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**THE EFFECT OF THE USE OF VIDEO AS A MEDIUM OF LEARNING ENGLISH
TO IMPROVE STUDENTS' SKILLS IN WRITING PROCEDURE TEXTS**

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Abstract: The purpose of this study is to obtain evidence that there is an influence on the use of video on students' skills in writing procedure texts. This research was conducted in July 2019 in class IX of SMP Negeri 27 Banjarmasin. The method used is a quantitative method with a quasi-experiment design. The sampling technique used in this study is a purposive sampling method in which the researcher has had special consideration in choosing a research sample based on data provided by an English subject teacher at the school. The instrument used in this study is a test sheet that has been tested for validity and reliability. The two classes used as subjects in this study are called the experimental class and the control class which for the experimental class is taught through video and the control class is taught using audio media only by using speakers without image or visual display. The class that is an experimental group is a class that has a lower value than the pre-test results, so the researcher wants to prove whether video media can increase that value. The data obtained from the two experimental and control groups were tested for normality and homogeneity first and then the independent sample t-test was conducted. The results show that the significance value (2-tailed) from the analysis of independent sample t-test shows that the value is smaller than 0.05 where the value obtained is 0.00 so based on statistical decision in making provisions if the value is lower than 0.05 then there is a significant difference between the post-test results of students taught by using video and audio media only through speaker facilities in the ninth grade at SMPN 27 Banjarmasin.

Keywords: *Video, Writing skill, Procedural Text*

INTRODUCTION

Background

English is the first foreign language taught in schools as a main subject for high school students to university level. The students must master four language skills including listening, speaking, reading, writing. In the English national exam, some students find it difficult to reach the threshold value (passing grade score). That is why the Indonesian government is trying to find solutions to solve these problems, including changing the curriculum and introducing new approaches to teaching English teachers and other subjects.

Based on observations of researchers at SMPN 27 Banjarmasin for the field of English language studies conducted for six hours every week. The minimum competency standard students must achieve is 75 and a minimum completeness criterion of 85%. In learning

to write procedure texts for English subjects student learning outcomes are still low meaning that the minimum competency standard has not been achieved by each student and the minimum completeness criteria (KKM) has not reached 85%. Based on the data of learning outcomes in the pre-study on daily tests about writing the procedure text KD 4.2 class IX B with 27 students, who scored between 60-74 as many as 9 students, 75-84 as many as 11 students, and 85 or more as many as 7 students. The percentage of KKM achieved was only 67%. This is far below the minimum completeness of 85%. The low student learning outcomes are caused by several factors, including (1) students find it difficult to pour vocabulary from Indonesian into English, (2) students have difficulty in determining the words suitable for an activity, (3) students still find it difficult to develop sentences, (4) students have difficulty in writing procedures texts that are precise and clear because they are accustomed to expressing facts and ideas in writing.

Some of these problems occur because in the process of learning to write procedure texts have not been implemented optimally, especially in the use of instructional text writing media, students are given more lectures about theories related to procedure texts, while writing practice is lacking, because it only emphasizes the lecture method, learning becomes very abstract which causes students to become merely passive recipients of information. To overcome this problem, it is necessary to have audiovisual media such as videos in English learning activities especially procedure text material so that students can better understand all the steps in making or doing something systematically, even though there are words they do not know the meaning of, but with video assistance for students helps.

Based on the explanation above, the researchers focus on writing skills, because writing is classified as a language activity that is considered difficult. This was complained of by various parties, both teachers, and students. Writing skills are the last skills mastered by students. Writing activities are complex activities. The complexity of writing can be seen from several activities including the preparation and organization of the contents of the writing and pouring in formulas for various written languages and writing conventions. One of the interesting learning media to be used by English teachers is a video. So in this study, the researcher wanted to raise the title about "The effect of the use of video as a medium of learning English to improve students' skills in writing procedure texts.

Video as Learning Media

Learning media is a means of delivering learning messages in relation to the direct learning model by means of the teacher acting as a conveyor of information and in this case the teacher should use the appropriate media. Learning media is a tool for teaching and learning process. Everything that can be used to stimulate thoughts, feelings, attention, learners' abilities, so that it can encourage the learning process.

In choosing media, you should pay attention to the following criteria:

1. The ability to accommodate the presentation of the right stimulus (visual and audio),
2. The ability to accommodate student responses appropriately (written, audio, and physical activities),
3. Ability to accommodate feedback,
4. The selection of primary and secondary media for the presentation of information or stimuli, and for practice and tests (preferably practice and test using the same media),
5. Levels of enjoyment (the preferences of institutions, teachers, and students) and cost effectiveness. (Arsyad, 2011)

The video actually comes from Latin language, video which means to see (has the power of vision); can see. Video is an electronic signal processing technology including image, motion and sound. Tools related to video are playback, media storage (such as magnetic tape and discs) and monitors (Munadi, 2010: 132). Video is a playback device (play back) of a program (recording), consisting of at least one video tape recorder (video cassette recorder) and one or more monitors (Sadiman, 2011).

Based on the above definition, it is concluded that the video is a media that can be seen, mainly is a live image (moving; motion), the recording and display process certainly involves technology. To achieve success in the learning process, it is very necessary that the media, especially video as a tool in learning and teaching activities. American Hospital Association in 1978 in Belawati (2003) revealed the advantages of video media, among others

1. It is useful to describe the movement, the relationship, and give influence to the topics discussed.
2. Can be played back
3. Other techniques such as animation can be included
4. Can be combined between still images and moving images
5. Standard projectors can be found everywhere

Text of the Procedure

Procedure text is one of the types of texts that belongs to the factual genre of the procedure subgenre (Mahsun in Azzura, 2014: 30). In KBBI (2008: 360) explained that "the procedure is the stage of activities to complete an activity, the method step by step with certainty in solving a problem".

Anderson (2003) states that the procedure text is a piece of text that tells the reader or listener about how to do something. The purpose of the text is to provide instructions for making something, doing something or getting it. In making the procedure text there are three parts that must be prepared including the initial statement or title that tells the purpose or purpose of the procedure, followed by a list of materials that will be needed to complete the procedure (not required for all procedure texts) and the flow of the steps needed to complete a procedure.

The Use of Video as Learning Media for Writing Procedure Texts

One way to produce an interesting English learning process is to use video as a learning resource and media. Various research results show that people are more interested in learning to use video media rather than learning through text and still images (Fadhli, 2015). Learning done with video media effectively makes children able to accept the learning given to them (Putri, 2012).

Procedural text is one of the texts that requires hands-on experience and is practical, but the Indonesian language only reaches the concept of studying texts. Therefore, we need a media that contains elements of motion as well as fun. Audio-visual media is one media that is suitable for displaying systematic stages in the procedure text in a real and fun way. (Orina, 2016 :)

According to Munadi (2008: 5), teachers are not the only source of learning. Therefore, the teacher must be able to find and create other learning resources so that the learning environment is conducive. These sources of learning other than the teacher are referred to as a distributor or link of teaching messages that are taught and / or created in a planned manner by teachers or educators, commonly known as learning media. Thus the learning media

can be understood as anything that can convey and channel messages from the source in a planned manner so as to create a conducive learning environment so that the recipient can carry out the learning process efficiently and effectively. So students become more interested in following the learning process. The following are some steps in using video to teach procedure texts in English:

Pre-viewing

At this stage, the teacher displays the video, then the teacher conveys the learning objectives and topics that will be displayed on the video. The teacher can also give a little overview / outline of the video that students will see, with the aim of knowing students' interest and knowledge of the topic of the procedure to be studied. This step will also make students motivated and curious about the topics that will be displayed in the video.

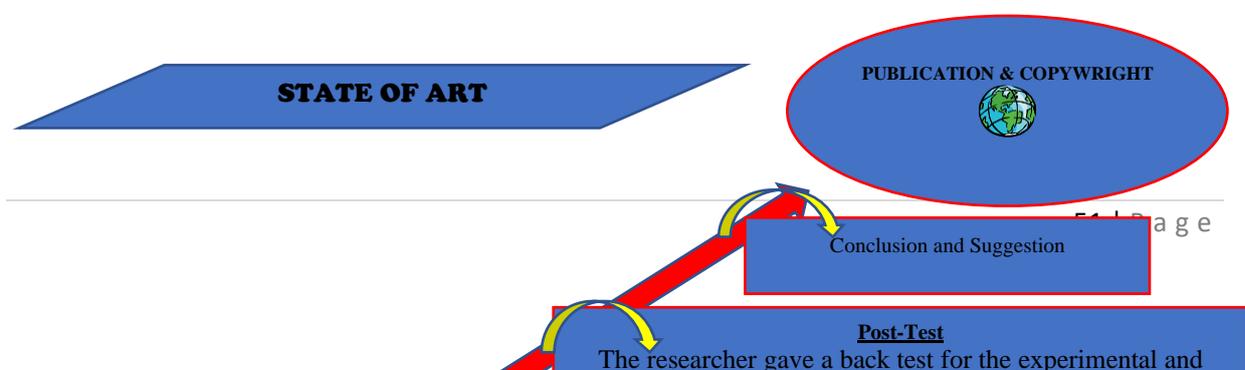
Viewing

When students watch the learning video about the procedure text, the teacher can assign students to note topics and important things that are displayed in the video, then record vocabulary that they do not know the meaning in Indonesian and themselves who try to find meaning from the dictionary so that the meaning longer to remember than just the teacher who helps to mention the meaning.

Post-viewing

After watching a learning video about the procedure text, the teacher can assign students to arrange sentences that have been randomized by the teacher to be rearranged by students to make the correct sentence structure according to the correct procedure. Another form of assignment is that students are asked to pair the words available in the answer choices in the gaps text to become complete sentences, if the students feel they have mastered the material given, the teacher can ask them to make the procedure text from the title to the steps the solution is in English.

In connection with these problems, thought occurred to develop an audiovisual based learning media in the form of video slides. The video slides were created with the aim of making it easier for students to accept material related to learning and to support the use of student and teacher books as teaching material so that effective learning. There are many advantages possessed by the video as a learning medium, among them, according to Sadiman, et al. (2010: 74 - 75), videos can attract attention for brief periods of other external stimuli. Difficult demonstrations can be prepared and recorded in advance, so that when teaching teachers can focus on teaching, and also video media is a media that can be played repeatedly and save time



RESEARCH METHODOLOGY

Research Design

The research design used in this study is to use a quantitative approach with an experimental method. According to Sukardi (2011) experimental research can in principle be defined as a systematic method for building relationships that contain causal-effect relationships. Variable X is the use of video as a medium for learning English, while variable Y is the student's skill in writing procedure texts.

Table 1
Experiment Research Design

Group	Random	<i>Pre-test</i>	Treatment	<i>Post test</i>
Experiment Group	R	O1	X	O2
Control Group	R	O3		O4

Information :

R : Random Sample

O1 : Pre test outcomes of experiment group

O2 : Post test outcomes of experiment group

O3 : Pre test outcomes of control group

O4 : Post test outcomes of control group

X : Treatment by using video for experiment group and by using audio only for control group

Research Sites

This research was conducted at SMP Negeri 27 Banjarmasin, located in Sungai Andai Sub-District, North Banjarmasin District.

Population and Samples

The population of this study were all class IX students totaling 135 people while the sample of this study was class IX B as many as 27 students as the experimental group and class IX D as many as 27 students as the control group.

Research Instruments

The instrument used by researchers in this research is a written test in the form of procedural texts that have been tested for validity and reliability. Researchers provide pre-test and post-test to the experimental and control groups. There are several criteria for analyzing students' writing abilities that are seen from the content, grammar, organization, vocabulary, mechanics. The writing score of the test can be seen in the following table:

Table 2
Writing Test Rubric

No	Writing Elements	Score
1.	Content	1-30
2.	Grammar	1-25
3.	Organization	1-20
4.	Vocabulary	1-20
5.	Mechanic	1-5
		100

Brown (2004)

Data Collection Techniques and Data Analysis

The author analyzes the test results with the following steps:

3.5.1 Identifying errors in writing procedure texts by looking at the results of student writing on the answer sheet. The author focuses on grammatical errors, content, organization, vocabulary, and writing mechanisms.

3.5.2 Grading based on the rubric of the rating score as in table 2

3.5.3 Conduct statistical tests to analyze student achievement. Interpreting the results of student answer sheets, the author uses the SPSS version 20 application with an independent sample t-test analysis with a significant level of 5%.

RESULT AND DISCUSSION

Data Description

The following are the test results from the experimental class in the pre-test and post-test

Table 3
Experiment Class Score

Number	Pre-test Score	Post-test Score	Gained Score
1	55	70	15
2	60	68	8
3	60	70	10
4	60	78	18
5	70	80	10
6	70	78	8

7	70	75	5
8	60	76	16
9	65	76	11
10	70	78	8
11	60	74	14
12	60	76	16
13	70	85	15
14	70	84	14
15	75	86	11
16	75	80	5
17	75	85	10
18	75	85	10
19	70	78	8
20	75	85	10
21	60	72	12
22	60	66	6
23	60	70	10
24	65	80	15
25	65	75	10
26	55	70	15
27	70	85	15
Average	65.93	77.22	11.3
Total	1780	2085	305

From the table above it can be seen that the average score of students in the experimental class in the pre-test is 65.93 and the average student yield on the post-test is 77.22. From the results of the pre-test and post-test the authors get the average result of an increase in students is 11.3. For more detail in this description, the authors add some analysis to show the intervals of the pre-test and post-test of the experimental class and also the number of students who get a certain value at the same interval. This analysis will show the interval score that most students get.

Table 4

Frequency Table of Pre-test

Score	Frequency
51 – 60	11
61 – 70	11
71 – 80	5
81 - 90	0
91 - 100	0

Table 5

Frequency Table of Post-test

Score	Frequency
51 – 60	-
61 – 70	6
71 – 80	14
81 - 90	7
91 - 100	-

The author also summarizes student scores on the pre-test and post-test results of the control class while increasing them in the following table

Table 6
Control Class Score

Number	Pre-test Outcomes	Post-test Outcomes	Gained Score
1	60	62	2
2	60	65	5
3	60	66	6
4	60	68	8
5	70	76	6
6	70	70	0
7	70	72	2
8	60	74	14
9	70	72	2
10	75	76	1
11	70	72	2
12	70	74	4
13	80	82	2
14	80	80	0
15	80	84	4
16	75	78	3
17	80	82	2
18	80	84	4
19	75	80	5
20	80	82	2
21	60	65	5
22	60	62	2
23	60	60	0
24	70	74	4
25	70	74	4
26	60	70	10
27	70	80	10
Average	69.4	73.5	4,04
Total	1875	1984	109

From the table above it can be seen that the average score of the control class students in the pre-test was 69.4 and the average student in the post-test was 73.4. From the results of the pre-test and post-test the authors get the average results of the increase in students is 4.04. For more detail in this description, the authors add some analysis to show the intervals of the pre-test and post-test of the experimental class and also the number of students who get a certain value at the same interval. This analysis will show the interval score that most students get.

Table 7

Frequency Table of Pre-test

Score	Frequency
51 – 60	9
61 – 70	9
71 – 80	9
81 - 90	-
91 - 100	-

Table 8

Frequency Table of Post-test

Score	Frequency
51 – 60	1
61 – 70	8
71 – 80	13
81 - 90	5
91 - 100	-

Analysis of the Data

From the previous description that has been described by the author, the analysis used in this study is to use the independent sample t-test method in which the results of the post-test of the two groups are calculated to find out how much the influence of treatment has been applied in the experimental class and control using SPSS version 20. Before the data is analyzed into an independent sample t-test, there are certain conditions that must be met by the data that is tested for normality and homogeneity first, if the data has normal and homogeneous distribution then it can proceed to calculate the independent value sample t-test. The following is the normality and homogeneity test output:

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post Test Outcomes Experiment Class	.132	27	.200*	.936	27	.098
Post Test Outcomes Control Class	.117	27	.200*	.953	27	.253

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

From the output of SPSS version 20, the significant value is 0.98. According to the provisions of the normality test, if the significance value is greater than 0.05, the resulting data has normal distribution.

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Learning Outcomes	Based on Mean	.789	1	52	.378
	Based on Median	.689	1	52	.410
	Based on Median and with adjusted df	.689	1	50.387	.410
	Based on trimmed mean	.763	1	52	.387

From the output of SPSS version 20, the significant value of the homogeneity test is 0.378. According to the provisions of the homogeneity test if the significance value is greater than 0.05, the resulting data has a homogeneous or equal distribution.

Group Statistics

Class		N	Mean	Std. Deviation	Std. Error Mean
Learning	Experiment	27	77.22	5.957	1.146
Outcomes	Control	27	73.48	7.089	1.364

Independent Samples Test

Levene's Test for Equality of Variances

t-test for Equality of Means

F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
							Lower Upper

Learning Outcomes	Equal variances assumed	.789	.378	2.099	52	.041	3.741	1.782	.165	7.317
	Equal variances not assumed			2.099	50.501	.041	3.741	1.782	.162	7.319

Based on the output of SPSS version 20 produced significant values for the analysis of independent sample t-test of 0.041. According to statistical requirements, if the value obtained is less than 0.05, it can be stated that there is a significant influence between the use of audiovisual media in the form of video compared to audio media only.

CONCLUSION AND SUGGESTION

Conclusion

The results showed that the pre-test and post-test results between students from the experimental and control groups showed significant differences because the value of the experimental group was higher than the control group, so the use of video when learning as an audiovisual media was more interesting and easier to understand than just using audio only.

Suggestion

Based on the result of the research, the writer suggest to the next researcher to do a study that related with media in learning English especially at junior high school, because the writer find so many problems in teaching English for transition age from child to teenagers namely from elementary to high school.

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THE CONCEPTUALIZATION OF BANJARESE CULTURE THROUGH ADJECTIVES IN BANJARESE LULLABIES

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Abstract: The focus of this study is to conceptualize Banjarese living values through the investigation of adjectives used in Banjarese lullabies. Singing lullabies while rocking the baby is a common practice for Banjarese people. The lullabies becoming the subject of the study of this research are the ones with Banjarese lyrics. In practice, Banjarese parents do not only sing lullabies in their tribe language but also in either Arabic or Indonesian. The data are collected through three techniques: observation, interview, and documentation. The data are obtained from five regions all over South Kalimantan to represent both Banjar Hulu and Banjar Kuala. The adjectives found the lullabies being investigated are analyzed using Cultural Linguistic approach. The results of the study show a close connection between adjectives used in the lullabies and beliefs of Banjarese people. Adjectives describing desired and undesired traits of children reflect Islamic teachings.

Keywords: *Banjarese lullabies, conceptualization, Cultural Linguistics*

INTRODUCTION

The definition of culture should not be limited only to particular performances, traditional dresses or ceremonies. Culture of a society is embedded in its people's everyday lifestyle. The wisdom of a culture and the communal beliefs and thought are portrayed by how the people live, including but not limited to how they use their language. Language is transformed to different channels, including lyrics of songs. Songs are part of culture of many tribes all over the world. Traditional songs reflect uniqueness of the tribes where they belong. In Banjarese culture, songs have always been part of daily lives, especially for children. The songs are usually sung for many purposes including as lullabies. The parents and caretakers often sing lullabies for their children as they rock the traditional swing for the baby. Just like any other oral tradition, Banjarese lullabies are introduced from one generation to the next generation through habits.

Research related to Banjarese lullabies is very limited, providing a very little information related to this oral tradition. Adeliyani (2004) conducted a study regarding the form, the meaning, and the function of the lullabies. She found that there are two forms of Banjarese lullabies: bound and free forms. The meaning of lyrics of Banjarese lullabies show expected moral and prayer for Banjarese children. Furthermore, seeing from their functions, Banjarese lullabies have four functions: referential, expressive, directive, and aesthetic.

Different from study by Adeliyani (2004) that focuses the investigation of Banjarese lullabies through literature approach, this study is an attempt to explore Banjarese lullabies and the social beliefs underlying the songs by using Cultural Linguistics approach. Being part of Cognitive Linguistics, Cultural Linguistics is firstly introduced by Ronald Langacker. This approach focuses on the features

of the language used in a society such as the words used, the sentence structure, and idioms or metaphors. It is in accordance to the notion that language portrays the cultural values hold by a society although there is no clear cut on which parts of culture projected through the language. Regardless, a speaker's experience and belief could be analyzed through the language used.

The Cultural Linguistics approach has been used to analyze languages across many different cultures to describe the belief and values of the society. Focusing on the Cultural Metaphor, Musolff (2016), for example, analyzed the use of body in ten different countries. The focus of his study is how parts of body is mentioned in the metaphors and their meanings. Still using the same approach of Cultural Linguistics yet focusing on the lexicon, Darheni (2010) analyzed the *Sundanese* words related to the verbs of sight.

Further, Cultural Linguistics is not only used to investigate the language used in daily conversations (including but not limited to the structures of sentences, lexicon, and idioms or metaphors) but also the language used in any of their oral tradition or written literatures. Raru (2016), for example, explored the ritual of *Hambor Haju* in Manggarai. Investigating another ritual of a society, Tangkas (2015) applied Cultural Linguistics approach to analyze the ritual of Mapaselang in Bali. These studies focus of the forms, the functions, and the meanings of the speech uttered during the ritual. The Cultural Linguistics approach allow them to interpret the local wisdom and the social beliefs of the society in which the ritual held.

Similar to Raru and Tangkas, this research is aimed to investigate an oral tradition of Banjar. However, the focus of this study is not a ritual but songs usually sang by parents to their children or sang by the children themselves. Further, quite similar to Darheni, the researchers will focus on the particular lexicon used in the lullabies of Banjarese people. All in all, this study is intended to investigate the conceptualization of Banjarese culture through adjectives in Banjarese lullabies.

RESEARCH METHOD

This research is descriptive qualitative study as it is aimed to describe the language phenomenon in its natural occurrence. Mukhtar (2013) stated that a descriptive qualitative study is conducted to explore any phenomenon and describe them as they are. The data of this study are Banjarese lullabies. The data were obtained through observation, interview, and literature studies. This is in line with Sugiyono (2008) who stated that in qualitative research, the fundamental techniques of collecting the information include observation, interview, and documentation.

The researchers observed and recorded the native speakers of Banjarese language as they sing the lullabies. The native speakers chosen as data source of the study come from five different regions in South Kalimantan. They come from Banjarmasin, Aluh-aluh, Anjir, Kandangan, and Barabai. These five regions were chosen purposively as representative of Banjar Hulu and Banjar Kuala. The researchers intended to include Banjarese lullabies both from Banjar Hulu dan Banjar Kuala to get more holistic data on the lyrics. The data found from the observations were transcribed into written lyrics.

Furthermore, the reseachers also conducted interviews to respondents being observed in the previous phase. The interviews done are categorized as semi-structured interviews as it is possible for the researchers to add new questions based on previous answers given by respondents. In addition to interviewing them, the researchers also interviewed native speakers with deep understanding on Banjarese language to consult the meanings of words that were hard to understand.

In addition, related literature were also studied in this research. The researchers reviewed books, journals, and other documents to collect the lyrics of Banjarese lullabies as well as to find other information related to the research. The literatures were collected from libraries and internet.

After all data were collected, the data then classified into certain categories, including adjectives. The adjectives found in the lyrics were analyzed by seeing the words surrounding them. Then, the researchers explained how those words conceptualize Banjarese culture.

RESULT AND DISCUSSION

Based on the observations, interviews, and literature studies, the researchers transcribed 18 Banjarese lullabies. Most lullabies sung in Banjar Hulu and Banjar Kuala share similar rhymes. However, the lyrics slightly vary. For examples, there are 10 different variations of the lullaby entitled *Guring-guring* that we found in the study. To illustrate the differences, please observe the two versions below:

Lyrics	Translation
<i>Guring-guring anakku guring Guring diakan dalam ayunan Anakku nang bungas lagi bauntung Hidup baiman mati baiman</i>	Sleep oh my child Sleep in the swing My gorgeous and my lucky child Living in faith and leaving in faith
<i>Guring –guring version 1</i>	
Lyrics	Translation
<i>Laa ilaahaiillallah Muhammadur Rasulullah Tiada Tuhan selain Allah Nabi Muhammad utusan Allah Guring-guring anakku guring Kuguringakan dalam ayunan Nabi Muhammad itu orangnya ramah tamah Murah senyum lagi peramah Halus budi pakartinya lagi pemurah</i>	<i>Laa ilaahaiillallah Muhammadur Rasulullah There is no deity worthy of worship but Allah Muhammad (PUBH) is the Messenger of Allah Sleep oh my child Sleep in the swing Muhammad (PUBH) is a friendly person He always smiles and is friendly He is kind hearted and generous</i>
<i>Guring –guring version 2</i>	

The lyrics are passed from generation to generation in Banjarese family. Therefore, the different lyrics of the same lullaby are somehow related to the origin of the family. Based on our interviews, it

is found that though the differences in lyrics are not significant, they can tell from which area of South Kalimantan the lullaby singers come from.

In relation to the concept applied in this study, Cultural Linguistics is a theoretical as well as analytical framework used in investigating the cultural conceptualization which underlies the language use in a community. Sharifian (2017) argued that through Cultural Linguistics, a researcher may explore any – or the whole – features of human languages that construct the conceptualization of culture. This approach allows researchers to describe the relationship between language and its speakers’ cultural conceptualization.

The term cultural conceptualization itself covers three notions of “cultural schema”, “cultural category”, and “cultural metaphor”. Further, Sharifian (2017) elaborated that cultural schema is about the beliefs, norms, values and rules of a society. It also covers the certain behavior expected to the members of the society. Meanwhile, cultural categories are those conceptual categories (including but not limited to colors, emotions, kinship terms and others) that are usually reflected in the lexicon of the languages. On the other hand, cultural metaphor is grounded in traditions such as traditional medicine, worldview, and even a spiritual belief system.

By analyzing the findings, the researchers are able to construct the cultural schema of Banjarese people by seeing the adjectives used in lullabies lyrics. Once the lyrics are transcribed and the words are confirmed, the researchers identified the adjectives used in the songs. The adjectives found in Banjarese lullabies are classified into four categories based on the noun they describe and their meanings. The examples of adjectives identified in the data are as follows:

Adjectives in Banjarese	Synonym in English
<i>Kalat</i>	Heavy-eyed
<i>Mancalung</i>	Wide awake
<i>Lakas</i>	Quick/fast
<i>Halus budi pekerti</i>	Kind
<i>Pemurah</i>	Generous
<i>Ramah tamah</i>	Friendly
<i>Murah senyum</i>	Always smile
<i>Baiman/sholeh</i>	Fithful to the religion
<i>Bauntung</i>	Blessed with luck
<i>Pintar</i>	Smart
<i>Bungas</i>	Handsome/Beautiful
<i>Harum</i>	Good fragrance
<i>Culas</i>	Cunning
<i>Dangki</i>	Spiteful
<i>Dandam</i>	Resentful

Examples of Adjectives in Banjarese Lullabies

The adjectives found in the Banjarese lullabies are mostly related to personality traits and physical appearance. It means that Banjarese people find that personality traits and physical appearance are important things in their lives. The parents hope that their children will grow up having certain traits. Furthermore, it can also be seen that parents believe that their children will have a good life if they have good skill, are blessed with luck, and are faithful to their religion. In order to be success in life, one’s efforts are not enough as luck also plays a certain role in one’s life. Being smart is important but getting some blessed by the greater power is also essential. In addition, religion is regarded as one significant part in Banjarese people’s lives. Children are expected to have strong faith in their religion and act upon the good deeds required by their religion. These traits are also needed to have a successful life.

Based on the adjectives identified in the lullabies, it can also be seen the traits that most parents deemed as bad personality traits. They are mostly related to bad feelings towards others, such as holding

grudge or being envious. Parents, or elders, perhaps believe that those feelings will be the root of many bad actions. Thus, parents pray that their children will not possess any of those bad traits.

A more detailed explanation on how adjectives found in the Banjarese lullabies lyrics conceptualize Banjarese culture is presented in the next part of discussion.

1. Adjectives Attached to *Eyes*

As the songs are sung before the children going to bed, the adjectives used in the lyrics are related to the word of EYES or actions related to sleeping. There are three adjectives identified in this category: *kalat*, *mancalung*, and *lakas*. The closest synonym of *kalat* is being heavy-eyed. This word is usually followed by the noun *mata* or eyes which form the phrase of *matanya kalat* or being heavy-eyed. The word *mancalung* which is quite similar to the phrase wide awake is usually following the word *mata* or eyes. However, the meaning is the opposite. While *mata mancalung* means wide awake, *matanya kalat* means being drowsy or really sleepy. Furthermore, the word *lakas* means fast or quick. Following the word *lakas* is a verb *bapajam* which is closely similar to the phrase *closing eyes*. Quite different to the sentence construction in English in which adjectives are usually used to describe noun, the adjectives in Banjarese can be used together with verb. Thus, the combination of the word *lakas bapajam* could be roughly translated as getting sleepy or fall asleep soon.

Furthermore, some parts of the lyrics contain the commands for the body to fall asleep. Adjectives related to the eyes are specifically used to serve the purpose of the lullaby, sending the children to the dreamland. As eyes are regarded as the most important parts of the body in the act of sleeping, eyes are the only parts of body mentioned in the lullaby songs.

2. Adjectives Portraying Personality Traits of Prophet Muhammad

Some adjectives describing personality traits are mentioned in Banjarese lullabies. The traits are *halus budi pekerti* (kind), *pemurah* (generous), *ramah tamah* (friendly), *murah senyum* (always smile). The words are used to describe Prophet Muhammad. Moslems believe that Prophet Muhammad is the kindest human being on Earth. He possessed every good traits of human. Thus, it is only natural that parents wish that their children will have the good traits Prophet Muhammad had.

Based on our interviews, most respondents claimed that the Islamic lyrics in Banjarese lullabies are additional lyrics added to the original ones. Lyrics showing Islamic values are added to show the close relationship between Banjarese and Islamic teachings. Also, the desired traits of children are standardized into what the religion wishes its followers to possess. Therefore, it is not enough for the kid to be lucky in life. They are also hoped to be lucky in the life after as moslems believe that the life in the world is not the only life human beings should pass. Human should also prepare themselves for eternal life after their deaths.

3. Adjectives Portraying Children's Personality and Physical Traits

There are some adjectives that usually come after the word *anakku* (my child), *cucuku* (my grandchild) or the name of the child. The adjectives are commonly used to describe one's personality traits or physical appearance. The first adjective is *bungas* (handsome or beautiful). It is probably the most common word parents would use to describe their children as kid is surely the apple of every parent's eyes. In other words, the adjective *bungas* is specifically used either to describe the parents' opinion about their children or their wish for their children to grow up as a good looking person.

The second adjective is *pintar* (smart). This adjective is most likely what the parents hope for their children as they are growing up. The parents expect their children to be a smart kid as many parents surely believe that smart kids will be able to achieve many things in the future. The word *pintar* is not limited to academic or cognitive achievement. Parents believe that children need to be *pintar* in all aspects of their life.

The third adjective is *bauntung* (blessed with some luck). It is surely interesting to find the words *pintar* and *bauntung* used in the lullabies as wishes for the children. The word *bauntung* can be closely defined as the state of being blessed with luck so that the life is smooth without any big hurdles. The use of these adjectives along with the word *anak* (child) means that the parents do not only wish for their children to possess the skill to achieve things in the future but also to have some luck in their lives.

The fourth and fifth adjectives, *baiman* and *sholeh*, show how Banjarese people deem it is important to have religion in life. Furthermore, being faithful to the religion itself is always desired. Lullabies are media to recite prayers of the parents for their children. Parents wish that the children grow up as good people who are able to follow the guidance of the religion. This is to ensure that the children will be fortunate in life. Being *sholeh* will bring happiness and security not only in this life but also in the afterlife.

Some adjectives are negative personality traits, such as *culas*, *dangki*, and *dandam*. The word *culas* is closely defined as being cunning. While the words *dangki* and *dandam* could be defined as being spiteful and being resentful. To go deeper, the negative traits found in the data are related to the feeling. It is related to inner side of human. This shows that Banjarese respects the beauty of the heart. Unkind-hearted people are the worst because they are bad from inside. This is what Banjarese parents afraid their children will turn. *Culas*, *dangki*, and *dandam* are dangerous traits that hinder people from being happy. Moreover, those traits can also drive people to hurt others. That is why all these traits are preceded with the rejection words such as *jauh-jauhkan* which means 'keep away'. Banjarese parents wish their children to stay away from those traits. In relation to islamic teaching, moslems believe that once the heart is tainted, everything will be ruined.

4. Metaphor

One adjective is used as metaphor. The adjective *harum* (fragrance) comes with the noun *dzikir* (dhikr). The phrase is a metaphor since dhikr is a prayer recited repeatedly thus it is impossible to have a fragrance. However, dhikr is regarded as a good act. Therefore, it is associated with the word *harum* which means a good fragrance. Again, this metaphor shows a strong connection between Banjarese people and Islamic values. Dhikr is the act of always remembering Allah Almighty. Dhikr has a deep philosophy. It shows that a person needs to remember and involve Allah in his/her activities. In other words, doing a bad thing is something impossible for someone who does dhikr as she/he is always with Allah. Therefore, the word *harum* which is associated with beauty is a good word attached to dzikr. Someone who keeps his/her mouth and heart busy remembering Allah is someone with the greatest beauty in life. Every normal Banjarese parent of course hopes their children to be one.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Based on the investigations of 18 Banjarese lullabies, there are at least three conclusions that can be drawn. First, adjective related to eyes are commonly found the Banjarese lullabies as the songs are intended to send children to sleep. Second, the desired traits the parents wish their children to have are greatly related to Islamic values. Banjarese Parents wish their children to be the best in the world and in the afterlife. The last, no parents wish their children to have bad traits, especially the ones related to the heart.

Suggestions

The researchers offer two suggestions based on the results of the study. First, traditional lullabies need to be passed over generations as they are not only beautiful in meanings but also bring strong cultural values. Second, the preservation of Banjarese lullabies should be the agenda of both government and

Banjarese people. This can be done by as simple as believing that traditional lullabies are not something out of date or to be ashamed of.

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ONLINE GRAMMAR CHECKERS AND THEIR USE FOR EFL WRITING

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Abstract: The presence of online grammar checkers as the result of technology advancement is inevitable to be popular among academicians and researchers. With more complete features offered to help improving writing, many utilize these tools to accomplish their work. This paper, thus, aims to present an overview of online grammar checkers and their use for EFL writing. Specifically, this paper explicates online grammar checkers and reviews some research investigating the use of these applications for writing. In addition, brief reviews about a number of online grammar checker tools comprising Grammarly, ProWritingAid, Ginger, and GrammarCheck are provided. Last, some suggestions are also offered for teachers and future researchers regarding the use of online grammar checkers.

Keywords: *online grammar checkers, grammar, feedback, EFL writing*

INTRODUCTION

Writing in our own language can be difficult. It can become more difficult when we write in a new language (Blanchard & Root, 2003:1). In higher education, furthermore, EFL students need to be able to write academic writing which indeed needs specific skills. They have to write in the form of formal English and be familiar with various kinds of text organizations. However, many EFL students still found problems in writing (Hasanah, 2011; Masduqi, 2011; Cahyani, 2011), especially in grammar (Ghufroon & Rosyida, 2018; Karyuwatry et al., 2018; Yang, 2018). It may make students struggle to fulfil the demand of schools and universities because of the language barriers.

As a matter of fact, grammar is one of the language components that is very instrumental in EFL writing. In academic writing, EFL students' writing quality will show their intelligibility and comprehension which is always underscored in higher education (Yang, 2018). Of course, to be grammatically correct is a must because it is also one of the criteria determining the quality of writing as well as to enhance the comprehension of readers. Students must be aware of numerous grammatical rules from sentence structure and forms to even the use of articles besides developing their ideas to write. Due to this complexity, students can feel discouraged and demotivated to learn writing (Karyuwatry et al., 2018). In other words, this component becomes one major challenge for EFL students to master.

The job of teachers is to facilitate students to advance their writing. This can be done through revising stage of the writing process. In this stage, teachers can play an essential role as a feedback provider, especially in giving grammar corrective feedback. Research has revealed that corrective feedback can help improve students' writing (Daneshvar & Rahimi, 2013; Kisananto, 2016; Farjadnasab & Khodashenaz, 2017). Unfortunately, it also takes more

effort from teachers given that they may have lack of time to correct all of their students' writing (Cavaleri & Dianati, 2016). One teacher may have 20 to 40 students in a class, and that means he or she needs to give written feedback to all students' writing. Sometimes, one time of editing and revising is not sufficient. This is why feedback provision takes a lot of time and energy. Teachers may be abandoned by the abundant teaching loads and the time constraints that make them get obstacles to provide corrective feedback comprehensively.

The emergence of online grammar checkers nowadays is considered to be the answer to this issue. These online tools promote to be able to eliminate grammar errors, misspelling, incorrect punctuation, sentence structure problems and beyond, which sounds very promising. The presence of this technology starts to attract practitioners' and researchers' attention. Plenty of research has been done investigating the use of online grammar checkers for editing writing (Chen et al., 2009; Radi, 2015; Cavaleri & Dianati, 2016; Jayavalan, 2018; Ghufroon & Rosyida, 2018; Karyuatry et al., 2018; Yang, 2018; Gain et al., 2019; O'Neill & Russell, 2019). It is inevitable that utilizing technology such as these tools for the sake of improving writing tends to be a necessity today.

This paper, therefore, aims to discuss the existence of online grammar checkers and their use for EFL writing. In specific, the paper firstly delineates online grammar checkers and reviews some research investigating the use of these tools for writing. Further, this paper also provides brief reviews of several online grammar checker tools. Lastly, the conclusions are drawn, and some suggestions are offered for teachers, and future researchers.

ONLINE GRAMMAR CHECKERS

In writing, grammar, punctuation, capitalization, and spelling serve as the vital elements. They are essential to enhance the comprehension of readers. Writing with the correct grammar can help writers deliver a precise message to their readers which, in turn, creates a clear communication between the writers and the readers. Grammar is related to the structure and forms of words as well as sentence arrangement; thus it is crucial in writing (Gain et al., 2019). Therefore, grammar checking and editing become important parts in the writing process.

Online grammar checkers are online tools that provide grammar checking for writing. Not only grammar, most of them are completed with spelling and punctuation. Some even can go beyond basic correction by checking contextual mistakes, word choices, and plagiarism. These tools enable writers to correct mistakes with a high degree of accuracy and speed. These various online grammar checkers available commercially. While a number of tools still need payment for the subscription in order to give full access for all their services, some give free access to use, others provide both free and paid options with different services obtained.

The tools offer a quick access for checking and correction. By only typing the key words for online grammar checkers through the search engine, people will be recommended with a plethora of the tools. After visiting the web, what people need to do is only to type their texts, copy and paste, or upload the document on an available box. Then, with one click the tool will immediately process and highlight the mistakes in the forms of symbols and comments. Suggested corrections are also available so as people can easily edit their writing. With all the

convenience and easiness offered, no wonder these tools get the popularity among academicians and researchers (Chen et al., 2009; Gain et al., 2019).

RESEARCH ON ONLINE GRAMMAR CHECKERS FOR EFL WRITING

The popularity of writing assistant tools such as online grammar checkers has been growing nowadays, especially for EFL writing. Academicians and students start to utilize these tools for assisting them for improving their writing because the key features offered by the tools meet their needs. Researchers also has attracted to study the use of these tools for EFL writing. Many investigations have been made, and their focuses are varying. In this part, this paper attempts to review some of this research.

Researchers confirm that feedback is an essential part in EFL writing (Ghufron & Rosyida, 2018; O'Neill & Russell, 2019). Therefore, feedback provision becomes important in the process of writing. The presence of writing assistant tools, thus, are considered helpful for assisting the feedback provision. Yet, Yang (2018) argues that such tools actually was not conceived positively in writing classes in the early 1990s. That was because grammar checkers at that time were restricted to detect spelling and grammar errors without giving constructive comments on content and organization. Today, with the advancement of technology the tool providers may argue that online grammar checkers they offer are available with more various and complete features. This is why a number of researchers have attempted to investigate the quality or performance of these online grammar checkers for providing informative feedback.

Chen et al. (2009) conducted an investigation toward the strengths and weaknesses of feedback provided by the two automated evaluation system, namely Vantage My Access and ETS Criterion. The systems were tested to 269 students' essays. The findings showed that these systems could provide 30 different types of feedback messages. When comparing the two systems, Criterion performed better event though both systems still failed to detect some mistakes. Therefore, the researchers suggested that teachers and students who want to use these tools should be aware of the weaknesses. Different result showed by Yang (2018) who examined the efficiency an online grammar checker, SpellCheckPlus, in English writing performance using a mixed-method design. Among the three writing assignments administered to the students, the research reported that there was no significant decrease in errors between the first and second assignments while the significant decrease was found between the second and the third assignments. This research confirmed that this online grammar checker is useful for low-proficient L2 learners' writing.

Two experiments were implemented by Ghufron & Rosyida (2018) and Jayavalan (2018) to test the effect of online grammar checker, Grammarly, on students' writing. Conducted in Indonesia, Ghufron & Rosyida (2018) investigated the effect of Grammarly in reducing students' errors in EFL writing compared to teacher corrective feedback. 20 university students in the experimental group were facilitated with Grammarly while the other 20 university students in the control group got teacher feedback. The results showed that there was a significant reduction in errors from the experimental group compared to the control group, meaning that Grammarly was effective in helping the students identify their errors. However, this research also found that the tool was still less effective to refine the content and organization of the writing. Thus, as suggested by the researchers, an alternative feedback is still necessary to complement the feedback. Different context of ELT is presented by Jayavalan

(2018) who conducted his research in Malaysia. He argued that Malaysian students still struggled in writing. Because of that, he focused his research on how the effect of Grammarly on students' ability in constructing correct sentences in writing essays. He found that this tool could aid the students to write sentences which were grammatically accurate. In a nutshell, both experimental researchers confirm that online grammar checker gives significant effect on students' writing accuracy.

Meanwhile, Karyuwatry et al. (2018) were interested to use online grammar checker for improving students' writing quality through a Classroom Action Research (CAR). In the preliminary research, they found that the students were discouraged to learn EFL writing because they felt that writing was difficult. Thus, the researchers believed that using online grammar checker could motivate the students to write besides improve their writing. After implementing two cycles of teaching, the results showed that there was an increase in the students' writing scores and the students gave positive attitude toward the use of online grammar checker.

Pertaining to students' perceptions toward online grammar checkers, some researchers have revealed their findings. Cavaleri and Dianati (2016) and O'Neill and Russell (2019) explored the university students' perceptions related to the use of Grammarly. Both research also showed similar findings. Cavaleri and Dianati (2016) found that the students perceived that Grammarly as a useful and practical tool to use. They also felt that this tool was able to improve their writing and understanding of grammar rules. O'Neill and Russell's (2019) research showed that students receiving feedback from Grammarly gave more positive responses and were significantly more satisfied with Grammarly than those who did not use the tool. In other words, the research found that students' perceptions on the use of online grammar checkers were positive.

Based on the aforementioned results of research, there are some points to highlight. First, many research show that online grammar checkers are helpful for improving writing even though there are also some which unveil the failure of the tools in detecting some errors. Second, the researchers agree that online grammar checkers can help correcting grammar mistakes, but still they may not yet be optimum in improving the content and organization of writing. Lastly, students perceive online grammar checkers as the helpful tools for them improve their writing.

SEVERAL ONLINE GRAMMAR CHECKERS

There are a great deal number of online grammar checkers available in the Internet with various services offered. All offer their own key features to help editing any texts instantly and effectively. This article attempts to give brief reviews of several online grammar checkers. It is hoped that the reviews are sufficiently informative for teachers, students, and researchers who want to use the following grammar checkers on the basis of their need.

Grammarly

Grammarly is an online platform that offers grammar and spelling checking developed by Grammarly, Inc., It is considerable to be the most popular and the leading grammar checking

tool for researchers (Gain et al., 2019). Therefore, there are a lot of studies have investigated the usage of this tool (Ghufron & Rosyida, 2018; Jayavalan, 2018; Gain et al., 2019; O'Neill & Russell, 2019) for academic purposes.

Grammarly has succeeded to gain its popularity because it offers more complete services which are essential to improve writing. The tool checks more than 250 common and advanced grammatical rules in addition to spelling, punctuation, word choice, and style mistakes. Furthermore, by installing Grammarly's free browser extension for Chrome, Safari, Firefox, and Edge, it can help users write correctly on nearly every site on the web. It also offers Grammarly Premium as a paid upgrade that offers more than 400 types of checks and features for grammatical errors and provides vocabulary enhancement and citation suggestions, and plagiarism detection. Not to mention that Grammar gives evaluation on writing's correctness, clarity, engagement and delivery and provides the overall score of writing. Below is the display of feedback given by Grammarly Free Writing Assistant.

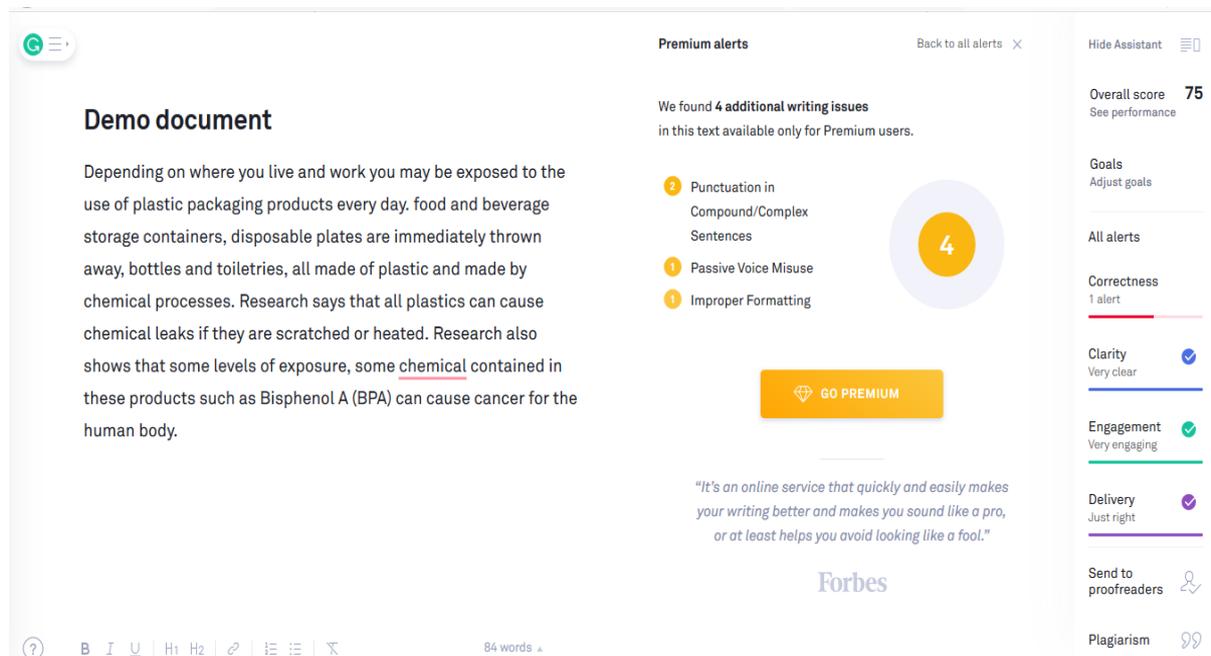


Figure 1. The Display of Feedback by Grammarly Free Writing Assistant

However, people also find that this tool has some shortcomings. As retrieved from TopTenReview.com (<https://www.toptenreviews.com/best-online-grammar-checker>, retrieved in October 28, 2019), although Grammarly give comprehensive suggestions on mistakes, the suggestions will be most helpful to people well versed in grammar and punctuation terms. The explanation may be too advanced for novice writers or people who are just learning English. In addition, the price for the premium subscription is not cheap. This may make people would think twice to subscribe.

ProWritingAid

ProWritingAid is an online editing tool which also emerges to be one of the best writing assistants. What makes this application distinctive from others is in the way of presenting the

reports of feedback. This application offers more in-depth reports than other grammar checker tools which helps analyze the text in 20 different reports in order to appeal different users with different strengths and weaknesses in writing. Of the 20 reports, these includes style, grammar, overused words, clichés, thesaurus, repeats, length, pronoun, alliteration, transition, diction, and plagiarism. Besides comprehensive reports, the tool also gives scores to each report as well as the overall score, making the writers easier to improve the text. Moreover, ProWritingAid also integrates with other applications like Ms. Word, Open Office, Google Docs, Scrivener, and Google Chrome for the ease of editing.

The example of scoring and reports given by this tool can be seen in Figure 2 below. Once the users login the web, there is a space to type the text or upload the document (see Figure 2) while at the top part are the options provided that the users can choose what reports they want to know. The intended reports will show just in one click.

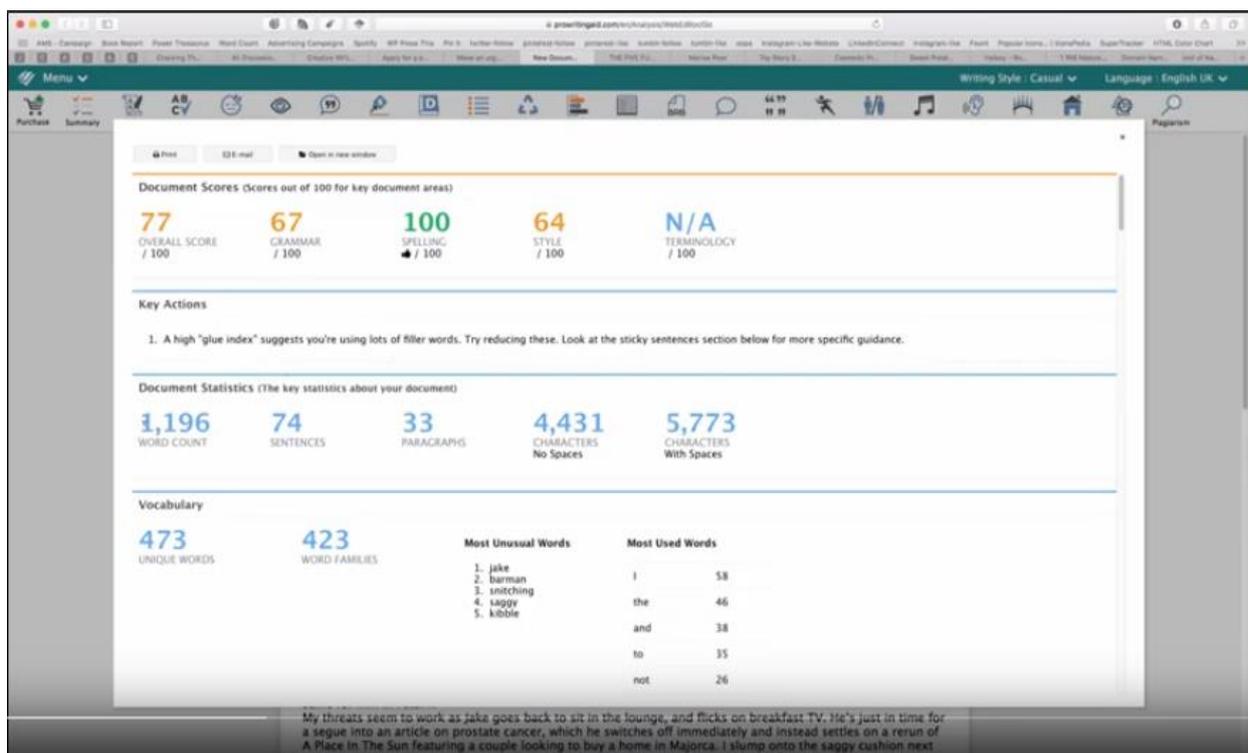


Figure 3. The Display of Scoring and Feedback by ProWritingAid
 Source: https://www.youtube.com/watch?v=M_EzYMzQYAk

Besides the aforementioned strengths, this application also has some limitations. TopTenReviews.com mentions a number of limitations from ProWritingAid. Firstly, the tool does not provide online text box correction. People need to register first before using both free and premium services. Last, the complete reports of correction provided by this tool may sometimes make the feedback itself is not succinct. It may require users' comprehension to follow the correction.

Ginger

Ginger is also a grammar application that offers a quick proofreading various services for its users. Using patent-pending technology, the tool guarantee can correct various grammar mistakes including in the areas of subject-verb agreement, singular vs. plural nouns, consecutive nouns, misused words, and contextual spelling correction. It helps identifies the correction that best fits the meaning of the original sentence and provides suggestions for alternative structures. Similar to Grammarly and ProWritingAid, this tool also can integrate with other applications, such as Twitter, LikedIn, Facebook, and Gmail, which enables the users to use its keyboard in those applications. More interestingly, Ginger also has a translate tool. According to TopTenRevicews.com, the translate feature from Ginger has a slightly better performance than Google translate (<https://www.toptenreviews.com/best-online-grammar-checker>, retrieved on October 28, 2019). Here is the display of Ginger as shown in Figure 2.

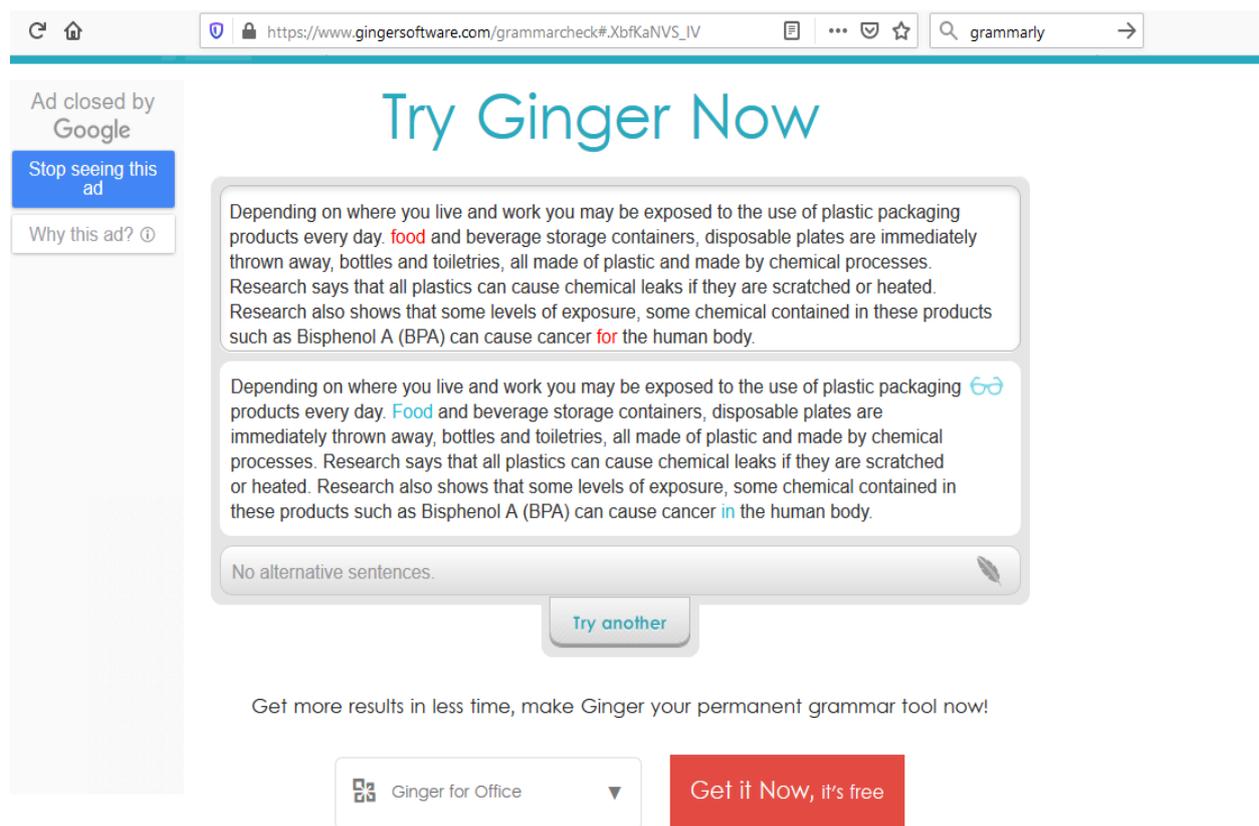
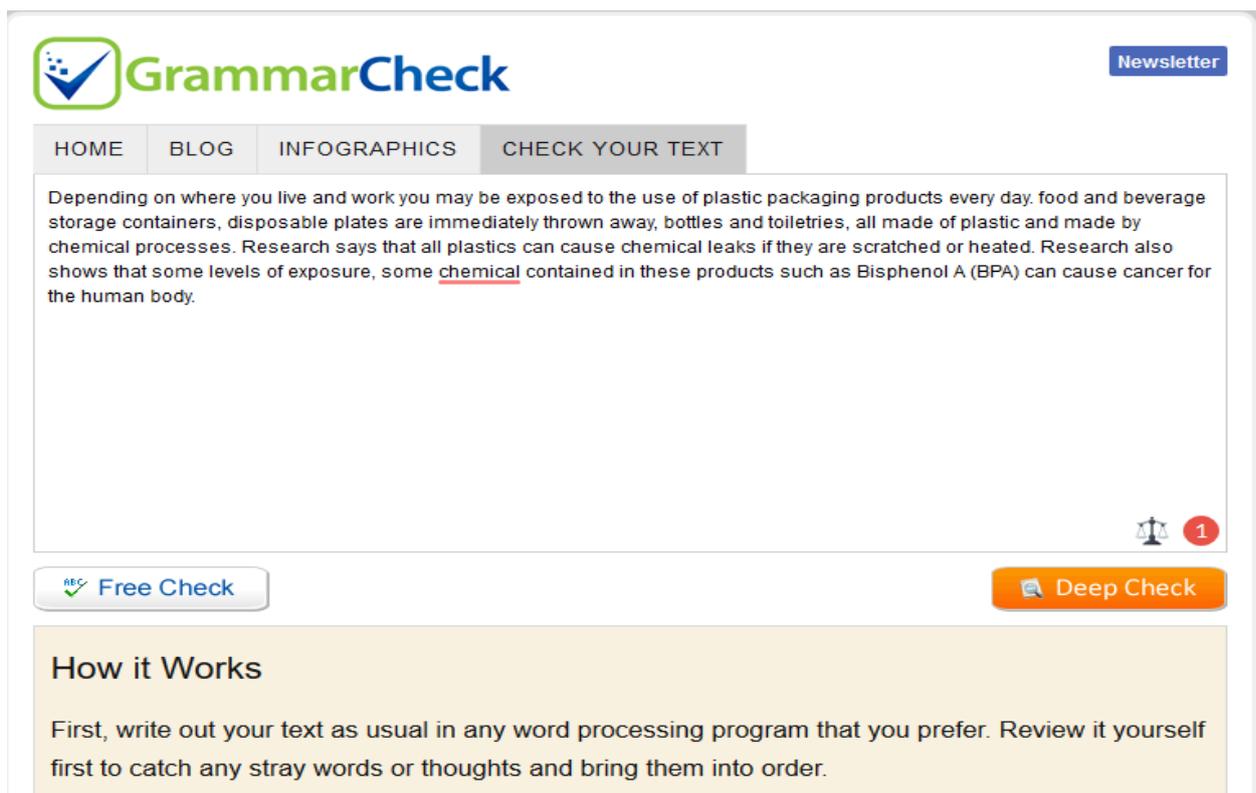


Figure 3. The Display of Feedback by Ginger Free Check

Like many other online applications, this tool also proffers subscription. There are two types of subscriptions, namely basic and regular subscriptions. However, as quoted from TopTenReviews.com, the users are unable to get access to the key features when using basic subscription. Thus, the regular subscription is recommended by this tool in order for the users to utilize all the key features. Unfortunately, the users need to pay for the regular subscription to get its best services. If only using the free check as shown in Figure 2, the feedback is given in the form of alternative texts with text-coloring to identify the mistakes and the correction.

GrammarCheck

GrammarCheck is an online tool that focuses on checking grammar and spelling. Compared to the other three grammar checkers above, it is considered to be the simplest and the handiest tool to use. This is a free access tool that does not need any software installation and user registration. It provides two options of checking, namely Free Check and Deep Check. Users can use Free Check by clicking the option button after typing the text on the available box, and the system immediately shows underlined prompts that point out spelling errors, grammar suggestions, or style suggestions even though sometimes it tends to miss more small punctuation errors (see Figure 4). Meanwhile, the way Deep Check works is similar to Free Check, but the difference is that Deep Check is able to detect more difficult-to-spot mistakes. For those who need a quick and simple correction for their writing without more advanced feedback, this tool can be the choice.



The screenshot shows the GrammarCheck website interface. At the top left is the GrammarCheck logo, and at the top right is a 'Newsletter' button. Below the logo are navigation tabs: 'HOME', 'BLOG', 'INFOGRAPHICS', and 'CHECK YOUR TEXT'. The main content area contains a text input field with the following text: "Depending on where you live and work you may be exposed to the use of plastic packaging products every day. food and beverage storage containers, disposable plates are immediately thrown away, bottles and toiletries, all made of plastic and made by chemical processes. Research says that all plastics can cause chemical leaks if they are scratched or heated. Research also shows that some levels of exposure, some chemical contained in these products such as Bisphenol A (BPA) can cause cancer for the human body." Below the text input field are two buttons: 'Free Check' (with a green checkmark icon) and 'Deep Check' (with a blue document icon). At the bottom of the page, there is a section titled 'How it Works' with the text: "First, write out your text as usual in any word processing program that you prefer. Review it yourself first to catch any stray words or thoughts and bring them into order."

Figure 4. The Display of Feedback by GrammarCheck Free Check

CONCLUSION AND SUGGESTIONS

Conclusion

The presence of online grammar checkers are considered to be the solution for improving EFL writing today. Producing EFL writing is basically an on-going process that takes time; therefore, such tools are helpful to assist both teachers and students, especially in editing and revising stages, to improve writing more effectively and efficiently. There are various features

offered by the tools, and teachers and students can utilize them based on their needs. Nevertheless, these tools also have some limitations related to their capability of detecting all mistakes and improving all elements of writing. Therefore, teachers and students should be aware of the limitations when using these tools.

Suggestions

Here are some suggestions offered:

1. For teachers: alternative feedback should still be offered to students because not all elements of writing (for example content and organization) can be provided by online grammar checkers.
2. For future writers: future writers may further investigate how online grammar checkers help students improve the content and organization of writing as well as examine EFL teachers' perceptions toward these tools.

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SPEAKING SKILL AND PICTURE SERIES ON EFL CLASSROOM

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Abstract: This study was aimed to find out whether by using this techniques can motivate students in speaking. Result shows that the students' ability in speaking English has a better ability after the students having the treatment. It is also proves that the application of procedures in using pictures series can also improve the students ability in speaking in five terms according to Oller, John W, they are accent, vocabulary, grammar, fluency, and comprehend. The purpose of the study aims to investigate whether the ability of the students after they have had treatment have better in the ability than before. This study was administered to the eleventh grade students of MIPA on SMAN7 Banjarmasin. The results of the research show that the teaching techniques can improve students speaking ability in both the first cycle and the second cycle, but the researcher only took 18 students for this study because their ability in speaking English is medium to low in ability in contrast to other students. This finding also proves that students' ability. It also proves that the application of procedures in using serial pictures can improve the ability of English speaking students in five terms as mention before. From the data analysis the value of significant column p-2tailed at the table show .000 which is lower than 0.05. That is the researcher conclude that; accent, vocabulary, grammar, fluency and also comprehension, the formulated null hypothesis was rejected. Regarding the result of the research showed that it did work.

Keywords: *Picture Series, students' speaking ability, speaking skills, teaching techniques*

INTRODUCTION

English speaking skill is one of the skill of language to be required in global interaction or communication (Harmer (1983). This statement implies that English is one of the most widely used International languages in various countries. It cannot be denied that English speaking skills becomes the most favorable skill that needed for professional in Indonesia. According to Chaney (in a quote : Prime , 2012) defines " speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts " . From the definition it can be interpreted that "speaking" is something that expresses ideas, opinions, or feelings to others in the form of words, or to coax and also entertain which one will be learned by using some learning methodology techniques. Therefore, teacher must have high creativity to support the learners to be able to use the media in minimal communication during the learning process in the class took place. There are several components of Speech skills or "Speaking Skill" to Haris (1969: 81) " There are five components that required in analysis of speech process; pronunciation, grammar, vocabulary, fluency, and comprehension " .

According to researchers, the lack of speaking ability is caused by lack of comprehension and understanding against five components mentioned by Haris (1969) above.

Ideal conditions for all schools are seeing a very good student abilities especially in the control of the English discussion in a particular "speaking". Therefore it is expected for the students to do a lot of good practices in and outside the classroom and even outside of school. Some of the issues that arise are usually very varied, including students' pronunciation of English words are still abundantly carried with their mother tongue so it is a bit difficult for researchers to be able to train properly due to very limited time. Teachers play significant role to create teaching method that stimulate students to speak or use the language in real context. By using the media such as the pictures series students will interesting in learning English. In SMA 7 Banjarmasin it is become one of media can be used to encourage the students to speak.

Therefore, proses learning in the classroom is expected to encourage an increase in the ability of students to speak English well. The inability of students to speak English caused by a lack of mastery of the five supporting components speaking skills (speaking) should not be allowed to drag on. A teacher must be able to find solutions to overcome the obstacles experienced by students. One way that can be done by researcher is to use a variety of learning media.

There are many difficulties students encounter in learning to speak. These conditions should be considered for teachers to be more creative. Moreover, if the student is a teenager. Teachers should know how to deal with student difficulties and know how to manage teenagers.

Media is very useful for use in teaching and learning activities. Asyhar (2012: 8) states that "learning media can be regarded as something that can deliver a message from a source intentionally to create a conducive learning environment where the recipient of the message can be involved in the learning process efficiently and effectively.

Arsyad (2011: 26-27) explains the benefits of using instructional media as follows: (1) learning media clarify the presentation of messages and information so that the learning process and product increase, (2) learning media emerged motivation to learn, interaction between students and environment, for students to learn independently based on their own abilities and interests, (3) learning media overcome the limitations of the senses, space, and time, and (4) learning media provide students with similar experiences about phenomena going on around them and allowing direct interaction with teachers , society, and the environment.

One of the media that can be used to support English teaching is picture. It helps teachers to make teaching and learning process better and fun because it makes students not feel bored. According to Bailey (2005), there are three principles that must be addressed in teaching speaking, such as giving something to the students to talk about, using group work or partner work to allow students to interact, and promote speech practices by manipulating physical arrangements. in choosing the method or technique to be used in speaking teaching. One technique that can be done to understand the principle of teaching is the Image Series Technique. Image Series techniques can stimulate students to speak. It also gives them the opportunity to speak in pairs or in group discussions.

Bailey (2005) says that the pictures offer something to talk about. They can distract from the language learners and put it in the picture being discussed. In addition, Schwartz (2000) states that drawings are a great incentive for language production and can be used in various ways in the classroom. For this reason, teachers need the media to give their teaching and learning English enjoyable and acceptable to students. Series of images can be one of the media that can make students love to learn

English, especially to convey their ideas orally. First, they can imagine what which occurs in the image and then simulates their brains to produce words to be spoken.

RESEARCH METHODOLOGY

This research took place at SMAN 7 Banjarmasin. This research applied a quantitative experimental study that involves two groups, experimental group and control group. This class consisted of 36 students, but the researcher only took 18 students

Data Collection

In collecting data, three instruments: speaking, questionnaire, and interview. The researcher measured the students' speaking performance in the two groups before and after study by speaking pre-test and post-test and conducted questionnaire and interview to know the students' respond towards the use of pictures series in their speaking class.

Data Analysis

The students' speaking performances were scored based on five terms which are accent, vocabulary, grammar, fluency, and comprehend. These aspects are the criterion-reference system by Oller John W. The data then were analyzed and interpreted by means of SPSS 17.0.

RESULT AND DISCUSSION

The data collected through pre-test posttest of the two groups improve significantly. Based on the result of Wilcoxon signed rank test, the value of Z can be as much as -4.939 with p value (Asymp Sig. 2-tailed) of 0.000 which is less than the critical limit of the study of 0.05 so that the hypothesis decision is to receive H₁ or meaning there is a difference between the pretest and posttest groups.

Tabel 1. Mean score of pre-test

	N	Min	Max	Mean	Std. Deviation
Pre-test	18	24.50	67.00	41.8889	12.84014
Valid N (listwise)	18				

After the statistically calculated mean the pre-test score included in the participants is clearly indicated by table 1. In the table it shows that the average is 41.88 while the highest score of the participants is 67.00. Consequently, the calculation results are assumed if the participant is really sufficiently moderate in terms of English proficiency.

In the descriptive calculation consisting of five components of the talk obtained from the pretest after the value by the researchers will be shown in table 2. The values are quite diverse, but the average value of each component is relatively lower or worse than the maximum score on one of the participants who scored the highest on table 1. **Tabel 2.** Mean scores from component speaking

	N	Min	Max	Mean	Std Deviation
Accent I	18	1.00	3.00	2.0833	3.42875
Vocabulary I	18	6.00	12.00	9.1667	2.33263

Grammar I	18	6.00	30.00	14.9444	6.61080
Fluency I	18	2.00	13.00	6.5556	3.20335
Comp	18	4.00	19.00	10.5833	4.77201
Valid (listwise)	N	18			

To analyze the data. The researchers took values from pre-test and post-test. The average results of the two tests are as follows:

Table 3. Mean score from pre-test and post-test

	Mean	N	Std Deviation	Std Error Mean
Pair 1. Pre-test	42.7778	18	12.90944	3.04278
Post-test	59.9444	18	10.16610	2.39617

Table 4. The sample from pre-test and post-test

	Paired differences			
	mean	t	df	sig. (2-tailed)
Pre-test-post-test	-1.716667	7.061	17	.000

Based on the results of research obtained researchers found a series of images that students will be more improved in learning "speaking:" or speaking skills. This indicates that the average pre-test score is: 42.7 whereas the mean post-test score is 59.9 which shows a difference of about 17.2, and vice versa, the post-test average is more convincing than the mean pre-test. According to Pallant (2010), if a p-value lower than 0.05 means there is a significant difference between the two values, whereas in the 2-tailed p-sig score the score is lower than 0.05.

In the accent table there is a significant difference between the two values. In the pre-test value is 1.5556 while for the post-test is 1.9444, it means the difference is about 0.38. In table pvalue sig 2 tailed data indicated .004 which is lower than 0.05. If a p value lower than 0.05 means there is a significant difference between the two values. It can be concluded that the value of speaking or speaking skills of students in terms of accent between pre-test and post-test is a significant difference. So if we draw the conclusion that most students enter the accent that takes hearing and pronunciation with concentrated that leads to misunderstandings that occur in terms of vocabulary and grammar.

The term vocabulary is also the same as accent, both of which have significant differences and the picture series technique in teaching "speaking" greatly improves students' ability. From the tables the vocabulary or vocabulary averages of the pre-test and post-test values are 9.1667 and 12.4444 with a difference of about 3.28 where the post-test average is higher than the pre-test. While at p-value its value is 0.010 which is lower than 0.05. Meaning there is a significant difference between the two values in terms of vocabulary.

In terms of grammar or vocabulary there is also a significant difference for both values. It can be concluded that the components of each group's grammar are good, proven in statistical calculations where their values are analyzed, and the results show significant differences. From the table that has been given above the average value of the initial test of 14.9444 while the posttest is 19.3333, they have different means score that is about 4.39. If a p value lower than 0.05 means there is a significant

difference between the two values. The p-value value indicates that 0.001, meaning there is a significant difference in terms of grammar or grammar.

In terms of fluency or fluency in the language this group has increased this is evident in table 12 which shows the average value. The pre-test is 6.5556, while for the post-test is 9.6111 in a different way that is about 3.056. In table 13 p-value shows the value of 000 as it has been said above that if the p-value value is lower than 0.05 it means there is a significant difference between the two values, especially in terms of easy and smooth fluency.

The last is the aspect of understanding or comprehension. This term also gets treatment or treatment. This is evident in tables 14 and 15 which show the post-test average higher than pretest. The mean post-test score is 14.7778, while the pre-test is 10.5556 and is also clearly indicated on the p-value in the table 15 of its value of .000, which clearly shows the significant difference between the second averages is below 0.05 . Other than that aspect of understanding that is categorized in this understanding indeed need repetition and good understanding. In addition, the calculations performed in this study provide improvements in all aspects such as; accent, vocabulary, grammar and also fluency or fluency and also understanding.

CONCLUSION AND SUGGESTION

Picture series is approved effective to improve students' interest to speak English in the classroom. The students who studied through picture series show significant different in their speaking performance on the post test. Picture series can be an appropriate media to be implemented in SMAN 7 Banjarmasin. The English teachers should design it to meet the students with different level. Pictures series materials should be contextual with students' real life. The picture series media can be provided in the classroom or outside the classroom. The media is considered effective to build communication

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THE ACQUISITION OF ENGLISH SENTENCES BY CHILDREN OF FOUR AND FIVE YEARS OLD

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Abstract: The objectives of this research were to find out types of English sentences acquired by boys and girls of four and five years old children. This research also aims to find the tendency of English acquisition between boys and girls. The sources or subjects of this research were 20 kindergarten students of K-2 David in TK Kristen Kalam Kudus Pematangsiantar, 11 boys and 9 girls. The research design is qualitative research design. The instrument of data collection used video recording to observe the subjects in real situation and naturally. The result reveals that, the types of English sentences acquired by boys and girls of four and five years old children are declarative, interrogative, imperative, and exclamatory sentences, which are boys acquired interrogative sentences much more in their conversation while girls acquired declarative sentences more than other types. Girls or females articulate better and acquire a more extensive vocabulary than males or boys.

Keywords: *language acquisition, children of four and five, types of sentences*

INTRODUCTION

Childhood is the golden age for creating simultaneous bilingual children due to the plasticity and virginity of the child's brain to make for superior ability specifically in acquiring the early sets or units of language' (Lightbown and Spada 1999: 29). The English language is considered as a universal language, mainly because it is the most spoken language worldwide. English is also one of the most studied languages all across the world, most of the countries teach it as a second language from primary school. Language acquisition can be defined as the study of the process of children in acquiring language. First language acquisition studied infants' acquisition of their native language (mother tongue), whereas second language acquisition (SLA) deals with acquisition of additional language.

English is not our native language. It is such a foreign language for Indonesian people. But, as an international language or one of spoken worldwide language, it is taught since childhood in many schools. Worldwide we see that most of the communication sources, information and material sold or given to us are in English, for example: films, TV shows, music, documentaries, popular brands, etc. Introducing English to young learners will help them increase their knowledge and communication skill earlier. M. Verspoor and K. Sauter (2000) stated that English sentences can be classified according to communicative functions and patterns into four basic finds: Declarative, Interrogative, Imperative and Exclamatory sentence patterns, they added that when people communicate, they communicate for various reasons, but the four main reasons are:

- To inform someone of something

- To get information from someone
- To get someone to do something
- To express one's attitude about something.

English language acquisition can be defined as the process of learning and understanding the English language. English acquisition usually happens to the children whose native language is English. But it also can be happened to the children whose native language is not English but they are exposed to the English language since early age.

Lyons (1970:10) says that, syntax is the study of rules for combining words into a sentence. Wasow (1999) says that, syntax refers only to the ways in which words combine into phrases and phrase into sentences the form or structure of well formed expressions. Syntax is also the study which includes the way in which words and supra segmental morphemes are arranged to each other in utterances. Meanwhile, Johnson (2007) says that syntax can be described as that subdiscipline of linguistics which seeks to discover what speakers know about how to arrange the words of their language into meaningful sentences.

Dardjowidjojo (2000), in his finding about Echa's syntax acquisition described that "... *Perkembangan sintaksis anak melaju sangat pesat segera setelah ujaran dua kata dilaluinya...*" *Echa telah menguasai tiga macam kalimat secara lebih baik; kalimat deklaratif, kalimat imperative, dan kalimat interogatif, seperti; [mmb li tsusu ultla ya b sa]= "membeli susu ultra yang besar"; [gak masih banya?, masih ts dikit]= "ngak masih banyak, masih sedikit"; [t lo bukain]= "tolong bukain"; [aku mau pl s tan disitu/ boleh?]= "aku mau perosotan disitu/ boleh?"*

The way children acquire language follows a specific pattern and is inherently systemic in nature. Children between the age of 2 and 6 acquire language so rapidly that by 6 they are competent language users. By the time children are of school-age, they have amazing language ability; it is seemingly effortless acquisition (Cole & Cole, 1993; Curtiss, 1977; Goldin-Meadow, 1982; Lindfors, 1991; McLaughlin, 1984; Newport, 1991).

Children can see gender distinctions everywhere and start following gender imposed patterns of behavior very early, thus continuing to learn to be a girl or a boy. As for linguistic aspects, there is enough evidence to claim that girls are usually more advanced in language development than boys (it is obvious, though, that individual differences exist). Girls begin to talk earlier; they articulate better and acquire a more extensive vocabulary than boys of the same age. Studies of verbal ability have shown that girls and women surpass boys and men in verbal fluency, correct language usage, sentence complexity, grammatical structure, spelling, and articulation (Karmiloff, 2002).

The statement above tells about the course of language development at an early stage. It means that for the boys might be more difficult to grasp and acquire the structure of their mother tongue. Extensive research in the field allows us to state, however, that even though in some aspects of language acquisition boys might be considered to lag behind or experience more difficulties than girls, they, as a rule, reach the same level of linguistic competence as girls already during the preschool years.

That's why this research comes up. What types of English sentences do boys and girls acquire? This research deals with the acquisition of English sentences of young children between four and five years old kindergarten students. The researcher also wants to investigate the tendency of boys and girls in acquiring those sentences.

In this study, the writer only focuses on the English sentences acquisition by the kindergarten children based on gender perspective. The types of English sentences analyzed are limited on declarative, interrogative, imperative, and exclamatory sentence. Greenbaum and Nelson (2002) listed the four types of sentences that are associated with four major uses in communication:

1. Declarative Sentences

The declarative sentence is a sentence in which something is stated or told. Verspoor and Sauter (2002: 18) stated that when people communicate, they do so for various reasons, one of them is to inform someone of something. This communicative function has a typical sentence pattern:

- e.g. - The students are studying
- Paul gave her a present

This pattern has the following syntactic characteristic: Subject whole verb. This sentence type with this pattern is named as *declarative*. The sentences which are informative have the declarative sentence pattern.

2. Interrogative Sentences

According to Greenbaum and Nelson (2002), there are two main types of interrogative sentence:

a) *Yes-no questions* begin with a verb. They require subject-operator inversion; that is, a reversal of the order of subject and verb (the order that is normal in declaratives). The verb that appears before the subject is an operator:

- Should (op) the government (S) cut income taxes?*
- Does (op) this shop (S) open 24 hours every day?*

They are called yes-no questions because they expect the answer yes or no. They may in fact be answered in other ways; for example, *Certainly; Perhaps; I don't know; What do you think?*

b) *Wh-questions* begin with an interrogative word or phrase:

- Why should the government cut income taxes?*
- On which days does this shop open 24 hours?*

They are called wh-questions because most of the interrogative words begin with wh-(the exception is *how*). The interrogative phrases contain an interrogative word such as which in *On which days*. The interrogative word in wh-questions represents a missing piece of information that the speaker wants the hearer to supply.

3. Imperative Sentences

According to Greenbaum and Nelson (2002), imperative sentences usually do not have a subject. If there is no auxiliary, the verb has the base form:

- Take a seat.*
- Pass me the bottle.*
- Make me an offer.*

Modal auxiliaries do not occur with imperatives, and the only auxiliary that occurs with any frequency is passive be (usually in the negative):

Don't be carried away with the idea.

The pronoun you may be added as a second person subject:

You make me an offer.

Occasionally, a third person subject is used:

Somebody make me an offer.

Those in the front row sit down.

First and third person imperatives may be formed with let and a subject:

Let us go now.

Let's not tell him.

Don't let's talk about it.

Let me think what I should do.

Let nobody move.

4. Exclamatory Sentences

Exclamatory begin with what or how. What introduces noun phrases; how is used for all other purposes. The exclamatory word or (more commonly) phrase is fronted:

What a good show it was! ('It was an extremely good show.')

What a time we've had!

How hard she works!

How strange they look!

How time flies! ('Time flies extremely fast')

Exclamatory sentences express strong feeling. More specifically, they indicate the extent to which the speaker is impressed by something. What and how are intensifiers expressing a high degree.

Children begin to form concepts of gender beginning around age 2, and most children know if they are a boy or girl by the age of 3 (Martin & Ruble, 2004). Between the ages of 3 and 5 years, children develop their gender identity and begin to understand what it means to be male or female. Almost immediately after becoming gender aware, children begin developing stereotypes, which they apply to themselves and others, in an attempt to give meaning to and gain understanding about their own identity. Girls and boys develop neither at the same biological rate nor at the same cognitive rate. Since girls generally develop earlier than boys, researchers often attribute their superior early reading skills in part to this biological factor (Halpern, 2006). The ability to learn and use language contains a female advantage from as early as during the first two years of life.

Here is a transcript containing a fragment of a conversation in the classroom of kindergarten B that the researcher observed in the morning, on Tuesday, October 17th, 2016:

Teacher : "Do you still remember our bible story children?"

Children : "Yes, ms."

Melodie : "about Zaccheus"

Teacher : "Ok. What happened to Zaccheus?"

Brigita : "He is short and he climb the tree to see Jesus."

Charly : "He has no friend."

Teacher : "Then what Jesus said to Zaccheus?"

Bezaleel : “Come down.”

Melodie : “Zaccheus come down. I want to stay in your house. Then they go to Zaccheus house.”

Based on the phenomenon above, we can see that whether boys and girls have capability in acquiring different kinds of sentences of English language. We can see also that girls (Melodie and Brigita) used a good verbal fluency in explaining something while boys (Charly and Bezaleel) tend to simplify and comprehend their understanding. This research wants to find out the types of English sentences acquiring by four and five years old children. This research also wants to find out the dominant types of sentences that boys and girls used in their interactions; will girls tend to produce more utterances than boys according to the theories above.

There is a popular believe that girls are more advanced in language development than boys. There have been a number of reviews of the literature on sex differences in language developmental like:

Jespersen (1922) (in: Macaulay, 1978, 353-363) observe that little girl on the average learn to talk earlier and more quickly than boys; they outstrip them in talking correctly; their pronunciation is not spoiled by many bad habits and awkwardness so often found in boys.

McCarthy (1954) (in: *ibid*) “one of the most consistent finding to emerge from the mass of the data accumulated on language development in favor of girls in nearly all aspects of language than have been studied.

Garai and Scheinfeld in a smaller number of studies came to the same conclusion: “studies of verbal ability have shown that girls and woman surpass boys and men in verbal fluency, correct language usage, sentence complexity, grammatical structure, spelling and articulation, while males tend to excel in verbal reasoning and comprehension (Garai and Scheinfeld, 1968, 198-200).

Boys and girls are definitely different, even in their language acquisition. By this research, boys and girls are researched naturally in their school in kindergarten based on the theories and then applied them. By finding the types of English sentences by four and five years old children, it would be easier to investigate the tendency between males or boys and females or girls in acquiring English language.

RESEARCH METHODOLOGY

This research will be conducted by applying descriptive qualitative research design. Bogdan & Biklen (1992: 1) says qualitative means to find out how a theory works in different phenomena. This research is a case study. An observation will be made as the research method of this study. This study will find out how theory of analyzing in a phenomenon of language use in order to observe the acquisition of English language sentences by kindergarten students based on gender perspective.

By using purposive or convenience sampling, then this study will be conducted the subjects from TK Kristen Kalam Kudus Pematangsiantar, located in Jln. Mariam Tomong No.11, Siantar Barat, Pematangsiantar. The main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable researcher

to answer the research questions. Subjects are selected based on their having similar characteristics because such characteristics are of particular interest to the researcher.

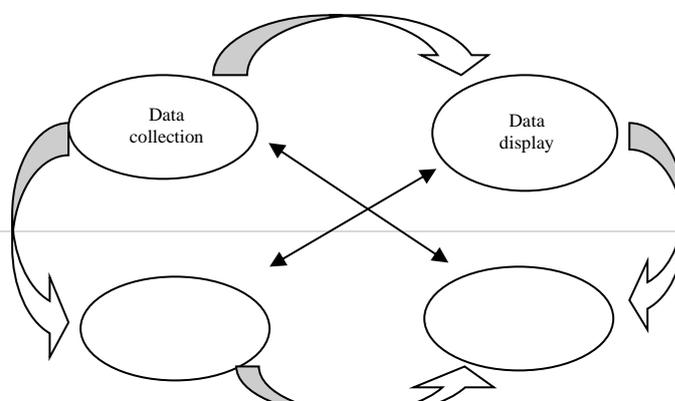
The samples are 20 children in K-2 David class (Kindergarten B) at the age of four to five years old. TK Kristen Kalam Kudus Pematangsiantar is still the one and only kindergarten which use English as basic language in teaching and learning in Pematangsiantar. There are 11 boys and 9 girls in this class.

Marshall & Rossman (1995) stated that the fundamental methods relied on qualitative research by researcher for gathering information are, participation in the setting, direct observation and interview. The writer role is as a key instrument. The beginning step of collecting data is observation of the students. Recording technique will be used to obtain the data. This research will be conducted twice a week for a month. The students will be observed and the number of English sentences that they acquired naturally will be recorded. The observation will be focused in the school classroom (language room, mathematic room), corridor and outdoor play ground. The students will be observed in natural setting to get the data of this study. After observation is documenting the utterances. After making an observation and documenting, the next step is simplifying the utterances which are said by boys and girls. Then simplify again according to the types of sentences which are said by boys and girls. This is to say that the data is transcript and analyzed to identify the English language sentences acquisition uttered by kindergarten students.

There were some problems faced by the researcher in using video recording during collecting the data from the students. For instance, there were some sentences getting missed due to the sudden speech or the ones which were overheard. To reinforce the record ones through video recorder and gain what was missed or to cover all sentences, the researcher used note-taking at the same time. The fact that by this way, video recording and equipped by note-taking in getting the data, the researcher could get more complete data about children's language acquisition development and minimize missing things.

The technique of the data analysis will be applied based on interactive models techniques by Miles, Huberman and Saldana theory (2014: 161), which consist of some steps:

1. Data condensation is a process of selecting data, focusing, simplifying, abstracting, and transforming the data. Here researcher will select the sentences that uttered by the students, then focus on the English sentences and simplifying the data.
2. Data display through textual representation of sentence acquisition by kindergarten students.
3. Conclusion will be drawn or verified based on the data display. In this step, based on the data display explaining the types of sentences uttered in the students' interaction.



Data
condensation

Conclusion
Drawing/
verifying

Figure 1. Interactive model of analysis by Miles, Huberman & Saldana (2014)

RESULT AND DISCUSSION

The Types of English Sentences Acquired by Four and Five Years Old Children

The types of sentences were classified based on Greenbaum and Nelson (2002: 16-17). The four types are Declarative, Interrogative, Imperative, and Exclamatory sentences. The declarative sentence is a sentence in which something is stated or told. The pattern has the following syntactic characteristic: Subject whole verb. The sentences which are informative have the declarative sentence pattern. Interrogative sentence is a sentence which something is asked or ordered. It can be declarative question, *Yes-no* question, *Wh*-question, alternative question, or tag question. The imperative sentence is used when someone wants other people to do something for him or her. Imperative sentences usually do not have a subject. Exclamatory sentences express strong feeling. They indicate the extent to which the speaker is impressed by something.

The proportion of the types of sentences acquired by boys and girls of four and five years old can be seen in the Table 1.

Table 1. Percentage number of sentences acquisition by boys and girls of four and five years old children

No	Types of Sentences	Frequency of Data		Percentage (%)	
		Males/Boys	Females/Girls	Males	Females
1.	Declarative Sentences	9	17	34.61	65.38
2.	Interrogative Sentences	11	14	44.00	56.00
3.	Imperative Sentences	7	9	43.75	56.25
4.	Exclamatory Sentences	2	3	40.00	60.00
	Total	29	44	100	100

From the Table above, it can be concluded that types of sentences acquired by boys and girls were declarative, interrogative, imperative, and exclamatory. It also can be seen that the

highest percentage from the types of sentences used by males or boys namely: interrogative sentences about 44.00 %, while for females or girls were declarative sentences about 65.38%. The second for males were declarative sentences about 34.61 %, while for females were interrogative sentences about 56.00%. The third for males were imperative sentences about 43.75 %, and for females were imperative sentences about 56.23%. While exclamatory sentences were the lowest percentage found in sentences acquisition by males or boys of four and five years old about 40.00 %, and for females or girls were exclamatory sentences about 60.00%. This is according to the frequency of the data.

The Tendency between Boys and Girls in Acquiring English Sentences

Commonly, male and female of four and five years had acquired all types of sentences. Although there are some difficulties occurred due to grammatically pattern, or they still hard to differentiate between past and present time. But overall, the sentences are understandable in the context. Furthermore, male tend to use simple sentences or simple statement in their daily conversation. But in this case, we can see that females acquired more complex verbal sentences than males did.

To make it clear about the proportion of types of sentence acquisition by boys and girls of four and five years old, it can be seen below.

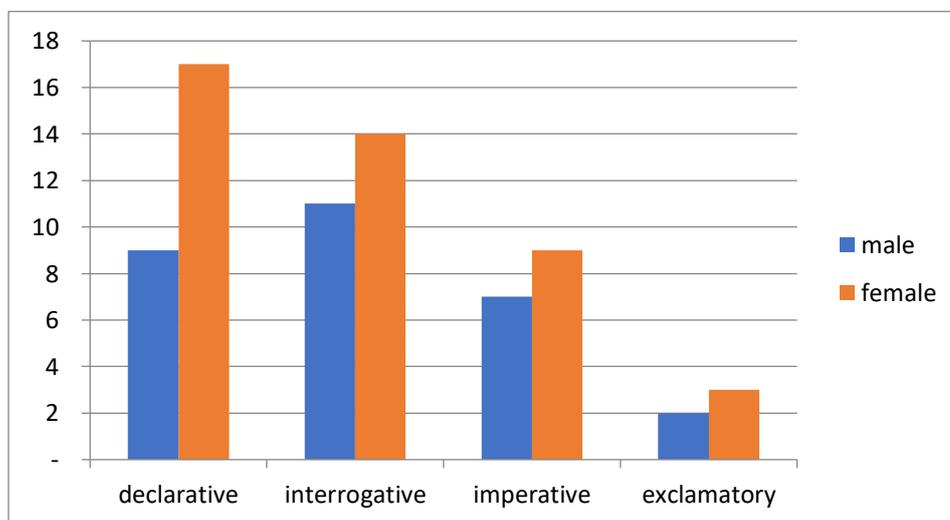


Figure 2. Graphic of types of sentence acquisition by four and five years old children

From the graphic in figure 2 above, it can be seen some differences about the types of sentences acquired by males or boys and females or girls of four and five years old. It is cleared that females are higher than males in language acquisition and verbal fluency. Females or girls acquired more sentences in declarative, interrogative, imperative, and also exclamatory. This proved that females or girls have the ability to speak and learn English more prominent than males or boys. Studies of verbal ability have shown that girls and women surpass boys and men in verbal fluency, correct language usage, sentence complexity, grammatical structure, spelling, and articulation (Karmiloff, 2002).

Discussion

Language acquisition is the process by which human acquire the capacity to perceive, produce, and use words to understand and to communicate. Every child has been equipped with a

capability to understand the language that is spoken by people around him. So, whatever language exposed to the children, the children must be able to understand and to communicate that language which is exposed to them.

Input is a determinant factor of how well the children acquire the language. While input refers to the amount of language exposed to them (Krashen, 1987). When there is no input there will be no acquisition. The sources of input are the people around the children, the more people around them, the more input the children will have. The more talkative the people around the children, the more input will be exposed to them. That's why it is found in this research that each of the students has different capabilities in acquiring English sentences; depend on the input they got from home, school, or their environment.

Language is not taught explicitly; instead, it is learned through communication. Thus, the more opportunities children have to interact with other language users, the more linguistic input they have to analyzed and learn from. Not surprisingly, research suggests that children exposes to larger amounts of adult input develop larger, richer vocabularies and more advanced syntactic skills than children exposed to more limited input (Huttenlocher, 1998). Parents and caregivers who encourage conversation, ask questions, and build on conversations that their children start, have children with more advanced language abilities (Hoff & Naigles, 2002). Results from the National Institute of Child Health and Human Development (NICHD), Early Child Care Research Network (2000) likewise demonstrate that regardless of whether child care takes place at home, with family members, or in a formal child care setting, input is nevertheless crucial to language development.

When teachers and caregivers talk to children, ask questions, and wait for answers, they create a more stimulating language environment. This environment results in children who know more letters, colors, and shapes at age 3 than children who are not addressed as frequently. Early language stimulation remains one of the best predictors of later vocabulary, reading, and mathematical skills.

CONCLUSION AND SUGGESTION

Conclusion

Based on the data and the findings presented before, the researcher has formulated the conclusions as the following:

1. Males or boys and females or girls of four and five years old in Kindergarten-2 of TK Kristen Kalam Kudus Pematangsiantar have acquired declarative, interrogative, imperative and exclamatory sentences form. They are able to produce declarative questions, *yes-no* questions, and *wh*-questions.

2. The highest level from the types of sentences used by males or boys namely: interrogative sentences, while for females or girls were declarative sentences.
3. The tendency can be seen that females are higher than males in language acquisition and verbal fluency. Females or girls acquired more sentences in declarative, interrogative, imperative, and also exclamatory. This proved that females or girls have the ability to speak and learn English more prominent than males or boys.

Suggestion

After concluding the research, the suggestions are stated as follows:

1. To improve the English language acquisition since the early age, the kindergarten's teachers and parents are suggested to consider about its supporting factors.
2. For those who are interested in children language acquisition at early age, suggested to use this study as one of the references.
3. Other researchers can develop further study about English acquisition conducted to other subjects in other area.

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