ngapain dan gimana cara buat pertanyaannya. Tapi Bu guru kemudian menjelaskannya sehingga pada pertemuan kedua dan selanjutnya kami sudah tahu apa yang harus dilakukan. Saya senang karena bacaannya bagus-bagus". (Rofiq, May 28, 2005, 08:35).

Result of the Study

As stated before, the problems faced by the second year students of SMP N 5 Banjarbaru in reading text are as follows: (1) the students get difficulties in arranging the sentence correctly, (2) they get difficulties in translating the word or vocabulary list into English, (3) their motivation to learn English decreases. After the problems were analyzed, it was determined to use WFR to help the students increase their reading ability. WFR provides the worksheet containing pre-questions, vocabulary list and column to write the main idea. It is appropriate with difficulties faced by the students, so they can train and practice to use worksheet.

The problem found in first meeting is solved in second meeting. The problem found in second meeting is solved in third meeting. The problem found in third meeting has been solved in the fourth meeting. Based on the result of the action, there are some improvements as follows:

1. The quality of the teaching-learning process in the classroom improves,
2. The students' motivation to learn is improving,
3. The students can make the sentence correctly,
4. The students know the meaning of the words,
5. The students are active in the teaching-learning process, and
6. There is an improvement of students' reading skill. This can be seen from the mean of written test after the action. It was growing better in each meeting.

CONCLUSION AND SUGGESTION

Conclusion

The result of the study shows that the use of WFR as a technique in teaching reading can overcome the students' problems effectively. The problems faced by the students during teaching-learning process are: the students get difficulties in arranging the sentence, translating the word, not clear with the instruction of the worksheet, and the students get difficulties in finding the main idea of test.

After the researcher implements WFR in teaching-learning process, the problems are solved. Firstly, they can arrange sentences correctly. Secondly, they know more new words and their meaning. Thirdly, they understand the instruction of the worksheet. Fourthly, they can easily

find the main idea of the text. During the teaching-learning process from first meeting until fourth meeting the response of the students is good. They were enthusiastic in every meeting. On their opinion, warming-up for reading help them to know the content of the text easily.

The result of the hypothesis testing shows that the t-observation is always greater than t-table, in degrees of freedom N-1 = 39 and level of significance 0,05. It means that there is a significant difference of students' achievement after the action.

From the explanation above, it can be concluded that WFR is an appropriate method in increasing reading skill of the students.

Suggestion

Based on the conclusion above, some suggestions are proposed as follows:

1. The teacher should learn how to enhance their ability in teaching English and to establish a good atmosphere in the class. So that the students feel at ease with their English class. She must also be creative to use various techniques in teaching reading in order that the students are interested in the teaching-learning process. It is better for the teacher to use WFR as one of the techniques which can be used in teaching English. The writer hope this research will encourage the teacher to optimize the design of their own reading materials following these ideas.
2. Learning English as a foreign language is not difficult if the students have motivation to learn it.
3. The result of the study can be used as an additional reference for further research with the different sample and occasion.

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