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<table>
<thead>
<tr>
<th>NO</th>
<th>ARTICLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>TEACHING READING BY USING WFR (WARMING-UP FOR READING) TO INCREASE READING SKILL</td>
<td>1-16</td>
</tr>
<tr>
<td>2</td>
<td>PROMOTING LECTURER’S IELTS SCORE THROUGH SUPER INTENSIVE (SUPIN) IELTS PREPARATION PROGRAM</td>
<td>17-28</td>
</tr>
<tr>
<td>3</td>
<td>NARRATIVE INQUIRY: PEERS’ FEEDBACKS EFFECT TO IDENTITY CONSTRUCTION OF INDONESIAN PRE-SERVICE TEACHERS</td>
<td>29-46</td>
</tr>
<tr>
<td>4</td>
<td>HEALING MANTRAS OF BANJARESE AND THEIR PORTRAYAL OF SOCIO-CULTURAL VALUES</td>
<td>47-56</td>
</tr>
<tr>
<td>5</td>
<td>THE EFFECTIVENESS OF USING CARTOON VIDEOS IN TEACHING SPEAKING TO THE STUDENTS OF SMPN 2 RANTAU KALIMANTAN SELATAN IN ACADEMIC YEAR OF 2013/2014</td>
<td>57-76</td>
</tr>
<tr>
<td>6</td>
<td>A SOCIO-PRAGMATICS STUDY OF CONDOLENCE UTTERANCES TO THE DEATH OF BBC DISCOVERY CHANNEL, STEVE IRWIN</td>
<td>77-88</td>
</tr>
<tr>
<td>7</td>
<td>HOW EMERGING CONCEPTS AND DIGITAL TECHNOLOGIES CAN RESPOND TO THE CHANGING NEEDS OF THE LEARNERS</td>
<td>89-94</td>
</tr>
<tr>
<td>8</td>
<td>THE PHONOLOGICAL ERRORS MADE BY ENGLISH DEPARTMENT STUDENTS OF LAMBUNG MANGKURAT UNIVERSITY BATCH 2012</td>
<td>95-108</td>
</tr>
<tr>
<td>9</td>
<td>THE STUDENTS’ PROBLEMS IN WRITING COMPOUND COMPLEX SENTENCE AT ENGLISH DEPARTMENT LAMBUNG MANGKURAT UNIVERSITY BATCH 2014</td>
<td>109-124</td>
</tr>
<tr>
<td>10</td>
<td>STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION USING COOPERATIVE LEARNING TYPE JIGSAW AT THE ELEVENTH GRADE STUDENTS OF MA NIPI RAKHA AMUNTAI</td>
<td>125-140</td>
</tr>
</tbody>
</table>
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 text 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 testees. 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).


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.
REFERENCES

PROMOTING LECTURER’S IELTS SCORE THROUGH SUPER INTENSIVE (SUPIN) IELTS PREPARATION PROGRAM

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ABSTRACT

One of the efforts to improve language skills of the lecturers is by joining IELTS Preparation program organized by one of the International Education institution (IEDUC) located in Bandung. This research aims to find out whether there is a correlation between the results of the Super-IELTS Intensive program (SUPIN) lecturer final score with the real International Test score in sort of the evaluation process on that program. The subject was taken from two classes program comprising 19 lecturers as participants. The data in this study were obtained from the pre and post-test score during SUPIN program and the score on the real International test conducted by the British Council. The result of the research revealed the fact that listening test obtained the highest gain while speaking got the lowest gain during the program. The further analyzing on Variance got a significant linier regression by having 0.959 as a coefficient correlation. It means that there is a significant correlation between final score of SUPIN program (X) and International test score (Y) which contribute 92.1% toward the International test score. Meanwhile, only 7.9% was contributed by other factors. In other words, the SUPIN program is effective to increase Lecturer’s skill on doing IELTS test.

Keyword: IELTS, Supin Program, correlation, evaluation.
INTRODUCTION

Are you ready to face the 21st century? What skills are needed mostly? Both those questions are frequently asked by many people particularly educator in universities who really are struggling to face the challenge in 21st century. They need to improve their ability such as the communication skill in English. Indonesian Ministry of Research, Technology and Higher Education is really aware on preparing the lecturers to handle that challenge by striving hardly to enhance their quality. It is stated on the new enactment number 44 of 2015 which to complement the previous Law No. 12 of 2012 and Law No. 14 of 2005 that "lecturers are required to have minimum academic qualifications of master for diploma or undergraduate and doctoral programs for postgraduate programs as well as the sufficient English skill both in spoken and or written (focusmedia: 2009). The enactments states also the program in facilitating the lecturers to get scholarships both at homecountry or abroad to continue their studies where English skill is always badly needed on it.

Therefore, it is very welcomed by Indonesian universities, including Prof. Dr. Hamka Muhammadiyah University (UHAMKA), that they sent their lecturers from many different backgrounds to join IELTS (International English Language Testing System) preparatory training program at IEDUC Bandung to enhance their ability in English.

IELTS is a English skill test that measures listening, reading, writing, and speaking comprehensions (Suminto, 2010:1475). This international and English skill test is run by Cambridge University, British Council and IDP Educational Australia, (Wikipedia.com). UHAMKA prefers IELTS over other International Tests due to its certificates are more acceptable to most educational institutions in Australia, the UK, Canada, Ireland, New Zealand, and South Africa academia, also more than 3,000 academic institutions in the United States and other European countries. Generally speaking, overseas universities require different IELTS scores but the minimum score for the graduate program applicants ranges from 6 to 7. The score is the average score of the four aspects tests namely Listening, Reading, Speaking and Writing. In addition, Ministry of Research, Technology and Higher Education also sets a minimum score for lecturers who will apply for scholarships such as Excellence Scholarship Indonesian Lecturers Abroad which is 6.0 for each minimum score (BLNDIKTI: 2017). On the other words, each of lecturers should have an adequate minimum English requirements to study abroad. Therefore, the super intensive training program is needed to do for UHAMKA’s lecturers to face the real International
test. Therefore, this research was conducted to investigate on how the English basic competence of UHAMKA lecturer before and after IELTS training and what the correlation of UHAMKA lecturer's super-intensive training program in IEDUC on the real International Test score is. This research gains some merits not only for UHAMKA as a part of evaluation program but also for other universities who will do the same preparation program for their lecturers in IELTS.

The Role of Educational Institution to Improve English Language Ability

A private course or private institution may contribute to the nation by running a non-formal education (Article 13 paragraph 1 of Law No. 20 of 2003). Non-formal education can serve as a complementary for formal education. In other words, the non-formal education can present subjects or learning activities that have not been included in the formal education curriculum (Sudjana, 2004 in Hidayatullah 2008). It is undeniable that the role of non-formal education institutions, especially English language education institutions is very important to improve the learners competence. In fact, there are various English institutions in Indonesia, some of which are English First (EF), LIA (Indonesian-American Institute) and IEDUC (International Education Center). However, UHAMKA chosed IEDUC which located on Jl.Cimanuk no.32 Bandung since it is proven that many previous learners got adequate score in real IELTS test. By having a motto to be one step ahead, IEDUC had been successfully to help the students in preparing themselves to study abroad by providing various learning programs as follows:

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>DURATION</th>
<th>DAYS</th>
<th>TIMES</th>
<th>PROGRAMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>REGULAR/SEMI INTENSIVE</td>
<td>2 months (20 meetings)</td>
<td>3 days a week</td>
<td>• 1,5 hours/day   • 3 hours/day • 6 hours/day</td>
<td>• IELTS Preparation • TOEFL Paper-based/iBT Prep. • TOEIC Preparation • GMAT/GRE/SAT Prep. • Communicative English • Conversation • Teenagers • KIDS/Children</td>
</tr>
<tr>
<td>INTENSIVE</td>
<td>1 month (20 meetings)</td>
<td>Study Everyday (5 days a week)</td>
<td>• 1,5 hours/day • 3 hours/day • 6 hours/day</td>
<td>• IELTS Preparation • TOEFL Paper-based/iBT Prep. • TOEIC Preparation • GMAT/GRE/SAT Preparation</td>
</tr>
</tbody>
</table>
RESEARCH METHODOLOGY

The quantitative method is used to analyze the significant differences of the mean score on pre and post-test. The data gathered from the score on IELTS Super Intensive Program in IEDUC and real International score from British Council as the legal institution who held the IELTS International test. The descriptive statistics was conducted to describe the data in table, chart as well as diagram. In addition, the inferential statistical was undergone to do statistical parametric such as normality, linearity, regression and correlation test to see the correlation between SUPIN-IEDUC program toward the real IELTS score.

RESULT

The preliminary data of lecturers score on pre-test conducted in IEDUC Super Intensive Program class (SUPIN), obtained 4.6 out of 7.0 for the highest and 1.7 out of 7.0 for the lowest one with the mean score 3. In addition, the Speaking test reached the highest mean score 3.72 while listening got the lowest mean score i.e. 2.4. However, after some weeks, the progress test one was held to predict the lecturer’s score on IELTS. Based on the first progress test, it showed the progress on the IELTS score where it obtained 5.5 for the highest score and 2.9 for the lowest score with the score mean 4.5 where the Reading test was dominated by getting high score (4.71) and writing score become the lowest score (3.95) obtained on first progress test. The improvement was seen
on the second progress test where the mean score increased to 4.9. The highest score is on Reading (5.5) while writing still gained the lowest score (4.37) among others. Finally, after two months intensive Super Intensive Program class (SUPIN), the final test scores gain a significant improvement. On final test, the participant attained 6.2 for the highest score and has still the same score (3.5) for the lowest one with the mean 5.39. Moreover, in the real of International test, the score achieves 7 as the highest and 4 for the lowest. Meanwhile, the mean score of the real test improves significantly to 5.7. However, the highest score is gained on writing test (5.82) and speaking gained as the lowest score (5.5) unexpectedly. All the data can be seen on the following table

Table 2. The description of the score gained on all tests

<table>
<thead>
<tr>
<th>No</th>
<th>Test</th>
<th>Highest Total Score</th>
<th>Lowest Total Score</th>
<th>Mean Score</th>
<th>Highest Skill</th>
<th>Lowest Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Preliminary Test</td>
<td>4.6</td>
<td>1.7</td>
<td>3</td>
<td>Speaking(3.72)</td>
<td>Listening(2.4)</td>
</tr>
<tr>
<td>2</td>
<td>Progress 1</td>
<td>5.5</td>
<td>2.9</td>
<td>4.5</td>
<td>Reading(4.71)</td>
<td>Writing(3.95)</td>
</tr>
<tr>
<td>3</td>
<td>Progress 2</td>
<td>5.8</td>
<td>3.5</td>
<td>4.9</td>
<td>Reading(5.5)</td>
<td>Writing(4.37)</td>
</tr>
<tr>
<td>4</td>
<td>Final</td>
<td>6.2</td>
<td>3.5</td>
<td>5.39</td>
<td>Reading(5.39)</td>
<td>Writing(4.57)</td>
</tr>
<tr>
<td>5</td>
<td>International Test</td>
<td>7</td>
<td>4</td>
<td>5.7</td>
<td>Writing(5.82)</td>
<td>Speaking(5.5)</td>
</tr>
</tbody>
</table>

In addition, the normality and linearity of the test had been conducted as the preliminary test before further analysis. By using SPSS software, the result indicated that the data are normal distributed and normally. Next, the normalized Enhancement Data (N-Gain) test is also done to identify the significant improvement from preliminary test to IELTS real test as well as investigate the biggest upward trend among all skills. The result showed that that the average N-Gain of the preliminary test to progress test 1 is 0.199. Meanwhile, from progress test 1 to progress test 2 achieved 0.133 as the average N-Gain. The average N-Gain of progress test 2 to final test is 0.045 and the average N-Gain of final test to international test is 0.156. The four averages N-Gain is categorized in low category. However, the N-gain of preliminary test to the real International test, it gained 0.247 which will go to the average category. See the table below for the detail of N-Gain of all tests.
Moreover, this research is able to identify the biggest and the lowest of average N-gain that acquired by

Listening test as the biggest average N-Gain score (0.478) and speaking test got the lowest average N-Gain score (0.349) among others. It can be seen on the following table:

**Table 3. N-Gain Data Score IELTS Lecturer Batch II**

<table>
<thead>
<tr>
<th>No</th>
<th>Label</th>
<th>Gain</th>
<th>Category</th>
<th>Mean</th>
<th>Preliminary Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>IV</td>
</tr>
<tr>
<td>1</td>
<td>R1</td>
<td>0.239</td>
<td>0.056</td>
<td>0.093</td>
<td>0.135</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>0.106</td>
<td>0.122</td>
<td>0.043</td>
<td>0.095</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>0.235</td>
<td>0.113</td>
<td>0.024</td>
<td>0.130</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>0.130</td>
<td>0.180</td>
<td>0.025</td>
<td>0.226</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>0.167</td>
<td>0.098</td>
<td>-0.099</td>
<td>0.099</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>0.269</td>
<td>0.149</td>
<td>0.007</td>
<td>0.184</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>0.215</td>
<td>0.112</td>
<td>0.026</td>
<td>0.140</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>0.245</td>
<td>0.179</td>
<td>-0.014</td>
<td>0.167</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>0.152</td>
<td>0.146</td>
<td>0.023</td>
<td>0.186</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>0.228</td>
<td>0.151</td>
<td>-0.021</td>
<td>0.167</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>0.256</td>
<td>0.075</td>
<td>0.101</td>
<td>0.248</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>0.147</td>
<td>0.068</td>
<td>0.117</td>
<td>0.114</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>0.251</td>
<td>0.088</td>
<td>0.039</td>
<td>0.060</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>0.185</td>
<td>0.116</td>
<td>0.106</td>
<td>0.021</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
<td>0.199</td>
<td>0.099</td>
<td>0.118</td>
<td>0.286</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>0.133</td>
<td>0.061</td>
<td>0.065</td>
<td>0.161</td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>0.160</td>
<td>0.150</td>
<td>0.014</td>
<td>0.172</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>0.295</td>
<td>0.087</td>
<td>0.089</td>
<td>0.248</td>
</tr>
<tr>
<td>19</td>
<td>R19</td>
<td>0.163</td>
<td>0.100</td>
<td>0.012</td>
<td>0.125</td>
</tr>
<tr>
<td>avg</td>
<td></td>
<td>0.199</td>
<td>0.113</td>
<td>0.045</td>
<td>0.156</td>
</tr>
</tbody>
</table>

**Table 4. N-Gain Listening Score Data of IELTS Lecturer Batch II**

<table>
<thead>
<tr>
<th>No</th>
<th>Label</th>
<th>Gain</th>
<th>Category</th>
<th>Gain Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>1</td>
<td>R1</td>
<td>0.257</td>
<td>0.000</td>
<td>0.091</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>0.277</td>
<td>0.000</td>
<td>0.167</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>0.408</td>
<td>0.111</td>
<td>0.000</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>0.143</td>
<td>0.167</td>
<td>0.100</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>0.304</td>
<td>-0.091</td>
<td>0.250</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>0.375</td>
<td>0.222</td>
<td>-0.143</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>0.257</td>
<td>0.000</td>
<td>0.182</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>0.429</td>
<td>0.250</td>
<td>-0.167</td>
</tr>
</tbody>
</table>
### Table 5. N-Gain Speaking Score Data of Batch II Lecturers

<table>
<thead>
<tr>
<th>No</th>
<th>Label</th>
<th>Gain</th>
<th>Category</th>
<th>Rata-rata</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
</tr>
<tr>
<td>1</td>
<td>R1</td>
<td>0.200</td>
<td>0.115</td>
<td>0.022</td>
</tr>
<tr>
<td>2</td>
<td>R2</td>
<td>0.031</td>
<td>0.127</td>
<td>0.091</td>
</tr>
<tr>
<td>3</td>
<td>R3</td>
<td>0.145</td>
<td>0.043</td>
<td>0.044</td>
</tr>
<tr>
<td>4</td>
<td>R4</td>
<td>0.021</td>
<td>0.087</td>
<td>0.048</td>
</tr>
<tr>
<td>5</td>
<td>R5</td>
<td>0.147</td>
<td>0.141</td>
<td>0.055</td>
</tr>
<tr>
<td>6</td>
<td>R6</td>
<td>0.135</td>
<td>0.067</td>
<td>0.095</td>
</tr>
<tr>
<td>7</td>
<td>R7</td>
<td>0.226</td>
<td>0.063</td>
<td>0.022</td>
</tr>
<tr>
<td>8</td>
<td>R8</td>
<td>0.185</td>
<td>0.091</td>
<td>0.050</td>
</tr>
<tr>
<td>9</td>
<td>R9</td>
<td>0.182</td>
<td>0.022</td>
<td>0.087</td>
</tr>
<tr>
<td>10</td>
<td>R10</td>
<td>0.044</td>
<td>0.116</td>
<td>0.053</td>
</tr>
<tr>
<td>11</td>
<td>R11</td>
<td>0.146</td>
<td>0.024</td>
<td>0.125</td>
</tr>
<tr>
<td>12</td>
<td>R12</td>
<td>0.086</td>
<td>0.094</td>
<td>0.104</td>
</tr>
<tr>
<td>13</td>
<td>R13</td>
<td>0.104</td>
<td>0.023</td>
<td>0.095</td>
</tr>
<tr>
<td>14</td>
<td>R14</td>
<td>0.073</td>
<td>0.118</td>
<td>0.111</td>
</tr>
<tr>
<td>15</td>
<td>R15</td>
<td>0.075</td>
<td>0.108</td>
<td>0.000</td>
</tr>
<tr>
<td>16</td>
<td>R16</td>
<td>0.024</td>
<td>0.073</td>
<td>0.079</td>
</tr>
<tr>
<td>17</td>
<td>R17</td>
<td>0.023</td>
<td>0.070</td>
<td>0.125</td>
</tr>
<tr>
<td>18</td>
<td>R18</td>
<td>0.106</td>
<td>0.048</td>
<td>0.175</td>
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<tr>
<td>19</td>
<td>R19</td>
<td>0.065</td>
<td>0.047</td>
<td>0.024</td>
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<tr>
<td>AVG</td>
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</tbody>
</table>
In addition, the further data analysis see the correlation between the super intensive IELTS program to the real International test by doing the regression test. The result obtained the regression equation $\hat{Y} = 0.166 + 0.867.X$. It means the result of the final test score is positively correlated with the result of International test score. The regression equation shows that each addition of one score of final test result followed by the improvement of result of International test of lecturers equal to 0.867 with constant 0.166. Next, the further analysis of data obtained the coefficient correlation indicate how big is the contribution of super intensive IELTS program toward real IELTS test. It can be seen on the following table

<table>
<thead>
<tr>
<th>Table 6. Model Summary$^b$</th>
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<tr>
<td>Model</td>
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</tbody>
</table>

a. Predictors: (Constant), International test score  

b. Dependent Variable: final test score

Based on the test results in table 6, the correlation coefficient between the final test score ($X$) and the international test score ($Y$) lecturer is 0.959. It means that is there is a significant relationship between the final test score and the international test score of batch II lecturers.

Furthermore, to enhance how strong is the percentage of correlation between final test score and international test score, the calculating coefficient of determination ($r^2$) is conducted. The calculation in Table 6 shows determination coefficient is 92.1% or $r^2 = 0.921$. This means that 92.1% of final test scores influence the international test scores. Meanwhile, 7.9% was contributed by other factors.

**DISCUSSION**
From the findings it is found that in the preliminary diagnostic test, the lowest ability is in listening skill with an average score of 2.4 and the highest on Speaking with an average score of 3.72. While in the first progress test, the lowest skill is in writing with an average score of 3.95 and the highest fixed is in Reading with an average score of 4.71. Furthermore, in progress test 2, the lowest skill is in writing with an average score of 4.37 and the highest is in Reading with an average score of 5.55. For the final test, the lowest skill is in Writing with an average score of 4.57 and the highest is in Reading with an average score of 5.39. While on the International Test, the lowest skill is on listening with an average score of 5.55 and the highest is in Writing with an average score of 5.82.

Moreover, from the results of the study, the skill that has the highest capacity increase in the SUPIN-IEDUC program is on listening ability, while the lowest increase is in speaking ability. In addition, the results of the research shows the evident that there is a positive correlation between final test score and international test score of batch II lecturer by getting coefficient of determination equal to 0.921. It means that the acquisition of final test score of SUPIN-IEDUC resulted in a positive contribution of 92.1% of the result of International Batch II lecturer's score.

CONCLUSION

Based on the result of the study, it can be concluded that the average score of batch II IELTS lecturers’ initial skill is 3.2 which is included to low category, with the lowest skill is in listening and the highest is in speaking. After participating in SUPIN-IEDUC program, the IELTS skill of batch II lecturers improved to mid categorized, especially in listening skill which experienced the highest increase meanwhile speaking gets the lowest gain score. Based on the result of the study, it is proven that there is a positive correlation between final test score and international test score of batch II lecturers. The result of SUPIN-IEUDUC final test score gave positive contribution to
the result of batch II lecturers‘ international test score. The implication of this study is the revealing of lecturers’ IELTS score prediction by looking at the regression equations. If it were targeted to achieve score of 7, then the 7.5 up to 8 results of final tests score is needed.

SUGGESTION

From the result of the study, the researcher can put forward into some suggestions. It is necessary to do a further research as a comparison from the result of SUPIN-IEDHC I and II to see the development of IELTS lecturers. This is mainly due to differences in training duration between 2 months and 3 months.
REFERENCES


NARRATIVE INQUIRY: PEERS’ FEEDBACKS EFFECT TO IDENTITY CONSTRUCTION OF INDONESIAN PRE-SERVICE TEACHERS

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ABSTRACT

Teacher identity has become an issue in teaching and teachers’ professional identity development since the identity influences teachers’ teaching pedagogies and teachers’ development. Many studies have explored teachers’ identity from in-service teachers’ perspectives. Somehow, small attention has been paid to teachers’ identity construction from pre-service perspectives in Indonesian context. To fill this gap, this research investigated how Indonesian pre-service teachers constructed and reconstructed their identities through peers’ feedbacks in a micro-teaching class. There were three pre-service teachers from Sanata Dharma University who participated in this study. The data were obtained through field observations and interviews. Using Yuan and Lee’s (2015) theory, the study investigated the cognitive, social and emotional processes of their teacher identity construction. The findings of the study suggested that pre-service language teachers developed and modified their identities through peers’ feedbacks in a teaching practicum. The findings also showed that feedbacks delivered positive and negative impacts to pre-service teachers’ identity construction. Although some of the pre-service teachers did not change their beliefs, they still used the feedbacks to prepare for their next teachings. The study supported the theory that teacher identity affected to pre-service teachers’ teaching pedagogies. This paper suggested some implications for policy makers, language teacher education, and pre-service teacher education. A further research with a longer duration is expected.

Keywords: peers’ feedbacks, pre-service teachers, teacher’s identity
INTRODUCTION

The discussion of identity construction becomes one of the important issues in teaching and teachers’ professional identity development (Wright, Loughlin, & Hall, 2017; Kennedy, & Lees, 2016; Day & Kington, 2008; Olsen, 2008; Alsup, 2006; Stryker & Burke, 2000). The urgency of teachers’ identity studies exists because it does not only contribute to teachers’ self-development, but it also contributes to policymakers and students. Some studies (Palmer, 2009; Alsup, 2006) state that teachers’ identity will influence teachers’ teaching pedagogies and teachers’ development. Because the identity is elaborated in the classes by the teachers, the students who join the learning process will be affected (Alsup, 2006; Day and Kington, 2008).

Because of the importance of teachers’ identity issue, many studies have explored the identity from in-service teachers’ perspectives (Palmer, 2009; Alsup, 2006). Others have examined teachers’ identity from pre-service teachers’ perspectives and novice teachers’ point of views, because of the identity construction process in teacher education (Yuan & Lee, 2015 & 2014; Trent, 2010). Moreover, the studies of teacher identity have been undertaken in some contexts, such as America (Beauchamp & Thomas, 2009), Australia (Walkington, 2005), South Africa (Jansen, 2001), and Malaysia (Chang-Kredl & Kingsley, 2014). Somehow, in the google scholar, the researcher did not find any study who explored pre-service teacher’s identity construction in the Indonesian context. In order to fill this gap, the researcher explores teacher’s identity in Indonesian contexts.

Specifically, the researcher decides to examine three pre-service teachers’ identity construction through peers’ feedbacks in a microteaching class in Sanata Dharma University, Indonesia. Yuan and Lee (2015) argue that in a micro-teaching class, pre-service teachers construct and re-construct the teacher identity. Some of the pre-service teachers may fail to construct the identity and leave the profession. Others may transform their identity and commit to the identity. Moreover, most qualified teachers have created their images of teaching and their teacher identity in their initial teacher education programs.

This study aims to discover Indonesian pre-service teachers’ perception of peer’s feedbacks related to their identity construction. The findings will be also beneficial for policymakers in the university. In which, they can create a positive learning atmosphere which can help the pre-service teachers to develop authentic teacher identity. Thus, the research question in this study is “how do peers’ feedbacks in micro-teaching classes effect to pre-service teachers’ identity construction?”
REVIEW OF RELATED LITERATURE

This section explores five main literatures: Indonesian pre-service teachers and micro-teaching, identity construction and agency, dimensions of identity, the cognitive, social and emotional processes of teacher identity construction in micro-teaching and constructing teachers’ identity through peers’ feedbacks.

1. **Indonesia pre-service teachers and microteaching courses**

Pre-service teachers are defined as teacher candidates or teachers-in-training (Vesely, Saklofske, & Nordstokke, 2014). In Indonesian contexts, the pre-service teachers study for about four years to have their bachelors. In the process of the teacher training, the pre-service teachers involve in some programs. One of the programs is micro-teaching. Some studies (Yuan and Lee, 2014; Gebhard, 2009; Tang, Hernandez, & Adams, 2004) argue that microteaching is a core in teacher education program. In microteaching, pre-service teachers are being prepared to confront real teachings. Microteaching is a complex process in pre-service teachers’ education program. The pre-service teachers are expected to enhance their skills, such as pre-service teachers’ teaching knowledge, skills, and abilities (Kusumaningrum, 2018). The pre-service teachers experience the complex process in guidance by their mentors and their peers (Grudnoff, 2011; Cheng, Cheng, & Tang, 2010; Gebhard, 2009; Fang, 1996).

In Indonesian context, a micro-teaching becomes more complex because of the teaching context. In Indonesia, English is taught as a foreign language (EFL). English teachers need to teach English more than just a skill, an ability or knowledge. Kusumaningrum (2018) shows some challenges experienced by English teachers in Indonesia, such as: multicultural and multi-religions in Indonesia. People in Indonesia respected religion issues. Teachers need to consider the materials in teaching selectively. It may hinder the teachers from harming Indonesians’ beliefs. Moreover, Sneddon (2003) confirms that Indonesia has 550 local languages. English teachers may counter varied dialects (Kusumaningrum, 2018). Thus, pre-service teachers need to have clear images of a teacher before they experience teaching in real schools.

2. **Identity construction and agency**

Identity theory is related to the writings of George Herbert Mead (1934). Somehow, the identity theory is introduced at the 1966 meetings of the American Sociological Association (Stryker & Burke, 2000). One of the famous identity studies, Stryker & Burke (2000), mentions that identity can refer to three definitions: (1) it refers to culture of people where identity and ethnicity are the same, (2) it refers to social category, and (3) it refers to parts of a self which
is constructed of meanings that humans connect to multiple roles they play in societies. Stryker & Burke (2000) imply that an identity is shaped by society. The theory is in line with Erikson (1950, 1963) stages of psychological development where he promotes nine stages of the development. He states in his work that identity is not firm. It changes over time. In the process of constructing the identity, others influence much (Hall, 2004) as well as the person needs to negotiate meanings. Clarke (200) defines agency in structure. Furthermore, an identity is showed when someone participates in a group in which he must adapt to a collective identity.

The study of identity has become very important for teachers because of many causes. Firstly, the study of teacher identity is related to the professional development (Lankvelda, Schoonenboom, Croiset, & Beishuizena, 2017; Rodgers & Scott, 2008). Teachers who attach themselves to the role of teachers, will link themselves emotionally to the identity (Lankvelda, Schoonenboom, Croiset, & Beishuizena, 2017). Day and Kingston (2008) provide some cases of teachers who could not develop their true identities because the negative feedbacks that they obtain in a society they enter. Secondly, the identity affects teachers’ pedagogy in teaching (Alsup, 2006). The teacher identity will affect students that are taught by the teacher. Varghese, Morgan, Johnston & Johnson (2009) argue that teachers have a huge role in the constitution of classroom practices. The identity reflects on their beliefs, ideas, knowledge, and attitudes which the teachers perform in classrooms.

3. Dimension of identity

Day and Kington (2008) state that an identity is a composite which consisted of interaction between three dimensions, namely professional identity, situated and socially identity, and personal identity. These three dimensions could be understood as follows.

Professional identity: this dimension relates to social and policy expectation of ideal teachers. In Indonesia, the expectation of ideal teachers from a policy point of view may be different from one to another, such as KTSP and K13. KTSP curriculum needs teachers to dominate the classes. Meanwhile, K13 demands teachers to involve more students’ participation. K13 also needs the teachers to be able to operate technology in classrooms.

Situated and socially identity: this dimension relates to a workplace, a school, a department or a school. In the places, the identity is affected by local conditions (pupil behaviour, etc), support and feedback. The identity is constructed through experiences with pupils, support and feedback from teachers’ immediate working context.
Personal identity: this identity is constructed outside schools. It is linked to family and social roles, such as a role as a father or a mother, etc. Feedbacks are received from family and friends.

Day and Kington (2008) argue that the interaction between the three dimensions contribute to teachers’ sense of commitment (manifestation of belief and motivation), agency (ability/resolve to pursue one’s own goals), well-being and job satisfaction (sense of fulfilment and achievement), and resilience (the ability of an individual to with stand or recover quickly from difficult conditions related to self-efficacy). In their study, they claim that elements of work and life, such as: school/departmental leadership (63%), supportive colleagues (58%), family (52%) pupil behavior (87%), workload (70%), etc. may stop or help the crystallization of identity construction, such as teachers’ professional knowledge, their personal experiences, beliefs and values, the ‘micro-politics’ of the school setting and its pupils, and wider policy and socio cultural contexts.

4. The cognitive, social and emotional processes of teacher identity construction in micro-teaching practicum

In this paper, the participants are pre-service teachers. To understand teacher identity construction in a pre-service teacher education program, this section provides a theory of three elements in the construction process (Yuan & Lee, 2014). Yuan & Lee (2014) state that there are three elements involved in the pre-service teacher identity construction. They are cognitive, social, and emotional processes. These elements are parts of pre-service teachers’ lives.

The first aspect is a cognitive aspect. This refers to what teachers know and believe (Borg, 2003). The pre-service teachers’ beliefs and knowledge are implemented in their teaching practicums (Johnson, 1994). Some studies (Kenyon, 2017; Kayi-aydar, 2015) show that ideologies impact how teachers teach in the classrooms. Kayi-aydar (2015) studies three pre-service teachers enrolled in a master’s program designed to prepare teachers for elementary schools in the U.S. She discovers that the pre-service teachers’ beliefs affect the way they teach.

The second aspect is the social aspect. It refers to a socialization process that the pre-service teachers make during the process of learning to teach (Yuan and Lee, 2014). This aspect argues the importance of teacher’s feedbacks to help the pre-service teachers understand school settings, pedagogical skills, and their self-understanding (Yuan and Lee, 2014; Sexton, 2008; Mcloughlin and Maslak 2003). On the other hand, peers also influence the pre-service teachers
in understanding different needs of others, knowledge and skills (Flores and Day, 2006). Even so peers contribute positively, Yuan and Lee (2014) argue that sometimes the interaction between the pre-service teachers can exert negative impacts, such as they fail to construct a positive view of teacher identity and want to quit from teaching.

The third is the emotional aspect. The emotion becomes important in teaching because teaching itself is emotional practice (Yuan and Lee, 2014). The emotional aspect is usually involved much in teaching (Mueller & O’Connor, 2007; van Veen, Sleeegers, & van de Ven, 2005; Zembylas, 2003). Thus, emotional aspect is considered as one of aspects in the formation of identity. The emotional aspect also affects teachers’ professional and emotional decisions both positively and negatively. In fact, some studies have shown that the feeling of unsupported, depressed, and workload may affect teachers’ decision to leave the teaching profession (Yuan & Zhang, 2017; Tao & Gao, 2017).

5. Constructing teachers’ identity through peers’ feedbacks

Alsup (2006) states that humans are social creatures. Human beings deal with stress and share successful experiences with others. Moreover, humans evaluate themselves by comparing themselves with others who are engaged in the similar activities. In the interaction between the pre-service teachers, they shape each other’s identity through feedbacks. Many studies have claimed the importance of feedbacks from peers in the process of learning to teach (Wright, Loughlin, & Hall, 2017; Kennedy, 2015; Olsen, 2008). The interaction becomes important because how the pre-service teachers feel about their works would affect how they develop themselves (Valencia, 2006).

To understand a process of identity construction, many studies have used Wenger’s (1998) theory of identity construction (Trent, 2010; Tsui, 2007; Bathmaker and Avis, 2005; Darling 2001). Wenger (1998) states that the participation in a community has been understood as a key to identity construction. Trent (2010) in his study summarizes Wenger’s study into three parts of identity construction. They are engagement, imagination, and alignment. Wenger (1998) purposes that an identity is constructed along with the involvement in a community. Trent (2010) describes identity construction as an experience in which the experience will affect them in creating the image of a teacher.

In fact, studies have stated the importance of others in developing teachers’ identity, since others, such as family and peers, shape the pre-service teachers’ identity. Moreover, Day
and Kington (2008) state that one of the dimensions in teachers’ identity construction is peers or colleagues. Positive peers’ feedbacks deliver a positive contribution to the process of identity construction. Valencia (2009) states that the interaction between a teacher and his peers in a teaching practicum delivers either positive or negative contribution. In the teaching practicum, pre-service teachers do not only improve their teaching styles and understand classroom management, the teaching practicum also could interrupt the pre-service teachers to develop more authentic professional identities. The needs to assimilate with peers in a practicum class force the pre-service teachers to suppress their beliefs, ideas, knowledge, and pedagogical strategies. Valencia (2009) presents a case about a pre-service teacher who was observed by two teachers who had different pedagogical styles. The pre-service teacher felt powerless to develop her teaching style because of the teaching community she dealt with. Valencia (2009) further shares a case about a pre-service teacher who feel desperately when she works with her peers. She could not implement her authentic idea, it makes her very desperate about teachings.

In the process of identity construction, it is important to have supported feedbacks which will make the pre-service teachers feel positive about themselves. The feedbacks become important since they will create emotions. Day & Kington (2008) argue that emotions play an important part in developing an identity. In addition, they add that the way the pre-service teachers feel about their works become keys to develop positive identity inside the pre-service teachers.

**METHODOLOGY**

This research was conducted in Sanata Dharma University Yogyakarta, Indonesia. Sanata Dharma university has trained pre-service teachers since 17 December 1955. This study was conducted in Sanata Dharma because this university had qualified experiences in educating pre-service teachers.

English language study program (ELESP) is one of Sanata Dharma’s study programs. The study program places micro teaching classes on the sixth semester. In the seventh semester, the pre-service teachers will have real teaching practices in some schools. Hence, the practices in microteaching courses are aimed to help pre-service teachers really understand the real school contexts. In order to do that, the feedbacks are made to cover some skills which the pre-service teachers need most in doing real teachings.
The pre-service teachers must practice teaching in the microteaching courses for two turns. In every turn, they will have feedbacks from their mentor and peers. After they practice teachings their peers for two turns, they will teach a lower class in the same study program or in other study program. Time allocations for teaching the lower class will depend on the teacher that handles the class. The pre-service teachers also receive feedbacks from the teacher and the students in the lower class. Although the pre-service teachers receive feedbacks from their teachers, peers, and their students in the lower class, the researcher only focuses on the feedback from the peers.

This study used a random sampling. The researcher gathered the data from one of ELESP Sanata Dharma’s micro teaching classes. There were three pre-service teachers who joined this study namely, Acha, Tya, and Ela. The participants in this study were chosen randomly. The researcher had never met and known the participants before the researcher conducted this study. The data were collected through observations and group interviews. One interview spent 30 to 40 minutes. The questions in the interviews were driven from Yuan and Lee (2014) theory where the teacher identity construction was related to three aspects. They were cognitive, emotion, and social aspects. There were two times observations. The interviews were semi-structured, and audio-tape transcribed. Bahasa Indonesia was used in the interviews, aimed to make the participants feel comfortable when they shared their experiences.

In the first observation, 5th April 2018, the researcher observed the pre-service teachers’ teaching practices. In the second teaching practices, the researcher observed and then interviewed the participants after they finished the teaching practices on 19th April 2018. The pre-service teachers were interviewed after doing their second micro teaching practices. Acha and Tya were interviewed in a group interview. Somehow, Ela was interviewed individually. The interviews were recorded and then transcribed. The researcher interviewed Acha, Tya, and Ela again after they finished their teachings in lower classes. The researcher interviewed Acha on 31st May 2018. Tya was interviewed on 6th June 2018. Ella was interviewed on 7th June 2018. The second cycle of interviews aimed to observe whether there were some changes in the pre-service teachers’ perceptions.

In this study, all of the interviews were transcribed due to the importance of the narratives which the pre-service teachers shared. Varghese et al. (2005) argue that an identity is discursively constituted, mainly through a language. Moreover, some post-structuralist
theories argue that identity construction appears through an identification of her or his position in a discourse (Weedon 1997,108).

RESULTS AND DISCUSSION

In this section, the researcher reports the findings case by case. It aims to make the discussion easy to be followed. There were three students which were interviewed namely, Ela, Acha, and Tya. The findings and discussion in this section aimed to answer the research question; “how do peers’ feedbacks in micro-teaching classes effect to pre-service teachers’ identity construction?”

Ela: feedbacks are very important

Ela was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. When the researcher interviewed Ela, she just finished her second teaching time in the microteaching class. In the first interview, Ella stated that she really wanted to be a teacher. Having asked about the importance of feedbacks from her classmates, she answered that the feedbacks were very helpful for her as she mentioned in the interview.

Yes, the feedbacks were very helpful. When I taught for the first time in the classroom, I had lack of confidence. If I want to be a teacher, I must be confident. For this second turn, I tried to be more confident. Because I could be more confident in this second turn, I could handle the class. For this second teaching, my feedbacks were good.

Ella related the feedbacks as a part of her identity construction. Because she did not have any experience in teaching real schools, she took the feedbacks as one (cognitive) of elements in her teacher identity construction. Moreover, she could generate the teachers’ images that she wanted to have because of the feedback. When the researcher asked Ela to summarize her beliefs and perspectives of what she should have when she became a teacher, she concluded that there were four things she should have as she mentioned in the interview.

First, a teacher must be patient because she must deal with many types of students. A teacher should not get hurt easily by the students’ behaviors in the classroom, such as getting hurt by moody students. Secondly, a teacher must be active. If a teacher does not teach actively, the students may be unmotivated. Then, a teacher must be eye-catching and master materials.

The feedbacks which the participants received, developed more than cognitive elements, such as the beliefs and perspectives of being a teacher; moreover, it gained Ella’s teaching skills. The feedbacks helped her to prepare for the next teaching. In conclusion, she mentioned that the feedbacks help her prepare the next teaching. It was mainly social skill.
After she did her teaching in the lower class, the researcher interviewed Ella again to observe whether Ella had some changes in her identity construction. The researcher discovered that Ela kept her intention to become a teacher. It happened because she experienced being supported by the students in the lower class. She shared that she felt sick when she taught in the lower class. Fortunately, the students in the lower class understood her and cooperated with her in finishing the teaching at the day. Ela’s response to her teaching in lower class was different from Acha and Tyas. Ela shared positive experiences in teaching the lower class.

Furthermore, the researcher asked her whether she felt supported by her peers or not. She described her peers as unsupported ones. She stated that she discovered gaps between peers. The pre-service teachers did not support each other. She also shared that she was afraid to make mistakes because her friends may make cyberbullying. She had a negative experience in the first semester where she felt the bullying. The experience created a trauma for her. It impacted her relationship with her peers. She shared that she felt unconfident if she taught her friends. She felt being judged.

The experiences from Ella showed the importance of agency in structure. In this case, Ella showed her agency between the groups she met. Although her peers did not support her dream to be a teacher, she could gain supports from other group, the lower class. Clarke (2008) argues that a person can negotiate meanings and leave a space to improvisation. Bakhtin also states that sometimes world views and discourses can overlap and conflict claims. Thus, a person needs to negotiate meanings and to create meanings for themselves.

**Acha: let’s see what will come**

Acha was in the sixth semester. She was a pre-service teacher who did not have any experience in teaching a real school setting. Acha taught a student privately once, but she did not stay with the job. When the researcher interviewed Acha, she just finished her teaching in the microteaching class. At the day, it was her second time to practice teaching in the microteaching class.

Acha described her peers’ feedbacks were important as she mentioned it in the interview.

The feedbacks are very important. By getting feedbacks from my classmates, I can be more confident and talkative. Moreover, I can make more gestures when I teach.
Acha said that the friends she taught made-up the class setting to test her skills. Somehow, she concluded that the feedbacks helped her to improve her skills in teaching. In the interview, she stated that the feedbacks delivered stimuli which helped her to improve her skills and understand the class setting.

My classmates’ feedbacks were given naturally, but the class setting was made up to test me. I feel that the feedbacks delivered stimuli to improve my skills in teaching.

Based on the answers, Acha mentioned that the feedbacks given by her classmates were very helpful to improve her perspective (cognitive) of being a teacher, such as a teacher must be confident and talkative. She also renewed her perspective that a teacher must make more gestures in the classroom. Although she did not teach in a real school, Acha said that the feedbacks gained her perspective (cognitive), her emotional development (emotion), and class setting (social). Perhaps, it was difficult for Acha to implement the feedbacks she obtained in the micro-teaching class to a real school setting because she did not have any experience in teaching a real school setting. Having a little or no experience in teaching in real school can result in negative feelings (Tao & Gao, 2017; Yuan & Lee, 2014).

After finishing her teaching in a lower class, the researcher interviewed Acha again. In this second interview, Acha showed her emotional confusion. Acha stated that she faced conflicts. She said that she did not want to be a teacher. She shared that she did not want to become a teacher. Her mother was the one who wanted her to be a teacher. She also shared that she had ever taught students privately, but then she left the students. She also joined an online course as one of the teachers there, and she left. Acha shared that she could not enjoy the teachings.

When the researcher asked her whether the confusion happened because of her peers’ feedbacks or not. She stated that perhaps the confusion did not happen because of feedbacks from her peers. Although she answered that the feedbacks from her peers did not contribute to her, she described that many of her friends did not want to be teachers.

Trent (2010) describes identity construction as an experience. In the process of identity construction, the person allows a larger group identity becomes a part of his identity. In this context, Acha described that many of her friends did not want to be teachers. Acha, herself, acknowledged that she did not come to the study program because of her willingness to be a teacher. The confusion she felt and unsupported identity her friends showed in the micro-teaching class may lead her to fail in constructing more authentic professional identities.
It could be seen in her answers when the researcher asked her what she would do after graduating. She answered that she did not know. She described it as:

I don’t know what I will be in the future. Let’s see what I will get.

Clarke (2008) argues that a person will fashion and refashion his identity along his life. The teacher identity itself is a combination of past, present, and future of teacher images. In this case, Acha failed to construct her teacher identity because she did not have strong intention to be a teacher when she entered the study program. On the other hand, her peers in the teaching practicum did not deliver positive feedbacks which would affect to her identity construction (Valencia, 2009; Day & Kington, 2008).

**Tya: I don’t care**

Tya is a female pre-service teacher. She also practised her second micro teaching at the day the researcher interviewed her. Somehow, the researcher discovered that Tya’s motif in doing her microteaching was different from Ela and Acha. Tya stated in the interview that she did not want to be a teacher. This response was different from Ela and Acha who still showed the tendency to become teachers. Thus, the feedback from their peers did not really affect her belief of being a teacher.

The feedbacks did not affect much in me, because I did not want to be a teacher. Hence, when they gave me feedbacks, I didn’t really care about it.

The researcher showed some photos which the researcher took in her class. The researcher showed her that some of her peers did not really pay attention to her while she taught. Some of the students fall asleep. Tya also felt that her peers responded to her teaching differently. Although she felt that her friends acted differently toward her, she did not perceive it as an offence. She tried to understand the class condition. She said like this.

When I taught, my classmates got very silent. It seemed that they did it on purpose. When the other teachers taught, the class looked so alive. Maybe, my friends got tired.

Although Tya did not feel that the feedbacks changed her belief (cognitive) of being a teacher, Tya still felt that feedbacks helped her to prepare her for the next teaching. Tya stated that she would teach in a lower semester. She had observed the classroom. She stated that the students in the classroom were very quiet students. The feedback she received help her to manage a quiet classroom to be more alive (social). This capability of making the class more alive is one of the social aspects a pre-service teacher can gain through feedbacks (Yuan, 2014).
After having her teaching in the lower class, the researcher interviewed Tya again. In this second interview, Tya shared how she could join ELESP study program. There were two factors drove her to enter the study program. Firstly, she was not accepted in Geography UGM. Second, her mother only gave her two choices: Psychology or ELESP. She said that she did not need any effort to learn English, then she chose ELESP.

Tya shared that teaching the lower class did not really affect her choice to leave the teaching profession. Unsupported peers were the problem. She shared that her peers did not support her while doing her micro teaching practices. When she asked her friends to dance, the friends acted passively. When she needed her friends to act passively, the friends acted critically. Those experiences discouraged her to teach (emotional). She also shared that the friends competed for each other and delivered “revenge”. For example, a friend felt that his micro teaching failed because of one of friends, then he would do a “revenge” because of the experience.

At the end of the interview, the researcher also asked whether she had experience in teaching outside the university context. She shared that she did a private teaching once, but she could not enjoy it. Not only fail to enjoy teachings, but also Tya showed that she would not continue teaching after graduating from the university. She stated that she would choose another field for her master’s degree.

**Positive and negative results of feedbacks**

These participants’, Acha, Tyas, and Ella, responses showed that peers’ feedbacks and how the larger group behaved, affected them in constructing their teacher identities. In these findings, the study discovered that peers’ feedbacks delivered positive and negative results. The feedbacks helped the pre-service teachers to develop their skills in teaching and handle classes. Acha showed that the feedbacks helped her to be more confident and understand what competence’s a teacher should have. Ela experienced the emotional construction. Whereas, Tyas shared that the feedbacks helped her to prepare for the next teaching.

Somehow, in the second interview, the participants showed some changes. The second participant, Acha, discovered confusion in her identity construction. She was still confused whether she would stay to become a teacher or not. The third participant, Tyas, established her desire to leave a teaching profession. Tyas also shared the unsupported peers she had in the class. Besides she did not have a dream to become a teacher, the experience of unsupported
peers discouraged her to teach. On the other hand, the first participant, Ella, who complained about her confidence in first teaching shared that she really wanted to be a teacher. She experienced being supported by her students in the lower class. Ella also shared that her peers did not help her to be more confident.

These feelings of being judged and having unsupported peers delivered negative impact to participants’ identity construction. However, one of the participants could enjoy teaching because she dreamed to be a teacher and she experienced positive feedbacks in teaching lower class. She could stay in her dream because the other community help her to construct positive teacher identity. These findings support an argument that an identity is not fixed (Olsen, 2008; Beijaard, Meijer, & Verloop, 2004). A pre-service teacher will shape and reshape her identity. The identity itself is a combination of many experiences (Clarke, 2008) and aspects (cognitive, social, and emotion) in life (Yuan & Lee, 2015). Moreover, the pre-service teachers’ identities would be shaped and reshaped through experiences in various professional contexts (Chong, Low, & Goh, 2011).

**CONCLUSION**

This study aimed to observe pre-service teachers’ identity construction through feedbacks in microteaching class. This study discovered that peer’s feedbacks delivered positive and negative impacts to the pre-service teachers’ identity construction. The feedbacks helped the pre-service teachers to anticipate teachings they should do in the lower class. The feedbacks helped the participants to construct their emotional, cognitive, and social aspect. Somehow, they perceived that their peers acted unsupported towards each other. In which, these experiences discouraged some of the pre-service teachers. These peers also delivered negative experiences.

Teacher identity has a significant impact on EEL, somehow this topic needs further investigation. This study only gained the data through observation, interviews, and journal entries to observing teachers’ identity construction. Although this study was narrative positioning, this positioning analysis alone will still deliver a rich contribution to teacher identity construction study. Kayiaydar (2015) states that narrative positioning is useful because the narrative positioning gives insight into how a person constructs their life experiences.

On the other hand, this study has limitation. It did not listen to the mentor of the microteaching class. The voices from the mentor may add the understanding of the pre-service
teachers’ identity construction. Meanwhile, the participants in this study only three participants. This number of participants cannot describe all contexts of pre-service teachers. A further study with more participants and a longer duration will be more valuable.

The researcher expects that this study can contribute to the pre-service teachers, especially Indonesian pre-service teachers, and policymakers. Hopefully, policymakers may create a positive learning atmosphere which supports pre-service teachers to construct their authentic teachers’ identities. The researcher also suggests that pre-service teachers are introduced with teaching practicum in the real school setting from the second or third semester. Finally, the researcher emphasizes the urgency of reflections to help Indonesian pre-service teachers examine their teachers’ images and develop agency.

REFERENCES


HEALING MANTRAS OF BANJARESE AND THEIR PORTRAYAL OF SOCIO-CULTURAL VALUES

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ABSTRACT

This study is set as an attempt to study Banjarese healing mantras as part of oral literature that needs to be preserved. Mantras are now prone to loss because more and more people no longer believe in them. In this study, the healing mantras are collected through documentation and interview. In terms of documentation, there are three books related to Banjarese Mantras that we examine to collect the data. In terms of interview, the respondents are chosen using purposive sampling from three regencies in South Kalimantan. The interview in this study is semi-structured interview. The collected data are analyzed using Anthropolinguistics approach focusing on structures, functions, and socio-cultural values behind the healing mantras. The results of the study show that structurally Banjarese healing mantras are commonly opened and closed by Arabic words showing Islamic values. Seeing from their functions, Banjarese healing mantras are casted to heal 21 issues regarding to health. In relation to socio-cultural values, the Banjarese healing mantras show that nature and Islamic teaching play important role in Banjarese people’s lives.

Keywords: healing mantras, local values, language, culture
INTRODUCTION

Language is a crucial part of culture because it is the medium through which cultural transfer from one generation to the next one is possible. Oral literatures including mantra are intertwined with cultural values. Mantra refers to a set of words believed to be magical that by casting it the casters will be able to reach their intended purposes. Those who believe in mantra are those who acknowledge there is a big power out there that can help them. In other words, mantra believers acknowledge that they are powerless as a human and need help, be it from God or others.

In Banjarese context, mantra is controversial because of conflicted belief whether or not using mantra means betrayal to God. Because majority of Banjarese people are Islam followers, many of them are afraid of casting mantra. They are afraid of believing in other super powers than the Almighty Allah. Believing in such things equal to syirik, that is the unforgiving biggest sin in Islamic belief. Moreover, the advanced technology and a more modern life make most people, especially young generation, no longer believe in mantra.

The status of mantra in Banjarese society right now is prone to be forgotten. That is why the study on Banjarese mantras needs to be taken as an attempt to preserve their existence. In this study, the Banjarese mantras becoming the object of study are limited to healing mantras. Back then when casting mantras was still a common practice in society, healing mantras were believed to be the answer of many health issues. In this study, the language used in healing mantras is analyzed using Antropholinguistics approach. Antropholinguistics deals with the interconnection between language, culture, and society. Through this approach, a text is not only analyzed based on its co-text but also its context. Context here refers to social values underlying the society where the text is produced or used. Through Antropholinguistics approach in this study, healing mantras are investigated to reveal their structures, functions, and reflected social values.

RESEARCH METHOD

The design of this study is descriptive qualitative. This study is descriptive in nature because its main objective is to describe, analyze, and interpret existing phenomena in society. This study is also qualitative because it aims to reveal socio-cultural values of Banjarese as reflected in the healing mantras becoming the data. It is in line with Mack (2005, p.1) who stated that a qualitative approach is applicable for research with values, opinions, habits, social contexts of certain population as its main data.

Data in this study are healing mantras collected through documentation and interview. This is in line with Cresswell (2009) who stated that “Qualitative researchers typically gather multiple forms of data, such as interviews, observations, and documents, rather than relying on a single data source.” There are three books about Banjarese mantras that we examine to collect the data. The interview in this study is semi-structured interview. We choose the respondents for the interview purposively in three regencies in South Kalimantan namely Hulu Sungai Tengah, Hulu Sungai Utara, and Tapin. After the data are collected, the healing mantras are categorized based on their functions. The structures of healing mantras in each function are then analyzed based on their lexical choices. The interconnection between healing mantras and socio-cultural values of Banjarese society is interpreted by relating lexical choices (co-texts) of the mantras and their social contexts.
RESULT AND DISCUSSION

The study of oral literature using Antropholinguistics focuses on three scopes of discussion: interconnection, valuability, and continuity. Interconnection deals with material elements of oral literature. Valuability deals with meanings, cultural values, and functions of oral language. Continuity deals with efforts taken to maintain the oral literature as part of local tradition of certain society. The analyses in this study are only focused in interconnection and valuability. It is because the objective of this study is not to take any measure to maintain the continuity of mantra practices. What we aim to do through this study are to describe material elements of healing mantras, to categorize functions of healing mantras, and to reveal socio-cultural values of Banjarese people as reflected in the investigated mantras.

Structures of Banjarese Healing Mantras

Mantras in Banjarese, including the healing ones, commonly have three parts: opening, body, and closing. While body is compulsory, opening and closing parts are not always found. The healing mantras in Banjarese are generally opened with Bismillahirrahmanirrahim that is translated as ‘In the name of Allah, Most Gracious Most Merciful’. There also found one mantra – the mantra aimed to stop bleeding – that is opened with Allahumma si lantang bumi. Allahumma is Arabic language meaning ‘our Allah’, and si lantang bumi means ‘the One who own the world’. Seeing from the opening, it is clear that most healing mantras in Banjarese are started with the acknowledgment of their casters towards the greatness of Allah, the only God in Islam. This shows mantra casters’ and mantra targets’ position as the weak.

The body part of every healing mantra is commonly composed by rhymed words. These words may either have meanings or merely be a set of meaningless rhymed words. The rhymed words in the first part of the body then followed by hopes or intentions of mantra casters. Based on our interview, these rhymed words were the opening part of the mantras before replaced by Arabic words showing Islamic values such as Bismillahirrahmanirrahim. This replacement is made as an attempt to acculturate Hinduism, where mantras believed to be important part of, and Islamism so that the casters, who are mostly Muslims, are not afraid of betraying their faith shall they cast mantras for any reason.

Similar to opening, the closing part of Banjarese healing mantras generally includes Arabic words showing Islamic values. Most of the healing mantras are closed with Barakat laa ilaaha illallah Muhammadarrasulullah. Barakat is a Banjarese word showing the causal of something. Barakat laa ilaaha illallah Muhammadarrasulullah shows that the mantras can only work by the faith of the casters to Allah and Muhammad as His Messenger.

Functions of Banjarese Healing Mantras and How to Use Them

In this study, the healing mantras of Banjarese serve 21 functions. Each function has certain way of how the mantra shall be casted. The detailed explanation of the functions and how to use Banjarese healing mantras is given in the table below:

<table>
<thead>
<tr>
<th>FUNCTIONS</th>
<th>EXAMPLES OF MANTRAS</th>
<th>HOW TO USE</th>
</tr>
</thead>
</table>

1. **To heal stomachache**

   *Bismillahirrahmanirrahim*
   *Ruk manggaluruk*
   *Rik manggalirik*
   *Asalnya di ari mantuk ka ari*
   *Asalnya ka angin mantuk ka angin*
   *Asalanya banyu di banyu mantuk ka banyu*
   *Insya Allah hillang*
   *Barakat La ilaha illallah Muhammadarrasullah*

   This mantra shall be casted by the healer or Islamic spiritual figure (In Banjarese society usually called as *habib* or *tuan guru*). When casting the mantra, oil shall be scrubbed in the painful stomach. The healer or *habib/tuan guru* pray to God to help the patient be well soon. This mantra shall be casted three times. The healer usually took several young guava leaves to be boiled, and the patient is asked to drink that.

2. **To heal hyperthyroidism**

   *Tapu, tapu, takuk*
   *Ah! Mati takuk*
   *Nuun, wal qalami wama yasturun*

   The mantra shall be casted before a glass or a bottle of water, and the patient shall drink the blessed water afterward.

3. **To cast away foreign object that got in the eye**

   *Giling-giling tantadu*
   *Tantadu kahujanan*
   *Tagiling mata hantu*
   *Hilangkan kalimpanan*

   The mantra shall be casted when there is foreign object that got in the eye by the person him/herself.

4. **To heal *samak* (the pain in certain part of the body without us knowing the reason)**

   *Caricit burung caricit*
   *Hinggapnya di batang tawar*
   *Datu mana nang manyumpit*
   *Bismillahirrahmanirrahim aku menawar*

   This mantra shall be casted by the healer or *habib/tuan guru* while messaging the part of body that feels pain.

5. **To heal ulcer**

   *Bismillahirrahmanirrahim*
   *Tahi cacak, si tahi burung*
   *Ikam kukucah, ikam kukurung*
   *Insya Allah inya kada jadi*
   *Barakat La ilaha illallah Muhammadarrasullah*

   This mantra shall be casted by the healer or *habib/tuan guru* three times in a row before a glass or a bottle of water. The blessed water is used to clean the ulcer. The abscess is then gently pressed over and over using right hand’s thumb clockwise. Lime betel is then applied to cover the ulcer while casting the mantra.

6. **To help when fishbone struck in the throat**

   *Bismillahirrahmanirrahim*
   *Jun, jun lali dipatuk burung tatut*
   *Tajun ka balai*

   This mantra shall be casted by the healer or *habib/guru* to help someone with fishbone struck in his/her throat. The mantra is
### Katulanagan iwak garih laut
- Lawan sagala iwak
- Barakat La ilaha illallah
- Muhammadarrasullah

Casted three times before a glass or a bottle of water. The patient shall use the blessed water that has been blessed to rinse his/her mouth and to drink.

### 7. To heal chickenpox

- Bismillahirrahmanirrahim
- Allahumma solli ala Muhammad
- Allahumma solli wa sallim Barakat La ilaha illallah
- Muhammadarrasullah

This mantra is usually casted by the healer or habib/tuan guru. This mantra shall be casted over and over again in order for all chickenpox spots to disappear soon.

### 8. To heal heart disease

- Bismillahirrahmanirrahim
- Asal kadada
- Kambali kadada
- Barakat La ilaha illallah
- Muhammadarrasullah

This mantra is usually casted by the healer or habib/tuan guru over and over again while waving black sheet toward the patient. The ritual is usually done in the down.

### 9. To remove poison

- Hai sangiang baruhuk
- Ikam jangan handak
- mamangsa lawan diaku
- Aku tahu asal kejadian ikam
- Anak raja baruntik
- Sangiang garahak
- Sangiang garuhuk
- Garahak, garuhuk
- Hai sangiang baruhuk
- Bajuah ikam
- Jangan paraki anak Adam
- Ikam kusumpah
- Berkat La ilaha illallah
- Muhammadarrasullah

This mantra shall be casted three times. Those who cast the mantra will blow the water after the mantra is casted. The blessed water shall be given to the poisoned person to drink.

### 10. To treat snake bites

- Nur sakala kuning
- Nur sakala putih
- Matikan nang kuning
- Hidupkan nang putih
- Aku mamatiakan si wangi
- Ngaran ularnya Sartuk Saidina Ali

This mantra is casted to remove the venom of snake. The mantra can be casted by the bitten person him/herself or someone else.

### 11. To reduce the effect of being in contact with caterpillar

- Tang kalam mudik ka hulu
- Naik ka tabing disundat babi
- Napa asal hulat bulu

This mantra is casted by the person in contact with caterpillar.
<p>| | | |</p>
<table>
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<tbody>
<tr>
<td><strong>12. To calm down the baby that cries too much</strong></td>
<td><em>Alisan kaning tulisan nabi</em></td>
<td><em>him/herself so that he/she will not get any effect of the contact.</em></td>
</tr>
<tr>
<td></td>
<td><em>Sinar, sinur</em></td>
<td>This mantra is casted by parents or traditional masseur.</td>
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<tr>
<td></td>
<td><em>Barjam, barja</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Tundung bisik sangkala</em></td>
<td></td>
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<tr>
<td><strong>13. To heal tumor</strong></td>
<td><em>Bismillahirrahmanirrahim</em></td>
<td>This mantra shall be casted by the person with tumor him/herself. The mantra is casted while pressing the part of body with tumor when lightning and thunder strike.</td>
</tr>
<tr>
<td></td>
<td><em>Hai guntur pacahkan tukul ini</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Barakat La ilaha illallah</em></td>
<td></td>
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<td></td>
<td><em>Muhammadar Rasullallah</em></td>
<td></td>
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<tr>
<td><strong>14. To heal gastric</strong></td>
<td><em>Mardika, mardiku</em></td>
<td>This mantra can be casted by someone else or the patient his/herself.</td>
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<tr>
<td></td>
<td><em>Wasika, wasiku</em></td>
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<td></td>
<td><em>Bajuah ilmu</em></td>
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<td></td>
<td><em>Aku tachu asal kajadian ikam Jin tarau</em></td>
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<td></td>
<td><em>Bila kada bajauh</em></td>
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<td></td>
<td><em>Ikamkusumapahi</em></td>
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<tr>
<td><strong>15. To heal sawan (small ulcer usually found in kids’ skin)</strong></td>
<td><em>Banyu manunggang di atas awan</em></td>
<td>This mantra shall only be casted by the healer or <em>habib/tuan guru</em>.</td>
</tr>
<tr>
<td></td>
<td><em>Aku tahu asal ikam</em></td>
<td></td>
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<tr>
<td></td>
<td><em>Darah bisul menjadi sawan</em></td>
<td></td>
</tr>
<tr>
<td><strong>16. To heal elephantiasis</strong></td>
<td><em>Bismillahirrahmanirrahim</em></td>
<td>This manta shall only be casted by the healer or <em>habib/tuan guru</em>.</td>
</tr>
<tr>
<td></td>
<td><em>Jaluhu, jalukup, kipasat Uguk, ugur</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Sang maharaja baruntik Barakat La ilaha illallah Muhammadar Rasullallah</em></td>
<td></td>
</tr>
<tr>
<td><strong>17. To reduce fever</strong></td>
<td><em>Bismillahirrahmanirrahim</em></td>
<td>This mantra shall be casted by the healer or <em>habib/tuan guru</em> to reduce the fever of the patient.</td>
</tr>
<tr>
<td></td>
<td><em>Allahumma sholli ala Sayidina Muhammad</em></td>
<td>This mantra shall be casted before a glass or a bottle of water three times. The patient shall drink the blessed water. The remain water is scrubbed all over the body until it lasts.</td>
</tr>
</tbody>
</table>
| 18. To cast away kapidaraan (the illness due to spirit disturbance) | Bismilla hirrahmaa nirrahiim  
Tawar Allah  
Tawar jibril  
Tawar Muhammad  
Tawar saribu hidangan  
Ulih si Jin Aprit  
Kaluar batu tawar  
Barakat laa ilaaha illallah  
Muhammadarrasulullah | The mantra shall be casted while blowing the water with pidara (Indian jujube) leaves. |
| 19. To help mom during labor | Bismilla hirrahmaa nirrahiim  
Bungkalang bungkaling  
Tampurung bulu-bulu  
Takalong tapaling  
Ka luar tadahulu  
Barakat laa ilaaha illallah  
Muhammadarrasulullah | The woman who is in labor shall drink the water that has been blessed with this mantra. |
| 20. To stop bleeding | Allahumma si lantang bumi  
Hangat ari ranggang bumi  
Hujan ari rapat bumi  
Bin kulibin bihu  
Siit si (sebut nama orang yang luka parah) | The bleeding person shall drink the water that has been blessed with the mantra. |
| 21. To heal all diseases | Bismillahirrahmaanirrahiim  
Rik manggalirik  
Ruk manggaluruk  
Asal di angin  
Mantuk ka angin  
Asal di ari-ari  
Mantuk ka ari-ari  
Asal di bumi  
Mantuk ka bumi  
Asal di banyu  
Mantuk ka banyu  
Barakat laa ilaaha illallah  
Muhammadarrasulullah | This mantra is casted before a glass or a bottle of water. The patient shall drink the blessed water to heal. |

Sources: Sunarti et.al.(1978); Sulistyowati dan Ganie (2013); Tim Balai Bahasa Banjarmasin (2016)

Socio-Cultural Values Reflected in Banjarese Healing Mantras
Socio-cultural values in Banjarese healing mantras are interpreted through three aspects: lexical choices, media to help the healing process, and mantras’ functions.

In terms of lexical choices, there are several words commonly used in mantra. The words related to nature, such as *banyu* (water), *angin* (wind), *guntur* (thunder), *awan* (cloud), and *burung* (bird) are mentioned in many different mantra for different purposes. This means that Banjarese people live close to and respect the nature. In addition, the most distinctive part in Banjarese mantra are the opening and the closing part. Many mantras, though not all, begin with *Bismillahirrahmaanirrahiim* or *Allahumma*. This incantation is usually chanted by Muslims before doing something. Many Banjarese mantras are also closed by the saying of *Barakat laa ilaaha illallah Muhammadarrasulullah*. This saying means that the casters are wishing for the blessing from God and Muhammad (PBUH).

Furthermore, it is also interesting to note that the role of nature in Banjarese people’s lives is not only reflected through the words used in their mantras but also the medium used when the mantras are casted. Water is the most common item used when using mantra. The casters usually chant the mantra before a glass of water which then should be drank by the ones who need it. Other items that are usually used as the medium is Indian Jujuba leaves and Lime betel. This means that Banjarese people believe that nature is the best medium to heal their illness or to protect them from evil deeds.

The socio-cultural values of Banjarese people can also be identified through the purpose of the mantras themselves. Mantra is believed to help people when they are sick, be it from a common illness such as stomachache and chicken pox, or such illness caused by evil intention from others. This means that Banjarese people still believe on magic or spiritual belief. Most mantras cannot be chanted by any people. It will only work if it is casted by the healer or Islamic spiritual figure (In Banjarese society usually called as *habib* or *tuan guru*).

By analyzing the lexical choices, the healing process and the purposes of mantra, it can be seen that nature is part of Banjarese people beliefs and lives. It is not only reflected through the words used in their mantras but also the medium of the mantras themselves. In addition, the influence of Islamic teaching can be seen through the incantations used in most of mantras and the ones who can cast the mantras.

**CONCLUSION AND SUGGESTION**

**Conclusions**

From what we have found in the study, the conclusions that we draw are:

1. Banjarese healing mantras work only for those who believe that they have Allah the Greatest. This shows that the mantras are only media through which prayers are conveyed to the Lord. In other words, mantras are powerless; it’s the casters’ faith that helps them heal.
2. Linguistically, Banjarese healing mantras are composed in certain ways that show the art of Banjarese in the past in using language beautifully.
3. Culturally, Banjarese healing mantras reflect life values that become parts of Banjarese from past to present.
Suggestions

The suggestions that we make in relation to this study are:

1. Banjarese people need to stop seeing mantras negatively as either betrayal to Allah or outdated culture. Mantras need to be seen as one of oral literature treasures that are part of Banjarese people. As treasures, mantras need to be preserved – despite of believing in them or not.

2. Documentation of mantras is important since the documentation is the best way to keep the trace of Banjarese mantras, especially in the situation when they are hardly passed to the next generation orally.
REFERENCES


THE EFFECTIVENESS OF USING CARTOON VIDEOS IN TEACHING SPEAKING TO THE STUDENTS OF SMPN 2 RANTAU KALIMANTAN SELATAN IN ACADEMIC YEAR OF 2013/2014

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ABSTRACT

This thesis is purposed at proving the effectiveness of cartoon videos in teaching speaking to the Eighth Grade Students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014, and showing that there is a significant difference in speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method.

This study is an experimental research. The population of this study was the eighth grade students of SMPN 2 Rantau Kalimantan Selatan in academic year of 2013/2014 which consisted of seven classes. The total number of population was 158. There were two classes taken as the sample, Class VIII B serving as control class were taught by using conventional method, while class VIII F as the experimental class were taught by using cartoon videos. Class VIII B consisted of 22 students and class VIII F consisted of 22 students. Both classes were given the pre-test at the beginning and the post-test at the end after the treatment. The data were collected by using speaking test. The data were analyzed by using t-test computation, descriptive analysis, and inferential analysis.

The research findings show that there is a significant difference in students’ speaking ability between the experimental group taught by using cartoon videos and those who were taught by using conventional method. The result of the pre-test shows that both groups are poor, while the post-test result shows that the experiment group is better than the control one. The mean score of the experimental class in pre-test was 42.50 and that of control class was 42.73. The mean score in post-test of the experimental class was 75.68 and that of the control class was 57.50. It can be seen that the mean score of the experimental class was higher than that of control class in post-test. Furthermore, based on the hypothesis testing, it could be seen that the value of t obtained (-5.245) < - t table (-2.018), at the significant level 5%. This implied that there is a significant difference of students’ speaking ability between the students who were taught by using cartoon videos and those who were taught by using conventional method.

Keywords: Effectiveness, Cartoon videos, Teaching Speaking
INTRODUCTION

English in Indonesia is known as the first foreign language with a very limited usage including the place, time, and environment. Although English has no wide use in society, it is not used as a medium of communication in official domains like government, the law courts, and the education system, and is not accorded any special status in the country’s language legislation, it is still seen as a priority, as the most important of the foreign languages to be taught (Simatupang, 1999: 64).

In Indonesian education context, formal schooling, for example in Secondary Schools, has very crowded students in a classroom. This real condition indicates that students with mixed ability in one classroom employing different learning strategies. No two audiences are alike: students vary in ability, age and interest, and may have different cultural and learning background; classes vary in size, physical layout and formality; teachers have different teaching style; and learners may have widely differing ideas about what and how they need to learn, (Bao, 2013: 424). It is important for teachers to understand the different types of learning style. Students preferentially take in and process information in different ways. Style is a term that refers to consistent and rather enduring tendencies of preference within an individual (Brown, 2000: 113).

To overcome these problems, a teacher should strive for a balance of instructional methods (as opposed to trying to teach each student exclusively according to his or her preferences.) Bao (2013: 424) states that materials should encourage students to contribute their own ideas and draw on their own knowledge, experience, learning styles, class cultures and individual interests.

In this case, the researcher tried to study and test the effectiveness of teaching English speaking using conventional method, controlled by the one using cartoon video as a medium in experimental class in SMP Negeri 2 Rantau to the eighth grade students.

DISCUSSION

Definition of Speaking

Brown (1994: 116) says that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Lewis and Hill (1993: 54) define speaking as a process that covers many things in addition to the pronunciation of individual sounds.

Teaching Speaking

In teaching speaking, the teachers help their students to develop their knowledge by providing authentic practice that prepares students for real life communication situations. Ur (1996: 120) states that of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know a language are referred to as “speakers” of that language, as if speaking included all other kinds of knowing, and many if not most of foreign language learners are primarily interested in learning to speak. Brown (2001: 267) says that language acquisition is considered successful if someone can demonstrate his/her ability to speak in that language.
From the above statement, it can be concluded that the success of student learning can be seen from the students' ability to communicate in a foreign language not only in the classroom but also in real life.

**Strategies in Teaching Speaking**

Crisman in Pinandhita (2013: 537) proposes that it is very important for the teachers to adopt as many ways as possible to let students practice English in class. He believes that the success of this teaching strategy is due mainly to the fact that learners can choose what they want to read, listen to, watch and talk about in class. He tries the following ways to do the practice:

a. Free Talk  
b. Retelling  
c. Short play  
d. Speech Contest  
e. Speaking and Acting  
f. Acting and Speaking  
g. Speaking and Drawing  
h. Watching and Speaking  
i. Acting as Interpreter  
j. Problem Solving  
k. Games

**Teaching Speaking for Junior High School Students**

Based on the regulation of Ministry of National Education (Permendiknas) NO 22, year 2006 about standard of competencies for English teaching and learning process proposed by BSNP (2006), the grade VIII Junior High School students in the second semester are expected to be able to communicate in English in their daily life. The second year of Junior High School must be able to express some texts. Based on the syllabus for Junior High School in grade eight, the types of monolog text that should be learned by the students are descriptive text, recount text, narrative text, and procedure text. In this research, the problems are limited around the teaching speaking a recount text.

**The Role of Teacher in Speaking Class**

Teacher has to know the situation of the class, so, teacher can do their role in class. According to Harmer (2001: 271) there are many roles of teacher in speaking class. They are:

a. Teacher as a prompter  
b. Teacher as a participant  
c. Teacher as a feedback

Teachers have an important role when teaching in the classroom. Teachers not only as a leader who controls the learning process, but teachers also need to be involved in the process.

**Strategies for Developing Speaking Skill**

Speaking strategies can also help students learn to speak so that students can use speaking to learn (www.nclrc.org). Speaking strategies include things as follow:

a. Using minimal responses
Students who are not confident in their ability to participate in oral interaction often listen in silence while others do the talking. One way to encourage such students to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. These kinds of responses can be useful for beginners. Minimal response are predictable, often idiomatic phrases that students can use to express understanding, agreement, doubt, and other responses to what another is saying, having a stock of such responses enables students to focus on what the other participant is saying without having continually a response.

b. Recognizing script

Some communication situations are associated with a predictable set of spoken exchange (script), greeting, apologies, compliments, invitation, and other function that are influenced by social and cultural norms often follow patterns of script. So do transactional exchanges involved in activities such as obtaining information and making a purchase. In this script, the relationship between a speaker’s turn and the one that follows it often can be anticipated.

c. Using language to talk about language

Students are often embarrassed to say something when they do not understand another speaker or when they realize that a conversation’s partner has not understood them. Teachers can help students overcome this problem by assuring that misunderstanding and the need for clarification can occur in any type of interaction.

**Characteristics of Successful Speaking Activity**

Ur (1996: 120) states that there are four characteristics of successful speaking activities as follows:

a. Students talk a lot
b. Every student has an even chance to talk
c. The motivation is high
d. The language within students’ proficiency level

During speaking activities, students express words, phrases and sentences based on their level of proficiency. The speaking can be understood by other students only if the interlocutors also belong to that level.

**General Concept of Media**

Kemp (1963: 3–4) mentioned the functions of media general or audio visual aids in particular and their contribution to a language learning as follow:

a. The instruction can be more interesting
b. Learning becomes more interactive
c. The quality of learning can be improved
d. The positive attitudes of students toward what they are learning and to the learning process itself can be enhanced.
e. The use cartoon video in teaching English speaking is actually meant to help students to catching and expressing their ideas easily. The students can imitate some expression and try to produce their own sentence to communicate.

**Cartoon Video in Teaching Speaking**
Cartoon (line drawing that are rough caricatures of real people and events) are perhaps the most popular and familiar visual format. They appear in a wide variety of print media – newspapers, periodicals, textbooks and range from comics trips intended primarily to entertain to drawing intended to make important social or political comments. Humor and satire are mainstays of the cartoonist’ skill (Heinich et al, 1996: 118). Carefulness in selecting of media applied in the process of teaching and learning is needed in order to reach the satisfactory result of it.

From definition above, the researcher concluded that cartoon is amusing, which gave a story about person, group or situation.

The primary meaning of video is the display of images on a television-type screen. Any media format that employs a cathode-ray screen to present the picture portion of the message can be referred to as video. Thus, we have videocassettes, videodiscs, interactive video, video game, and so on (Heinich et al, 1996: 198).

Cartoon video in teaching and learning speaking recount text, student can retell the story of a cartoon video and getting idea to tell their own experience. The purpose of the recount text is either to inform or to entertain the audience. Researcher use the cartoon video lessons ‘Edutalk’ that contains a variety of English conversation that appropriate for students. This video has a wide range of everyday topics of conversation that could be a good example for students. Moreover, the reason of using this video is the availability of subtitles in the video that uses two languages namely English and Indonesia as well. This greatly helps students understand the meaning of the context in conversation and knowing the correct pronunciation.

**Recount Text**

a. **Definition of Recount**

   Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.


b. **Generic Structure of Recount**

   1) Orientation: Introducing the participants, place and time.
   2) Events: Describing series of event that happened in the past.
   3) Reorientation: It is optional. Stating personal comment of the writer to the story.

c. **Language Feature of Recount**

   1) Introducing personal participant; I, my group, etc
   2) Using chronological connection; then, first, etc
   3) Using linking verb; was, were, etc
   4) Using action verb; look, go, change, etc
   5) Using simple past tense
This research used a quasi-experimental research. Creswell (2008; 313) explains quasi experimental include assignment, but not random assignment of participants to groups. This research involved two groups, they will receive different teaching treatment. The score result in the pre-test then compared to each other to find out the differences.

There are two groups or classes in experimental research. They are: control class and experimental class. An experimental class receives a new treatment while control class receives a conventional method. The control class is class B of the eighth grade of SMPN 2 Rantau KAL-SEL in academic year of 2013/2014 and the experiment class is class F. The researcher gives pre-test and post-test to both classes to collect data.

The research was conducted in SMPN Negeri 2 Rantau Kal-Sel on February 10th 2014–11th March 2014. The school is located on Jalan Gerilya in Tapin regency South-Kalimantan. This school was chosen as the place of the research because the teachers of school had never used cartoon video as the media to teach speaking to the students. The population of this research is the eighth grade students of SMPN 2 Rantau in academic year of 2013/2014 which consisting of seven classes. The total numbers of population are 158 students. This research was conducted in the second semester.

The researcher used cluster random sampling technique. There were two classes taken as sample in this research, they were class VIII B as control class and they were taught by using conventional method, while class VIII F as experimental class, they were taught by using cartoon video. The reason to choose these classes was they were ready to be researched. The research was conducted in eight meetings consisting of six meeting in applying the treatment and two meetings for administering pre-test and post-test.

FINDINGS
Descriptive Analysis

In this research the technique of collecting the data was test. The test of this research was administered in form of pretest and posttest. In this chapter will be presented on the result of the research, data analysis and discussion. Research conducted on two classes, namely experimental class (VIII F) with 22 students given treatment using cartoon video, while the control class (VIIIIB) with 22 students given conventional teaching. Treatment was given in 6 meetings for basic speaking competence recount text.

Data of Pre-test and Post-test

Data Description of Pre-test Result in Experimental and Control Class

<table>
<thead>
<tr>
<th>Data Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental</td>
</tr>
<tr>
<td>N</td>
<td>22</td>
</tr>
<tr>
<td>Mean</td>
<td>42.50</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>6.682</td>
</tr>
</tbody>
</table>
The table shows that the mean of pre-test result in experimental class was 42.50 and standard deviation was 6.682. Moreover, the table also shows that the minimum score was 30 and the maximum score was 60. It can be seen that the mean of pre-test in control class was 42.73 and standard deviation was 7.025. The minimum score was 25 while the maximum score 55.

### Data Description of Post-Test Result in Experimental and Control Class

<table>
<thead>
<tr>
<th>Data Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Experimental</td>
</tr>
<tr>
<td>N</td>
<td>22</td>
</tr>
<tr>
<td>Mean</td>
<td>75.68</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>10.834</td>
</tr>
<tr>
<td>Min Score</td>
<td>60</td>
</tr>
<tr>
<td>Max Score</td>
<td>95</td>
</tr>
</tbody>
</table>

From the table above, it can be seen that the mean of the post-test result in experimental class was 75.68. The standard deviation was 10.834. The minimum score obtained was 60 and the maximum score which was obtained was 95. While the mean of the post-test result in control class was 57.50. The standard deviation was 12.152. The minimum score was 40 and maximum one was 80.

Based on the descriptive data, it can be explained that there was significant different between the experimental and control class. It can be found clearly between the changing score of pre-test and post-test in experimental class, the minimum score was 30 in pre-test to 60 in post-test and maximum score was 60 in pre-test and 95 in post-test, while in control class, the minimum score was 25 in pre-test to 40 in post test and the maximum score was 55 in pre-test to 80 in post-test.

Obtaining data description, the researcher categorized the scores in Qualitative category. This was to describe students’ speaking skills between experimental and control class. The categories are very good, good, fair, poor, and very poor (Nurgiantoro, 2001:399). The categorization was based on the ideal mean and standard deviation. The ideal mean is obtained from 60% of the maximum score and the ideal standard deviation is one – fourth of ideal mean. The possible maximum score is 100. Therefore the ideal mean $X_i = 60\% \times 100 = 60$ and the ideal
standard deviation is $S_i = 0.25 \times 60 = 15$. The following table will indicate the criterion of the scores.

### The Categorization of Score

<table>
<thead>
<tr>
<th>Sigma Scale</th>
<th>Number Scale</th>
<th>Class Interval</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>+1.5</td>
<td>$X_i + 1.5S_i \geq 60 + 1.5 (15)$ (\geq 82.5)</td>
<td>&gt;82.5</td>
<td>Very Good</td>
</tr>
<tr>
<td>+0.5</td>
<td>$X_i + 0.5S_i \geq 60 + 0.5 (15)$ (=67.5)</td>
<td>67.6 – 82.5</td>
<td>Good</td>
</tr>
<tr>
<td>-0.5</td>
<td>$X_i - 0.5S_i \geq 60 - 0.5 (15)$ (=52.5)</td>
<td>52.6 – 67.5</td>
<td>Fair</td>
</tr>
<tr>
<td>-1.5</td>
<td>$X_i - 1.5S_i \geq 60 - 1.5 (15)$ (=37.5)</td>
<td>37.6 – 52.5</td>
<td>Poor</td>
</tr>
<tr>
<td>&lt; -1.5</td>
<td>$X_i - 1.5S_i \geq 60 - 1.5 (15)$ (=37.5)</td>
<td>&lt; 37.5</td>
<td>Very Poor</td>
</tr>
</tbody>
</table>

### Data Description of Experimental and Control Class

#### Data Description of Experimental Class

Before doing the research hypothesis testing, it will first be analyzed regarding the score of the average students, normality and homogeneity of the class experiment and control classes. To see the result of the student learning before and after treated, it is necessary to process and analyze of data on the pre-test and post-test scores.

Pre-test of experimental class was conducted at February 10th, 2014. The researcher came to class and explained what they have to do. Finally, she asked the students to tell their experience of holiday in front of class orally and individually. The recapitulation of the data shown in the following table:

![Graph showing data distribution](image)

The chart above we can see that one student got 30. Four students scored 35. Six gained 40. Seven of them got 45. Three of the participants acquired 50 and just one student got 60.

#### Frequency Distribution of Pre-Test Score Categorization in Experimental Class

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 82.5</td>
<td>0</td>
<td>0</td>
<td>Very Good</td>
</tr>
<tr>
<td>67.6 – 82.5</td>
<td>0</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>52.6 – 67.5</td>
<td>1</td>
<td>4.5</td>
<td>Fair</td>
</tr>
<tr>
<td>37.6 – 52.5</td>
<td>16</td>
<td>72.7</td>
<td>Poor</td>
</tr>
</tbody>
</table>
Based on the table, one student was classified of having fair category of speaking skill before using cartoon video in teaching and learning process, sixteen students belonged to poor category and five students were in very poor. In short, most of students or 72.7 % of them were in poor category.

After getting the treatment for 6 meetings by using cartoon video as media in teaching English Speaking Recount Text, the students got post-test in the last meeting to measure the change of the score. Post-test was given after all treatments are conducted. It was conducted at March 6th, 2014. This test was used to measure students’ achievement after giving the treatments.

The following is the chart of post-test.

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 82.5</td>
<td>5</td>
<td>22.8</td>
<td>Very Good</td>
</tr>
<tr>
<td>67.6 – 82.5</td>
<td>12</td>
<td>54.4</td>
<td>Good</td>
</tr>
<tr>
<td>52.6 – 67.5</td>
<td>5</td>
<td>22.8</td>
<td>Fair</td>
</tr>
<tr>
<td>37.6 – 52.5</td>
<td>0</td>
<td>0</td>
<td>Poor</td>
</tr>
<tr>
<td>&lt; 37.5</td>
<td>0</td>
<td>0</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

The chart above shows that three students acquired 60, two students got 65, and five students obtained 70. Two students scored 75. Five students obtained 80. While one of them got 85. Two students got 90 and two students successfully scored 95. Next, the percentage of frequency distribution of posttest result in Experimental class can be seen in the table below:

**Frequency Distribution of Post-test Score Categorization in Experimental Class**

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 82.5</td>
<td>5</td>
<td>22.8</td>
<td>Very Good</td>
</tr>
<tr>
<td>67.6 – 82.5</td>
<td>12</td>
<td>54.4</td>
<td>Good</td>
</tr>
<tr>
<td>52.6 – 67.5</td>
<td>5</td>
<td>22.8</td>
<td>Fair</td>
</tr>
<tr>
<td>37.6 – 52.5</td>
<td>0</td>
<td>0</td>
<td>Poor</td>
</tr>
<tr>
<td>&lt; 37.5</td>
<td>0</td>
<td>0</td>
<td>Very Poor</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
<td>-</td>
</tr>
</tbody>
</table>

The table shows that there were five of twenty two students who were in very good category and twelve students were in good category. The rest of them were in fair category because they got score between 52.6– 67.5. None of students was in poor and very poor category.

**Data Description of Control Class**

Pre-test was given before treatments. It was conducted at February 12th, 2014. The researcher came to class and explained what they had to do. Finally, she asked the students to retell their experience in the past. And the topic is holiday. The student asked to perform it in front of class orally and individually.

The chart below shows the result of the Pre-Test of Control Class.
The chart shows that the one student got 25. Three out of students obtained 35. Seven students got 40. Six students achieved 45. Three students got 50 and the rest attained 55. The percentage of frequency distribution of pretest result in control class is displayed below:

Frequency Distribution of Pre-Test Score Categorization in Control Class

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 82.5</td>
<td>0</td>
<td>0</td>
<td>Very Good</td>
</tr>
<tr>
<td>67.6 – 82.5</td>
<td>0</td>
<td>0</td>
<td>Good</td>
</tr>
<tr>
<td>52.6 – 67.5</td>
<td>2</td>
<td>9.1</td>
<td>Fair</td>
</tr>
<tr>
<td>37.6 – 52.5</td>
<td>16</td>
<td>72.7</td>
<td>Poor</td>
</tr>
<tr>
<td>&lt; 37.5</td>
<td>4</td>
<td>18.2</td>
<td>Very Poor</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

The table displays those two out of twenty two students who belonged to fair category. As many sixteen students of them belonged to poor category. Four students who classified in very poor category. None of students belonged to good and very good category. It can be concluded that the most of the students or as many 72.7% of them were in poor category. Post-test is given after all treatments. It was conducted March 10th, 2014.

This test is used to measure students’ achievement after giving the conventional method.
From the chart above, it can be seen that there were two students acquiring score 40. Three students got 45. Three attained 50. Four of them got 55. Four students got 60. Two obtained 65. One acquired 70, and the rest gained 80. Next, the percentage of frequency distribution of posttest result in control class can be seen in the table below.

Frequency Distribution of Post-Test Score Categorization in Control Class

<table>
<thead>
<tr>
<th>Class Interval</th>
<th>F</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt; 82.5</td>
<td>0</td>
<td>0</td>
<td>Very Good</td>
</tr>
<tr>
<td>67.6 – 82.5</td>
<td>4</td>
<td>18.2</td>
<td>Good</td>
</tr>
<tr>
<td>52.6 – 67.5</td>
<td>10</td>
<td>45.4</td>
<td>Fair</td>
</tr>
<tr>
<td>37.6 – 52.5</td>
<td>8</td>
<td>36.4</td>
<td>Poor</td>
</tr>
<tr>
<td>&lt; 37.5</td>
<td>0</td>
<td>0</td>
<td>Very Poor</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>100</strong></td>
<td>-</td>
</tr>
</tbody>
</table>

The table shows that there was no one of twenty two students in control class who categorized into very good level of speaking skill. As many four students of them belonged to good category because they got score between 67.6-82.5. Ten students belonged to fair category and the rest of them or eight students were classified in poor category. None of students was belonged to very poor category.

**Inferential Analysis**

**Normality**

After knowing the descriptive statistical analysis of pretest scores for the experimental class and the control class, the next step is to test the normality of the pretest scores of the both classes. Normality test is performed to determine whether the data is normally distributed between the experimental class and the control class or not. Normality Tests conducted with Shapiro-Wilk test statistics with SPSS 21.0.

Normality test results for pre-test
The Normality Test in Pre-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Control</td>
<td>.167</td>
<td>22</td>
</tr>
<tr>
<td>Value</td>
<td>.172</td>
<td>22</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction

Testing criteria:

If \( P > \alpha \) (0.05), then the normal distribution

If \( P < \alpha \) (0.05), then it is not normal

Based on the calculation of the normality test on the obtained of experimental class \( P = 0.156 \) and gained of the control class \( P = 0.188 \). By comparing the value of \( \alpha = 0.05 \) for the experimental class \( P = 0.156 > \alpha \) (0.05), and a control class \( P = 0.188 > \alpha \) (0.05). It can be concluded that for both data are distributed normally.

Normality test results of post-test

Normality test is done to determine the normal distribution of data or not between the experimental class and the control class. Testing for normality used Shapiro-Wilk test statistics with SPSS 21.0. The test results for the posttest given in the table below:

The Normality Test in Post-test

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Control</td>
<td>.145</td>
<td>22</td>
</tr>
<tr>
<td>Value</td>
<td>.155</td>
<td>22</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction
Testing criteria:
If $P > \alpha (0.05)$, then the normal distribution
If $P < \alpha (0.05)$, then it is not normal

Based on the calculation of the normality test on the experimental classes obtained at $P = 0.194$ and $P =$ derived control class $0.109$. By comparing the value of $\alpha = 0.05$, then for the experimental class $P = 0.194 > \alpha (0.05)$ and the control class $P = 0.109 > \alpha (0.05)$. It can be concluded that for both the data are distributed normally.

**Homogeneity**

**Homogeneity Test of Pre-test**

Having known that the pre-test data are distributed normally, and then the next step is to test the homogeneity of variance to determine the similarity between the pretest scores. Test of homogeneity of variance using SPSS 21.0. The Results of homogeneity test for pretest the data given in the table below:

<table>
<thead>
<tr>
<th>The Homogeneity Test in Pre-test</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.033</td>
<td>1</td>
<td>42</td>
<td>.856</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.033</td>
<td>1</td>
<td>42</td>
<td>.856</td>
</tr>
<tr>
<td>Based on Median and</td>
<td>.033</td>
<td>1</td>
<td>41.825</td>
<td>.856</td>
</tr>
<tr>
<td>with adjusted df</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.033</td>
<td>1</td>
<td>42</td>
<td>.857</td>
</tr>
</tbody>
</table>
Testing criteria:
If the significance value (P) > α (0.05), then the homogeneous
If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.856. By comparing the value of α = 0.05 as the value for P (0.856) > α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

**Homogeneity Test of Post-test**
Homogeneity test was conducted to determine the data have homogeneous variances or not. Test of homogeneity of variance using SPSS 21.0. Results of homogeneity test for the data given in Table posttest.

<table>
<thead>
<tr>
<th>The Homogeneity Test Post-test</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Based on Mean</td>
<td>.099</td>
<td>1</td>
<td>42</td>
<td>.755</td>
</tr>
<tr>
<td>Based on Median Value</td>
<td>.046</td>
<td>1</td>
<td>42</td>
<td>.831</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.046</td>
<td>1</td>
<td>39.034</td>
<td>.831</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.096</td>
<td>1</td>
<td>42</td>
<td>.759</td>
</tr>
</tbody>
</table>

Testing criteria:
If the significance value (P) > α (0.05), then the homogeneous
If the significance value (P) <α (0.05), then it is not homogeneous

Based on the above table, on the pretest between the experimental class and control class derived P = 0.755. By comparing the value of α = 0.05 as the value for P (0.755) > α (0.05), it can be concluded that these data come from populations with the same variance (homogeneous).

**Hypothesis Testing**
Similarities between the ability of students who received treatment by using cartoon video and conventional can be determined by examining the average pretest score for each class. After testing the data for normality and homogeneity test results of the pretest and posttest is known that the distribution of both pretest and posttest scores were distributed normally and homogeneous, so to test the difference in the two mean posttest used parametric statistical t-test. T-test
(Independent Samples T-test) was performed with SPSS 21.0, with a significance level of 5%. The formulation of hypotheses to be tested:

There is a significant difference of speaking ability between the Eighth grades students of SMPN 2 Rantau who are taught by using of cartoon videos and those who are taught by using conventional method.

Criteria for Testing Hypotheses:

- Independent Sample T-test If the -t obtained < -t table or t obtained > t table, then H0 is rejected, Ha accepted.
- If the -t table ≤ t obtained ≤ t table, then H0 is accepted, Ha rejected.
- Based on the significance
- If P > α (0.05), then H0 is accepted, Ha rejected.
- P < α (0.05), then H0 is rejected, Ha accepted.

**Independent Samples T-test**

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variance</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>---</td>
<td>------</td>
</tr>
<tr>
<td>Equal Variances Assumed</td>
<td>.09</td>
</tr>
<tr>
<td>Equal Variances not assumed</td>
<td>5.24</td>
</tr>
</tbody>
</table>
Based on the above table the significance (P) was 0.000. Because of the significance of P (0.000) <α (0.05), Ha is accepted. Based on the above table, it obtained t = \(-5.245\). And table = (df) n-2 or 44-2 = 42, the results obtained for the t table is \(-2.018\). Because of \(t\) obtained \((-5.245)\) < \(t\) table \((-2.018)\), so it can be concluded that there are differences in the ability of speaking recount text in the eighth grade students of SMPN 2 Rantau given teaching by using media cartoon videos with students who were taught by using conventional method. In other words, the post-test score of the experimental group was higher than the post-test score of the control group.

**DISCUSSION**
The finding showed that student’s ability improved. It can be concluded that the implementation of using cartoon videos as a media in teaching speaking recount text was effective. It was proven with students average score in experimental class was higher than control class in the post-test.

<table>
<thead>
<tr>
<th>The Average Scores of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Value</strong></td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Pre-test</td>
</tr>
<tr>
<td>Post-test</td>
</tr>
</tbody>
</table>

From this research it can be seen that teaching speaking recount text by using cartoon video was effective. The cartoon video in this research has several advantages as follows:

First, the cartoon video is very helpful for teacher to provide media in teaching speaking. Because in teaching speaking recount text, the teacher must provide appropriate materials and media in order to assist students in finding ideas to speak. From cartoon video was watched, students gain a lot of new vocabularies which became the basis to talk.

Second, the researcher used cartoon videos that appropriate with the characteristics of the junior high school students’ level. Not too easy and not too difficult. Students can understand the lesson easily and challenged to develop their ability to speak.

Next, the cartoon video was used contains conversations that are used in everyday life. So that students really like to learn the real target language. In addition, students can use the conversation in real life outside the classroom.

Furthermore, the advantage of this cartoon video is the availability of video subtitle language that was shown in two languages at once, English (the target language) and Indonesian (first language). This makes the students get the ease of understanding the meaning of context in the conversation. Besides, students could imitate the pronunciation of the words correctly.

After watching cartoon videos there are many things can be done by students. For example, students were asked to retell anything done by the cartoon character in the video. In addition, students may also be asked to recount their own experiences related to the story in the cartoon video.
This greatly helps students in learning speaking recount text, because the lessons with fun and learning objectives can be achieved. If the right activities are taught in the right way, speaking in class can be a lot of fun, students can be motivated to speak a lot and to explore their idea.

After conducting the research, the researcher concluded that the use of cartoon videos as media in speaking recount text is effective. Based on the research findings and the discussion in chapter IV, the result of this research can be summarized as follows:

1. The result of the analysis of the speaking ability of the students in the experimental class who were taught by using cartoon videos shows improvement. The mean score of experimental class in pre-test was 42.50 and in the post-test was 75.68. It can be seen that there is a significant progress from pre-test to the post-test. The highest category in pre-test was poor category. In the post-test the highest category of the experimental class belonged to good category.

The result of the analysis of the speaking ability of the students who were taught by using conventional method of the control class also had improvement but not significant. It can be seen from the mean score of pre-test was 42.73 and the mean score of post-test was 57.50. The highest category in pre-test belonged to poor category. In the post-test of control class, there were ten students or 54.4 % who belonged to fair category.

2. Based on the t-test, it could be seen that the value of -t obtained (-5.245) < - t table (-2.018), at the significant level 5%. The hypothesis testing indicates that the score of experimental class were significantly higher than the score of the control class. Based on the result of the data analysis, it was found that there was a significant difference of students’ speaking ability between who are taught by using cartoon videos and those who are taught by using conventional method.
REFERENCES


A SOCIO-PRAGMATICS STUDY OF CONDOLENCe UTTERANCES TO THE DEATH OF BBC DISCOVERY CHANNEL, STEVE IRWIN

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ABSTRACT

This research is aimed at describing the intention of using condolence utterances and also determines the proper speaker’s reasons. The data are taken from virtual references called the internet. In collecting the data, the writer uses a documentary method by selecting the condolence utterances, which can be found on the internet. The first step of analyzing data is that the writer described the intention of using condolence utterances used to condole to the death of Steve Irwin. Then in determining the proper reason of using condolence, the writer used the SPEAKING theory of Hymes. Having analyzed the data, the writer finds that there are 3 intentions found in all data are to inform, to assert, and to address. And also the reason for using condolence utterances are showing intimacy, showing solidarity, showing grief, showing distress, and showing respect.

**Keywords:** Socio-Pragmatics, Condolence, Steve Irwin
INTRODUCTION

The main function of language is a communication medium. Language allows people to say things to each other and to express their communicative needs. Language is the cement of society, allowing people to live, work, and play together, to tell the truth, but also to tell a lie or lies. In the interaction setting people to make use of many kinds of language variation. This reflects a change in situational processes, such as addresses, settings, and topics. They utilize the specific vocabularies to describe the utterances. This interaction causes people to use certain utterances in which used for a specific goal or purposes. Condolence utterance is one of the most various utterances that might be utter to another. Condolence utterances are used to show people’s empathy or sympathy for another people who have certain problem or worries.

When someone condoles or offers their condolences to a particular situation or person, they are offering active, conscious support of that person or activity. Often, the English language expression "my condolences" will be in a context, such as the death of a friend's loved one, in which the one offering condolences is compelled to feel pity towards the unfortunate party. But condolences can also be offered by friends or supporters of circumstances that are legally debatable, such as the justifiability of a domestic abuse victim killing her/his abusive partner. In this case, some might offer their condolences to the victim, while others might not.

Nurnaningsih (2005) with his research paper entitled “An Analysis of Address Terms Used in Aristocratic Movie Manuscript (A Sociolinguistics Study)” . She found that the pattern of address term is categorizes based on the estate. The first estate employs Tu and Vous to the second estate and that the second estate, usually gives Vous to the first estate. Among the second estate there is the exchange of non-reciprocal Tu and Vous Mutual Vous, and also Mutual Tu. The second estate gives Tu to the third estate. On the other hand, the third estate gives Vous to the second estate. The third estate usually gives Mutual Tu to each other. The reason for employing the address terms include showing respect, power, intimacy/ solidarity, anger and to insult.

Furthermore, Hasanah (2006) discuss “The Use of Deixis in Gladiator Movie Manuscript”. She found that the forms of deixis are person deixis, place deixis, time deixis, discourse deixis, and social deixis. Person deixis consists of the first person, second person and the third person which are distinguished into singular and plural person. It is also distinguished based on its function in the sentence, as subject and object personal pronoun, as a subject in possessive pronoun, as an object in the possessive pronoun, as reflexive in possessive pronoun. She clarified the reference of deixis based on semantic meaning. It refers to the lexical meaning and based on the pragmatic meaning which refers to the meaning covers in the discourse, such as refers to a first person, second person, third person, proximal distance, distal distance, proceeding portion, present time, past time, future time and social relationship.

While the writer analyzes the intention and the reason of condolence utterances to the death of Steve Irwin by applying socio-pragmatics approach.
REVIEW OF RELATED LITERATURE

Notion of Pragmatics

Pragmatic is another branch of linguistics that is concerned with meaning and context. The primary focus of pragmatics is a person’s ability to derive meanings from specific kinds of speech situation and recognize what the speaker is referring to, to relate new information what has gone before, to interpret what is said from background from background knowledge about the speaker and the topic of discourse and to infer or “fill in” information that the speaker takes for granted and doesn’t bother to say (Brown and Yule, 1980:3). According to Levinson (1983:9), Pragmatics is the study of those relationships between languages that are encoded in a structure of language. Pragmatic is the relationships between language and context, which is a basis for understanding the meaning of language. It deals with language use and the relationship between language form and language use. While Leech (1983) states that pragmatics can be usefully defined as the study of how utterances have meanings in a situation.

Based on the definitions above the writer can give a conclusion that pragmatics is the study of language in use, including the ways in which the hearer derives meanings from the context and from knowledge of speakers apart from the linguistic meanings of what is said.

Principal of Pragmatics

Some of the aspects of the language studied in pragmatics include deixis, presupposition, implicature, performative, and entailment.

a. Deixis
Deixis is a technical term (from Greek) for one of the most things we do with utterances. It means “pointing” via language. Any linguistics form used to accomplish this “pointing” is called a deictic expression. There are three kinds of deixis. They are person deixis (‘me’, ‘you’) to indicate people, spatial deixis (‘here’, ‘there’) to indicate the location and temporal deixis (‘now’, ‘then’) to indicate the time. Deixis expression depends on the speaker and hearer sharing the same context.

b. Presupposition
A presupposition is something the speaker assumes to be the case prior to making an utterance. Speakers, not sentence, have a presupposition.

c. Implicature
Implicature is additional meaning that refers to an indirect or implicit meaning of an utterance derived from the context that is not present from its conventional use.

d. Entailment
Entailment is something that logically follows what is asserted from the utterance or a relation in which the truth of a sentence necessarily implies the truth of another. If the utterance (1) is false (not dead), then the utterance (2) must necessarily be false (not assassinated). To show that (1) true forces (2) to be true and (2) false forces (1) to be false.

e. Speech Act
Speech act is actions performed via utterances. A speaker expects that his/her intention will be recognized by the hearer. The instruments used are a locutionary act (the literal meaning of the
utterance), locutionary act (the meaning intended by the speaker), and perlocutionary act (the effect of the utterance toward).

**Notion of Socio-Pragmatics**

In conducting the research, the writer applies Socio-Pragmatics analysis. According to Leech (in Kawate, 2003:1) Socio-Pragmatic is “the sociological interface of pragmatics” involving speaker’s and hearer’s beliefs built on relevant social and cultural values. Thus, Socio-Pragmatics competence is the ability to adjust speech strategies appropriately according to different social variables such as the degree of imposition, social dominance, and the distance between the participant of conversation, and participant’s right and obligations in communication.

Based on the explanation above, the writer concludes that Socio-Pragmatics is the study of language meaning in the phenomenon including the language usage and language users in cultural and social context.

**Speech Act Theory**

**Level of Speech Act**

Levinson (1983:236) states that speech act is carrying out some actions by saying. There are three basic acts of saying utterance, namely A) Locutionary act, the utterance of a sentence which determinates sense and reference. B) Illocutionary act, the performing of a statement, offer, order, in uttering a sentence. C) Perlocutionary act, the bringing of effects on the audience by uttering the sentence.

a. Locutionary Act

The literal meaning of a sentence. According to Austin (in Levinson, 236), Locutionary act is the utterance of a sentence which determines sense and reference. A locutionary act is a physical act of a producing an utterance. For example: A guest said to the owner of the house, “it’s hot here”. Locution: the guest wants to inform the owner of the house that the weather is hot.

b. Illocutionary Act

Austin in Levinson (1983:26) states that illocutionary act is the act that is committed by the utterance. This is so because the locution is what is said by the speaker certainly. For example: There is a teacher in a crowded class. The teacher says, “I will make you stay longer in class”. The illocutionary act is the teacher asking the students to be quiet. The speaker’s intention is ordering. It can be known that illocutionary act is an intended meaning or what the speaker is doing by uttering.

c. Perlocutionary Act

Perlocutionary act refers to the action of the hearer after hearing the sentence of utterance from the speaker. Austin (in Levinson, 1983:236) states that perlocutionary act is the act of bringing an effect through locutionary and illocutionary. Perlocutionary refers to how the utterance received by the hearer by doing some action.

For example, when one hears the utterance “would you like a cup of coffee?” the hearers will give response by answering “yes”, “sure”, “no thanks”. These answers are called the effect of the utterance or perlocutionary.

**Context of S-P-E-A-K-I-N-G Formula**
In finding the proper meaning of language one must consider not only in the language but also the occurred context. Levinson (1983:3) asserts that “understanding the context leads us inappropriate or felicity condition”. Hymes (in Brown and Yule, 1983:38) describes the various kind of context which influences the meaning. One of his famous theories of the SPEAKING formula is employed to convey the analysis results and discuss in the research and its abbreviation, such as:

a. Setting and Scene (S)
Setting refers to the physical relation of communication occurred in place and time. While the scene tends to more psychological or cultural situation such as serious or festive, formal or informal situation. It is necessary to decide the language style.

b. Participants (P)
Participants consist of two categories namely addresser (speaker or writer) and addressee (hearer or reader) included in the conversation. It relates to the social factors like age, gender, profession, status, etc.

c. Ends (E)
Ends involve the purposes of what the participant intended as a result of communication like imperative, persuasive, discussion, and many others.

d. Act Sequence (A)
Act sequence refers to recent form and content of the message when the person speaks. Message from refers to how something (topic) is spoken and message content belong to what is. To distinguish both of them, it can be drawn by direct and indirect sentence.

e. Key (K)
Key includes (1) the tone or general spirit of conversation (brave, persuade, sarcastic, fierce, pedantic, light-hearted, mocking, frustration, anger, desperation, irony, happiness, etc. (2) the manner which referring to participant behaviour, others like formal, informal, intimate, respectful, polite, impolite, serious, optimistic, bitterness, sympathetic, etc.

f. Instrumentality
Instrumentality shows the choice of channel or medium of speech for instance written, spoken, signal (semaphore or telegraphic) or codes which refers to whether a language or a direct language is being used.

g. Norms of Interaction or Interpretation (N)
Norms of interaction or interpretation refer to the specific attitude or properties during the conversation which may be seen by the people who does not share them. For example: loudness, silence, etc.

h. Genres (G)
Genres are defined as the categories of communication appear in utterances such thing as a poem, sermons, prayers, jokes, proves, adverb, and many other things.

**Notion of Condolence**

Condolence is a feeling of worry or pity. When someone concedes or offers their condolences to a particular situation or person, they are offering active, conscious support of that person or activity. Often, the English language expression "my condolences" will be in a context, such as the death of a friend's loved one, in which the one offering condolences is compelled to feel pity
towards the unfortunate party. But condolences can also be offered by friends or supporters of circumstances that are legally debatable, such as the justifiability of a domestic abuse victim killing her/his abusive partner. In this case, some might offer their condolences to the victim, while others might not. (Steve Jobs and James Lovey Sorenson, 2005). And according to Oxford Learner’s Dictionary (2003) condolence is an expression of sympathy.

**Synopsis of the Death of Steve Irwin**

On September 4, 2006, Irwin was fatally pierced in the chest by a stingray spine while snorkelling at the Great Barrier Reef, at Batt Reef, which is located off the coast of Port Douglas in Queensland. Irwin was in the area filming his own documentary, *Ocean's Deadliest*, but the weather had stalled filming. Irwin decided to take the opportunity to film some shallow water shots for a segment in the television program his daughter Bindi was hosting, when, according to his friend and colleague, John Stainton, he swam too close to one of the stingrays. "He came on top of the stingray and the stingray's barb went up and into his chest and put a hole into his heart," said Stainton, who was on board Irwin's boat the *Croc One*. The events were caught on camera, and a copy of the footage was handed to the Queensland Police. After reviewing the footage of the incident and speaking to the cameraman who recorded it, marine documentary filmmaker and former spearfisherman Ben Cropp speculated that the stingray "felt threatened because Steve was alongside and there was the cameraman ahead." In such a case, the stingray responds to danger by automatically flexing the serrated spine on its tail (which can measure up to 25 cm or about 10 inches in length) in an upward motion. Cropp said Irwin had accidentally boxed in the animal. "It stopped and twisted and threw up its tail with the spike, and it caught him in the chest. It's a defensive thing. It's like being stabbed with a dirty dagger." The stinging of Irwin by the bull ray was "a one-in-a-million thing." Cropp told *Time* magazine. "I have swum with many rays, and I have only had one do that to me..." Initially, when Irwin's colleague, John Stainton, was interviewed by CNN's Larry King late on September 4, 2006, he denied the suggestion that Irwin had pulled the spine out of his chest, or that he had seen footage of the event, insisting that the anecdote was "absolute rubbish." The following day, when he first described the video to the media, he stated, "Steve came over the top of the ray and the tail came up and spiked him here [in the chest], and he pulled it out and the next minute he's gone." It is thought, in the absence of a coroner's report, that a combination of the toxins and the puncture wound from the spine caused Irwin to die of cardiac arrest, with most damage being inflicted by tears to arteries or other main blood vessels. A similar incident in Florida a month later in which a man survived a stingray barb through the heart showed that Irwin's removal of the barb may have caused his own death. The coroner's report has not yet been released.

Crew members aboard his boat called the emergency services in the nearest city of Cairns and administered CPR as they rushed the boat to the nearby Low Islets to meet an emergency rescue helicopter. However, despite the best efforts of Irwin's crew, medical staff pronounced him dead when they arrived a short time later. According to Dr Ed O'Loughlin, who treated Irwin, "it became clear fairly soon that he had non-survivable injuries. He had a penetrating injury to the left front of his chest. He had lost his pulse and wasn't breathing."
Irwin's body was flown to a morgue in Cairns. His wife, Terri Irwin, was on a walking tour in Cradle Mountain-Lake St Clair National Park in Tasmania at the time and returned via a private plane from Devonport to the Sunshine Coast with their two children. Fatalities due to stingrays are infrequent and occurrences are not consistently collated. The attack on Irwin is believed to be the only fatality from a stingray ever captured on film. Stainton told CNN's Larry King "[The tape] should be destroyed". In an ABC interview with Barbara Walters, Irwin's wife Terri said she has not seen the film of her husband's deadly encounter with the stingray and that it would not be shown on television. On January 3, 2007, the only video footage showing the events that led to Irwin's death was handed over to Terri, who said that the video would never become public, and noted her family has not seen the video either. In a January 11, 2007 interview with Access Hollywood, Terri said that "all footage has been destroyed." Production was completed on Ocean's Deadliest, which aired for the first time on the Discovery Channel on January 21, 2007. The documentary was completed with footage shot in the weeks following the accident. According to Stainton, "Anything to do with the day that he died, that film is not available." Perhaps to maintain the film's original purpose as a nature documentary and prevent it from becoming a documentary of Irwin's final days, his death is not mentioned in the film, aside from a still image of Irwin at the end alongside the text "In Memory of Steve Irwin".

News of his death prompted widespread worldwide shock. Australian Prime Minister John Howard expressed his "shock and distress" at the death, saying that "Australia has lost a wonderful and colourful son." Queensland Premier Peter Beattie commented in a Channel Seven television interview that Irwin "will be remembered as not just a great Queenslander, but a great Australian". Several Australian news websites went down because of high web traffic and for the first time, the top 10 list of most viewed stories for Fairfax Digital news sites were swept by one topic. Talk-back radio experienced a high volume of callers expressing their grief. Flags at the Sydney Harbour were lowered to half-staff in honour of Irwin. The U.S. feed of the Animal Planet cable television channel aired a special tribute to Steve Irwin that started on Monday, 4 September 2006. The tribute continued with the Animal Planet channel showing highlights of Irwin's more than 200 appearances on Discovery Networks shows. On the evening of his death, Enough Rope re-broadcast an interview between Irwin and Andrew Denton originally broadcast in 2003. CNN showed a repeat of his interview on Larry King Live, originally recorded in 2004. The Australian federal parliament opened on September 5, 2006, with condolence speeches by both Prime Minister John Howard and the Leader of the Opposition Kim Beazley. The Seven Network aired a television memorial show as a tribute to Irwin on September 6, 2006. Jay Leno delivered a tribute to Irwin, describing him as a great ambassador of Australia. Irwin appeared on Leno's talk show on more than ten occasions. There were also tributes on Live with Regis & Kelly and Barbara Walters' The View; on the former show, Kelly Ripa came close to tears with her praise of Irwin. Hundreds of people visited Australia Zoo to pay tribute to the deceased entertainer and conservationist. The day after his death, the volume of people visiting the zoo to pay their respects affected traffic so much that police reduced the speed limit around the Glass House Mountains Road and told motorists to expect delays. BBC reported on September 13, 2006, that thousands of fans have been to Australia Zoo since Irwin's death, bringing flowers, candles, stuffed animals and messages of support. In the weeks after his death, Irwin's conservation
foundation Wildlife Warriors reported that thousands of people from around the world were offering their support via donations to the conservation group.

Queensland Premier Peter Beattie extended the offer of a state funeral to Irwin's family, an honour also agreed to by Prime Minister John Howard. The family decided that such a funeral wouldn't be appropriate, a sentiment echoed by many Australians outside media and political circles. Steve Irwin's father, Bob Irwin, stated that his son would not have wanted such an honour, and would want to be remembered as an "ordinary bloke". Beattie stated he would honour the decision of the Irwin family regarding their arrangements. Irwin was farewelled by family and friends at a private funeral service held at Caloundra on the afternoon of 9 September. The naturalist was buried in a private ceremony at the zoo on the same day.

METHODOLOGY

Type of Research

The type of this research is descriptive qualitative because it does not include any calculation or statistic; instead, it includes a sentence or description of the object as a result. Qualitative research (Moleong, 1995:02) is a research of which data in the form of a written or oral word are descriptively analysed.

Object of the Research

In the research, the writer chooses condolence utterance to the death of Steve Irwin as the object of the research.

Data and Data Source

The data that will be analysed in this research are condolence utterances that are in the form of the phrase, clause, and sentence taken from virtual references.

Technique of Collecting Data

In order to collect the data, the writer uses the documentation method. The step that the writer’s take as follows:

1. Finding the data on the internet.
2. Reading the condolences utterances carefully.
3. Selecting and writing the utterances that consist of condolences utterances.

Technique of Analysing Data

The researcher conducts the data analysis using the following steps:

1. Separating each data and giving the number of each data which to be analysed.
2. Describing the intentions of condolences utterances to the death of Steve Irwin by referring speech act (locutionary and illocutionary).

3. Determining the reasons of using condolences utterances to the death of Steve Irwin by applying the SPEAKING theory of Hymes.

4. Making conclusions and suggestions.

FINDINGS AND DISCUSSION

In this part, the researcher will analyze the data based on their intention and the reason of using condolence utterances used to condole the death of Steve Irwin. The data to be analyzed in this research is in the form of clauses, phrases, and sentences taken from virtual references called the internet. Based on the research findings, the researcher can summarize as follows:

Table 4.1 The Intention of Using Condolence Utterances to the Death of Steve Irwin

<table>
<thead>
<tr>
<th>No</th>
<th>Intention</th>
<th>Number of Data</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To inform</td>
<td>3, 4, 8, 12, 13, 16, 19, 21, 23, 25, 28</td>
<td>11</td>
<td>36.67%</td>
</tr>
<tr>
<td>2</td>
<td>To assert</td>
<td>1, 2, 5, 7, 9, 14, 15, 17, 18, 20, 24, 26, 27, 30</td>
<td>14</td>
<td>46.62%</td>
</tr>
<tr>
<td>3</td>
<td>To address</td>
<td>6, 10, 11, 22, 29</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td>Total Number</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher found that some intention of why do people use condolence utterances used to condole the death of Steve Irwin such as to inform are about 36.67% consist of eleven data, to assert is about 46.62% consist of fourteen data, and to address are about 36.67% consist of five data.

Table 4.2 The Reason of Using Condolence Utterances to the Death of Steve Irwin

<table>
<thead>
<tr>
<th>No</th>
<th>Intention</th>
<th>Number of Data</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Showing intimacy</td>
<td>3</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td>2</td>
<td>Showing solidarity</td>
<td>1, 2, 6, 17, 23, 26, 30</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>3</td>
<td>Showing respect</td>
<td>8, 9, 11, 13, 15, 16, 18, 20, 24, 25, 28, 29</td>
<td>12</td>
<td>39.96%</td>
</tr>
<tr>
<td>4</td>
<td>Showing grief</td>
<td>4, 7, 10, 19, 22</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>5</td>
<td>Showing distress</td>
<td>5, 12, 14, 21, 27</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td></td>
<td>Total Number</td>
<td></td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, the researcher found some reason of using condolence utterances such as showing intimacy is about 3.33% consist of three two, showing solidarity is about 23.33% consist of six data, showing respect is about 39.96% consist of twelve data, showing grief is about
16.67% consists of five data, showing distress is about 16.67% consist of four data, and showing means of sea transportation is about 10% consists of three data.

CONCLUSION AND SUGGESTION

Based on the data analysis, finally the writer comes to some conclusion:
1. Related to the intention of using condolence utterances to the death of Steve Irwin.

From thirty data of condolence utterances found in condolence utterances which spread out via the internet, the data are in the form of clauses, phrases, and sentences, the intention is to inform are about 36.67% consist of eleven data number 3, 4, 8, 12, 13, 16, 19, 21, 23, 25, 28, to assert is about 46.62% consist of fourteen data number 1, 2, 5, 7, 9, 14, 15, 17, 18, 20, 24, 26, 27, 30 and to address are about 36.67% consist of five data number 6, 10, 11, 22, 29.

2. Related to the reason of using condolence utterances to the death of Steve Irwin.

The researcher found some reason of using condolence utterances such as showing intimacy is about 3.33% consist of three two number 3, showing solidarity is about 23.33% consist of six data number 1, 2, 6, 17, 23, 26, 30, showing respect is about 39.96% consist of twelve data number 8, 9, 11, 13, 15, 16, 18, 20, 24, 25, 28, 29, showing grief is about 16.67% consist of five data, number 4, 7, 10, 19, 22, showing distress is about 16.67% consists of five data number, and showing means of sea transportation is about 10% consists of three data number 5, 12, 14, 21, 27.

Implication

The implication of this research paper is the theoretical proposition of this research. The result should be associated with their theoretical approach the research underlies. The following statement can suggest the underlying theory which underlies this research. The intention of using condolence utterances to the death of Steve Irwin is mostly to assert, and the reason of using condolence utterances to the death of Steve Irwin is mostly showing respect

Suggestion

Based on the findings above, the researcher suggests:
1. To lectures of the English Department, they suggest to their students to analyze language phenomenon by using the socio-pragmatics approach in order to enrich the knowledge about linguistics.

2. The researcher hopes that there are future researches who will complete or critics this study to make a betterment and perfectness.
REFERENCES

HOW EMERGING CONCEPTS AND DIGITAL TECHNOLOGIES CAN RESPOND TO THE CHANGING NEEDS OF THE LEARNERS

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ABSTRACT

The goal of this paper is to know how emerging concepts and digital technologies can respond to the changing needs of the learners. Digital technologies offer us promising opportunities to respond to and incorporate into the practice of educational assessment some of the emerging epistemologies. Epistemologies that may be integral to the effort to deliver high quality education to learners with diverse characteristics and life circumstances in our society. Exploration on development on technology, applied to how we conceptualized and implement assessment may help in the education enterprise to prepare learners for the challenges of the twenty first century workplace. Gordon commissioner and senior scholar Eva Baker (2012) observe that there are at least three rational approaches to dealing with the unpredictability of job and learning requirement in changing global context: 1) educational systems must become both operational and politically agile. 2) Assessment should always include task that call for transfer or the application of learning to new unexpected task, 3) learning and assessment should focus on more pervasive skills that could be embedded in different context and changing subject matter directed toward new applications. Baker identifies two simple and clear policy actions. First transfer must be regularly included as part of test or assessment used to measure learning. Second is to investigate the use of cognitive, interpersonal and intrapersonal skills which is understand as a type of interaction we expect to be demonstrated with components that interact with one another

Keywords: Emerging concept, digital technologies, learners
INTRODUCTION
Digital technologies develop very fast in everywhere and technologies are impacting on students learn. Many schools are using digital technologies like the internet, laptops and tablets to quickly, easily and cost effectively connect students with the huge range of digital services and resources. However, the benefits of learning with digital technologies are accompanied by some challenges and potential risks for students and schools. These ‘digital challenges’ are real and present a dilemma to schools in using digital technology. Digital information and technology at present have come to school. Schools are advised to recognize and understand the nature of the changes and challenges that digital technology have brought and develop systems and processes to manage these.

Technology mediated social interactions dominate our daily lives, how we can leverage those interactions to the benefit of our learners, and how we can engage them in learning experiences in ways that will encourage them to practice language extensively. Gordon commissioner and senior scholar Eva Baker (2012) observe that there are at least three rational approaches to dealing with the unpredictability of job and learning requirement in changing global context 1) educational systems must become both operational and politically agile. 2) Assessment should always include task that call for transfer or the application of learning to new unexpected task, 3) learning and assessment should focus on more pervasive skills that could be embedded in different context and changing subject matter directed toward new applications. Baker identifies two simple and clear policy actions. First transfer must be regularly included as part of test or assessment used to measure learning. Second is to investigate the use of cognitive, interpersonal and intrapersonal skills which is understand as a type of interaction we expect to be demonstrated with components that interact with one another for example cognition and motivation.

Technology will determine much of the nature of educational delivery and assessment systems. Unsupervised personal access to knowledge portends a massive and continuing change that will debilitate effort to maintain control and authority over learning. Games and any other programs are an activity which is far from the testing and assessment. It has evolved to include simultaneous players, complex, narratives, and realistic graphics, and interactive task. Numerous games are now attempting systematically, rather than incidentally, to affect learning. In a short term, Baker (2012) predict that learning through technology will be based on these connected elements: 1) longer task involving both independent and collaborative learning 2) mobile or device free connection to technology through camera and sensors 3) use of virtual tools, and 4) automatic ways modifying difficulty. Classroom and informal sources of learning and assessment must also be blurred, placing increasing responsibility on students but giving students guidance on how to be successful with different requirement. Technology may also assist and records students’ performances. These developments mean that proximal learning goals and process will be more personalized and standardized. If this is happen that would be difficult for teachers in managing the class.

In the Gordon Commission advancing a postmodern test theory, Mislevy (2012) writes that assessments are sociocultural system, with powerful effect on people and institutions in the subtle ways they influence other practices. They do not simply measure existing qualities in students and they don’t event just shape the development of those qualities. Rather, they cause those qualities to exist and people’s lives and practices to adapt to them. Any assessment is meant to gather information for some actor, for some purpose, under some constraints, and with some constraints, and with some resources. Each actor-teacher, higher- level educator, policymaker, employer, admissions officer, and so on-need information about how educative efforts are faring in order to evaluate them, allocate resources, or plan next steps. To design or
evaluate assessment, we must not only consider what task to include but how best to provide information to whomever needs it and for whichever purpose.

**Digital Revolution**

The digital revolution has resulted in some changes in every area of everyday life. It includes the language teaching. The development on technology make teacher to thinks the best way to teach the students. As this era with unprecedented opportunities to communicate with others in authentic and compelling linguistically and culturally contextualized domains. In fact, language teachers today are faced with so many fascinating options for using technology to enhance language learning that it can be overwhelming. Even for those who are inclined to experiment with emerging technologies, it can be challenging to identify which resources, tools, or web sites may best fit a particular lesson, activity, or goal. In fact, such technology use has become so ubiquitous in our daily lives that the absence in our classroom is quite noticeable.

Many of the most compelling opportunities are situated within the same global social and technology trends that have become common place in daily lives, including social media, artificial intelligence, big data, and augmented reality. These technologies are familiar to many of us, and learning to use them for our personal lives has become an expected societal norm. However, using them for language teaching is often overlooked. Unfortunately, many language teachers are unfamiliar with the extensive body of research and practice produced by professionals in the field of computer-assisted language learning. Yet it can be easily to create opportunities for learners to record their oral production for speaking and pronunciation improvement while presenting them with feedback from native speakers, peers, instructors, or others. It also easily gathers extensive authentic language samples of specific vocabulary relevant to their lexical development and present it to students in a manner that is compellingly contextualized and familiar. It can be easily creating opportunities for students to engage in extensive and meaningful target language practice both in and out of the classroom with interlocutors who offer salient, nontthreatening feedback. Teachers can also anticipate an increasing array of options for creating engaging experiences for learners. Learning to use these contemporary technologies is so much easier than previous iteration’s of technology that were designed for language teaching.

**Digital Technologies**

Digital technologies challenges can be broadly categorized as: a) Cybersafe: Involves conduct or behavioral concerns. Examples include cyberbullying, smear campaigns, accessing inappropriate content, creating spoof websites or sexting. b) Cybercrime: Involves illegal activity. Examples include sexual offending, accessing objectionable content or online fraud, and 3) Cybersecurity: Involves unauthorized access or attacks on a computer system. Examples include hacking into someone’s social media service account, launching a Distributed Denial of Service (DDoS) attack or loading malware onto a laptop.

In general, preventative approaches that rely on technical or other protections simply do not work. These methods have a role but must be balanced with strategies that promote: a) development of skills and knowledge for safe and responsible use of digital technology b) opportunities for students to be involved in decisions about the management of digital technology at the school c) development of a pro-social culture of digital technology use, and d) cooperation of the whole community in preventing and responding to incidents. The ultimate goal is to ensure the online safety of all students.

Using digital information is very different from its physical counterpart. Physical information has a fixed position in place and time. This is not the case with digital information, which can be: a) rapidly duplicated and easily distributed for example a message posted via
social media is reposted elsewhere by friends or an email sent to a list of recipients within a very short time frame b) stored in multiple locations for example a photo can be stored simultaneously on a laptop, a smartphone and in the Cloud c) created and communicated automatically for example a smartphone can synchronize emails with another device or an online service d) stored with varying levels of ‘discoverability’ for example image files that can only be accessed using a password or other method of authentication.

Digital information can be communicated rapidly the ‘viral’ nature of digital communication enables information to spread rapidly and reach a wide audience. This can make it very difficult to know who has received the information or how it will spread further. It also requires any action to minimize harm that could be caused by this communication to be taken quickly. Digital information is hard to permanently delete Once digital information or items are created it can be difficult, if not impossible, to permanently delete all copies. For example, digital information can be: a) stored on a range of digital devices such as smartphones, laptops and internet servers as it is communicated. For example, an email or chat message b) copied and communicated automatically or to a schedule making it difficult to know what information is stored where. For example, a smartphone automatically synchronizing stored information with a laptop computer or to the ‘Cloud’ c) retrieved or restored from the archive or trash after deletion using easily accessible tools d) temporarily stored on a device. For example, a device will download information to display a website and then can delete it when the web browser is closed. Digital information can be remotely accessed Typically, transmitting digital devices such as smartphones or laptops can be accessed remotely via another internet connection. Similarly, the content of a website can be remotely accessed and edited. Example of actions that can be carried out remotely include: a) deleting, adding or editing information stored on a digital device or web page, b) accessing a device’s location services to find its specific location, or c) turning on a device’s web camera and using it to record.

How digital technologies can respond to the changing needs of the learners.

Digital technology can respond to the changing needs of the learner in all aspects of study. The learner much easier in study online like Massive Open Online Course. Learnings texts that physicals textbooks are slowly being replaced with iPads and various forms of devises connected to online media, etc. The following is a brief explanation regarding how digital technologies can respond to the changing needs of the learners as follows:

1. **Availability of Online Classes and Programs:** One of the first easy observations regarding digital technology and education is that online schools and classes are becoming widely available. Even free online classes called “MOOC’s” otherwise known as Massive Open Online Courses are becoming widely popular. Online courses and full online programs are making it possible for learners young and old to unite from all over the world at any given moment, and to have easy access to a course or program from home.

2. **Learnings Texts Are Now Digitalized:** Check the backpack of many high school and college students, and you will find that physicals textbooks are slowly being replaced with iPads and various forms of devices connected to online media. With the fast-paced development of online media, e-books, e-readers, and learning programs developed for iPads, iPhones, and smartphones, the textbook is becoming “extinct” in some areas. You can forget the time when your backpack was loaded down with a stack of textbooks, because learning is going online.

3. **Mobile Learning:** A combination of the result of the sharp and sudden increase in the availability of online courses and programs, and the wide availability of online resources and books, you can now study from your phone. MOOC’s such as the well-known “Future
Learn” MOOC allow you to access your course(s) from your smartphone. Just open the course, plug in your headphones, and follow the content and the classroom discussions! Whether you are riding the subway or taking a bus or a train you can instantly connect to the world full of learners and learning.

4. **Personalized Teaching and Learning:** Due to the increase in the presence of technology in the classroom, teachers now have more ability to personalize lessons, instructions, and projects for each group or child. By using devices and programs to distribute classwork and assignments, teachers can personalize lessons and focus on the work of each student. Individualized lessons can be provided to each student, and learning tools enable students to work, perform, and excel at their own pace. Teachers can also now provide feedback, grades, and reports directly to students through online platforms, and online school portals and log-ins.

5. **Guidance and Instruction from Diverse Teachers:** The increase of digital technology has also affected the availability and access to diverse teachers and instructors for students worldwide. One student can be present in a multi-cultural online classroom with teachers with origins from South Africa, England, Brazil, Spain, Russia, and Poland all at the same time. Teachers from different backgrounds and countries all bring their own unique perspectives, cultures, and languages to the table of learning.

6. **Collaboration and Peer-to-Peer Learning in the Classroom:** With an increase in access to online learning, whether part or full instruction is provided online, increased opportunities for students to collaborate together from a variety of places becomes possible. Student bodies, in turn, can be made up of students from all over the globe, with every continent represented. Diverse student bodies also increase diversity in ways of thinking and contributions to class discussions and projects. Inside and outside the classroom students can work together through online platforms and portals to exchange ideas. Students can express ideas and communicate through programs provided by their schools, and also informally through social media programs such as Facebook, Twitter, and Pinterest. Peer-to-Peer learning has become increasingly popular as students share their ideas with each other through online discussions and share documents through programs such as Google Docs. Teachers are encouraging and setting up classrooms that inspire and sometimes require peer-to-peer discussions.

7. **Data Driven Instructions and Results:** Another change that is occurring due to the rise of digital technology is the increase in data-driven instruction and results. Although some teachers are being forced to use online grading tools and devices, analysis tools are also becoming more precise. These devices and grading tools can provide more accurate results regarding student performance, but can also result in a teacher’s limited ability to judge a student’s performance based on the content of their writing, classroom performance, and other contributions.

In relation to how digital technologies can respond to the changing needs of the learners, Baker (2012) offers four insights related to assessment. First personalization is the opposite of formal, standardized, and uniform. Second, embedded, automated testing and scoring will save time as well as increase the accuracy and speed of feedback and accumulation of validity evidence for interferences. Third, when testing becomes totally web hosted, the security of the individual performance is at some risk. Fourth, a limitation of technology-based assessment although probably short term-is test security.

**CONCLUSION**
Emerging Concepts and Digital Technologies can respond to the Changing Needs of the Learners. Technology will be used to design, administer, score, store and report findings to entitled users. Schools and education systems will not be the only source of assessments. Students will make things, not just give the answers. And students will be working in more globalized environment. Technology growth portend many possible assessments in the future.

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[https://cyberpsychology.eu/article/view/4278](https://cyberpsychology.eu/article/view/4278)
THE PHONOLOGICAL ERRORS MADE BY ENGLISH DEPARTMENT STUDENTS OF LAMBUNG MANGKURAT UNIVERSITY BATCH 2012

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ABSTRACT

Pronunciation is very important skill in learning English. To acquire good pronunciation skill, the English learners are expected to pronounce English sound and so its stress word based on the phonological features. However, phonology the study of speech sound, has many aspects or features such as segmental or supra-segmental that sometimes bring difficulties to students. Then, the problems may appear if students cannot produce the appropriate speech sound based on its features because of the complexity of its phonological system. Since the segmental feature is related with the speech sound emitted by the speech organs, this study is set to examine only the English voiced-voiceless consonant sound as the limitation of the study. Similarly, in the suprasegmental feature, the aspect of word and sentence stresses are also set to examine. It is essentially important that the English sounds should be pronounced based on the appropriate utterances and the stress pattern to deliver the right meaning of what speaker wants to say. Even it is not directly or clearly changed the meaning of the word, but if the speakers produce the different utterances from the features, the pronunciation will be not sounded English. Thus, this recent study aims to examine the pronunciation errors of English Department students in pronouncing English voiced-voiceless consonant sounds which do not exist in the students’ first language and giving stress to English words and sentences.

Keywords: errors, phonology, voiced-voiceless consonant sounds, word stresses, sentence stresses
INTRODUCTION
Every sound, stress pattern, and intonation can express its own meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some words or they may make misunderstanding. However, to produce good pronunciation sometimes there will be some problems that make it difficult to pronounce certain words correctly. It may happen because of a lot of factors, such as because of the influence of first or second language, the environment, and also the complexity of phonological system. Phonology, the study of speech sound, has many aspects or features such as segmental or suprasegmental that sometimes bring difficulties to students. Then, the problems may appear if students can not produce the appropriate speech sound based on its features. The segmental feature consists of many segments that divide how phonemes can be produced and the way it should be uttered. The segment can be voiced or voiceless consonant sounds, nasal or oral sounds, and so on. Suprasegmental feature, in the other hand, derives from the word supra that means over or above. It means that suprasegmental is features that ride on top of other segmental features. This feature refers to units that larger than the segment, such as syllable, word, or phrase and it contains stress, intonation, and tone (Fromkin and Rodman, 2009: 88). Those two phonology features are related each other. When English learners can not produce the appropriate form based on those features, it will make them do not produce the sounds like native. It means that they will produce what it is called as deviancy. The deviancy form of one language feature can be occurred because of some sources such as the differences system of the students’ first language to their target language, the complexity system of the target language, or even the learning context from the students themselves. When dealing with the phonology segmental feature, the aspect of voiced-voiceless consonants sounds seem to be the segment which contributes to the students’ most difficult feature to be pronounced. It is because the English consonants sounds are the most frequently used when talking. There are numerous consonants sounds which somehow difficult to be pronounced and make them produce deviancy form. Consonant words should be pronounced voiced or voiceless depend on the classification of that word. The students tend to pronounce the voiced consonant sounds into voiceless sounds. For example, the word finish that should be pronounced /fɪnɪʃ/, but sometimes students may pronounce it into word /fɪnɪs/. The sound /ʃ/ is voiced consonant sound, students may pronounce it into voiceless consonant sound /s/. It is not change the meaning of the word but the sound produced will be not sounded English. However, it is also classified as deviation if it is always occurred. That kind of deviation is widely found on the English department environment. As similar to the segmental feature, suprasegmental feature also sometimes contribute to the students’ deviation form production such as stress cases. Stress in English can be said as one of the essential aspects. It is said important because English sounds should be pronounced based on the stress pattern to deliver the right meaning of what speaker wants to say. Even the stress is not directly or clearly changed the meaning of the word, but if the speakers produce the wrong stress distribution in English word, the pronunciation will be not sounded English. Then, the problems will appear if students produce the sound without the appropriate stress word. They may hesitate in voicing certain words, they may produce the different meaning of they want to attempt to, and their pronunciation will be completely different with the native English speakers. Thus, when the students always produce the similar mistakes or deviation form in giving stress or producing the sounds voiced-voiceless, it means the students produce pronunciation error in term of segmental and suprasegmental feature.

REVIEW OF RELATED LITERATURE
The Nature English Phonology
Phonology examines the organization of speech sound that human utter. How the sound can be deliberately interpreted and distinguished by speakers and listeners. In another word, phonology is the study which investigates the system of speech sound. It is related to Fromkin and Rodman’s statement. They (2009: 70) stated that phonology of a language is a set of system and pattern of uttered speech sounds. They also stated “Phonology can be used in two ways: the study of sound patterns in language and as the sound pattern of a given language” (Fromkin and Rodman, 2009: 70). Because phonology investigates the system of speech sound and its pattern, it means phonology has components that build and operate that system. Thus, there are some features in phonology that are widely accepted and hierarchically organized.

**Segmental Features (Voiced and Voiceless Consonant Sounds)**

Every phoneme of English sounds can be distinguished whether it is voiced or voiceless sound. The sounds like p, t, k, or s are kind of voiceless word, while the sounds like b, d, g, or are categorized as voiced word. Then the question may be appeared, how can people distinguish whether these kinds of sounds are voiced or voiceless sounds. It can be differentiated by seeing the process of how the sounds are produced. When the airstream pushed out from lungs through the trachea, it will reach the vocal cords or glottis and moves up between the opening vocal cords (Fromkin and Rodman, 2009: 35). As Jones (1972: 19) mentioned that the vocal cords are able to act like lips of the mouth which are they may open wide apart, completely be closed, or be held loosely together, so that they may produce vibrate when the air passes between them. After that, when they are wide apart and the airstream passes between them, the sound made is called voiceless. However, if they are strained together and the airstream is forced to move between them and it makes vibrate, the sound made is called voiced.

**Suprasegmental Features (Word Stresses)**

In many languages like English, stress can be crucial to distinguish the meaning of word that is uttered. A word can be stressed in one or more its syllables. As Roach (1983: 72) defined that word stress can be occurred in very different way. It can be practically appeared in the first syllable of words such as father, camera, and open. It also can be appeared in the second or middle syllable of words like in the word potato, apartment, and relation. It even can be appeared in the final syllable of words such as like in the words about, receive, and perhaps. It can be said that there must be characteristics of how stress can be appeared in every word.

From all the characteristics of word stress, all stressed sounds in syllable have one special thing in common which is called prominence. The sound in a syllable that is given stress mostly occurs because it is more prominent than unstressed syllables. In addition, Roach (1983: 74) also mentioned that prominence is produced because of four factors: loudness, length, pitch, and quality. Those four factors work together or combine together to make a prominent in a syllable. However, the stress can be also caused by one or two of those factors. In another word, a stressed syllable is often pronounced louder and with a higher pitch. Therefore, stress does not always appear on the same syllable of a same word or a base word that given affixes. Some stress can be occurred in the initial syllable, middle syllable or second syllable, others to final syllable. As the matter of those theories, English students should pay a big attention to the word stress. When they produce the wrong stress, they may create the different meaning of the same words.

It is said before there are characteristics of how the stress or prominent sound can be appeared. Those characteristics depend on the English word itself. Stress can be appeared in any single syllable word, in any syllable of two-syllable words, three-syllable words, word having duel role of part of speech, compound word, or any word that contains affixes whether
prefixes or suffixes. However, the stress of word can be different if it is placed in the sentence. Even, the stress of each word is still given based on its syllable but the flow of the stress is sometimes changed to make it easy to be listened. For example, the flow of interrogative sentence and imperative sentence is different. If it is interrogative sentence, the highest pitch will be in the last word of sentence. Thus, the changing of the flow of sentence is actually not changing or affecting the syllable of each word in the sentence that should be stressed. The changing is only in the pitch or the way the sentence should be pronounced in the appropriate intonation.

The Nature of Error Analysis
When learning a language, especially a foreign language or a new language, producing deviation or different form of the system in that language can be occurred every time. The students can produce the deviation in many language aspects, such as grammar, writing, or pronunciation. The deviation form can be appeared because slip of the pen or slip of the tongue. If the deviation form is occurred only one time due to the slip of the pen or tongue and the students never produce the same deviation form again, then it can be categorized as mistake. However, the problem appeared when the students always make systematic deviation form or the students continuously make the same mistakes. Then, it can be said as errors. It means that the students have produced errors when they continuously make the same mistakes. Errors as stated before, it can occur in many aspects of language such as lexical, grammatical, or phonological. In the lexical, the students produce error in term of words or diction.

Source of Error
The language learners can produce errors because of a lot of factors that mentioned before. Though, there are also sources that cause the students in producing errors. There are three main sources that contribute most to the students’ errors. Those sources are native language or mother tongue, target language, and learning context.

The first source of error is the native language or mother tongue. The native language of students becomes the source of errors if the language interfere the students’ target language proficiency. This phenomenon is called interference. Interference can be defined as using one language’s component or features in speaking or writing another language. It means that interference may create unwanted form of one language due to the using of another language. As Mackey (in Fishman 1972: 569) stated that interference is the using of features in a certain language while he speaks or writes another language.

The second source of error is the students’ target language. It becomes the source of error when the students find difficult rules or complex rules in the target language that make them confused. In the stress rules of English, the students may have difficulties in predicting which syllable that should be given stress of certain word. It makes the students will perhaps give the stress to all syllable or make wrong prediction that led them making errors.

The last source is learning context. The learning context includes teacher and learning materials. The teacher becomes the source of error when he or she does not teach the students about the material that make them perhaps producing errors. Then, the learning materials also become the source of error if the students learn the target language from inappropriate materials or even appropriate materials but they can not understand the subject. Even though the students have learnt the materials of target language in their class, they still probably still produce the errors.

Approach of Error Analysis
Errors as stated before are the deviant form from standard language that is systematic. If it is systematic or successive, it means that errors can be predicted and analyzed. There are two approaches that can be used in analyzing the errors. Those two approaches are contrastive analysis and noncontrastive analysis.

**Contrastive Analysis**

Contrastive analysis is an approach in analyzing error by comparing the system or subsystem of two languages. This approach is used to see the interference of the first or native language to the target language. It is concerned in making a comparison between the first language and the second language. As Lado in Richards (1973: 4) assumed that contrastive analysis tend to emphasize the contrast between two language systems. By comparing the systems of two languages, it will be easier for the researcher or teacher to predict the systematical deviant form or errors of the students.

**Non-Contrastive Analysis**

As delivered previously if the contrastive analysis is comparing the native language and the target language, non-contrastive analysis is not comparing the system of both native language and target language. Rather than comparing the system of two languages, this approach is seeing the development of the students’ proficiency in the target language. It also assumes that L1 system is equal with L2 system. So, this approach is not comparing the system of two languages. Richards (1973: 172) said that contrastive analysis is becoming the issue or notion that can be used for prediction of the difficulty involved in acquiring the target language. However, he also stated that there are some errors which do not derive from transferring the native language system to the target language. Those errors are intralingual and developmental errors. Rather than reflecting to the students’ first language system, that errors tend to reflect to the students’ competence at a particular stage, and related to some of the general characteristics of the target language acquisition. Richards (1973: 174) also suggested that intralingual errors reflect to the general characteristics of the rules of learning, such as overgeneralization, ignorance of rule restriction, incomplete application of rules, and false concepts hypothesized. It makes the non-contrastive analysis does not compare the system of two languages but see and analyse the development of the learners’ proficiency in the target language.

**RESEARCH METHODS**

This research used a descriptive research as the appropriate type of research for this study. This research is purpose to find out what are the students’ pronunciation errors, to discover the students’ errors when speaking English, the researcher needs to collect the data from the subject. After that, the researcher has to describe the data found to answer the research problem. As Fraenkel and Wallen (2009: 14) defined descriptive study uses a description to describe the study’s problem as fully as possible it can. Since this study observed a particular phenomenon in this case is pronunciation error, this study also used qualitative approach as the approach study of this research. As Fraenkel and Wallen (2009: 422) stated that qualitative is one of the method types that is examining and describing in specific scope of what the particular activity or phenomenon goes to.

**FINDINGS AND DISCUSSION**

**FINDINGS**

As the objectives of the research are to examine the errors in pronouncing consonant voicedvoiceless sounds which do not exist in the students’ first language and giving stress to
English words and sentences, the data of this study were English words which were mispronounced or misplaced of its stress based on the English phonemics system or English stress rules for three time consecutive oral test. There are 36 words for the first part (part A) that the subjects have to pronounce.

Overall, there were numerous errors made by the students in pronouncing English voiced-voiceless sound and also giving stress to English words and sentences. Therefore, those errors occurred because the students pronounced the English word by changing certain voiced-voiceless sound into another sound and placed the stress inappropriately in the context of English word or sentence. Thus, after the process of analysis, the students made the errors because they produced inappropriate form for each number in each part of the test as follows:

a. Part A (Pronouncing Voiced-Voiceless Consonant Sound)

There were 95 pronunciation errors made by the subjects from the total 900 words utterances in the first part of the test. Those errors are from the total of 12 number of the test item. The tables below show the distribution of the error number of those errors from the 12 sounds in the part A of the test and also the mispronounced sound form of each distribution from each number: TABLE 4.1

The Distribution of Errors Produced by Subjects

<table>
<thead>
<tr>
<th>No.</th>
<th>Number of Test</th>
<th>Total of Errors</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
<td>voiced sound /v/</td>
<td>22</td>
</tr>
<tr>
<td>2.</td>
<td>voiceless sound /f/</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>voiced sound /ð/</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>voiceless sound /θ/</td>
<td>24</td>
</tr>
<tr>
<td>5.</td>
<td>voiced sound /z/</td>
<td>9</td>
</tr>
<tr>
<td>6.</td>
<td>voiced sound /ʒ/</td>
<td>3</td>
</tr>
<tr>
<td>7.</td>
<td>voiced sounds /ʒ/</td>
<td>6</td>
</tr>
<tr>
<td>8.</td>
<td>voiceless sound /tʃ/</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>voiceless sound /ʃ/</td>
<td>3</td>
</tr>
<tr>
<td>10.</td>
<td>voiced sound /b/</td>
<td>9</td>
</tr>
<tr>
<td>11.</td>
<td>voiced sound /d/</td>
<td>1</td>
</tr>
<tr>
<td>12.</td>
<td>voiced sound /g/</td>
<td>14</td>
</tr>
</tbody>
</table>

Total 95

TABLE 4.2 The Distribution of Mispronounced Sound Form

<table>
<thead>
<tr>
<th>No.</th>
<th>The Sound</th>
<th>The Distribution of Each Sound</th>
<th>Pronounced into</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>voiced sound /v/</td>
<td>Vein /veɪn/ (initial position)</td>
<td>/feɪn/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Seven /ˈsevn/ (middle position)</td>
<td>/sɛfn/</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Love /ˈlʌv/ (last position)</td>
<td>/lʌf/</td>
</tr>
<tr>
<td>2. voiceless sound /f/</td>
<td>Fall /fɔːl/ (initial position)</td>
<td>No error made</td>
<td></td>
</tr>
<tr>
<td>Muffin /maːfin/ (middle position)</td>
<td>Leaf / liːf / (last position)</td>
<td>No error made</td>
<td></td>
</tr>
</tbody>
</table>

| 3. voiced sound /ð/ | Their /ðeə/ (initial position) | /deə/ |
| Weather /weðə/ (middle position) | Seethe /siːð/ (last position) | No error made |

| 4. voiceless sound /θ/ | Throne /θrəʊn/ (initial position) | No error made |
| Nothing /nʌθɪŋ/ (middle position) | Mouth /maʊθ/ (last position) | /nʌt/ |

| 5. voiced sound /z/ | Zoom /zuːm/ (initial position) | /juːm/ no error made |
| Lazy /lezɪ/ (middle position) | Amaze /əmeɪz/ (last position) | /əmeɪʃ/ or /əmeɪɡ/ |

| 6. voiced sound /dʒ/ | Gentle /dʒentl/ (initial position) | no error made |
| Major /meɪdʒə/ (middle position) | Cage /keɪdʒ/ (last position) | /keɪk/ |

| 7. voiced sounds /ʒ/ | Genre /ʒɑːŋrə/ (initial position) | /ɡaːŋrə/ no error made |
| Measure /meʒə/ (middle position) | Mirage /mɪrəʒ/ (last position) | /mɪrəʤ/ |

| 8. voiceless sound /ʃ/ | Chart /ʃɑːt/ (initial position) | no error made |
| Kitchen /kɪʃɪn/ (middle position) | Match /mæʃ/ (last position) | no error made |

| 9. voiceless sound /ʃ/ | Shame /ʃeɪm/ (initial position) | /seɪm/ no error made |
| Mention /meʃən/ (middle position) | Trash /træʃ/ (last position) | /træʃ/ |

| 10. voiced sound /b/ | Bit /bɪt/ (initial position) | no error made |
| Table /teɪbl/ (middle position) | Tab /tæb/ (last position) | /tæp/ |

| 11. voiced sound /d/ | Door /dɔː/ (initial position) | no error made |
| Candle /kændl/ (middle position) | Mad /maɛd/ (last position) | /mæt/ |

| 12. voiced sound /ɡ/ | Goal (initial position) /ɡɔʊl/ | no error made |
b. Part B (Giving stress to English words)

There were 178 pronunciation errors produced from the total 750 words of part 1 test item or in giving stress to English words. Those errors are from the total from 5 segments of the test. The tables below show the distribution of the error number of those errors from the 5 types of word in the part B of the test and also the misplaced stress form of each word in each type of word:

**TABLE 4.3 The Distribution of Errors Produced by Subjects**

<table>
<thead>
<tr>
<th>No.</th>
<th>Number of Test Segments</th>
<th>Total of Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Two Syllables Word</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Three Syllables Word</td>
<td>39</td>
</tr>
<tr>
<td>3.</td>
<td>Dual Roles Word</td>
<td>32</td>
</tr>
<tr>
<td>4.</td>
<td>Compound Word</td>
<td>73</td>
</tr>
<tr>
<td>5.</td>
<td>Affixes Word</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>178</td>
</tr>
</tbody>
</table>

**TABLE 4.4 The Distribution of Misplaced Stress Form**

<table>
<thead>
<tr>
<th>No.</th>
<th>Type of Word</th>
<th>The Words</th>
<th>Pronounced into</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Two Syllables Word</td>
<td>Appear /əˈpriː/ Punish /ˈpʌnɪʃ/ Precise /prɪˈsaɪz/ Solid /ˈsɒlɪd/ Table /ˈteɪbl/ Belief /ˈbɛlɪf/</td>
<td>no error made no error made no error made no error made no error made /ˈbɛlɪf/</td>
</tr>
<tr>
<td>3.</td>
<td>Dual Roles Word</td>
<td>Present (noun) /ˈprɛznt/ Present (verb) /prɪˈznt/ Develop (noun) /dɪˈvɛləp/ Develop (verb) /dɪˈvɛləp/</td>
<td>/priˈznt/ /ˈprɛznt/ /dɪˈvɛləp/ /ˈdɪˈvɛləp/ /riˈkɔːd/</td>
</tr>
</tbody>
</table>
Record (noun) /ˈrekəd/ /ˈrekəd/
Record (verb) /rɪˈkɔːd/

4. Compound Word
Post man /ˈpəʊst mæn/ /pəʊst ˈmæn/
Type writer /ˈtaɪp raitər/ /ˈtaɪp ˈraitər/
Sun light /ˈsaʊntait/ /ˈwɔ:m-ˈhɑːtɪd/ /ˈbest-sela/
Warm hearted /wɔːm-ˈhɑːtɪd/ /ˈlaud spi:ka/
Best seller /best-ˈsela/ /ˈlaud spi:ka/
Loud speaker /laʊd ˈspiːkə/

5. Affixes Word
Entertain /entəˈtein/ /ˈentətɪn/
Volunteer /vɒləntər/ /ˈvɒləntər/ or
Opinion /əˈpɪnjən/ /ˈvɒləntər/
Financial /faɪnənl/ no error made
Forgivable /fəˈgɪvəbl/ /ˈfæmənʃəl/
Punishment /pənɪʃmənt/ /ˈfægɪvəbl/ or /fəɡɪˈvəbl/ /ˈpənɪʃmənt/

Part B (Giving stress to English sentences)
The number of errors produced by subjects in this part of test is 434 of 650 function words pronounced from the whole tests conducted. Those errors are spread in almost test item number. From 26 function words that being tested in this study, there were only 6 words that were being correctly pronounced by the subjects. Those 6 function words are an, the, a, is, them and had. The table below shows only the errors distribution and the errors form made by the subjects.

TABLE 4.5 The Form of Errors Pronounced by the Subjects

<table>
<thead>
<tr>
<th>Grammatical Category</th>
<th>Word</th>
<th>Total of Item Pronounced by all Subjects</th>
<th>Test Number of Errors from 3 Times Oral Test by all Subjects</th>
<th>Errors form/Full Form</th>
<th>The Correct form/Weak Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbs (Copula Verbs)</td>
<td>Am are</td>
<td>25</td>
<td>1</td>
<td>25</td>
<td>m</td>
</tr>
<tr>
<td>was</td>
<td>25</td>
<td>19</td>
<td>wəz</td>
<td>wə</td>
<td>wə</td>
</tr>
<tr>
<td>were</td>
<td>25</td>
<td>25</td>
<td>wər</td>
<td>wə/əv</td>
<td>əv</td>
</tr>
<tr>
<td>does</td>
<td>25</td>
<td>25</td>
<td>dob həv</td>
<td>hə/əv/z/s</td>
<td>əv</td>
</tr>
<tr>
<td>have</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>has</td>
<td>25</td>
<td>25</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DISCUSSION

Based on the data result and transcription, the errors occurred during three time oral tests in both pronouncing voiced-voiceless consonant sounds which do not exist in the students’ first language and giving stress to English words and sentences can be produced because of several factors. As cited before in the previous chapter, in order to analysis the errors, there are two available methods analysis. The first one is constructive analysis and the second one is non-constructive analysis. The contrastive analysis sees on the comparison between the students’ first language with their target language. On the other hand, the non-constructive analysis does not compare both native language and the target language but it sees how the development of the participants in examining the errors attempted.

For the segmental feature in this case is voiced-voiceless consonant sound, there are some sounds which included in English but are not included in Banjarese. As delivered in the previous chapter, those sounds are voiced consonant sounds /v/, /ð/, /z/, /dʒ/, and /ʒ/, consonant sounds /f/, /θ/ /ʃ/, and /tʃ/, and also voiced consonant /b/, /d/, and /ɡ/ when it is placed in the last position of sound distribution in a word. And, as the purpose of this study to find out the pronunciation errors in pronouncing voiced-voiceless consonant sounds which are not included in the students’ first language, it is believed that the best analysis to be used is constructive method analysis since there is slightly differences of the sounds used in both languages.

For the suprasegmental feature in this case is stressing words, both Banjarese and English also use the stress in uttering the words. In Banjarese, the stress is used to give the pressure on the important context of a certain word in phrases or sentences. For the restricted rules, Banjarese does not use certain stress placement for the words context; it is different with English which accommodates the stress placement of each word. However, it can not be the parameter if the language does not use the stress system since in the sentences context, the stress is used in order to give pressure for certain words. Thus, based on the research result from the oral test performed by the subjects, it is founded that all the words in the part 1 were
given stress by the subjects and so did for the part 2. It means that the participants know that the words in English should be pronounced by using the stress. They put the stress but sometimes the errors still occurred because they did not know the appropriate stress placement. So it can be said that the errors produced are not related to their first language. It is related to their competency instead. Therefore, rather than using constructive analysis, it is proposed to be examined by using the non-constructive one.

After doing the analysis based on the contrastive analysis to examine the errors in pronouncing the voiced-voiceless consonant sounds and also based on the non-contrastive one to examine the errors in giving stress to English words and sentences, it can be classified that those errors occur due to several factors, which are:

**Discussion in pronouncing voiced-voiceless consonant sounds**

**a.** The errors were mostly occurred due to the use of the sound in the subjects’ first language to their target language.

Most of the errors occurred because the students changed the sound in certain distribution into other sound which exists in their first language. It means that interference becomes the main factor. Even the tendency of the appearing of the interference is low, overall, all errors made were mostly appeared because the using of the sounds which exist in Banjarese language to use in pronouncing the English consonant sounds which do not exist in Banjarese. The low percentage of interference tendency comes into several sounds in certain distribution of the sound. Those sounds are the voiced sound /ð/ which was pronounced into voiced sound /d/, the voiced sound /z/ into the voiceless sound /s/, the voiceless sound /ʃ/ into the voiceless /s/, and the voiced sound /d/ if it is placed in the last position of its distribution. However, there are also some sounds which have high percentage of interference tendency. Those sounds are the voiceless sound /θ/ which was pronounced into the voiceless sound /t/ when the sound is placed in the middle and last position, and the voiced sound /b/ and also /g/ if those two sounds are placed in the last position in certain word.

**b.** The next factor is the students’ strategy of communication.

It is deal with the way of the students pronounce that word in their daily life. For example is in te voiced sound /v/, the subjects sometime mispronounced it but they did not use the system of the first language. They changed the sound into voiceless sound /f/ which actually does not exist in the students’ first language. It means that the errors might be occurred because the students are used to pronounce the voiced sound /v/ into voiceless sound /f/ in their daily conversation. They pronounced the voiced sound /v/ into the voiceless sound /f/ when they talk using English. Thus, it may fossilize the students to always use that kind of system. Therefore, the strategy of communication of the students may contribute to the students’ error production.

**c.** Last factor is the lack of knowledge of the students.
From the oral test, it shows that some students could not pronounce certain sound in certain distribution appropriately, such as in the voiced sound /g/ in the word longer/ and the voiced sound /ʤ/ in the word major. The errors occurred when some subjects did not know how to pronounce that word which they also did not changed or even pronounced the sound /g/, and /ʤ/ in those words.

Then, it can be said that the lack of knowledge also contribute to the students’ errors production.

Discussion in giving stress to English words and sentences.

a. The lack of the subjects’ knowledge of stressing words rules.

By seeing the all errors occurred in the stressing words, especially in the dual roles word type and the affixes word type, it can be identified that the subjects were confused to put the appropriate stress to those type words. In the dual roles word, the subjects mostly made errors in the word develop (verb) and the word record (noun). However, for the word develop as noun type, they made minor error but when it is the word record in the same type as noun word, the subjects made huge number of errors. It indicates that the errors that made in this segment are because the lack of knowledge toward the form of the dual roles word. This situation was also appeared in the affixes word type. By seeing the all errors occurred in the affixes type of word, the errors are different of each number which shows that it is appeared due to the lack of knowledge of the subjects in the affixes word even they had learnt the stress rule on phonology class.

b. The overgeneralization of one stress system rule to other stress system.

The overgeneralization issue also takes role in the subjects’ errors production. In the threesyllable word type, the most common error is from the verb word determine and exhibit. Even it also indicates that the errors occurred because the subjects did not know the stress placement of the words, however form the errors’ characteristics, it is tended to be occurred because of overgeneralization. The errors mostly made because the subjects used the system of stress rule from the noun or adjective word to be used in pronouncing the verb word determine and exhibit which actually has different stress pattern. This kind of situation is also occurred in the compound word type. The compound word type contributes to the greatest number of errors in words stressing of the test part. Yet, the most significant errors in this segment appeared from adjective-noun compound word. The errors occurred because the subjects used the stress rule of the noun-noun compound word and applied it to the adjective-noun compound word.

C. The students’ transfer of training

Finally from all errors made by the subjects in the part 2 of the test in giving stress to English sentence, the transfer of training becomes the factor that contributes to the subjects’ phonological errors production. It includes the exposure of the students in using the appropriate stress when pronouncing English function words in sentences context and the minority material taught in classes especially speaking class. Because the students always
pronounce the function in sentences context without knowing and using the weak form make it easier for the subjects to always repeat the same mistake and it becomes fossilized. It can be seen from the function words which always be pronounced by stressing and giving the full form by the subjects.

CONCLUSION AND SUGGESTION

CONCLUSIONS

Based on the result research and discussion that have been brought in the previous chapter, it can be concluded:

1. The most common or greatest number of errors in the segmental feature voiced-voiceless consonant sounds which do not exist in the students’ first language made by the subjects is in the voiceless sound /θ/. From 75 words pronounced, there were 24 errors occurred.

2. In the suprasegmental feature words and sentences stresses, the most common error is in compound word especially for the adjective-noun compound word type for the words stresses. From 75 words pronounced for the adjective-noun category, there were 65 errors produced. Last, for the stressing English sentences, all the subjects made errors in giving stress to function words are, has, any, us, does, then, have, and were. Those words were always mispronounced or given stress in the all three test occasions by the subjects.

SUGGESTIONS

According to the findings result, there are plentiful errors made by the subjects. Also, those errors occurred due to several factors that might include the role of the native language in this case is interferences, the strategy of communication, the role of students and also the teachers. So, it can be suggested that:

1. The students of English Department should apply what they have learnt in phonology of how to pronounce the voiced-voiceless sound appropriately in their daily life and should pay big attention to the English stresses. By learning more and knowing more about the knowledge of how to pronounce the consonant sounds and stress rules and patterns, the students can aware and also pronounce the English words or sentences by always giving the appropriate utterances and stress. It is very important because speaking by following the patterns will make the utterances sound really English.

2. The teacher or lecturer should also put more material about English stressing not only for the phonology class but also others class especially speaking class. By providing the material and exposure of practicing English stresses, it will train the students to decrease their probability of misplacing stress to English words and sentences.

3. Last, knowing there are a lot of weakness and lack in of this research, it is suggested by the future researcher to fix the weakness by improving the quality of this study and adding more variant sounds or words that can improve the recent research.

REFERENCES


http://lingorado.com/ipa/ (accessed on 17 March 2016 at 10.00 am)
THE STUDENTS’ PROBLEMS IN WRITING COMPOUND COMPLEX SENTENCE AT ENGLISH DEPARTMENT LAMBUNG MANGKURAT UNIVERSITY BATCH 2014

Noor Azrina Azidin
Universitas Lambung Mangkurat

ABSTRACT

This paper studied the problem of writing compound complex sentence by English department students this study also describes the problems that students faced in writing compound complex sentence and the data are collected from the student of English Department batch 2014. This study used descriptive-qualitative research in order to find out and describe the students’ problem in writing compound complex sentence. Moreover, the researcher used written test as the instrument and also used simple random sampling technique in selecting the subjects of the study. Therefore, 40 students from English Department batch 2014 had been chosen to be the subjects. Finally, the researcher used descriptive method to describe the problems that the researcher found and then explained the problems in the discussion part based on the data in the first test and the second test. The research results showed that there are three problems that the students faced in writing compound complex sentence. The major is in the conjunction. It happened because the students have difficulties in choosing the conjunctions that are usually used in writing compound-complex sentences. The second major problem is the punctuation. It happened because they forget to put the punctuation or they put the punctuation in the wrong place. The minor problem is the less knowledge about compound complex sentence. The less knowledge here means the students already know about compound complex but the subjects still have difficulties in choosing the conjunction and the punctuation.

Keywords: problem, writing, compound complex sentence
INTRODUCTION

English has four skills namely Listening, Speaking, Reading and Writing. All the skills should be mastered by students who study English as their major. One of the skills that must be learned is writing skill. Naturally, writing skill is a specific ability, which helps the writers put their thoughts into words in meaningful form and mentally interacts with the message. By writing, students can express an idea or feeling in the written form, therefore the students should be able to produce sentences and develop it into a good paragraph. In order to do that, the students need to integrate every language element such as vocabularies, grammar, organization, and mechanics (spelling, punctuation, and capitalization).

The English department students should master the writing skills as one of the important activities to be learned. They must take Writing II course in the 3rd semester which in that course they learned any kinds of sentence, paragraph, essay etc. One of the Writing II course objective is the students are able to write compound-complex sentence.

According to Andersen (2014:2) a compound-complex sentence combines complex sentence and compound sentence forms. A compound-complex sentence contains one or more independent clauses and one or more dependent clauses. In other words, compound complex sentence is one type of sentence that combines more than one independent and dependent clause into one sentence. Additionally, Andersen (2014:1) also explained about independent and dependent clause. Independent clause is a complete thought that can stand by itself, and dependent clause is an incomplete thought that cannot stand by itself.

Since there are too many things that should be included to make compound complex sentence such as two independent clauses, one dependent clause, coordinate and subordinate conjunctions. The students of English Department still find difficulties in making the sentence correctly. Based on the researcher’s preliminary study, some data that lead necessity of conducting a research in this topic are found. At a glance, the students have different problems in writing compound-complex sentence itself. The first problem is some student has already understood what compound-complex is, but they are having difficulties on how to make a compound-complex sentence. In addition, they are also having a problem to identify where the dependent and independent clause are. The second problem is the students do not really understand what compound-complex sentence is, and they also think that it is hard to make the sentence coherence with the coordinate and subordinating conjunctions. The last problem is the students know only a little bit about compound-complex sentence, they also did not really know the coordinate and subordinating conjunction, and they have problem to decide the dependent and independent clause.

Therefore, based on those conditions, the researcher would like to conduct a study entitled “Descriptive study on students’ problem in writing compound-complex sentence”. The English Department students in 2014 batch are chosen because they have been taught Writing I, II, and III in previous semester. Moreover, the objective of the research is to describe and analyze the students’ problems in writing compound complex sentence in writing course.
REVIEW OF RELATED LITERATURE

Definition of Writing

Writing is a skill that people in all walks of life must perform almost daily (Oshima & Hogue, 1991). It means that writing is a part of our life in daily activities, even though we are not good writers. According to Raimes (1983:2), writing is a communication act, a way of sharing observation, information, and change ideas with other. Harmer (2001) also said that writing is a productive skill besides speaking skill. Troyka (1987) in Muthim (2009:2) says that writing is understood as way of communicating a message to a reader for a purpose. It begins with learning to use language to communicate message that fulfill a specific purpose. River (1968) in Muth’im (2009:2) defines writing in different angels. If it is the act of putting down on conventional graphic form something, which has been spoken, it is called notation. If the student is asked to discriminate various sounds, it is called spelling. If it involves student in grammatical exercises, the construction of simple dialogues, and uncomplicated translation exercises, it is called writing practice. When it refers to the expression of ides in a consecutive way, according to the graphic conventions of language, it is called composition.

Type of Sentence

Sentences is a combination of words that consist of a subject and verb that produces a thought. It can be form of of a statement, question, instruction, or exclamation and if it is in written form, it starts with a capital letter. Sentence also has a part that make it into a good sentence, such as; subject, predicate, object, clauses. Sentence also have four types, they are; simple sentence, compound sentence, complex sentence, and compound-complex sentence.

Problems in Writing English

According to Bryne (in Muth’im, 2009:8) there are three kinds of problem in writing, they are:

Psychological problems

Speech is the natural and normal medium of communication for us in most circumstance and accustoms us both to having someone physically present when we use language and getting feedback of some kind. Writing, on the other hand, is essentially a solitary activity and the fact that we required to write on our own, without the possibility of interaction or the benefit of feedback, in it self makes the act of writing difficult.

Linguistic problems

Oral communication is sustained through a process of interaction and, except in special circumstances, such as lecture, all the participant help to keep going. Because speech is spontaneously, we have a little time to pay attention either organizing our sentence structure or to continuing our sentence. When someone read our writing, we have to make sure that the reader get the point or understanding our writing. It seems like we communicate through written form.
The mistake of the choice of sentence must be avoided. The writer have to pay attention in every aspects of their writing, such as: the sentence structures, the use of article, pronoun and prepositions, errors of spelling, punctuation, which can cause misinterpretation of the reader.

**Cognitive problems**

Writing is thought as a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, but which important for effective communication in writing. We also learn to organize our idea such as a way that can be understood by the reader. Finally, writing is a task which is often imposed on us, perhaps by circumstances. This is not only has a psychological effect: it may also cause a problem an terms of content what to say. Being at loss of ideas is a familiar experience to most of us when we are obliged to write.

**General Problem in Writing Compound-Complex**

According to Ngabut (2003:20) there are four common problems in writing they are content, organizing, vocabulary, and grammar. First is content, when student were encountered with the problem of identifying the main ideas and supporting sentences they could not produce an effective paragraphof text. This happens since they are not able to formulate main ideas and supporting sentence in paragraph. Second is organizing. An effective or good paragraph of text describes all the things in paragraph logically, clearly, and easily to make the readers understand. The good paragraph of the text appears in the topic of text and it describes specifically in details. Third is vocabulary. Vocabulary plays very important role in constructing a good paragraph. By choosing appropriate words, the writer will be able to communicate his/her ideas, opinions, even disagreements smoothly. Fourth is grammar. A good paragraph of a text describe the sentence structure comprehensively covers the patterns of sentence construction and the good order of the words in sentence sequence. Moreover, based on Ellis and Barkhuizen (2005:61), there are four categories that were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure. Those categories are:

- **Addition** is indicated by the presence of an ‘unwanted’ item in sentences. The unwanted items do not appear in a well-formed utterance. This happens when the learners overuse certain grammatical rules of the target language. Example: *He didn’t to come.

- **Omission** is indicated by the absence of certain item that must appear in sentences. This usually happens in the early stages of second language acquisition. Example: *My sisters very pretty.

- **Missformation** is indicated by the use of wrong forms of certain morphemes or structures. Example: *Me don’t like.

- **Misordering** is indicated by the incorrect placement of certain morphemes. Example: *She fights all the time her brother.
Furthermore, problem in writing compound complex here means problem that students face when they write or make a compound complex sentence. The problem will come from: the use of the correct coordinate and subordinate conjunction, the uses of punctuation, and the knowledge about compound complex

**METHODOLOGY**

This study used the qualitative approach because in this research the researcher describes the problem of the students’ faced in writing compound complex sentence. According to Richard (2008) that states a qualitative approach is a general way of thinking about conducting qualitative research. In this research the first step is the researcher describes the problem in general and after that the researcher does the test to explore the problem that students face. In step two the researcher describes the problems that researcher found and then explains the problem.

This research also uses descriptive method because the researcher described the problem that the student faced in detail. Population is generalization, which consist of object/subject, which certain characteristics and quality that determined by the researcher to be learned and to be conclude (Sugiyono, 2011: 117). Arikunto, 2006:130 also said that population is all individuals from whom the data are collected. It means that population is the total research subjects. In this research, the researcher choose English Department student in 2014 batch because they have been taught Writing I, II, III course on the previous semester and they already have background knowledge about compound complex sentence. The total number of the students is 152 students; the sampling technique used in this research is simple random samplings. There are 40 student are chosen as the sample of the research. Based on Arikunto (2006:120) if the number of the population is more than 100 to be investigated, the researcher take 10-15% or 20-25% of population as sample. Moreover, according to Ary (2009) is that all members of the population have an equal and independent chance of being included in the random sample. Sample is part of the amount and characteristic of the population (Sugiyono, 2011: 118). Arikunto (2006:117) also said that the sample is a part of the population being the real object of the research. The sampling method is used because the population is heterogenic. There are male and female student and they have different level ability.

In this section, the researcher used test as the researcher instrument. Seliger and Shohamy (1989:176) say that a test is procedure used to collect data on subject’s ability or knowledge of certain discipline. Fraenkel and Wallen (2008:112) said that the device (such as a pencil, and-paper test, a questionnaire, or a rating scale) the researcher uses to collect data is called an instrument. The instrument used is writing test that consist of three parts of test. In part A the students are required to combine 10 independent clause and 10 dependent clause and the subject of the test should make compound-complex sentence using right subordinate and coordinate conjunction. In part B the students are required to identify the independent clause, dependent clause, the coordinate conjuncti and subordinate conjunction. The last part of the test is the students are required to make ten compound complex sentence.

Therefore, the researcher uses writing test to get the description of students’ problem in writing compound-complex sentence. After the researcher will get different score in different criteria. The researcher calculates all of the score by finding the percentages of every criteria. The
Findings and Discussion

Findings

The written test result shows the general description about the students’ problem in writing compound complex sentence.

1. Research Findings of the First Test

The first test consist of three parts, which is part A, part B, and part C. Each part of the result test would be given in the tables below:

Table 1
Part A

<table>
<thead>
<tr>
<th>Number of Item Test</th>
<th>Punctuation</th>
<th>Coordinate Conjunction and Subordinate Conjunction</th>
<th>Capitlization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>1.</td>
<td>20%</td>
<td>32.5%</td>
<td>47.5%</td>
</tr>
<tr>
<td>2.</td>
<td>-</td>
<td>35%</td>
<td>65%</td>
</tr>
<tr>
<td>3.</td>
<td>-</td>
<td>42.5%</td>
<td>57.5%</td>
</tr>
<tr>
<td>4.</td>
<td>-</td>
<td>50%</td>
<td>50%</td>
</tr>
<tr>
<td>5.</td>
<td>-</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>6.</td>
<td>-</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>7.</td>
<td>-</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>8.</td>
<td>-</td>
<td>27.5%</td>
<td>72.5%</td>
</tr>
<tr>
<td>9.</td>
<td>2.5%</td>
<td>25%</td>
<td>70%</td>
</tr>
<tr>
<td>10.</td>
<td>-</td>
<td>32.5%</td>
<td>67.5%</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that the major problem that happened to the subjects are in using the correct conjunction and subordinating. The subjects got more poor score in that part, and it occurred in almost of the number of item test which the subjects got more than 90% of poor score. Moreover, the second major problem problem that happened to the subjects are in using the punctuation. The subjects alsogot more poor score in that part, andit also occurred in almost of the number of item test, but the poor score is only around 50-70%. Additionlly, in capitalization, the subjects have minor problem. They got more the good score than the poor score. In summary, the major problem that happened to the subjects are incorrect conjunction and subordinating part, and the minor problem that happened to the subjects are in capitalization part.

Table 2
Part B

<table>
<thead>
<tr>
<th>Independent Clause</th>
<th>Dependent Clause</th>
<th>Subordinating Conjunction</th>
<th>Coordinating Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td>87.5%</td>
<td>71.25%</td>
<td>90%</td>
<td>86.25%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the subjects have no problem in this part. They got high score in all contents. They could identify the independent clauses, dependent clauses, subordinating conjunction, and coordinating conjunction which are given in the test.
According to the table above, it can be seen that the subjects have no major problem in writing the compound-complex sentence in their own words. They could use the subordinating conjunction and coordinating conjunction as they want in writing the compound-complex sentence. In contrast, they have problems in putting the punctuation, some of them forget to put the punctuation.

2. Research Findings of the Second Test

The second test also consist of three parts, which is part A, part B, and part C. Each part of the result test would be given in the tables below:

Table 4
Part A

<table>
<thead>
<tr>
<th>Number of Item Test</th>
<th>Punctuation</th>
<th>Coordinate Conjunction and Subordinate Conjunction</th>
<th>Capitalization</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very good</td>
<td>Good</td>
<td>Poor</td>
</tr>
<tr>
<td>1.</td>
<td>5%</td>
<td>72.5%</td>
<td>22.5%</td>
</tr>
<tr>
<td>2.</td>
<td>2.5%</td>
<td>55%</td>
<td>42.5%</td>
</tr>
<tr>
<td>3.</td>
<td>2.5%</td>
<td>67.5%</td>
<td>30%</td>
</tr>
<tr>
<td>4.</td>
<td>2.5%</td>
<td>60%</td>
<td>37.5%</td>
</tr>
<tr>
<td>5.</td>
<td>2.5%</td>
<td>57.5%</td>
<td>40%</td>
</tr>
<tr>
<td>6.</td>
<td>2.5%</td>
<td>55%</td>
<td>42.5%</td>
</tr>
<tr>
<td>7.</td>
<td>55%</td>
<td>45%</td>
<td>12.5%</td>
</tr>
<tr>
<td>8.</td>
<td>52.5%</td>
<td>47.5%</td>
<td>32.5%</td>
</tr>
<tr>
<td>9.</td>
<td>47.5%</td>
<td>52.5%</td>
<td>20%</td>
</tr>
<tr>
<td>10.</td>
<td>50%</td>
<td>50%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the major problem that happened to the subjects are like the first test. The major problem are also in using the correct conjunction and subordinating. They got more poor score in that part, and it occurred in almost of the number of item test, but the different between good and poor score are not significant. It indicated that the subject have learn from their mistake in the first test. Furthermore, in punctuation, it is not like the first test. They got more good score in that part, but the different between good and poor score are
not significant. Additionally, in capitalization, the subjects have minor problem. They got more the good score than the poor score.

### Table 5

**Part B**

<table>
<thead>
<tr>
<th></th>
<th>Independent Clause</th>
<th>Dependent Clause</th>
<th>Subordinating Conjunction</th>
<th>Coordinating Conjunction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Right Answer in Percentage</strong></td>
<td>82.5%</td>
<td>81.25%</td>
<td>88.75%</td>
<td>87.5%</td>
</tr>
</tbody>
</table>

According to the table above, it can be seen that the subjects have no problem in this part like the first test. They also got high score in all contents. They could identify the independent clauses, dependent clauses, subordinating conjunction, and coordinating conjunction which is given in the test.

### Table 6

**Part C**

<table>
<thead>
<tr>
<th></th>
<th>Total Score in Each Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject</td>
<td>100%</td>
</tr>
<tr>
<td>Verb</td>
<td>100%</td>
</tr>
<tr>
<td>Object/Adverb</td>
<td>100%</td>
</tr>
<tr>
<td>S-V Agreement</td>
<td>87%</td>
</tr>
<tr>
<td>Compound-Complex Sentence</td>
<td>76.25%</td>
</tr>
<tr>
<td>Tenses</td>
<td>89.25%</td>
</tr>
<tr>
<td>Punctuation</td>
<td>72.75%</td>
</tr>
<tr>
<td>Capitalization</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table above, it can be seen that the subjects have no problem in writing the compound-complex sentence in their own words like the first test. They also could use the subordinating conjunction and coordinating conjunction as they want in writing the compound-complex sentence. In contrast, they also have problem in putting the punctuation, some of them forget to put the punctuation.

### Figure 4.1

**Punctuation**

![Punctuation Graph](image_url)
According to the figure above, in punctuation part, the good score increased from test 1 into test 2. However, the poor score decreased from test 1 into test 2. The very good score has no significant alteration.

**Figure 4.2**  
Coordinate Conjunction and Subordinate Conjunction

According to the figure above, in correct conjunction and subordinating part, the good score decreased from test 1 into test 2. However, the poor score increased from test 1 into test 2.

**Figure 4.3**  
Capitalization

According to the figure above, in capitalization part, the good score decreased from test 1 into test 2, but the different is not significant. However, the poor score increased from test 1 into test 2, but the different is also not significant.

**Figure 4.4**  
Part B
Based on the figure above, in part B, there is no significant distance score between the test 1 and the test 2.

**Figure 4.5**
**Part C**

Based on the figure above, in part C, there is no significant distance score between the test 1 and the test 2.

In summary, based on all the figure above, the researcher concluded that there are two problems that happened to the subjects, it is in using the correct coordinate conjunction, subordinate conjunction, and the punctuation. In part A, the subjects have problem in using the correct coordinate conjunction, subordinate conjunction, and the punctuation when they are asked to combine the sentences given on the test, the problem happened in first and second test. Moreover, in part B, the subjects have no problem in identifying the components of compound-complex sentence based on the text given on the test, it happened in first and second test.
Furthermore, in part C, the subject could write the compound-complex sentences on their own words, it indicated that the subjects have knowledge about compound-complex sentence.

**Discussion**

Based on the research findings on the first test, the students have a problem in choosing right conjunction when they are asked to combine three sentences provided, for example, there are some students that use conjunction ‘but’ in combining all sentence and another student uses conjunction for complex sentence in compound sentence. Another problem may come from the use of comma (,) and semi colon (;) the student use comma after word ‘but’ and the correct one is the comma should use before word ‘but’. In result of test B the student got a good score because they know how to identify the component of compound-complex sentence itself. The students do not have a problem when identifying even though there are some students have a problem when determine the independent clause and dependent clause. It shows different result when the researcher ask the students to make compound-complex sentence half of the students do not have a problem when make a compound-complex sentence but a half of another student have a problem. They only make complex sentence and some of them only make compound sentence or they make compound-complex sentence in simple form. It means the student confuse what compound-complex is and how to make compound-complex sentence.

The result shown different result from the previous test when the researcher did the second test. Moreover, in part A, the researcher found that only some of the students that still have a problem in combine the sentence into compound-complex using right coordinate and subordinate conjunction and punctuation and another student try to learn from the previous test they learn about the conjunction and the punctuation. In part B the result same with the previous test because the students do not have a problem when identifying the component of compound-complex sentence and the student that have a problem in first test also did not have a problem in this second test of part B. In part C the result show different score from every student there are some students do not have a problem in making compound-complex sentence but some of the still have a problem. The problem same with the previous test that some of the student make compound-complex sentence in simple form but some of the student make only compound sentence or complex sentence.

Moreover, the problem that happened above could be come from the use of the correct coordinate and subordinate conjunction, the uses of punctuation, and the knowledge about compound complex, that are:

1. The use of Coordinate and Subordinate Conjunction

   Coordinate and subordinate is the conjunction that connected the independent clause and dependent clause into compound complex sentence. In this research the use of conjunction is the first problem that student faced while their make compound-complex sentence if they use wrong conjunction the sentence will have different meaning. As we can see the score on table, there are score from first test of part A and second test of part A. In part A the student are required to combine 3 sentence that consist of dependent and independent clause into compound complex sentence. While the student are required to combine the student should use the right conjunction but, some of them use wrong conjunction for example the sentence is dependent clause they use subordinate conjunction and another sentence is independent clause and they combine using subordinating conjunction but, the correct form is if the sentence is independent clause the
conjunction use is the coordinate and if the sentence is dependent clause so, the conjunction that use is subordinate.

In part C the student are required to make ten compound complex sentence on their own, half of the student does not have a problem even some of them make compound complex sentence in simple form but, another student still have difficulties. The difficulties is how they use the coordinate and subordinate conjunction. As we can see the score on the table above, there are score from first test and second test if in first test the student confuse to make compound complex sentence and they also confuse to choose the right conjunction in their sentence but some of them can make a good compound complex sentence. In second test the result shown different score the student who got a bad score in first test got a good score in second test if in first test half of them confuse to choose what is the right conjunction for their sentence it is not happen in second test their more understand what is the right conjunction for their sentences.

2. The use of Punctuation

Based on the student answer of the test the researcher found that some of the student use comma after word “but” and “so” in fact punctuation comma use at the end of the first clause before the coordinating conjunction (for, and, nor, but, or, yet, co). When the complex part of the sentence begin with a dependent clause, a comma is placed at the end of this clause and before the independent clause. Sometimes they also forget to put full stop at the end of the sentence and only some of them that relize there is one number that using punctuation semi colon it means only some of them know that in compound complex there is another punctuation except comma that is semi colon. It is also means that they do not understand how to use and what conditions that using semi colon punctuation.

This problem also happened while the researcher are ask the student to make ten compound complex sentence in part C. There is the student who make the sentence and also put the punctuation, there is the student who make the sentence and did not put any punctuation. It is happen because they forget to put or they did not much know about the punctuation or they put the punctuation but in wrong place.

3. Less Knowledge about Compound-Complex Sentence

Less knowledge here means the student only know little bit about compound complex they know the definition about compound complex sentence but when the teacher ask them to make compound complex sentence the student feel confuse. When the researcher do the test the researcher found that the student know the definition and then the component of compound complex sentence itself it can be seen in table above, the score showed the result of the test part B the researcher ask the student to identify the component of compound complex sentence such us independent clause, dependent clause, subordinating conjunction and coordinate conjunction. The researcher think that the student do not have the problem because they have the clue when they looking for the component of compound-complex. Eventhough there are some students that have problem in choosing what are the sentence of independent clause and dependent clause and there are some student that write the wrong answer in identify the subordinating conjunction and coordinate conjunction. All of the student got a good score because they know about compound complex and their teacher has been explain in Writing Class or Structure Class.

In addition, this result have similar theory with the researcher review literature there are three problem in writing compound complex sentence that student face first is the less of knowledge about compound-complex sentence, second is the use of punctuation and the last is the use of
coordinate and subordinating conjunction. It indicated that the students have problems in writing the compound-complex sentences. Moreover, Ellis and Barkhuizen (2005:61), there are four categories that were proposed to explain how sentences derivate from the correct forms because the learners change the surface structure that have been explained in chapter II. Based on the result, there are only two categories that have been explained by Ellis and Barkhuizen (2005:61) that occurred in this research, it is omission and misordering. Omission is indicated by the absence of certain item that must appear in sentences. It happened when the students forgot to put the punctuation in a sentences that need punctuation. This usually happened in the early stages of second language acquisition. Furthermore, Misordering is indicated by the incorrect placement of certain morphemes. It happened when the students put the conjunction in the incorrect position or the students put the wrong conjunction in a sentences.

On the other word, the students have cognitive problems based on the result of the study. The cognitive problems that students face include problem in using punctuation, coordinate and subordinate conjunction. According to Byrne (in Muth’im, 2009:8) writing is thought as a process of instruction: we have to master the written form of the language and to learn certain structures which are less used in speech, but which important for effective communication in writing. It can be seen that writing and speaking are different. In writing, the students have to use or consider the punctuation, coordinate and subordinate conjunction that they will use before they are writing. However, in speaking, the students speak spontaneously without using any punctuation.

Moreover, the students also have linguistic problems. According to the result of the study, they wrote the wrong punctuation, coordinate and subordinate conjunction in the test that could cause misinterpretation. In writing, the mistake of choosing punctuation must be avoided. Based on Byrne (in Muth’im, 2009:8) the writer have to pay attention in every aspects of their writing, such as: the sentence structures, the use of article, pronoun and prepositions, errors of spelling, punctuation, which can cause misinterpretation of the reader.

Furthermore, the students have problem in using punctuation, coordinate and subordinate conjunction in the test because some of punctuation, coordinate and subordinate conjunction English language do not exist in Indonesian language. According to Al-Buainain (2010:18) it is especially difficult for nonnative speakers because learners are expected to create written products that demonstrate their ability to organize the content, to address the correct audience as well as to demonstrate their linguistic ability.

In summary, the biggest problem that student face is the use of punctuation comma and the use of right coordinate conjunction and subordinating conjunction. They do not have a problem in the knowledge of compound-complex sentence because they have already learnt about compound-complex in Writing II but they have a problem in choosing the right coordinate conjunction and subordinating conjunction the student still confuse when choosing the right conjunction when are ask to make a compound-complex sentence.

In this part, the researcher will analyze the data based on their intention and the reason of using condolence utterances used to condole the death of Steve Irwin. The data to be analyzed in this research is in the form of clauses, phrases, and sentences taken from virtual references called the internet. Based on the research findings, the researcher can summarize
CONCLUSION AND SUGGESTION

The chapter above has analyzed data that found of the test result, and the researcher can conclude the students of English Department in batch 2014 have a problem in writing compound-complex sentence.

The major problem that happened to the students English Department batch 2014 in writing compound-complex sentence is in the conjunction. It happened because the students still confuse what conjunction that are usually used in writing compound-complex sentences. For example, in using coordinating conjunction, most of the students combined two independent clauses by using coordinative conjunction, although they could not be combined by coordinative conjunction in compound-complex sentence.

The second major problem that happened to the students English Department batch 2014 in writing compound-complex sentence is in the punctuation. It happened because they forget to put the punctuation or they put the punctuation in the wrong place. For example, when the compound-complex sentences need semi colon, whereas the students preferred to used comma.

The minor problem that happened to the students English Department batch 2014 in writing compound-complex sentence is the less knowledge about compound complex sentence. The less knowledge here means the student already know about compound complex. The students still have problem writing compound-complex sentence because they confuse in choosing a good conjunction to combine the dependent clause and independent clause by using a right connector conjunction need more understanding deep.

The researcher would like to propose some suggestions to solve students’ problem in writing compound-complex sentence, the teacher can give more exercise in writing compound-complex sentence such us ask the student to make compound complex sentence, ask the student to combine the sentence into compound complex sentence using right conjunction or the teacher ask the student make a paragraph compound-complex sentence. Hopefully by giving more exercise students’ problem will decrease. Moreover, the researcher also suggest to solve the students’ confusing in choosing right conjunction by learning more about compound-complex sentence like the definition about compound-complex sentence, learn about the different from compound and complex sentence and try to understand the different between subordinating and coordinating conjunction.
REFERENCES


STUDENTS’ ACHIEVEMENT IN READING COMPREHENSION USING COOPERATIVE LEARNING TYPE JIGSAW AT THE ELEVENTH GRADE STUDENTS OF MA NIPI RAKHA AMUNTAI

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Universitas Lambung Mangkurat

ABSTRACT
Reading is taught in Indonesian schools to enable the students to read and understand text and any material written in English. Unfortunately, students still have difficulties to master reading skills. The eleventh grade of MA NIPI RAKHA Amuntai in 2015/2016 are the classes that had this problem. Then, to solve the problem, Jigsaw Method is used in order to improve students’ reading comprehension achievement. The aim of this study is to find out whether there is any improvement in students’ reading comprehension achievement of students who are taught by using Jigsaw Method. This study uses quasi-experimental design. The finding of the research shows that there are improvements in two classes. The average score of pre-test and post-test of experimental class are 74.55 and 84.24, while control class only gets 69.99 in pre-test and 72.18 in post-test. In addition, the calculation of t-test result is 2.06 is higher than the t-table 1.67. Based on research finding, Jigsaw Method is suggested to be used as one of the method in teaching reading comprehension, and this study is also suggested for other researchers who want to conduct similar area on the use of Jigsaw method.

Keywords: Reading, Jigsaw Method, achievement
INTRODUCTION

There are four main skills in English, those are reading, listening, speaking, and writing. Reading and listening are called receptive skill in which people need the ability to receive written or spoken language when they do it. In the other hand, speaking and writing are called productive skill because when people do it, they need the ability to produce written or spoken language.

Reading as the receptive skill can be defined as a process whereby one looks at and understands what has been written. When someone read, it means he/she looks at something written and tries to understand or to get information from what he/she reads. Reading can also be described as a mental or cognitive process which involves a reader in trying to follow and respond to a message from a writer. It means that reading activity connects the reader and the writer although they are in different time and place; for example reading an ancient book or reading personal letter and many others. Even in this modern age of multimedia and high technology environments, it is still the case that most of us rely on our reading ability in order to gain information or expand our knowledge.

Handayani states (2012:1) that reading skill is the most important to be mastered. The reason for teaching reading to the students is because it belongs to the basic language skills in English, just as important as speaking, listening, and writing. Moreover, reading is closely related with other subjects. As a receptive skill, it can support speaking in term of understanding message from the other speaker. Then, by reading the students can identify what kinds of text that are also taught in teaching writing. In the case of listening, it is quite the same as the receptive skill that is worked to understand the message being conveyed. Furthermore, most of the materials given by the teacher are presented in written form, for example in handbook and handout. It means that to understand the materials, the students must have the ability to look at and get the meaning of written text, that is called reading comprehension. In reading comprehension, students are expected to have skill in finding the detailed information, main idea, making inference, guessing meaning, identifying topic or subject matter.

Unfortunately, it is hard for the students to master reading because of some problems which one of them in a large class. The class that is consisting too many students for a class ranging, approximately from thirty to forty students, may become a stumbling block in maintaining classroom interaction to enable learners acquire language intake exposed to them. Meanwhile, many teachers still use conventional technique to teach reading in their classroom. They consider that it is the best technique. The teachers tend to dominate the class and then ask the students work individually. Of course, in this case the teacher’s role is as an instructor. They consider that is one way making their students getting silent so that the class is easier to be handled. However, applying conventional technique in a large class makes the students become bored, lose their interest in reading material. It lacks the fun aspects in learning activity because the activity is pasif and concerns on teacher-centered. And therefore, affects the students’ achievement in reading.

Based on the writer’s experience, it was difficult to teach reading in a large class because the class is too noisy, and it makes the students lack of concentration in learning. They also face the same problem such as lack of vocabulary to comprehend the reading material. Besides, the large class also consists of the students having different level of ability.
For these reasons, suitable method should be conducted in order to make students become successful in their learning. One of the ways to make the teaching reading effective is making the students active, so that they enjoy learning and they can improve their reading skill. One of the teaching methods is cooperative learning. Through this method, students are active in the learning process, because they will learn more through a process of constructing and creating, working in group and sharing knowledge. According to Slavin (1995:2), “cooperative learning refers to a variety of teaching method in which students work in small groups to help one another to learn academic content”. Cooperative learning method has several types, namely Think Pair Share, Group Investigation, Students Teams Achievement Divisions, Teams-Games-Tournament, Team Assisted Individualized and Jigsaw.

One of the interesting types is Jigsaw. According to Slavin (1995:122) in Jigsaw method every student depends on his or her teammates to provide the information needed to do well on the assessments. The key to Jigsaw is interdependence. In this case, the researcher attempts to offer one method that makes the students interested in studying reading through Jigsaw method in which the activity is more emphasized on students’ involvement. Therefore, the researcher intends to conduct an experimental research by using the Jigsaw method to the eleventh grade of MA NIPI RAKHA Amuntai. Through this implementation, it is expected that Jigsaw method can improve students’ reading comprehension.

RESEARCH METHOD

In this research, the researcher uses quasi-experimental design. In accordance with Arikunto (2010: 125) in experimental design, there are two groups that are involved in this experiment, which are called experimet group and control group. The experiment group is treated by the researcher, while the control group is not treated, but the control group has function as the comparator. There are two groups in pretest-posttest control group design that are chosen randomly, and then they are given pretest to know the initial condition whether there is a difference between experiment group and control group. In the experimental class, the researcher uses Jigsaw method as the method to help the students to achieve a proper result in reading comprehension at the tenth grade of MA NIPI RAKHA Amuntai in 2015/2016 academic year.

RESULT AND DISCUSSION

The Teaching and Learning Process in Experimental Class

The first treatment in experimental class was conducted on 24 March 2016, in this class students were taught by using Jigsaw method. In pre-activities the researcher began with greeting and checking students’ attendance. Then, the researcher motivated students by talking things that related to the materials. The researcher also told what the students would be done in the class.

In while activities the researcher explained about definition descriptive text, and the generic structure of descriptive text. The teacher also explained about the way to find out the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion. Afterward, the researcher prepared the students and explained to them about Jigsaw method in order to avoid the confusion in the implementation of Jigsaw method.
In the implementation of Jigsaw method, the first step divided the students randomly into groups that consists 3 or 4 students. This group called home group. Then the researcher gave the same text to every group, and ordered the students to choose one part of the text. After that, every student studied the part of the text that she chose. Then the students made a new group based on the part of text that she chose, the group called expert group. In this group, the students studied and discussed the text, in this step the researcher asked the students to write the result the discussion in the expert group. The researcher also welcomed students to ask her advice if they have problem in their discussion. After all the discussion conducted, the students returned to their home group to discuss to another member of home group what they got in their expert group. At this step, every student mostly participated actively, because if one of them did not participate there will be a missing part in the text.

In post-activities, the teacher reviewed what students have learned on that day. Then, teacher gave evaluation to the students related to the material that they have learned before. The last, after they did the evaluation, then teacher closed the lesson. The schedule of teaching reading comprehension of descriptive text by using Jigsaw method was done as it shown in the table below.

<table>
<thead>
<tr>
<th>No</th>
<th>Date of meeting</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>19\textsuperscript{th} November 2015</td>
<td>Pre-Test</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>2.</td>
<td>21\textsuperscript{st} November 2015</td>
<td>First treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>3.</td>
<td>26\textsuperscript{th} November 2015</td>
<td>Second treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>4.</td>
<td>28\textsuperscript{th} November 2015</td>
<td>Third treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5.</td>
<td>3\textsuperscript{rd} December 2015</td>
<td>Fourth treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>6.</td>
<td>5\textsuperscript{th} December 2015</td>
<td>Post-test</td>
<td>Descriptive Text</td>
</tr>
</tbody>
</table>

The Teaching and Learning Process in Control Class

In control class, the teacher did not use the Jigsaw method but the teacher only used the conventional method in teaching reading comprehension of descriptive text. In pre-activities, the teacher opened the lesson by greeting and checked the students’ attendance. Then, the teacher motivated students by talking some things that related with the material.

In while activities the teacher explained about the definition of descriptive text, and generic structure of the text. She also distributed the example of descriptive text. Moreover, the whole class discussed the text, and they also discussed the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion. After the teacher asked students to do exercise in pair, then the whole class discussed the exercise.

In post activities the teacher reviewed what the students have learned. Then, the teacher gave evaluation to the students related to the material that they have learned before. The last, the teacher closed their lesson. The schedule of teaching reading comprehension of descriptive text without using Jigsaw method in Control Class can be shown as below:

Table 4.2
Research Schedule of Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Date of meeting</th>
<th>Activity</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>17th November 2015</td>
<td>Pre-Test</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>2.</td>
<td>22nd November 2015</td>
<td>First treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>3.</td>
<td>24th November 2015</td>
<td>Second treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>4.</td>
<td>29th November 2015</td>
<td>Third treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5.</td>
<td>1st December 2015</td>
<td>Fourth treatment</td>
<td>Descriptive Text</td>
</tr>
<tr>
<td>5.</td>
<td>6th December 2015</td>
<td>Post-test</td>
<td>Descriptive Text</td>
</tr>
</tbody>
</table>

The Description of Students’ Responses

Experimental Class

In the first meeting, it seemed that the teacher did not have problem in explaining about descriptive text to the students because many of the students remembered descriptive text that they have learned in their junior high school. Therefore, when they were asked about the function and the literary of descriptive text the students mostly could answer correctly. However, when they were asked about the generic structure of descriptive text they could not answer because they forgot about it. Consequently, the teacher explained it slowly. Moreover, many of the students got confused in determining the main idea of every paragraph of the story that was given by the teacher. They said that every event in a paragraph is the important part of the story. To solve this problem the teacher explained the main idea more detailed and then guide the students to find the main idea in the story.

When the students were given the chance to choose the part of text they seemed very excited; because they said it looks like a puzzle for them. However, there were some problems that occurred in the first treatment. Because it was the first time, they did not know what they should do even though the researcher told them the steps. They kept asking about the steps, and the researcher should explain it again and again. At the home group they did not have any problem; they could easily decide what part they did between each other. The management of time was also one of the problems that occurred in the first meeting because the students spent much time in translating the vocabulary, yet they did well in discussing about the part of text in the expert group, they exchanged their opinions about the sub-skills of reading comprehension such as main idea, detailed information, and drawing conclusion in the part that they chose.

When they finished their discussion, they returned to their home group. Then they discussed the result of discussion that they got in their expert group. It also took time because some of the students did not have any confident to speak and explain what she got in the expert group.

At the second meeting the researcher slightly adapted to manage the time and the class, because she has learned from the first meeting. The teacher also taught the group how to divide the work then the students could manage their time in doing their discussion either in the home group or in the expert group. The same problem also occurred at this meeting; the students spent too much time in translating the vocabulary. But they did well when they discussed in their expert group and presented the result of their discussion in their home group.
In the third meeting before the researcher started to implement the Jigsaw method, she once again clarified the rules of the method. At this meeting, the researcher provided the vocabularies related to the material, so the students did not have to spend much time in translating the text.

In the fourth meeting, the researcher could easily implement the Jigsaw method. There was no problem at this meeting because the students already felt familiar with the Jigsaw method so they could easily do the steps.

In the last meeting the students showed their improvement, they did not have any troubles in using Jigsaw method because they remembered the step of the method, and they also did not hesitate in doing their discussion. Moreover, they seemed confident with their result of discussion in expert group and could discuss it again in their home group confidently because their reading comprehension was improved.

**Control Class**

As same as the experimental class did, the control class also did not have any problem in recognizing descriptive text because they had learned the text in their junior high school period. The students also seemed excited in talking about the text. However, when the teacher explained about the sub-skills of reading comprehension some of students did not pay attention. The students were not excited at all; it was probably because the teacher used the conventional method. They kept asking the researcher to do game instead of study. Perhaps because, at that time, there was an intern who always did game instead of studying, so the students thought I would do the same. There were only some students who asked questions when they did not understand about the material.

When the students were given the task, some of them were trying to get the answers of the questions by asking their peers because they did not really pay attention to the researcher’s explanation. The results of their tasks in the first and second meetings showed that there were not any significant improvements.

However, there were improvements in the third meeting and fourth meeting.

**The Description of the Students’ Achievement**

**Experimental Class**

The result of the both pre-test and post-test of experimental class showed an improvement of their reading comprehension. In their pre-test the experimental class got average score 74.55 which was categorized as Good score. From the result of the post-test, the average score increased to 84.24 which were categorized as a very good score. It shows that there is improvement in students’ achievement that is 9.69 points. The improvement can be seen through the diagram below.
The students’ achievement of Experimental Class after had been taught by using Jigsaw method can be seen in the diagram below:

**Diagram 4.1**
The Result of Pre-Test and Post-Test of Experimental Class

From the diagram above, it can be seen that the students’ achievement

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>3</td>
<td>14</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Post-Test</td>
<td>14</td>
<td>10</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
The result of students’ achievement from post-test was higher than in the pre-test. In the pre-test, only 3 the students got the excellent score and 6 students got very good score, meanwhile in the post test there were 14 students who got the excellent score. Furthermore, there were 10 students got the very good score. Moreover, the highest improvement was shown from the fair score and fail score. Before the treatment, there were 9 students got the fair score and 1 student got the fail score, but after the treatment none of the students got the fair score and fail score.

**Control Class**

Based on the result of the pre-test in control class, the students’ average score was 69.99 and the average of post-test was 72.18. The average score of pretests was categorized as a fair score and the post-test was categorized as a good score. Even though the improvement of the students of control class is not as significant as the experimental class, the students of control class also show their improvement in reading comprehension, it can be seen from the result of the posttest, their average score also increased up to 2.19. The improvement can be seen through the diagram below.

**Diagram 4.3**
The Result of Pre-test and Post-test of Control Class

The students’ achievement of Control Class after had been taught by using Jigsaw method can be seen as diagram below:
The achievement in control class can be seen from the diagram above. There was 1 student got the excellent score in the pre-test, meanwhile in the posttest there were 3 students got the excellent score. Moreover, there were 4 students got very good score in the pre-test and in the post were 6 students. Furthermore, there were 13 students got the good score in pre-test and 12 students in post-test.

And there were 11 students got the fair score in pre-test and 8 students in post-test. The result of students who got the fail score were the same either in pre-test and post-test, there 3 students got the fail score.

**Interpretation of Documentation**

The researcher collected syllabus of English subject for eleventh grade students of MA NIPI RAKHA Amuntai as the documentation that were needed in this research. According to the syllabus, the eleventh grade students were expected to be able to comprehend about short descriptive text.

**Interpretation of Observation**

The process of observation in this research was done by the teacher as the first observer and the second observer was Bulkis, she is one of the teachers in MA NIPI RAKHA Amuntai. The observers observed the teacher and the students’ performance in both experimental and control class. In the four meetings of experimental class, both of the first and the second observer had the different percentages of teacher’s performances. The percentages of teacher performances in experimental class can be seen through the table below:
Table 4.3
Interpretation of Teacher’s Performances in Experimental and Control class

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>4th Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1.</td>
<td>Experimental</td>
<td>80%</td>
<td>83.5%</td>
<td>81.9%</td>
<td>84.7%</td>
</tr>
<tr>
<td>2.</td>
<td>Control</td>
<td>70%</td>
<td>71.8%</td>
<td>71.4%</td>
<td>75%</td>
</tr>
</tbody>
</table>

The table above showed that the teacher’s performances using Jigsaw method in experimental class was rising among first, second, third meeting and fourth meeting. The result of her performances in the control class was also rising among the first meeting to the last meeting. The teacher performance at the first meeting was 80% and 83.5% for experimental class, then 70% and 71.8% for control class, most of the teacher’s activities categories were good; it means that the teacher worked well in the first implementation of Jigsaw method and also worked well in the process of teaching and learning of control class.

Moreover, the second meeting showed that the teacher performance was better than the first performance. It can be seen from the percentage in the table above. The percentage of the second meeting of experimental class were 81.9% and 84.7%, the percentage of control class were 71.4% and 75%. In the third meeting, most of the teacher’s activities in both classes were very good; the percentages of experimental class in this meeting were 87.5% and 90.3%, then the percentages of control class were 82.1% and 83.9%. In the last meeting, the percentage of experimental class were 95.8% and 84.7%, the percentage of control class were 92.8% and 91%

The result of students’ performance was also rising. The result of the students’ performances from experiment and control class can be seen in the table below:

Table 4.4
Interpretation of Students’ Performances in Experimental and Control Class

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>1st Meeting</th>
<th>2nd Meeting</th>
<th>3rd Meeting</th>
<th>4th Meeting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>I</td>
<td>II</td>
<td>I</td>
<td>II</td>
</tr>
<tr>
<td>1.</td>
<td>Experimental</td>
<td>72.5%</td>
<td>73%</td>
<td>76.6%</td>
<td>75%</td>
</tr>
<tr>
<td>2.</td>
<td>Control</td>
<td>69.9%</td>
<td>71.6%</td>
<td>71.4%</td>
<td>73.2%</td>
</tr>
</tbody>
</table>

From the table above, the percentages of students’ performance were rising from first meeting to the last meeting weather in experimental class and also control class. The highest percentage was in the experimental class, it means teaching reading comprehension of descriptive text by using Jigsaw method can increase students’ motivation. Moreover, the researcher concluded that the procedure of teaching and learning designed in the lesson plans were acquired.
Analysis and Interpretation of the Test

Reliability of the Test

In order to find out the reliability of the test, the researcher conducted a tryout test before the pre-test. The tryout tests were given to the eleventh grade of MA NIPI RAKHA at XI IPS class which was not chosen either as experimental or control class. The result was counted by using test-retest of the product moment correlation formula. The result showed that the tests were reliable because the result was higher than the r-table (r-test > r-table = 0.886 > 0.515). It means that the results of test of tryout test are reliable.

Testing Hypothesis

In testing the hypothesis, the researcher used the t-test formula to find out the improvement of the students of experimental class by comparing their results of the test with the results of control class. Then, the results of the two classes were counted by using the following formula:

\[ t = \frac{x_1 - x_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

The average score of post test at experimental class was 84.24 with the variance \((S_1^2)\) 97.7. The average score of post test at control class was 72.18 with the variance \((S_2^2)\) 115. After using the formula of the t-test above the researcher found the t-test = 2.06. For significant level 0.05 and df = 60, it is found that the t-table is 1.67, and it means that the t-test > t-table. Therefore, Ho is rejected and Ha is accepted.

It means that there is significant improvement in students’ reading comprehension between students who are taught by using Jigsaw method and those who are taught without using Jigsaw method.

Research Result Interpretation

Based on the result of the data, there is significance different in students’ reading comprehension achievement between students who are taught by using Jigsaw method and those who are taught without using Jigsaw method. It can be seen from students’ average score in reading achievement. The average score of students who are taught using Jigsaw method was 84.24 in post-test. It is 9.69 higher than their average score in pre-test which was only 74.55.

The students who are taught without using Jigsaw method also improve their reading comprehension. The average score of their post test was 72.18; it is higher 2.19 than their pre test which was 69.99. It shows that the improvement of the average score of students who are taught without using Jigsaw method is lower than students who are taught using Jigsaw method.

The result of this present study shows that the use of Jigsaw method improved the students’ achievement in reading comprehension since the result was better than before. The studies proved
that the use of Jigsaw method could motivate the students’ interest in learning English and improve students’ reading ability.

Discussions

The data was computed. The average score of experimental class from pretest which held on Thursday, March 17, 2016 was 74.55. It was categorized as good level. From the post-test which held on Saturday, April 02, 2016, the average score was 84.24. It was categorized as very good level. However, the result of pre-test and post-test in experimental class were different after the students received the treatment. The increasing of students’ achievement in experimental class was 9.69 points. Meanwhile, in control class, the students’ achievement also increased. It can be seen from the result of pre-test and post-test. The pre-test in control class which held on Tuesday, March 15, 2016, the students got average score 69.99 which was categorized as fair level. The students’ average score from post-test which held on Sunday, April 03, 2016 was 72.18. It was categorized as good level. The increasing of students’ achievement in control class was 2.19 points. The increasing number was not as much as in experimental class. The result of the t-test was 2.06 for significance level 0.05 and df 60 were 1.67. The hypothesis that “There is a significant achievement in students’ reading comprehension after being taught by using Jigsaw method in teaching reading comprehension of the eleventh grade of MA NIPI RAKHA Amuntai in 2015/2016 academic year.” was accepted.

Based on computation result data above, the students who are taught using Jigsaw Method got higher achievement than students who are taught without using Jigsaw Method. As the previous study stated in Endang (2009: 43), the students who taught by using Jigsaw technique show better achievement in reading comprehension than students who taught by using conventional technique. Therefore, the Jigsaw technique has the effect to increase students’ reading comprehension achievement significantly. Applying Jigsaw Method make the teaching-learning process more active and enjoyable. It also makes the students being more active, interactive, and creative than before. Based on the research conducted it can be concluded that Jigsaw Method is suggested to apply in teaching reading comprehension to enrich the students’ skill in reading and improve their achievement in reading

The study of oral literature using Antropholinguistics focuses on three scopes of discussion: interconnection, valuability, and continuity. Interconnection deals with material elements of oral literature. Valuability deals with meanings, cultural values, and functions of oral language. Continuity deals with efforts taken to maintain the oral literature as part of local tradition of certain society. The analyses in this study are only focused in interconnection and valuability. It is because the objective of this study is not to take any measure to maintain the continuity of mantra practices. What we aim to do through this study are to describe material elements of healing mantras, to categorize functions of healing mantras, and to reveal socio-cultural values of Banjarese people as reflected in the investigated mantras.

CONCLUSION AND SUGGESTION

Conclusions

Based on the data obtained, the conclusions can be made as follow:
1. There is a significant improvement in students’ reading comprehension achievement of the students who are taught using Jigsaw method in experimental class. It is proven by the students’ average score which are 84.24 in post-test. It is 9.69 higher than their average score in pre-test which was only 74.55. There is also an improvement of achievement of the students in the control class who are taught without using Jigsaw method. However, the improvement is not as significant as that in the experimental class. The comparison of the students’ improvement between experimental class and control class is the average score of experimental class was increasing up to 9.69, in the other hand, in control class it was only increasing up to 2.19.

2. The result of the calculation of the t-test is 2.06 and t-table is 1.67. It means that t-test is higher than t-table. Therefore, the null hyphotesis (Ho) is rejected. It can be said that there is a significant improvement in students’ reading comprehension between students who are taught by using Jigsaw method and those who are taught without Jigsaw method.

Suggestions

In line with the conclusion, several suggestions are proposed as follow:

1. Since the result shows that the eleventh grade students of MA NIPI RAKHA Amuntai have improved their score in reading comprehension after being taught by using the Jigsaw method, this method is proposed to be used as a teaching strategy to increase students’ improvement in reading comprehension.

2. It is suggested to other researchers who want to conduct similar area on the use of Jigsaw method in teaching to use different text types such as narrative, recount, report, spoof, and analytical exposition text.
REFERENCES


Larasati, Endang. 2009. The Effect of Using Jigsaw Technique on Students’ Reading Comprehension Achievement. Jakarta: Sarjana’s Thesis Faculty of Tarbiyah and Teachers’ Training Islamic University of Syarif Hidayatullah.


