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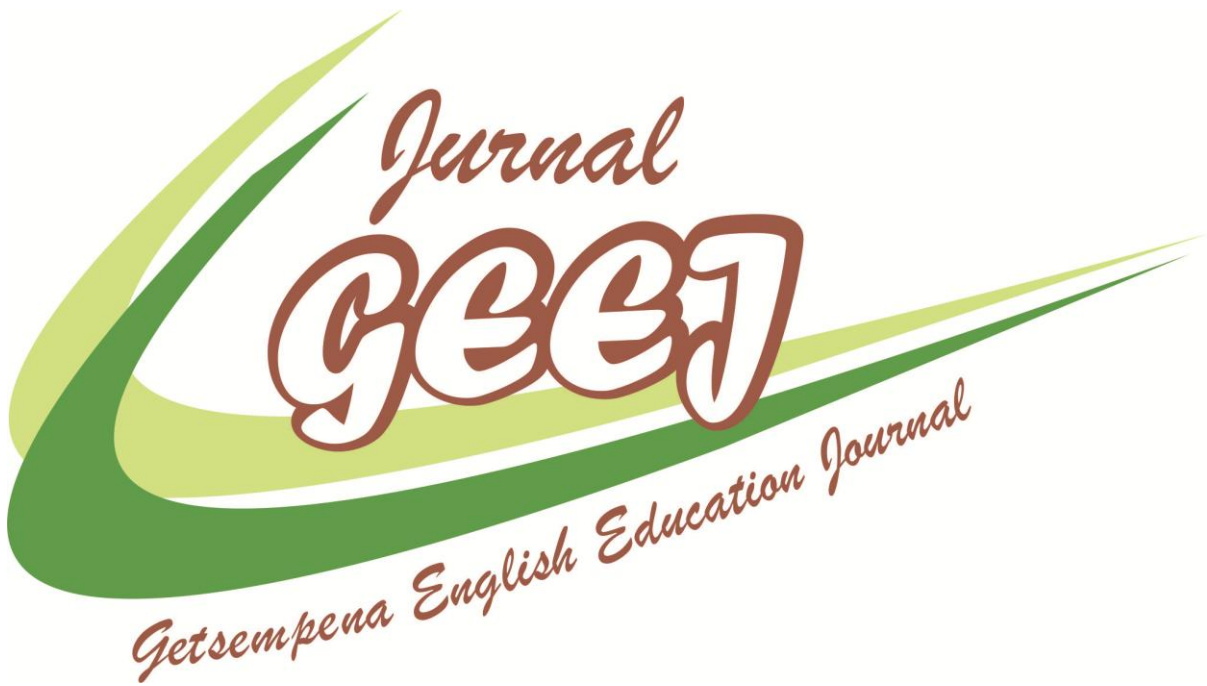
PENGANTAR PENYUNTING

Puji syukur kita panjatkan kehadirat Allah SWT, atas rahmat-Nya maka Jurnal Getsempena Education Journal (GEEJ), Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena Banda Aceh, Volume I. Nomor 1. Mei 2014 dapat diterbitkan.

Dalam volume kali ini, Jurnal GEEJ menyarikan 6 tulisan yaitu:

1. The Implementation Of Communicative Approach In Teaching Reading Comprehension, merupakan hasil penelitian Maulizan ZA (Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)
2. Applying Two Stay – Two Stray Strategy To Improve Students' Reading Comprehension, merupakan hasil penelitian Sukmayati (Guru Bahasa Inggris – SMA Lab School Unsyiah)
3. An Analysis Of English And Indonesian Idioms And Proverbs, merupakan hasil penelitian Syarfuni ((Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)
4. The Implementation Of Visual Printed Media In English Language Teaching, merupakan hasil penelitian Regina Rahmi (Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)
5. An Overview Of The Implementation Of Pre-Questioning Strategy In Teaching Reading, merupakan hasil Penelitian Rusmiati (Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)
6. The Effectiveness Of Error Correction Feedback In Improving Students' Writing Skil (An Experimental Study At English Department Of UIN Ar-Raniry), merupakan hasil penelitian Rosdiana (Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)

Akhirnya penyunting berharap semoga jurnal edisi kali ini dapat menjadi warna tersendiri bagi bahan literature bacaan bagi kita semua yang peduli terhadap dunia pendidikan.

Banda Aceh, Mei 2014

Penyunting

DAFTAR ISI

THE IMPLEMENTATION OF COMMUNICATIVE
APPROACH IN TEACHING READING COMPREHENSION

Maulizan ZA[1]

ABSTRACT

This Study is talk about "The Implementation Of Communicative Approach In Teaching Reading Comprehension (an experimental study in the second year student of SMP Negeri 18 Banda Aceh). The aim of this study is to Know the improvement of students' achievement through the application of communicative approach than the grammar-translation method in reading comprehension. The sample of this study was two classes taken from the second year students of Sekolah Menengah Pertama Negeri 18 Banda Aceh. The total samples from both of second year student from SMPN 18 who took part when the data taken ware 54 students. In collecting data, the writer gave a set of test to the two groups. The test was provided by a passage titled Charity Day taken from English book for Junior High School Student. The test consisted 10 WH questions, five multiple choice and five True-False questions. In analyzing the data the writer used t-test to see the significant different between the two groups in reading comprehension. The mean and standard deviation score for group A (experimental group) was 62,64 and 13,50. While the mean and standard deviation for group B (control group) was 60,96 and13,23. The result of t-test of the two groups was 1,697. It was considered higher than t value on the table of significance at level 0,05 and 52 for the degree of freedom which was stated 1,684. So the research hypothesis (H1) was accepted and null hypothesis (Ho) was rejected. The writer concluded that the application of communicative approach is more effective than grammar translation method in teaching reading comprehension to the second year students of Junior High School (SMP) Negeri 18 Banda Aceh.

Key words: Teaching Reading, Communicative Approach

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A. INTRODUCTION

English as a foreign language is taught officially in Indonesian school from Junior High School up to tertiary level of education. Teaching English at junior high school consist of teaching four language skills, listening, speaking, reading and writing as well as the language aspects, structure, vocabulary, spelling and pronunciation. For junior and senior high school student, it is taught from the first up to the second year.

Since as the one of four language skills, it has a very important role to everyone who wants to enlarge their knowledge. Boer and Dallmann (1960: 2) said that the ability to read is of great practical value to everyone. Reading is a process in which everyone's minds translate into printed symbols into the deals that the author is trying to tell or communicate to him. We read a printed material because we want to understand whatever the writer wants to say.

Unfortunately many students do not read well. One for of the problem is that they do not master lexical item. Therefore, the most important thing is to master the reading of the language. When the language of the text book is not similar to the mother tongue of the students, they may face a great problem to get information from the reading. Thus, reading seems to be difficult and boring for them. If they do not like reading, they will not able to increase their knowledge. Those who do not have sufficient vocabulary will not understand what they read. Besides, they will not be able to write effectively. The nonnative speakers of English cannot read the columns of newspaper, magazine, or even understand broadcast on the radio and television if they are considerably lack of vocabulary.

The English teacher should develop the well-prepared material to be presented to the student. They should also consider the method and techniques which should be applied in the effort of developing the student's reading acquisition. The teacher has to observe development of their students in order to enable them to make a suitable selection of the materials for presentation, one of them is communicative approach. Larsen-Freeman (1990:22) stated that communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning.

According to some experts, Indonesian students have low speed in reading. So, it impacted to their mastery of technique in reading, grammar and vocabulary. The writer believed that this was many happen because the English teaching of SMP often focus their teaching on grammar. In other words, they did not teach their student the proper technique or the way to read well. This was a preliminary study at SMP Negeri 18 Banda Aceh. This writing is designed to find out the effectiveness of using communicative approach has a positive contribution to the students in learning reading text.

B. LITERATURE REVIEW

a. Definition of Reading

Reading is the act of constructing meaning while transacting with text, according to Deschant (1973:19). There are two kinds of reading definition. First, is the meaning of reading with interpretation of experience generally, for instance: reading for picture, reading face and reading the weather. The second one is the definition of reading with interpretation of graphic symbol. This kind of definition is the one that were given in professional text book which relate to printed material.

Derived from the two definitions given by Deschant above, the writer would like to discuss further about the definition of reading which is mentioned in second definition.

Reading is a language process that the people could communicate and get information from another person through the printed pages. Team of Five (2006:51) in their book titled Improving reading skills in English said "reading is a way of getting the meaning or knowledge from the printed page such as text books, newspapers, magazines, and novels". Also this statement related to what was said by Hittleman and Harris adopted by Shepherd (1982:2). Hittleman said "reading is the process of reconstructing an author ideas" while Harris said that reading is deriving meaning from a printed page through the ability to recognized printed words, knowledge of language and previous reading and life experiences. Thus, reading required recognition of printed symbols, knowledge of

language and it structure. Also, in reading we must have background of information of what we are reading about. In this case reading is not only merely pronouncing the words fluently or learn to call out words from the written materials by using various methods like what is done by students at primary grade level, but also they need to understand the idea that are presented in that sources.

The ability to read is an important part of language mastery. Reading is the ability to the readers to draw the essential meaning of each word which is read. While we are calling out words from a book or a text, unconsciously we are communicating with the writer. Let us look at the statement by Axelrod and Cooper (1996:7) "writing that tries to convince reader that something has or does not have value in evaluation. Writing that tries to convince reader that writer opinion and a controversial issue ought to be adopted or at least taken previously is called a position paper". It is clear that in every form of writing, the writer tries to convince the readers to what he writes. The reader himself tries to get information to what he reads. So, there is any relationship between the writer and the reader. Of course, to keep this relationship, as reader, we should be able to perform our ability in catching the meaning of the text by understanding the massage that the writer conveys.

A team of experts, under the sponsorship of the United States Office Education as adopted by Deschant (1973:19) defined reading as a term used to refer to an interaction by which meaning encoded in visual stimuli by an author becomes meaning

in the mind of the reader. We can conclude that reading is an activity to search new information to be our new knowledge through our understanding to be our new experience. Also, reading is an effort to find out the information trough the written material and add up our knowledge to know much.

B. **Reading Comprehension**

Reading is not only spell words by words of a written material, but it is also understanding to what we read, we have to get the meaning, information and construct new experience of this activity. Wise (2007:1) said "reading comprehension is the process of understanding and constructing meaning from a piece of text. This activity is called reading comprehension. Because the main aim of reading is comprehended to what we read. Sonka (1992:15) said "in general good comprehension means recognizing and understanding general ideas and specific fact and seeing these ideas and facts are organized and developed".

Basically, comprehension is a process of learning, through comprehend a text; we know something new that we do not know before. Gillet and Temple (1994:35) defined "comprehension is understands new information in light of what we already know". Surely, comprehension is understanding what we read and understanding the whole points of reading. It is involves prior knowledge, knowledge of text structure and search for information.

Hancock (1995:61) stated that there are three level of comprehension. The first is literal comprehension, than the second one is inferential comprehension and, the last is critical comprehension.

➢ **Literal Comprehension**

Literal comprehension refers to the ideas and facts that are directly stated on the printed page. According to Richard (2004:32) stated that literal comprehension is refers to understanding of the straightforward meaning of text, such as facts, vocabularies, dates, times, and locations. In fact, literal idea or fact usually so clearly stated that the reader could go back in passage and underline the information if he need. The literal level of comprehension is fundamental to all reading skills at any level because the reader can draw an inference or make an evaluation. This level is the easiest level in reading comprehension because the reader does not required to go beyond what the author actually wrote.

Richard (2004:34) stated some examples for literal comprehension activities.

a. Recognition details; the reader able to identify the facts that are stated in the text or passage such as names of the characters, time of the story, setting, and the incidents in the story.

b. Recognition the topic sentences or main ideas

c. Recognition of description; able to know the order of incidents or actions explicitly stated in the material.

d. Recognition or recall of cause and effect relationship; identifying reasons for a certain accident, event, or character's action that is explicitly stated by the author.

➢ **Inferential Comprehension**

In this level of comprehension the reader who wants to get the implied meaning from reading activities must read between the lines. Inferences are idea that the reader receive when he go beneath the surface to sense relationship, put facts and ideas together to draw conclusion and make generalization, and detect the mood and the tone of material. Making inferences required more thinking to the reader, because he must depend less on the author and more n personal inside.

Sheng (2001:40) as quoted by Firmansyah (2007:13) added some examples of inferential activities as followed.

a. Inferring supporting details; the reader hoped to be able to guess about the additional facts the author might have included in the selection which would have made it more informative, interesting or appealing.

b. Inferring the main idea; providing the main idea, theme, or moral which is not explicitly stated in the selection.

c. Inferring consequence; predicting what would happen in the cause-effect relationship, or hypothesizing about alternative beginning to a story if the author had not provided one, or predicting the ending of the story before reading it.

d. Inferring cause and effect relationship; hypothesizing about the nature of characters on the basic of the explicit clues presented in the selection.

e. Inferring character traits; guessing what caused a certain event and explaining the rationale.

f. Inferring figurative language; inferring literal meaning from the author's figurative use of language.

➢ **Critical Comprehension/Evaluation**

Critical reading comprehension required a higher degree of skills development and perception. It is understood as passing judgment of the quality, worth, and accuracy truth of the passage. Critical reading also required the reader to read with an inquiring mind, active, and creative participation. To read critically does not means merely looking for false statement, rather it means questioning, comparing, and evaluating.

One of the most important comprehension skills is finding the main idea. The idea is essence of the paragraph of what the author is trying to get across the reader. Hancock (1987:54) stated the type of evaluation test as followed:

a. Objective evaluation, judging the soundness of statements of event in the reading material based on external criteria, such as supporting evidence, reasons, and logic.

b. Subjective evaluation; making judgment about the statement or event presented based on internal criteria such as biases, beliefs, preferences.

c. Judgment of adequacy or validity; judging whether the author treatment of a subject is accurate and complete when compared to other source on the subject.

d. Judgment about appropriate; determining whether certain selection or part of selection are relevant and

contribute to resulting an issue or a problem.

e. Judgment of worth, desirability, or acceptability; judging the suitability of a character's action in a particular incident based on the reader personality value.

e. **The Communicative approach**

Communicative approach is a process of teaching learning English which support of motivates the learners to learners to learn a foreign language actively (Littlewood, 1984:18). Based on the above statement, the learners are given certain activities which motivate them to learn the language. Through those activities, it is hoped that the learner can enter-act with each other and practice the language being studied. He further explains that communicative approach also provides the learner for personal relationship to the develop activity among the learners and betweens learners and teacher. This relationship can help "humanize" the classrooms and create an environment that supports the individual in his effort to learn. Therefore, a good environment is useful to create an active participation of the learners in studying a language.

It is ever known that there are two assumptions that underline the approach, firstly, the students are concerned in the classroom with language use, not language knowledge and secondly is a view that the student learn language most effectively by practicing it in realistic situation. Littlewood (1984:94) also explains that though the approach the teacher is helped by a number of important aspects of the activities such as:

a. The teacher's role in the learning process is recognized less dominant. More emphasis is placed on the learners' contribution through independent learning.

b. The emphasis on communicative relationship to emerge, both among learners and between teachers and learners.

c. Communicative interactions give learners more opportunities to express their own individuality in classroom. It also help them to integrate the foreign language with their own personality and thus more emotionally secure with it.

d. These points are reinforced by a large number of activities.

e. The teacher's role as co-communicator places him on an equal basis with the learners. This helps to break down tension and barriers between them.

f. Learners are not constantly corrected. Errors are regarded with greatly tolerance as a completely normal phenomenon in the development of communicative skills.

In this case the students are given chance freely to practice what he or she has. The teacher should know who, what for they are. As a motivator He or She has to build relationship between She or he and his student and build nice teaching learning process to develop communicative skill. Communication will be only done if all of participant is not boring, happy and have good mood to talk.

When the learners or student communicate each other, it is not constantly corrected caused it could be their motivated to communicate in the target language turn down.

As we noticed that originator of most of the preceding methods take as their primary goal enabling students to communicate using target language, no matter whether they are Grammar Translation Method, Direct Method, and Audio-lingual Method, etc. However, preparation for communication will be in adequate if only structures and vocabulary are taught. Students may know the rules of language usage, but will be unable to use the language.

In order to accomplish in communication the function of language such as arguing, persuading, or promising, etc. It is sufficient for students to simply their knowledge of the target language to be directed to communication. This communicative approach has got a serious awareness in Indonesia. It was adopted from the United States (Diane Larsen Freeman, 1986:124). The approach is considered acceptable in objective and theory, but the new

Syllabus does not insert any information about the procedures of techniques to employ it.

➢ **Communicative activities**

The communicative activities of class, the students are told that they will do a role play. The teacher tells them that they are to be divided into group of four, they are to imagine that they are employees of the company, before they begin, they discuss some possibilities together. They decide that they can talk about topics such as whether or not policies will change.

For fifteen minutes the students perform their role-play, the teacher moves from group to group to answer question and offer any advice on what the group can discuss. The students have an opportunity to post any question; in this way, they elicit some relevant to vocabulary words they discuss and language forms are appropriate.

C. **RESULT AND DISCUSSION**

➢ **Result**

The distributions tables of both groups researched are as follows:

Table I: The Distribution of the Test Result of Experimental class (II/a Students)

N0	X	$\overline{X}$	$(X - \overline{X})$	$(X - \overline{X})^2$
1	32	62.64	-30.64	938.81
2	42	62.64	-20.64	426.01
3	42	62.64	-20.64	426.01
4	46	62.64	-16.64	276.89
5	48	62.64	-14.64	214.33
6	50	62.64	-12.64	159.77
7	56	62.64	-6.64	44.09
8	56	62.64	-6.64	44.09
9	60	62.64	-2.64	6.97
10	60	62.64	-2.64	6.97
11	60	62.64	-2.64	6.97
12	62	62.64	-0.64	0.41
13	64	62.64	1.36	1.85
14	66	62.64	3.36	11.29

15	70	62.64	7.36	54.17
16	70	62.64	7.36	54.17
17	70	62.64	7.36	54.17
18	70	62.64	7.36	54.17
19	70	62.64	7.36	54.17
20	72	62.64	9.36	87.61
21	72	62.64	9.36	87.61
22	76	62.64	13.36	178.49
23	84	62.64	21.36	456.25
24	84	62.64	21.36	456.25
25	84	62.64	21.36	456.25
	1566			4557.76

1. Mean

   The mean score of class II/a student is:

   $$\overline{X}_1 = \frac{\sum X}{N}$$

   $$\overline{X}_1 = \frac{1566}{25}$$

   $$= 62,64$$

2. Standard Deviation

   The Standard Deviation score of class II/a student is:

$$SD_1 = \sqrt{\frac{\sum (X - \overline{X})^2}{N}}$$

$$SD_1 = \sqrt{\frac{4557,76}{25}}$$

$$= \sqrt{182,31}$$

$$= 13,50$$

Table II: The distribution of the test result of Control class (II/b students)

NO	X	$\overline{X}$	$(X - \overline{X})$	$(X - \overline{X})^2$
1	42	60.96	-18.96	359.48
2	42	60.96	-18.96	359.48
3	42	60.96	-18.96	359.48
4	42	60.96	-18.96	359.48
5	42	60.96	-18.96	359.48
6	42	60.96	-18.96	359.48
7	48	60.96	-12.96	167.96
8	50	60.96	-10.96	120.12
9	54	60.96	-6.96	48.44
10	56	60.96	-4.96	24.60
11	58	60.96	-2.96	8.76
12	60	60.96	-0.96	0.92
13	60	60.96	-0.96	0.92
14	60	60.96	-0.96	0.92
15	62	60.96	1.04	1.08
16	62	60.96	1.04	1.08
17	62	60.96	1.04	1.08
18	66	60.96	5.04	25.40
19	66	60.96	5.04	25.40
20	66	60.96	5.04	25.40
21	70	60.96	9.04	81.72
22	70	60.96	9.04	81.72

23	70	60.96	9.04	81.72
24	74	60.96	13.04	170.04
25	76	60.96	15.04	226.20
26	76	60.96	15.04	226.20
27	76	60.96	15.04	226.20
28	84	60.96	23.04	530.84
29	90	60.96	29.04	843.32
	1768			5076.97

1. Mean

The mean score of class II/b students is:

$$\overline{X}_2 = \frac{\sum X}{N}$$

$$\overline{X}_2 = \frac{1768}{29}$$

$$= 60,96$$

2. Standard deviation

The standard deviation for class II/b students is:

$$SD_2 = \sqrt{\frac{\sum(X-\overline{X})^2}{N}}$$

$$SD_2 = \sqrt{\frac{5076,97}{29}}$$

$$= \sqrt{175,06}$$

$$= 13, 2$$

By finding the mean score of both groups the writer got which group was higher in reading comprehension. But to see more is there any significance difference between them, the writer needed to use t-test formula to prove the hypothesis after getting the mean (M) and standard deviation (SD) values of both groups.

Firstly the writer obtained:

$\overline{X}_1$ = (mean value of the first group) = 62,64

$\overline{X}_2$ = (mean value of the second group) = 60,96

SD_1 = (standard deviation of the first group) = 13,50

SD_2 = (standard deviation of the second group) = 13,23

N_1 = (the number of sample of the first group) = 25

N_2 = (the number of sample of the second group) = 29

Next the values above are applied into the T- test formula:

$$T-score = \frac{\overline{X}_1 - \overline{X}_2}{\sqrt{\frac{(N_1-1)sd_1 + (N_2-1)sd_2}{N_1+N_2-2}\left(\frac{1}{N_1}+\frac{1}{N_2}\right)}}$$

$$= \frac{62,64 - 60,96}{\sqrt{\frac{(25-1)13,50 + (29-1)13,23}{25+29-2}\left(\frac{1}{25}+\frac{1}{29}\right)}}$$

$$= \frac{62,64 - 60,96}{\sqrt{\frac{(24)13,50 + (28)13,23}{52}\left(\frac{1}{25}+\frac{1}{29}\right)}}$$

$$= \frac{1,68}{\sqrt{\frac{234 + 370,44}{52}\left(\frac{116}{2900}+\frac{100}{2900}\right)}}$$

$$= \frac{1,68}{\sqrt{\frac{694,44}{52}\left(\frac{216}{2900}\right)}}$$

$$= \frac{1,68}{\sqrt{13,354(0,074)}}$$

$$= \frac{1,68}{\sqrt{0,988}}$$

$$= \frac{1,68}{0,99}$$

$$= 1,697$$

After calculating the data to T-score, it is found that T-count is 1,697. The writer used 0,05 in the level of significance in certain degree of freedom. In this study the degree of freedom is 52. It is obtained from N1+N2-2 = 25+29-2 = 52.

From the table given by Furchan (2004:559) and Brown (1990:168) it was obtained that 52 degree of freedom on the significance level of 0,05 was 1,684, while the T-test value was 1, 697. This T-test is bigger than T-table. It means that there is any significance difference between who are taught by using communicative approach (class II/a) and who are taught by using grammar translation method (II/b) of SMP Negeri 18 Banda Aceh in Reading Comprehension. Therefore, research hypothesis (H1) is accepted and null hypothesis (Ho) is rejected. The result proved that class II/a is better than II/b in mastering reading comprehension.

> ➤ **Discussion**

The writer had been used statistical formulas to analyze the data of this study in the previous sub-title. After analyzing the data of class II/a and II/b of SMP Negeri 18 Banda Aceh by using statistical analysis, it was found that the mean score of both of student were different. The mean score for class II/a was 62,64, while the mean score for II/b was 60,96. The standard deviation for II/a was 13,50 and the standard deviation for II/b was 13,23. Actually, it was clear that there was different performance between class II/a and II/b of SMP Negeri 18 Banda Aceh in reading comprehension compared from the mean score which was gotten by the two groups. As mentioned previously, the mean score of II/a student was 62,64, while the mean score of II/b students was 60,96. Mean score of II/a was higher than mean score of II/b Student. It indicated that II/a student performed better than II/b student in reading comprehension.

However, the writer needed to prove the hypothesis by using statistical procedure to see if there any significant different between the two groups. In this case the writer used t-test formula and got 1.697 for it score. In this study the writer wanted to see whether T-count is bigger than T- table for 52 degree of freedom on the level of significance 0,05 which is 1,684. So, from the result of calculation above, the writer found that T-count > T-table (1,697>1,684). If the T-count value was bigger than T-table value, it indicated that research hypothesis was accepted and null hypothesis was rejected.

The writer had proved statistically that there was significance difference between II/a who are taught by using communicative approach and and II/b who are taught by using Grammar translation method (GTM) in reading comprehension performance

D. CONCLUSION

The writer had been stated that the aim of this research was to see whether there is any significance difference between the student who were taught by communicative approach (class II/a) and the student who were taught by using Grammar translation method (II/b) of Sekolah Menengah Pertama Negeri 18 Banda Aceh in reading comprehension.

In this case, the writer had been used statistical procedure to see if there is any significance difference between the two groups researched. The statistical procedure in this study was T- test formula. But before the T- test procedure had been calculated, the writer needed to calculate the mean and standard deviation of both groups first. The writer got mean score for II/a student was 62,64 and the standard deviation for this group was 13,50. The mean score for II/b students was 60,96 and standard deviation score was 13,23. The result indicated that mean and standard deviation of II/a was bigger than mean and standard deviation that II/b students had.

After the value of mean and standard deviation of both groups were found, furthermore the writer applied the scores into t-test formula. T-test formula was used to know if there is any significance different between the two groups mentioned above. After calculating, the writer got the T- test value was 1,697. In fact this T count was bigger than T-table that was 1,684. The value of T- table which was stated on the table by the level of significance 0,05 and the degree of freedom for this study was 52. So, the research hypothesis (HI) was accepted while the null hypothesis (Ho) was rejected. It was indicated that the student who are taught by using communicative approach was better in mastering reading comprehension compared to the second year students who are taught by using grammar translation method (GTM).

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APPLYING TWO STAY - TWO STRAY STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION

Sukmayati[1]

ABSTRACT

This study aims to improve students' reading comprehension of review text using Two Stay-Two Stray strategy. The subject of this study was 23 students of the twelfth year of SMA Laboratorium Unsyiah; thai is XII-IPS. This study was a collaborative action research design which consists of four main steps: planning, acting, observing, and reflecting. It was conducted in two cycles and each cycle consists of two meetings. The data was taken from quiz, observation checklist and field notes. The findings indicate that using Two Stay-Two Stray strategy can improve the students' comprehension of review text as well as the students' participation. The number of students that reach the minimum standard score in cycle 1 is 64% while in cycle 2 increases to be 87%. The average of students' involvement in Cycle 1 was 71% (16 students were actively involved) and the average of students' involvement in Cycle 2 was 86% (19 students were actively involved). It means that the success indicator was reached in cycle 2. Based on the findings, it can be concluded that Two Stay Two Stray strategy is effective in improving students' reading comprehension and active participation. Therefore, it is recommended that this strategy can be used as an alternative strategy in teaching reading.

Key words ; reading comprehension, two stay two stay strategy

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INTRODUCTION

Reading is considered as one of the vital skills in English language learning. Due to its vital position, reading has become one of the language skills tested in the National Final Examination of high schools for the last decade. Through reading, students are expected to be able to gather information using different kinds of reading skills depending on what purposes they are expecting to reach. Besides, through reading, students are also expected to develop the other language skills such as speaking, and writing instead of the language components like grammar and vocabulary.

The aim of teaching reading to senior high school students, as cited in 2006 curriculum (KTSP), is that the students are able to comprehend messages in written short functional and essays in daily life context to access science. Short functional texts includes letter/email, messages, notice, advertisement, announcement, memo, etc, while essays or monologue are in forms of narrative, recount, descriptive, report, news item, exposition, explanation, discussion, and review. In order to achieve the aim, teachers need to introduce

and train the students with different kinds of reading skills and strategies.

To most students, mastering reading comprehension is still a hard work and problematic. From the researcher teaching experience, it is found that many students do not know the appropriate reading skills to be used so they found it difficult to answer the questions. In addition, only few students have good reading habit especially reading English texts. Moreover, the way the teacher teaches reading is less effective since it is commonly more teacher-centered than student-centered which is proven to be more appropriate for language classroom.

Considering the facts above, there is an urgent need to implement a strategy or strategy that can help solve these problems. In this case, the dynamic strategy of teaching reading should be considered. The appropriate teaching strategy, like cooperative learning strategies help the teacher solve the problems in the class because cooperative strategies employ student-centered activities rather than teacher-centered activities. It can guide and facilitate the learning process in order to enable the students learn and create a better atmosphere of learning. The strategy also may

attract the students' attention toward comprehension of reading text and it can increase their motivation by actively involving in learning activities. As Brown (2007:53) cited that a cooperative classroom means learner-centered characteristics and teachers work together to pursue goals and objective. It allows students to work together in pairs or in groups, share information to achieve goals successfully. Similarly, Arends (2007:5) defines cooperative learning as a teaching approach in which students are encouraged and expected to complete the assigned tasks together, and they have to coordinate their efforts in order to accomplish the tasks. In addition, in a cooperative learning classroom, two or more students are interdependent to achieve the reward they will share if they succeed as a group. The students in each group are mixed in ability level, race, culture, and gender.

One of the strategies introduced in cooperative learning approach is Two Stay Two Stray (*henceforth: TS-TS*) which is developed from Kagan One Stay Two Stray. He proves that Two Stay Two Stray cooperative learning model is so effective in teaching reading comprehension that most

students improve their ability in comprehending the reading text. Istarani (2012:202) clarifies that in Two Stay Two Stray classrooms, students work together in groups twice; in their own group and in the other groups. Each member of the groups has responsibility to win the competition in order to get group reward. This reward is received based on individual contribution to their home group, (Huda, 2011:129). TS-TS will work well if students have a product or information to share. It also gives students experience in gathering information and reporting back to their teammates. TS-TS strategy essentially is a group discussion model. Each member of group has its own responsibilities (two students become 'strayers' and other two students become 'stayers'). According to Crawford (2005) TS-TS offers a low threat forum where students can exchange ideas and build social skills such as asking probing questions. In this activity the students are encouraged to contribute their ideas and opinion to their group and other groups. TS-TS strategy is designed into small groups of students consisting of four students. The students work in small (four-member) groups of mixed ability, including one high achiever,

two average achievers, and one low achiever. The groups discuss the topic that is given by the teacher. In TS-TS strategy, students are responsible for helping other members to learn, achieve the group goal and share information with other groups. Here, to implement TS-TS strategy, the teacher considers the five essential components of cooperative learning activities. Abrami et al. (1995) states that the five essential components of cooperative learning are: (a) positive interdependence, (b) individual accountability, (c) face to face interaction, (d) social skills, and (e) group processing. In addition, the activities of TSTS strategy covered all components of cooperative learning both in home-group discussions and stray group discussions. During the activities of group discussions, the teacher has to monitor and control the students' group discussions in order that the group discussions run well and follows the procedures of TS-TS strategy.

The problem raised in this study was "How is the students' comprehension of English review text after the application of Two Stay-Two Stray Strategy? And How is the students' participation during the application of Two Stay-Two Stray strategy in teaching reading? So, the study aimed at improving students' ability in comprehending review text.

METHOD

The research design of the study was a collaborative classroom action research which meant that the researcher collaborates with other teachers in carrying out the research. This study attempted to apply a strategy to solve the problems in reading comprehension especially improving students' comprehension of review texts. The design of this classroom action research was a cyclical process adapted from the model proposed by Kemmis and Taggart (1988). It comprised four main steps, namely planning, implementation of action, observation, and reflection. Before implementing the four steps of classroom action research, the researcher conducted a preliminary study to know the real problems in the class. Preliminary study aims at identifying the students' problem in comprehending English review text and how the problems should be overcome. The study was conducted at SMA Laboratorium Unsyiah, Banda Aceh. The subjects of the study were the twelfth year students, that was class XII-IPS SMA

Laboratorium Unsyiah Banda Aceh of 2012/2013 academic year. The number of the students was 23 students. All students were given the same treatment in the teaching and learning process. The criteria of success were set up in order to check whether the implementation of Two Stay-Two Stray strategy succeeded or failed. These criteria were also used as reference to stop or continue the cycle. The criteria of success in this study reflected the area of concerns with the process and the product of the teaching and learning English review texts. The first criteria of success was 80 percent of the students at least got the minimum score 75 and the average score of students' test was at least 70 in comprehending English review text. This data was taken from the test given to the students at the end of implementation of the action in each cycle. The second criteria of success was 80 percent of the students were actively involved during the learning process and group discussion activities. The data of the students' active involvement was taken from observation checklist and field notes.

Before the research was carried out, the researcher made some preparation needed for the research. It is in accordance with what Kamaroesid (2009:128) suggested in his book. The planning included: (1) preparing the teaching scenario, (2) designing the lesson plan used in teaching using Two Stay-Two Stray strategy, (3) selecting and preparing the materials, (4) preparing the students' worksheet, (5) preparing the criteria for success, (6) designing the instruments for data collection including test items, students' observation sheet, teacher's observation sheet, and field note.

The action and observation phase was done at the same time. The researcher herself acted as the teacher teaching during the action while the two collaborator teachers acted as the observers during the learning teaching process. In took 3 months to implement this strategy in teaching reading started from August to October 2012. While the learning process was carried out, the observers observed the students' and the teacher's activity and the data were recorded on the observation sheet by giving a checklist in the appropriate column provided. The field notes were also used to record the students' and the teacher's activity. Group discussions were conducted in two meetings and one meeting

was used to test the students' achievement after learning review texts through Two Stay Two Stray strategy. The objective of the test was to measure the students' ability in comprehending review texts while the objective of using observation checklist and field notes were to record the students active involvement during teaching and learning process. The first cycle was used to explain the topic; that was Review of 2012 film. Completing the explanation, the teacher provided enough time for class discussion. After that, the students were divided into groups of four with heterogeneous group formation. It means the students were mixed between boys and girls, and different level of English ability. The teacher then explained the procedure of Two Stay-Two Stray Strategy. The following step was the distribution of students' worksheet. The students were then assigned to read the worksheet. Each group was given different topic of the review text. After that, two students from each group were asked to move to the other group to gather the information about the content of the group's text while the other two remained in their own group to explain the materials to the guest students coming from the other group. After

the guest students had got the information, they returned to the home group to share or report the information. Finally, the teacher asked each group to present the result to make sure their comprehension about the texts.

The reflection phase was employed to indentify the problems found during the action, to analyze the learning activity and the teacher's ability in managing the students' learning, and to decide the next action to be carried out based on the result of the analysis. In this study, reflection was done by analyzing students' test score, the observation sheet and the field note used in collecting the data during the learning teaching process. The reflection phase determined the failure or the success of the research. In this study, the first cycle was considered unsuccessful because the two aspects; the students' achievement and the students' activity; did not reach the criteria of success. So, the same procedure was repeated by re-planning the action based on the result of the reflection. Therefore, cycle 2 was carried out with some improvement to the weakness found in cycle 1. The topic was about A review of Laskar Pelangi . Among the weaknesses were there were no active

participation of majority of the students or the activity was dominated by particular students in each group. Some students did not do their responsibility seriously for example they did not take note so that they got difficulty in reported the information to the home group. Besides, the time was not used efficiently.

FINDINGS

The following were the findings of the research. The implementation of TS-TS strategy is used to increase students' academic achievement. In this case, the students' academic achievement is about comprehension of review texts.

Students' Comprehension of Review texts

Before the TS-TS strategy was implemented, the students' comprehension of review texts can be categorized into poor category. It indicated that in the preliminary study test, 2 students (9%) got => 80; 3 students (13%) got 70 –79; 11 students (48%) got 55 – 69; 3 students (13%) got 50 – 54; 4 students (17%) got 0 – 49, and the average score of the students' test was 59.7. In other words, 78% students were considered had low ability in comprehending review texts and did not reach the criteria of success. The improvement of

students' ability in comprehending review texts after the implementation of TS-TS strategy was described in Cycle 1 and Cycle 2. The result of quiz 1 of Cycle 1 showed that 4 students (17,4%) got 80 to 100; 6 students (26,1%) got 70 to 79; 2 students (8,7%) got 55 to 69; 10 student (43,5%) got 0 to 49, and the average score of the students' test was 64. The average score of students' test showed an increase 4.3 points that was from 59.7 to 64, and 52,2% of the students did not reach the success criteria. Furthermore, the result of quiz 2 of Cycle 2 showed that 8 students (35%) got 80 to 100, 12 students (52%) got 70 to 79, and 2 student (9%) got 55 to 69, and 1 students (4%) got 0 to 49. The average score of the students' test in Cycle 2 was 76. Here, the average score of students' test showed an increase 12 points than was from 64 to 76. It means only 13% of the students did not reach the success criteria. This finding showed that the success criteria were achieved in cycle 2. Abrami et al. (1995) stated that cooperative learning stress on increasing students' academic achievement through a good social relationship with one another in group work. Therefore, TS-TS strategy as a part of cooperative learning strategies proved that this

strategy had improved the students' ability in comprehending review texts.

Students' Involvement

The collaborator reported that the average of students' involvement in Cycle 1 was 71% (16 students were actively involved) and the average of students' involvement in Cycle 2 was 86% (19 students were actively involved). The TS-TS strategy was effective in motivating and encouraging students to be actively involved during teaching and learning process. The students' motivation and involvement had proved that the learning process using TS-TS strategy in teaching of poetry was fun, enjoyable, and interesting. According to Wu & Wu (2008), the implementation of particular strategies and approaches in teaching review text that is stressed on student-centered activities, can make the students enjoy and attract students' participation during teaching and learning process.

In relation with the students' involvement in the class through group discussions, Suprijono (2013:89) stated the group discussions of cooperative learning encouraged the quality of interaction among students. The students' interaction occurred in each meeting of Cycle 1 and Cycle 2. In Cycle 1, in the first meeting, there were 11 to 12 students (51%) who were actively involved during the implementation of the strategy. In the second meeting there were 16 to 17 students (71%) who were actively involved during the implementation of the strategy, and in the third meeting there were 20 students (87%) who were actively involved during the implementation of the strategy. Whereas the average percentage of the students' active involvement of all meetings was 71% . It meant that most of students (16 to 17 students) were very active and enthusiastic in following the teaching and learning process. Cycle 2 showed that in the first meeting there was 16 to 17 students (86%), in the second meeting there was 17 students (85%), and in the third meeting there was 17 to 18 students (88%) who were actively involved during the implementation of TSTS strategy. The average percentage of the students' involvement of all meetings of Cycle 2 were 17 to 18 students (86%) who were actively involved during the teaching and learning process.

DISCUSSION

The result of this study revealed that the students made good progress in both the achievement in reading comprehension and the process of learning through the employment of Two Stay-Two Stray strategy. The result of the pre test indicated that most students got very low achievement in reading comprehension. The average score of the test was 59,9% or 78% of the students did not get the minimum standard score. In cycle 1, the average score of the students' reading comprehension test was 64 and 76% of the students reached the minimum standard score 75. The result showed that the success criteria could not be achieved by the students since the percentage of the students' who reach the KKM of 75 was still below the criteria of success that is 75. Meanwhile, in cycle 2 the average score of the test was 76 or 87% of the students reached the minimum standard score 75. It means that the success criteria was achieved.

In case of the students' participation, it could be reported that the students' active participation increased from cycle 1 to cycle 2. Based on the observation, during the learning teaching process in cycle 1 only one or two students in each group did and complete the group assignment while the other members only waited for the active members working without giving any contribution. After the data was analyzed, it was found that 71% of the students involved actively in the learning process while the other 29% did not engage actively in completing the tasks assigned to the groups. It means that the students' participation did not reach the success criteria yet because the percentage was below 80%. After some improvement made by the researcher in cycle 2, the number of the the students' participation increased to reach 86%. The record in the field note also revealed that the students were getting more enthusiastic in following the learning process since they did not learn in a stressful classroom atmosphere. Besides, the classroom situation was more noisy and enjoyable. It indicated that most of the students were very active and enthusiastic in following the teaching and learning process when the TS-TS strategy was implemented. In home-group discussion and strayer-group discussion the students have opportunity to complete their works together, try to share their works and get feedback from the other groups. Those activities are very useful to

increase and motivate students to comprehend review texts well. The implementation of this strategy contributed several positive factors in improving the students' comprehension of review texts. They were; first, the students could identify and comprehend some elements of review text step by step. Second, they could understand how to comprehend review text because they were guided by some questions related to the review texts. Third, they could learn and help each other in

completing the tasks. The fourth, they could complete the task effectively because they corrected each other.

The students' active involvement during the implementation of TS-TS strategy was essential component. Since the students' active involvement also showed their motivation and their interest in comprehending review texts. Abrami et al. (1995) stated that TS-TS strategy provides the students to express a desire to be active participants in comprehending review texts. They also have positive attitudes towards group work in order to complete the purpose of learning. Their positive attitude toward group work of this study was reported by the collaborator.

However, the TS-TS strategy also had weaknesses in its implementation. First, forming groups need an extra effort from the researcher to encourage the students to work together and help each other. Second, it took more time to monitor and control the groups. Third, one group could not give good information and good feedback other groups. Fourth, the time allotment always became a problem in which the students need an extra time especially in completing their works. In conclusion, despite of having many positive factors, the TS-TS strategy also have some weaknesses that need to anticipate by the researcher in implementing this strategy.

To anticipate the weaknesses of implementation of TS-TS strategy, the researcher conducted some activities. First, the researcher limited the member of group discussion of which each group minimally consisted of four students and maximally

consisted of five students. The limitation of students in a group was to make sure that each group member participated. In cooperative learning group, Slavin (1995) stated that to monitor the participating of member in group, a group must have a leader. In

this study the groups of students chose freely a leader of their group and decided the members who would be 'stayers'and strayers. Second, the researcher provided paper's notes for the 'strayers'and provided the guided questions related to the structure and content of review texts. The strayers' notes functioned to know and record the information that the 'strayers' got from 'stayers' of other groups and the 'stayers' gave feedback and information to the strayers. Whereas, the function of quided questions were to address the students' discussion on the topic or sub topic and the objective of learning of each meeting could be achieved. In this way, Ellis et al. (1989) stated that group discussion should be guided by using guided questions in order to lead the group discussion on the topic. In this study, the researcher also encouraged and motivated the students to learn together and share their knowledge with others, because learning together trained students to be social person and it could increase their achievement of comprehension of review texts.

Third, the researcher explained the objective of learning and the process of comprehension of review texts. The teacher gave the examples of how to comprehend the

structure and content of review texts. Giving examples of how to comprehend the structure and content of review texts could guide students on right way of comprehension of review texts. In the line with this, Roe et al (1995:332) stated that teacher should explain the process of learning and its purpose to the students, because the group discussion needed time to complete a particular assignments. In this part, the students should understand exactly what was expected of them during group discussion activities and they needed to have a thorough understanding of the topic at hand; otherwise, their misconceptions could inhibit their learning. To control and monitor time of discussion, the researcher did not only explain the rules and time allotment of group discussion orally but also he wrote the rules and time allotment in

written form. Besides the researcher controlled and monitored the students' activities in group discussions, he also gave responses toward students questions or comments during discussions.

CONCLUSIONS AND SUGGESTIONS

In conclusion, all findings of the research showed that cooperative learning strategy especially TS-TS strategy was

successful in improving students' reading comprehension and promoting students to be involved actively in group discussions. The teacher should also consider some things that might influence the implementation of this strategy such as procedures, the strengths and weaknesses of the strategy, the use of appropriate media and material in improving students' comprehension of review text and attracting the students' attention and involvement during the teaching and learning process. In other words, the discussion revealed that theoretical view point of TS-TS strategy had supported the findings related to the improvement of the students' comprehension of review texts and the students' active involvement during teaching and learning process.

SUGGESTION

Based on the conclusion above, the suggestions are addressed to English teachers and the future researchers. The teachers of English are recommended that they use TS-TS strategy to improve the students' comprehension of review texts. The teachers can use this strategy for other skills teaching such as writing and speaking. The strategy provides some procedures that should be followed by the teachers and the teachers should give more attention how to control students' discussion in groups or with other. Furthermore, it is also recommended that other researchers develop similar research so that it can reach the perfect target, and can be applied in any class and level with less problems.

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AN ANALYSIS OF ENGLISH AND INDONESIAN IDIOMS AND PROVERBS

Syarfuni[1]

ABSTRACT

This study described a study about an analysis of English and Indonesian idioms and proverbs. This research purposed to analyze the differences and similarities between English and Indonesian idioms and proverbs that used in daily life. Idiom is a set of word that have different meaning from the basic word. Proverb is a speech that can be used in everyday life for many situation that containing parable, comparison, and advice to that can apply as the way of life. The researcher used some research methodology such as research design, source of data, collecting data, data analysis and research instrument. The methodology of this study is library research. Based on researcher analysis English and Indonesian idioms and proverbs actually almost the same in meaning, but they have their own culture to deliver ideas about idioms and proverbs. It is misunderstanding among the people when they have to deliver the proverb in different culture and socities. So the writer concluded that there are similarities and differences between idioms and proverbs of English and Indonesian but it is depended on their culture.

. **Key Words:** *Analysis*, *Idiom, Proverb*, *English and Indonesian.*

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INTRODUCTION

A. Background of Study

Language is the human way to communicate with each other in communication to express their emotion and destination. Communication divided into two parts; verbal and non-verbal. According to Deddy Muliana "Language can be defined as a system of verbal code, Non-verbal communication is the communication through a mimic and gesture of body (Deddy Muliana 2005). Verbal communication wanted for adequate knowledge in using term of language to socialize to other people especially idiom and proverb.

English and Bahasa Indonesia have idiom and proverb. Carter (1993: 65) defines idioms as special combinations with restricted forms and meanings that cannot be deduced from the literal meanings of the words which make them up. In daily conversation, it has a different meaning than the basic one that you would find in dictionary. For example, "Break a leg" is a common idiom, but in fact, it has different meaning. Literal meaning: I command you to break a bone in your leg and you should probably go to the doctor afterwards to get it fixed. Idiomatic meaning: do your best and do well. Often, actors tell each to "break a leg" before they go out on the stage to perform. Idiom is a set of two or more words that means something other than the literal meaning of its individual words (Gail Brenner). Briefly, Idiom is a set of words that have different meaning from the basic word.

Proverbs is a simple and a concrete saying that popularly known, which is expressing a truth, based on common sense or the practical experience of humanity. They are often metaphorical. A prove that describes a basic rule of conduct may also be known as a maxim. Proverb is often borrowed from similar languages and cultures, and sometimes come down to the present through more than one language. For example, "where there's a will there's a way" in Bahasa Indonesia it has meaning "dimana ada kemauan ada jalan keluar". It is from different language and country, but it has the same meaning that tells about opportunity. According to Cecilia G. Samekto proverbs is statement containing a message or moral which can be used to describe situation or make it significant (Popular Proverb:1994). In Bahasa Indonesia proverb defines that the word 'Proverbs' as follow "Kelompok kata atau kalimat yang tetap susunannya dan biasanya mengiaskan maksud tertentu atau ungkapan atau kalimat-kalimat ringkas dan padat yang berisi perbandingan, perumpamaan, nasihat, prinsip hidup atau aturan tingkah laku (Departemen Pendidikan dan Kebudayaan:1989). In short proverb is a speech that can be used in everyday life for many situation that containing parable, comparison and advice that can apply as the way of life.

Most English idioms are similar to express in other language and can be easier for a learner to understand. Other idioms come from older phrases which have changed over time. "*To hold one's horses*" means to stop and wait patiently for someone or something. It came from a time when people rode horses and would have to hold their horses while

waiting for someone or something. "*Hold your horses,*" the man said when his friend started to leave the store.

Furthermore, other idioms came from such things as sports and may be required some special culture knowledge to understand them. To cover all of one's bases means to thoroughly prepared for deal with a situation. It came from the American game of baseball where you must cover or protect the bases. *"I tried to cover all of my bases as I prepared for the job interview"*.

On the other hand, most of cultures in every country have their own ways to deliver some ideas by using proverb in their society. The ideas were delivering smoothly; so that something transferred in the proverb was connected to somebody could not be always comprehended. If someone would like to plague her friend by using a proverb, he might choose certain words, phrases, or appropriate sentence with a meaningful purposed in transferring it.

A traditional proverb that belongs to society is widely developed in common society, but only one small number of them are able to memorize the proverb inherited from the old generation to the young generation of a country. Most of people that came from the same country or downtown did not know about their own proverb or they exactly know but they could not use it as well as the native speaker do in their society. However, the people could understand it clearly, if the proverb is delivered to them by other people.

Although, most of people thought that they knew varieties of proverb that have

been developed in their society, but immediately they would find some difficulties to explain them with appropriate words, and it would not be understandable. The difficulties in explanation proverb may be faced by the speakers and the listener. Long time ago the traditional proverb were spread and well-known by common societies. But the societies or those who learn the proverb still had faced the difficulty to describe them clearly if someone asked them to explain it correctly and explicitly. The society often heard the proverb when they were saying by older society because they used it in ceremonies, such as in engaging for a marriage and doing funeral.

Since the proverb contents a certain value as an advice, religious advice and moral message, the proverb is important to be given and taught for the young generations. Inheriting the value of the proverbs in traditional society is carrying out through non-formal education that belongs to society. Occasionally, when the elder people of the community gathered to solve their problem in their surrounding, they occasionally use a keyword that called as a proverb which a functions to refine the language. That is why the proverb that we found is differentiation in form but has the same meaning in content. These are some ways that used among society in rebuking the value of the proverb for their generation. The proverb has function as a part of cultural completeness that belongs to the society in organizing their life.

The proverb often used by the elder people in society, such as a village chief, the elder person in the family (father, mother,

grandfather or grandmother), religious people and scholars. The purpose of the proverb that used by society is to solve the problem in their society, to give an advice for them, to raise the young generation, to act in traditional ceremonies, to propose to organize their life and to refine the language. The one of examples of proverb that may solve the society "time is money". We take this proverb because it contained an advice for the society in order to do the right things and do not waste the time.

In this writing focused on an analysis of using English and Indonesian idiom and proverb, the objective is to help learners of foreign language in understanding English and Indonesia structure. Furthermore, it would be good for learners to increase their understanding and to enhance skill in language.

B.   Research Problem

The writer wrote the research questions this study as follow:

1)   What are the differences of English and Indonesian Idioms in meaning and structure?

2)   What are the differences of English and Indonesian Proverbs in meaning and structure?

II. REVIEW OF LITERATURE

A.   Idiom

According to Gail Brenner in his book *"American Idiom Handbook"* stated that idiom is a set of two or more words that has meaning something other than literal meaning

of its individual words. Eventhough, Moeliono in Khalik book defined that the word of 'idiom' as follow: *bentukan bahasa yang kaidahnya tidak dapat dirumuskan secara umum dapat dimasukkan kedalam idiom* (1980).

Eugene. A. Nida stated that idioms usually carry more impact that non-idiomatic expressions because of their close innermost spirit and feelings (2007). Besides, Makkai in Muh. Abdul Khak journal stated that the word of 'idiom' as follow: idiom adalah bentukan yang mengandung lebih dari satu bentuk bebas minimum, mempunyai makna harfiah, dan juga mempunyai makna yang berbeda yang hanya dapat diberikan untuk bentuk itu secara keseluruhan (1972). Although, Lyons in Muh. Abdul Khak journal stated that idioms are expressions whish are learned as unanalysable wholes.

Based on the definition above, the writer concluded that idiom is a set of words that have different meaning from the basic word. Idioms have dark meaning (*opaque*) and clear meaning (*transparent*). Idiom also has meaning as literal and idiomatic.

B. Proverbs

According to Cecilia G Samekto in her book *"Popular Proverbs"* stated that proverb is statement containing a message or moral which can be used to describe situation or make it significant (1994). Furthermore, Departement Pendidikan dan Kebudayaan defined that the word 'proverb' as follow: "Kelompok kata atau kalimat yang tetap susunannya dan biasanya mengiaskan maksud

tertentu atau ungkapan atau kalimat-kalimat ringkas dan padat yang berisi perbandigan, perumpamaan, nasihat, prinsip hidup atau aturan tingkah laku. Eventhough, Oxford Learners dictionary said that 'proverb' is well-known short saying that states the truth of gives advice.

The writer also concluded that proverb is a speech that can be used in everyday life for many situation that containing parable, comparison and advice that can apply as the way of life.

C. Structure of Idiom and Proverb

a) Structure of Idiom

Most idioms are fixed in their grammatical structure, result of change in grammatical structure, and idiom can be change in nouns, pronouns or in the verb tenses, and also in adjectives and adverbs.

- Idioms are fixed in their grammatical structure, for example: The expression to sit on the fence cannot become to sit on a fence or to sit on the fences.
- Idioms are result of a change in grammatical structure and would generally be considered to be incorrect. 'to be broken' literally means that something broken. 'The lamp is broken so I cannot read my book'. To be broke is grammatically incorrect but it has the idiomatic meaning of to have no money. For example, 'I am broke and I cannot go to a movie'.
- Idiom also can be change in nouns, pronouns or in the verb tenses. 'I sat on

the fence and did not give my opinion'. It has meant that told about confuse to do something. Another example is 'many people are sitting on the fence and have not made a decision'.

- Idiom in adjectives and adverbs can also be added into an idiomatic phrase. 'The politician has been sitting squarely in the middle of the fence since the election'. The words of 'in the middle of fence' has meant did not do anything since the election started.

Idiomatic turned of the expressions are usually forcible, terse, and vivid; the same meaning could be set forth in some other way, but not with equal force and brevity. It is the idiomatic part of a language that is the most difficult part of foreigner to be mastered. It is added to the difficulty of idiom that often no reason it can be given as to how or why a particular idiomatic phrase has assumed its present form. When the English turns of expression differ from those which is set forth the same meaning in his own language, the foreign student is liable to go astray.

As a general rule an idiomatic phrase can not be altered; no other synonymous word that can be substituted for any word in the phrase and the arrangement of the word that can be rarely modified; any attempted change in the wording or collocation will commonly destroy the idiom and perhaps render the expression meaningless. Frequently an idiomatic expression omitted several words by ellipsis; but to fill in the words, so omitted would destroy the idiom. Hence the foreign

student must be careful to note the precise words that make up any idiom, and also the extract arrangement of those words.

On the other hand, idiomatic expressions are to be found in daily speech of English people rather than in elaborate, polished compositions. Likewise, on the radio, in novels, newspaper and magazine articles, and book of travel, idiomatic turns of expression abound. The same may be said in the works of Defoe, Swift, Lamb, and others, whose writings draw largely on the Anglo-saxon element of the language and but little upon the classical (R.C. Goffin:1976). There is a steady tendency in writing English to develop a simple, vigorous, idiomatic style, and to get rid of stilted, high-flown composition.

Eventhough, in learning English idiom, the student should carefully study good modern authors. Periodicals and radio talks may also prove useful. We would say to the student who wishes to acquire the habit of using English idioms correctly, '*Read much*; note idiomatic peculiarities; commit idiomatic expressions to memory; compare passages in which the same idiomatic phrase occurs, and endeavour by translation into your own language to find out the precise force and scope of the idiom. When opportunity occurs, listen to an educated Englishman speaking, and endeavour to catch the exact expressions he uses. Therefore, write much, getting your composition corrected if possible by an Englishman, and attend carefully to the corrections' (R.C. Goffin:1976). Perseverance in this course will in time give the student

power in using English fluently and idiomatically.

b) **Structure of Proverb**

Act of expressing social-cultural life through Indonesian and English proverbs would give us the information about Indonesian and English culture in order to help the learner who are interested in learning those cultures and could be give them the explanation of each culture. In proverb, it contained the social and cultural value among the supporter of its society and each proverbs have various social function. The social function means are:

- As strengthening values and norms that occur in the society.
- As a device to carry out the self-correction in evaluating the measure that has been done in their real life.
- As a direction for society in order to determine their behaviour and attitude of their social intercourse in their surroundings.
- As an educational tools for those who are more adult than the other people in their society. If they think the proverb as an important thing in using an expression to engage the elder in a conversation by the younger people and it could not be happened cause them offended by his reprimand.

The proverb that is conducted for this script apparently may give us the illustration about the thing that has been mentioned above. The words or thing that has

being used as a comparison substance. The words clarified and help us to know the background of the society in delivering the proverbs for both Indonesian and English.

Furthemore, the proverb also reflected the way of how people think and work. It is used to reply the epoch challenge that will be faced in conversation. On the other hand, this research would give the learners who are interested in English and Indonesian languages or the other people. It is also used as an additional substance review about the view of people understanding the norms and the value that will be cultivated by international community. In the contrary, there are values of the proverbs that could not be or should not be used by them due to all. Because of it is may be not relevant for Indonesian and english society nowadays or for the future.

There are classification of proverbs that booked in 'Pengajaran Semantik' whose Henry Guntur Tarigan (1985) devided the proverbs inti three parts, namely: pepatah (aphorism), perumpamaan (parable), and ungkapan (expression).

- "Pepatah adalah sejenis peribahasa yang mengandung nasehat atau ajara yang berasal dari orang-orang tua". (An aphorism is a kind of proverbs that contains advice or the lesson given by he old person). That is why an aphorism is a proverb containing an advice and a lesson from from the old people to the young generation to make them to be a good generation in using both languages and tu endure their way of life.

- "Perumpamaan adalah ibarat, amsal dan persamaan (perbandingan) ataupun peribahasa yang berupa perbandingan". (Parable is simie, similarity (comparison) or the proverb in the form of comparison). Parable is a type of proverb that always uses something as a tool to compare the thing that is delivered by the old people to advice the young generation.

- "Ungkapan ialah perkataan atau kelompok kata yang khusus untuk menyatakan sesuatu maksud dengan arti kiasan". (An expression is a word or a group of certain words to assert a certain intention with a figure of speech). An expression is a proverb that always chooses a spesific words and it is sometimes it is hard to understand, except for the people who are mastering of the proverbs.

In modern guide to synonym and related words, Hayakana and The Funk divided the proverb into three divisions, namely: an adage, a maxim, and a saying. These words all denote various forms of brief expression that are supposed to be accepted as the truths.

- An adage is a time – honored and widely known proverbs.
- A maxim is a practical rule of conduct or action.

- A saying is a figure of speech or remark of any type that is current among ordinary people.

Furthermore, the proverb came from various type, we would see them as the following types:

1) The proverb states a fact.

The proverb states a fact because they contain the wisdom of the truth that is delivered by the old person according to the fact that is going on the occasion of the problem of life. For example:

English proverb:

➢ Confine your tongue, lest it confine you.

➢ Evil deeds come home to roost.

Indonesian proverb:

➢ Mulutmu harimaumu.

➢ Senjata makan tuan.

2) The proverbs in metaphorical form.

The metaphorical proverbs are the proverb used an expression which describe a person or object in literary way by referring to something. This following example of metaphorical proverb:

English proverb:

➢ Never buy a pig in a poke.

➢ Don't cry for the moon.

Indonesian proverb:

➢ Membeli kucing dalam karung.

➢ Si Cebol hendak menggapai bulan.

3) The proverb consisting of at least one topic.

A proverb consist at least one topic and comment about its topic too. It may have as a few as two words, such as:

English proverb:

➢ Money breeds.

➢ Silent gives.

Indonesian proverb:

➢ Lintah darat.

➢ Otak udang.

4) The proverb that fall into tradition pattern.

Many proverbs fall into one of several tradition pattern and they may present an alternative or an equation.

a. The proverb of several tradition pattern on form of an alternative, for example:

English proverb:

- Better late than never.

- Ride or die.

Indonesian proverb:

➢ Ya atau tidak sama sekali.

➢ Bertahan atau mati.

b. The proverb several tradition pattern in form of an equation, for example:

English proverb:

➢ Let bygones be bygones.

➢ After a storm comes a calm

Indonesian proverb:

➢ Yang lalu biarlah berlalu.

➢ Habis gelap terbitlah terang.

5) The proverb in form of contrast.

Some of the proverb are often make use of contrast, for example:

English proverb:

- A man ought to do his duty.
- As between the devil and the deep sea.

Indonesian proverb:

➢ Siapa yang berbuat dia yang bertanggung jawab.

➢ Bagai makan bauh simalakama.

Sometimes contrast is emphasized by parallel stucture, for Example:

English proverb:

➢ Waste not want not.

➢ Grasp all, lose all.

Indonesian proverb:

➢ Hati gatal mata digaruk.

➢ Hidup segan mati tak mau.

6) The proverb that used in rhyme:

The other type of proverbs is still used a rhyme, for example:

English proverb:

➢ East and west, home is best.

➢ Man purposes, god disposes.

Indonesian proverb:

➢ Rumahku istanaku.

➢ Manusia yang merencanakan, tuhan yang menentukan.

7) The proverb that traced to ancient Latin and Greek Literature.

We may find the other proverb that traced to ancient Latin and Greek Literature, for example:

English proverb:

➢ Love is blind.

➢ All's well that end well.

Indonesian proverb:

➢ Cinta itu buta.

➢ Hutang budi dibawa mati.

From the type of proverb above, the writer concluded that proverb came from another form and it is often supposed that proverb are full of wisdom. In fact, a proverb has been defined as "The wisdom of many and the wit of one" (Grolier:1968).

RESEARCH METHODOLOGY

The method of this study is library research. Library research is a research done by selecting of many books based on research tittle. The writer used several sources of data or information related to the problem being investigated. The data collected are read and classified systematically. The result of the exploration of the differences idiom and proverb in English and Bahasa Indonesia.

Data are collected in note, then read clearly, and wrote down the important things. These are the following steps to collect and process data :

- Reading, it means read much from various definitions about the tittle in this research.
- Editing, namely the re-examination of the data obtained mainly in terms of

completeness, clarity and coherence of meaning from each other.

- Organizing, it means compile the data obtained that has been determined.
- Discovery research which is conducted further results analysis of preparation of the data by using rules, theories, and methods that have been determined, so that the conclusion (inference) is certain that the answers of research problem.

RESEARCH FINDING
A. The Analysis of Idioms.
The idioms are fixed in their grammatical structure.

ENGLISH IDIOMS	INDONESIAN IDIOMS
1. *To be on the alert. alarm berjalan.* (Berjaga-jaga). Orang yang menjadi catatan pengingat	
2. *To be after. Cinta buta* (Mengejar). Betul-betul cinta.	

Conclusion: The idioms above, English and Indonesian idiom are served a group of words that cannot be taken literally. They have different meaning of the particular words.

The Idioms are Result of a Change in Grammatical Structure.

ENGLISH IDIOMS	INDONESIAN IDIOMS
1. *To be broken. Kantong kering.* (Tidak ada uang). Tidak ada uang (kere)	
2. *Better half. Buah hati.* (isteri). Yang terkasih.	
3. *To be think oneself. Masa lalu.* (Terkenang). Cerita-cerita lama.	

Conclusion: The idioms above told about the result of a change in grammatical. They are not incorrect but have idiomatic meaning.

The Idioms that can be Change in Nouns.

ENGLISH IDIOMS	INDONESIAN IDIOMS
1. *A man of letters. Pujangga cinta.* (Sasterawan).Orang yang pintar berimajinasi.	
2. *A man of the world.Ringan kepala.* (Orang cerdas).Orang yang mudah memahami.	
3. *A man of straw.Kurang ilmu.*	

(Orang bodoh).Tidak mengerti apa-apa.

| Conclusion: The proverb above described about idioms that can be change in nouns. | They can change their own meaning based on the context. |

The Idioms in Adjectives and Adverbs Added into an Idiomatic.

ENGLISH IDIOMS	INDONESIAN IDIOMS
1. *In the middle of the fence.* (Penantian yang panjang).	*Penantian tak usai.* Menunggu hingga akhir waktu.
2. (Tengah malam).	*In the middle of the night. Dini hari.* Larut malam.
3. (Hamil)	*In the family way. Berbadan dua.* Sedang mengandung

Based on the explanation above, the writer concluded that idiom cannot be taken literally, but it has their own structure and meaning of every phrases and sentences. For example, "To be on the alert" cannot be taken literally, but they have different meaning of every particular words. "To be on the alert" means somebody who keeps on eye for someone. In Indonesian, "Alarm berjalan" means somebody who become an alert for someone.

Another explanation, idiom are result in grammatical change of the structure, for example "To be broken" literally means that something broken. To be broken is grammatically incorrect but it has idiomatic meaning of "To have no money". A correct example to broken is "I am broke and I cannot go to the movie. In Indonesian, "Kantong kering" means someone who has no money.

Furthermore, idiom that can change in nouns. For example, "A man of letters" has idiomatic meaning that someone who write many poems, love stories and rhyme. In Indonesian, "Pujangga cinta" means someone who loves to write and read story about love.

Moreover, idiom in adjectives and adverbs added into an idiomatic. For example, "In the family way" means someone who is belongs to family member, but it has idiomatic meaning that told about pregnancy. In Indonesian, "Berbadan dua" means someone who has two bodies, but in idiomatic meaning that means someone who is pregnant.

The Analysis of Proverbs.

The Proverbs that State a Fact.

ENGLISH PROVERBS	INDONESIAN PROVERBS
1. *putus.* (Hubungan keluarga takkan bisa dipisah).	*Blood is thicker than water. Air dicencang tiada* Hubungan darah takkan pisah.

2. Experience is the best teacher. Guru

pengalaman baik terbaik.

(Guru terbaik adalah pengalaman). Jangan takut gagal.

3. *Every man must carry his own cross.* Seberat-

berat beban di kepala.

(Setiap manusia harus menanggung hidup Bagaimanapun tanggungan

Masing-masing) harus dipikul sendiri.

4. *Honesty is the best policy. Kejujuran adalah*

kebijakan

(Kejujuran kebijakan terbaik) *terbaik.*

Setiap perkataan jujur akan

mendapatkan perlakuan yang

baik.

5. *Live not to eat but eat to live. Seperti ikan baung*

dekat

(Hidup bukan untuk makan, tapi *pemandian.*

makan untuk hidup). Sangat rakus, semua dimakan.

6. *Man purposes, God disposes. Manusia*

mengikhtiarkan, Allah

(Manusia yang merencanakan, *menakdirkan.*

Tuhan yang menentukan). Ikhtiar atau usaha ada ditangan

manusia, maka orang harus

bekerja sekeras-kerasnya.

7. *There is no smoke without fire. Masakan*

ada asap tanpa api.

(Tiada asap tanpa api). Bagaimana mungkin tersiar

kabarnya jika tidak ada kebenaran

sama sekali.

8. *He that is down need fear no fall. Alah bisa*

karena biasa.

(Orang yang dibawah tidak perlu takut Karena sudah biasa menghadapi

jatuh). kesulitan, maka orang pun akan

lebih tabah dan rasa takut pun

hilanglah.

9. *Never refuse a good offer. Pisang tidak*

berbuah dua kali.

(Janganlah menolak tawaran yang baik). Kesempatan baik biasanya hanya

Conclusion: in above proverbs, Indonesian and English proverbs are used a different thing to deliver the proverbs, but it is also have the

The Proverb in Form of Metaphor.

datang satu kali.

same meaning. The structure and the words choose is not a daily speaking words.

ENGLISH PROVERBS

1.

   dalam karung.
   (jangan membeli apapun tanpa meme-
   riksanya terlebih dahulu dengan teliti).

2.

   dua.
   (Tidak akan ada orang yang dapat
   melayani dua majikan).

3.

   (Seekor burung di tangan lebih berharga
   daripada dua ekor disemak belukar).

4.

   akulah
   (Tukang gertak selalu pengecut).

5.

   Empat belas.
   the town.
   (Tuhan menciptakan alam, dan
   manusia membangun kota).

INDONESIAN PROVERBS

Never buy a pig in a poke.   Membeli   kucing

Membeli sesuatu tanpa melihat
kualitas atau keadaan yang akan
dibeli.

No man can serve two masters.   Bermuka

Setia kepada dua pihak yang saling
bertentangan.

A bird in the hand is worth two in the bush.
Harapkan guruh dilangit, air di
tempayan ditumpahkan.
Mengharapkan sesuatu yang tidak
tentu, barang yang telah ada di-
lepaskan.

A bully is coward.   Dimana   tak   ada   elang,

elang kata belalang.
Diantara orang lemah, orang
dengan sedikit kekuatan dapat
menggertak yang lainnya dengan
mengatakan dirinya sebagai
jagoan.

God made a country and man made   Bagai bulan

Wajah seorang wanita yang cantik
jelita. buatan manusia tak dapat
dibandingkan sama sekali dengan
ciptaaan Tuhan, bahkan kecantikan
wanita pun masih diletakkan jauh
dibawah kecantikan bulan.

6.

(Anjing hidup lebuh baik daripada singa mati).

A living dog is better than a dead lion. *Janganlah muka licin, ekor penuh kudis.*

Janganlah hidup banyak utang agar dapat berpenampilan sebagai hartawan. Lebih baik menjadi orang kecil yang hidup tenteram, daripada menjadi orang kaya atau berkuasa tetapi senantiasa gelisah.

Conclusion: The metaphor proverbs are used the things as a tool in delivering the proverb. In English proverb, the words choosed were daily words and depend on their culture.

Indonesian proverb used daily words and some of it words not referring to the real meaning, because it used a language term.

The Proverb Consist of at Least One Topic.

ENGLISH PROVERBS

INDONESIAN PROVERBS

1.

(Perkawinan adalah lotere).

Marriage is a lottery. Jodoh takkan kemana.

Lahir, jodoh, dan mati itu ditangan Tuhan. Karena itu kalau sudah jodoh, bertemu juga akhirnya.

2.

terlawan

(Ilmu pengetahuan itu berkuasa).

Knowledge is power. Biar miskin asal cerdik,

juga orang kaya.

Ilmu jauh lebih berharga daripada harta.

3.

ayam, kalau tidak mengais

(Kebutuhan adalah asal dari penemuan).

Necessity is the mother of invention. Seperti

tidak makan.

Orang yang terdesak kebutuhan, jika tidak berusaha mencari cara untuk mengatasinya, sudah pasti tidak akan tercukupi.

4.

padi.

(Tak ada berita berarti berita baik).

No news is good news. Ayam bertelur di

Perihal orang yang hidupnya bahagia.

5.

lama

Every little helps. Sedikit demi sedikit, lama-

(Yang sedikitpun sangat membantu).

menjadi bukit.

Meskipun pertolongan itu hanya

sedikit, namun jika diberikan

secara teratur, maka akhirnya pun

menjadi banyak.

6.

tidak dijual

(Kesopanan tidaklah mahal harganya).

Courtesy cost nothing.   *Bahasa dan bangsa*

atau dibeli.

Untuk tingkah laku yang baik tidak

perlu mengeluarkan uang.

7.

menyuruk

(Dinding-dinding punya telinga).

Walls have ears.   *Memakan   habis-habis,*

hilang-hilang.

Jika hendak merahasiakan sesuatu,

hendaknya sesempurna mungkin

melakukannya.

8.

pajak, sehari

(Keadaan mengubah cara).

Circumstances alter cases.   *Gadai terdorong ke*

sebulan juga.

Melakukan sesuatu yang tidak

menguntungkan karena terpaksa

oleh keadaan.

Conclusion: The words choosen and the structure used in English proverbs were a daily words and common structure. Indonesian proverbs used words of language style and structure. However, they have close meaning both English and Indonesian proverbs.

The Proverbs that Fall into Tradition Pattern.

The Proverbs of Several Tradition Pattern in Form of Alternative.

| ENGLISH PROVERBS | INDONESIAN PROVERBS |

1.

dirimu sendiri atau jangan

Cat will eat you.

(Jangan jadikan dirimu seperti tikus

atau kucing akan menangkapmu).

Don't make yourself a mouse, or the   Jadilah

berlagak pilon.

Jangan jadikan dirimu seperti

Orang yang tidak berilmu karena

akan merugikan diri sendiri.

2.

selamat, takkan

Better late than never.   *Biar lambat asal*

(lebih baik terlambat daripada tidak
pernah sama sekali).

lari gunung dikejar

Untuk mencapai sebuah cita-cita
atau tujuan, kita tidak usah tergesa-
gesa. Karena terburu-buru justru
dapat menggagalkan usaha kita.

3.

retak.

(Memaafkan dan melupakan kesalahan
Seseorang).

Forgive and forget. Tiada gading yang tak

Kita hendaknya memaafkan orang
lain dan melupakan
kekurangannya.

4.

dilihat, lama

(Hidup dan belajarlah).

live and learn. Jauh berjalan banyak

hidup banyak dirasai.

Banyak merantau dan umur
panjang memperkaya pengalaman
hidup.

5.

kupas,

(Tertawalah dan tumbuh gemuklah).

Laugh and grow fat. Kelapa muda dikupas-

selagi muda berpuas-puas.

Selagi masih bisa melakukan
sesuatu, lakukanlah sampai selesai
atau nikmatilah kehidupan ini
dengan hal yang berguna selagi
masih ada kesempatan.

6.

rakit ke hulu, berenang-

(Tidak berani, tidak memperoleh
apapun).

Nothing venture, nothing gain. Berakit-

renang ke tepian.

Orang yang ingin sukses harus
berani kerja keras lebih dahulu,
sebab didunia ini tidak ada sesuatu
apapun yang bisa diperoleh dengan
cuma-cuma.

7.

karena karat, rusak

(Beri anjing nama buruk, dan gantunglah).

Give a dog a bad name and hang him. Habis besi

nama karena perbuatan.

Tingkah laku harus dijaga agar
tidak mendapat aib.

Conclusion: The proverb of traditional pattern in form of alternative used a daily word and a common structure. They were not different between Indonesian and English proverbs and just some words were differently by used.

The Proverbs of Several Tradition Pattern in Form of Equation.

ENGLISH PROVERBS	INDONESIAN PROVERBS

1. *East and west, home is best.   Rumahku istanaku.*
    (Timur atau barat, rumah sendiri   Walaupun menyenangkan
    yang terbaik).   tinggal dinegara orang lain, tiada
    seenak dinegeri sendiri.

2. *Speech is silver, silence is gold.   Diam   itu*
    emas.
    (Bicara itu perak, diam itu emas)   Hati-hatilah dalam berbicara, lebih
    baik diam daripada menimbulkan
    dosa.

3. *Silence gives mean consent.   Diam   penggali*
    berkarat, diam ubi
    (Diam berarti memberi ijin).   *berisi.*
    Diamnya orang bodoh adalah
    melamun sehingga merusak
    dirinya. Diamnya orang pandai
    adalah berpikir untuk kebaikan
    orang lain. Sedangkan diamnya
    gadis dianggap mau.

4. *Everything comes to him who waits.   Hemat*
    pangkal kaya, rajin
    (Semuanya terkabul bagi mereka yang   *pangkal pandai.*
    menunggu).   Segala sesuatu itu tidak terjadi
    secara tiba-tiba, tetapi sedikit demi
    sedikit; seperti orang yang ingin
    kaya harus hemat hidupnya. Orang
    yang ingin pandai harus rajin
    belajar.

5. *Might is right.   Ayam raja dikandang.*
    (kuat berarti benar).   Setiap orang berkuasa ditempatnya
    kediamannya, atau lingkungannya
    sendiri.

6. *Best is cheapest.   Murah dan tahan lama.*

(Termurah yang terbaik).

Barang yang berkualitas terbaik dapat digunakan untuk jangka waktu yang lama.

7. *ayam kalau tidak mengais,*
(Hidup tidak hanya untuk minum bir dan bermain skittle).

Life is not all beer and skittles.   Seperti

tidak makan.
Buruh kecil, jika tidak bekerja, sudah pasti tidak makan.

8.
(Anak laki-laki, seperti ayahnya).

Like father, like son. Buah tidak jatuh jauh dari pohonnya.
Tabiat seorang anak biasanya tidak lepas jauh dari orang tuanya.

Conclusion:The proverbs of traditional pattern that in form of equation was using a daily word and a common structure. There was not

different for English and Indonesian proverb, but they just used different things or words.

The Proverbs in Form of Contrast.

The Proverbs that often make use of contrast.

ENGLISH PROVERBS

INDONESIAN PROVERBS

1.
(Seperti berada diantara hantu dan laut dalam).

As   between   the   devil   and   the   deep   sea.
Bagai makan buah simalakama,
dimakan ibu mati, tak dimakan
bapak mati.
Sesuatu pekerjaan yang sangat sulit dikerjakan, tak dikerjakanpun berbahaya.

2. *dihati.*
(Keluar mata, keluar pikiran).

Out of sight, out of mind.   Jauh dimata, dekat

Lupa pada apapun yang sudah tidak dilihatnya, atau sudah jauh darinya.

3. *lubang.*
(Lunas hutang, lepas bahaya).

Out of debt, out of danger.   Gali   lubang   tutup

Janganlah membuat hutang baru Untuk membayar hutang lama.

4. *panas, hati*
(Tak ada berita berarti berita baik).

No news is a good news.   Tiada   angin   tiada

dingin merasa puas.

	Perihal orang yang hidupnya bahagia.
5.	*Men make houses, women make home.*
	Lain lubuk lain ikannya.
(Laki-laki membuat rumah, wanita	lain orang lain tugasnya, jadi
menciptakan tempat tinggal).	Bekerjalah sesuai dengan
	perkerjaan.
6.	*Barking dogs seldom bite. Anjing menggong-*
	gong tidak
(Anjing menyalak jarang menggigit).	*menggigit.*
	Orang yang suka menggertak saja,
	tiadalah akan sampai medatang-
	kan bahaya kepada orang lain.
7.	*Law makers should not be lawbreakers.*
	Guru kencing berdiri, murid
(Jadilah penegak atau pembuat undang-	*kencing belari.*
undang, jangan menjadi pelanggar	Menjadi orang yang dipercaya,
undang-undang).	hendakya memberikan contoh
	yang baik bukan merusaknya.
	karena orang akan membuatnya
	lebih rusak lagi.
8.	*Least said, soonest mended. Sedikit bicara,*
banyak bekerja.	
(Sedikit bicara, cepat selesainya).	Jika orang banyak bicara, maka
	pekerjaan mereka tidak akan
	pernah selesai.

Conclusion: Some of proverbs choosen were using daily words and some was not used it. Indonesian proverb used the term words and it was not a daily word. So that it is just have different thing of words between Indonesian and English proverb.

The Proverbs of Contrast Which is Emphasized by Parallel Structure.

ENGLISH PROVERBS	INDONESIAN PROVERBS
1.	*Grasp all, lose all. Seperti ikan baung dekat*
	pemandian.
(Semua dipegang, semua lepas).	Sangat rakus, semuanya dimakan.

2. *United we stand, divided we fall.   Berat   sama dipikul, ringan sama*

(Bersatu kita teguh, bercerai kita Runtuh). *dijinjing.*

Dalam setipa pekerjaan, berat atau ringan, kita harus selalu bersama-sama, bergotong-royong sesuai dengan kepribadian bangsa kita.

3. *Other countries, other customs.   Lain ladang, lain belalang.*

(Lain negeri, lain adat). Tiap-tiap negeri atau bangsa Berlainan aturan atau kebiasaanya.

4. *A great city, a great solitude. Jika   tak   ada   uang dipinggang,*

(Kota besar, sangat sepi). *Sahabat karib menjadi renggang.*

Di kota, jika kita sudah jauh melarat, kawan kenalan kita menjauhkan diri.

5. *Seeing is believing.   Pahit   jangan   dimuntahkan, manis*

(Yang melihat, percaya). *jangan lekas ditelan.*

Jangan terlalu lekas percaya, lihat dulu buktinya.

6. *Set a thief, to catch a thief.   Bagai   pemikat burung.*

(Buatlah pencuri menangkap pencuri). Perihal menangkap sesuatu dengan jenisnya sendiri.

7. *False in one thing, false in all.   Sekali lancung ke ujian, seumur*

(Salah satu, salah semua). *hidup orang tak percaya.*

Bila tidak jujur dalam satu hal, pasti tidak jujur dalam segala hal.

8. *When   the   cat   is   away,   the   mice   will   play.*
Kucing pergi tikus menari.

(Jika kucing pergi, tikus bermain-main). Bila orang yang paling ditakuti tidak ada, semuanya gaduh. tetapi jika ia datang, maka semuanya diam.

Conclusion: The proverbs of contrast that emphasized by parallel structure is ued a daily word and structure and it is similarities between English and Indonesian poverb. The things that used were different because it has theirs own culture.

The Proverbs that Use a Rhyme.

ENGLISH PROVERBS

1. *berlalu.*
   (Yang lalu biarlah berlalu).

2. *teman untuk dimeja makan*
   (Sahabat dalam kesulitan adalah sahabat sejati).

3. *Allah yang*
   (Manusia merencanakan, Tuhan yang menentukan).

4. *nasehat ulama,*
   (Nasihat terbaik tak ternilai harganya).

5.
   (Laki-laki membuat rumah, wanita menciptakan tempat tinggal).

INDONESIAN PROVERBS

Let's bygones be bygones.   Yang lalu biarlah

Yang sudah, ya sudah; yang belum
saja jangan diulang. Maafkanlah
apa yang telah terjadi dan berhati-
hatilah untuk yang akan datang.

A friend in need is a friend indeed.   Banyak

tapi sahabat untuk dunia akhirat.
Dalam keadaan yang sulit, akan
terlihatlah manakah sahabat sejati.

Man purposes, God disposes. Manusia berikhtiar,

menakdirkan.
Orang harus berusaha sekuat
karena segalanya butuh usaha.

Good advice is beyond price. Agama   adalah

adalah tongkat.
Agama merupakan nasihat yang
baik dan ulama adalah yang
menyampaikan nasehat tersebut.

Men   make   houses,   women   make   homes.
Besar beudu di kubangan, besar

buaya di lautan.
Setiap orang mencintai tempat
atau lingkungannya sendiri.

Conclusion: The words have choosen in this proverb was not a daily word and also the structure that is quiet different from daily used. The rhyme of this proverb may have it for English proverb and also fro Indonesian proverb as well. Although this proverb is a little different between Indonesian and English proverbs.

The Proverbs Traced to Ancient Latin and Greek Literature.

ENGLISH PROVERBS	INDONESIAN PROVERBS

1.

(Orang bodoh menyerbu di tempat
Malaikat takut memasukinya).

Fools rush in where angels fear to tread.
Orang bijak berlidah hati, orang
Bodoh berhati di lidah.
Orng bijak berkata-kata dengan
arif, sedangkan sibodoh berkata-
kata tanpa pertimbangan.

2.

tahan uji.

smooth.
(Cinta sejati tidak selamanya berjalan
mulus).

The course of true love never did run cinta   sejati

Cinta sejati biasanya tidak lepas
dari masalah yang perlu di atasi.

3.

(Anak adalah ayah dari dirinya sendiri).

The child is father of the man. Anak adalah raja.

Anak dikatakan raja karena ketika
dia masih kecil orang tuanya harus
melayani dan merawatnya, serta
harus menuruti sebagian
keinginannya. Seperti pelayan
melayani raja.

4.

kejar kesalahan.

(Hati nurani benar-benar membuat kita
semua menjadi pengecut).

Conscience does make cowards of all. Dikejar-

Siapa yang telah berbuat salah atau
jahat selalu diliputi ketakutan dan
kekhawatiran.

5.

ke parak.

(Semuanya wajar dalam cinta dan
peperangan.

All's fair in love and war.   Bak   kambing   lepas

Melakukan segala yang diinginkan
dengan semau-maunya.

6.

bagaikan panggung

And women merely players.
(Laki-laki dan wanita hanya
aktor yang bermain di panggung
dunia).

All the world's stage, and all the men Dunia

Sandiwara.
Kita semua pemain sandiwara
dipanggung kehidupan.

Conclusion: The proverbs that traced to
ancient Latin and Greek Literature use for
English proverb and also for Indonesian
proverb as well. The word used was daily

words and the structure was not the same as a common structure used.

From the analysis above showed some structurals about the proverbs. There are parable, comparison and advice. For example, "East and west, home is best" is a proverb that told about parable. It means wherever we are supposed to be, our home is best. In Indonesian "Rumahku Istanaku" have the same meaning with the proverb above that told about home is best.

Furthermore, there is example of proverb that told about comparison. "Least said, soonest mended" means we have to work hard and do not waste the time with more talk. In Indonesian "Sedikit bicara banyak bekerja" have the same meaning with the proverb above that told about work hard. Moreover, another proverb that contained advice is "Better late than never". It means do what we want before it is too late. In Indonesian "Biar lambat asal selamat" have the same meaning as an advice proverb that told about opportunity.

Based on the analysis above, the writer was concluded that idioms and proverbs of English and Indonesian was easy to understand. English idiom and Indonesian have depended structure on the context. The meaning of idiom would be different in meaning from basic word if it put in difference speech. English and Indonesia culture were very influential in changing the meaning of the idioms.

Furthemore, the writer also concluded that the structure which is used in the proverbs is quite different from a common structure used and it is why the language used

was not always used in a daily conversation words. Because of this reason, it is used some term in language for some proverb. Due to English and Indonesian were different from each culture and the way of it delivered also different, but it was some similarities for each proverbs as in the language used in the English proverb might be used in Indonesian but surely both of them might not always result misinterpreting and missunderstanding in relation to its structure, the culture and the choice of the words.

CONCLUSION

Based on analysis above the differences of English and Indonesian proverbs and idioms; idioms have dark meaning *(opaque) and clear meaning (transparent).* Idioms have differences and similarities between English and Indonesian, especially idiom and proverbs have their own culture and their own way to deliver some ideas into the idioms and proverbs. Idioms usually used in part of speech and no one known that the idiom was delivered by the speech. Proverbs also have differences and similarities between English and Indonesian. Due to English and Indonesian have different culture, that is why they have their own way to deliver proverbs. Sometimes the proverb is also used by the people to solve the problem, to give an advice, to raise the young generation, to organize their life as a part of wisdom and to refine the language for the learner of Indonesian and English languages. The structure used in the proverb was closed with daily structure of sentence, and some of it

was different structure used from daily structure of sentence.

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THE IMPLEMENTATION OF VISUAL PRINTED MEDIA
IN ENGLISH LANGUAGE TEACHING

Regina Rahmi[1]

ABSTRACT

This study which was conducted at SD Islam Laboratorium Neuhen, Mesjid Raya is intended to figure out how the implementation of visual printed media in English language teaching to the six levels. The study was conducted case study research design. The population was 44 and the sample was taken by using nonprobability sample that is convenience sampling was 22 students and 1 English teacher. The research problems are: (1) what kinds of visual printed media are used by the teacher in teaching English? (2) how does the teacher implement visual printed media in teaching English? (3) what are the obstacles faced by the teacher in teaching English by using visual printed media The data were collected by using instruments, namely: observation checklist sheets, interview guidelines, and documentations. Based on the data analysis, it was found that (1) the English teacher at SD Islam Laboratorium used book, magazine and newspaper as printed media. (2) the teacher did three phases in using visual printed media. They are: (a) preparation; learning curriculum and syllabus, the teacher matches the basic competences with appropriate visual printed media, preparing the visual printed media, bring the media to the class, recognizing the types of the students (b) core activity; students' question about media, student-centered in learning process while using media, good interaction in using visual printed media, cognitive-affective-psychomotor of the student in using visual printed media (c) closing; summarization of using visual printed media, motivation/moral value of using visual printed media, giving homework. In addition the teacher did positive performance in using visual printed media (3) some difficulties faced by the teacher in the implementation of visual printed media in English language teaching, they are: designing lesson plan and preparing appropriate teaching materials as visual printed media. So, it is suggested that English teacher should use the visual printed media, because they are the effective tools in English teaching-learning process.

Key words: *English Language Teaching, Visual Printed Media*

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INTRODUCTION

Teaching Basic English to the young learners in primary level has important role. The English teacher has to understand much more about young learners in choosing methods, techniques and media based on the students' ability, need and interest. The objectives of English language teaching to the young learners are to introduce English as second language to them, build the basic knowledge of English and give them motivation in English learning process by making rewards for their need and interest of this language in the future. For example the teaching English by using media to the six levels students at SD Islam Laboratorium, Neuheun, Mesjid Raya, Aceh Besar. The teacher asked the students to bring their small favorite things from home, than the teacher discuss it in learning vocabularies by asking the English meaning to the students.

Visual printed media are very important to help students in understanding English as the foreign language. There are many kinds of visual printed media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the visual printed media, especially in teaching English to the primary school students. As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also

the relationship connection between teacher and students.

Clearly, there are many kinds of visual printed media that can be used by the teacher in English teaching-learning process to the young learners such as book, magazine, and newspaper. In this study, the researcher hopes to English teacher in order to teach English by using various instructional materials as media, therefore the teacher can make the students interest to study English language everywhere, in classroom or outside the classroom, over all SD Islam Laboratorium has applied English from first levels till six levels as local content subject.

Research Problems

The problems of the study that the researcher considers important to be searched as the following:

1. What kinds of visual printed media are used by the teacher in teaching English at Six Level of SD Islam Laboratorium Neuheun?
2. How does the teacher implement visual printed media in teaching English at Six Level of SD Islam Laboratorium Neuheun?
3. What are the obstacles faced by the teacher in teaching English by using visual printed media at Six Level of SD Islam Laboratorium Neuheun?

Research Objective

There are four objectives of study that the writer wants to know:

1. The kind of visual printed media in teaching English at Six Level of SD Islam Laboratorium Neuheun.
2. The English teacher implementing teaching-learning process in using visual printed media at Six Level of SD Islam Laboratorium Neuheun.
3. The obstacles faced by the teacher in teaching English by using visual printed media at Six Level of SD Islam Laboratorium Neuheun.

THEORITICAL REVIEW OF LITERATURE

1. Definition of Visual Printed Media

Media are very important to help students in understanding English as the foreign language. There are many kinds of media which can be used by the teacher in English teaching learning process, but the teacher should be selective on choosing the media, especially in teaching English to the primary school students.

As recommended by Richard and Rodgers (1986: 87) that students are supposed to study second language enjoyably. It means the role of the teacher is very important in motivating the students' interest in English teaching-learning process and also the relationship connection between teacher and students.

Harmer (2007: 114-115) supported that, The relationship connection can be done in several ways. For example, by showing interest in each student as a person, giving feedback on the students' progress, openly soliciting students' ideas and feelings, valuing

and respecting what students think and say, laughing with, not at them, working with, not against them, developing a genuine sense of vicarious joy when they learn something or otherwise succeed, and other positive things to do.

In teaching-learning process, media can be use by the teacher as a good way to be closer to the students. It is because the young learners cannot learn through abstract things; they are interest in real object that can be seen and touch.

Richards and Rodgers (1986: 12) confirm that material is the product that can promote student-student interaction, student-teacher interaction, and teacher-student interaction also save teaching time to present large information. In addition they said that materials will involve different kind of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks. So media not only use as teaching materials, but also as an efficient way to motivate the students in second language learning. And by using appropriate media, English teacher can better interact with their student and help them achieve their language learning goals.

According to the name, visual printed media are medium which prepared on paper. It also the oldest media in education, this category of media are useful for informational or motivational purposes. They are used to convey verbal information through print. They are going to be formed the most widely used media in education and they had been included

textbooks, periodicals encyclopedia, newspapers magazines, file records minutes, and so on. They provide good source for trainee teachers to structure their lesson plans and notes.

As Onasanya (2004: 128) in her Journal *"Selection and Utilization of Instructional Media for Effective Practice Teaching"* mentioned that as the oldest media, there are legions of textbooks on all areas of subject discipline. Sometime, they carry the main responsibility of organizing instruction and they can be used as basic instructional guide. Further, she explained that newspapers, magazines, documents, file record and so on, are also very relevant for the media which give much information. Information contained in them can be current. Print medium can be used to supplement other media with maximum effect. Print can also incorporate several other media, like pictures and graphic materials, thus serving as multi-media.

As supported by Ruis, et al (2009: 12) that visual printed media is the use of heading and underlining serves to accentuate selected element in printed text with the expectation of improving learner acquisition and retention. The generous use of open space in printed instructional materials is a necessity for aiding comprehension.

2. Teacher's Roles in Teaching English by Using Media to Children

In teaching English to children by using media, teacher conduct as a model, facilitator, controller, assessor, organizer, participant and prompter. As clearly says by Harmer (2007: 260-261) that well prepared teachers need to know about the job they are going to do before they can start successful plans. In his descriptions, he mentioned there are six major areas of necessary knowledge, namely:

1. The language for the level

    The teacher must know the language they are going to teach. Its can say that the teachers can use language themselves and elaborate it into language rules.

2. The skill for the level

    The teachers have to know the skill or competence they are going to ask to the student. Especially, they have to identify the characteristic or kinds of students. For example, recognize the audio students, visual students or audio-visual student. Its mean that teachers can be applied the English teaching according to levels and types of the students.

3. The learning aids available for the level

    The appropriate media will much help the teachers in improving the skill of the students. The teachers should to consider in choosing the media according to the curriculum, syllabus, lesson plan and competences (methods and techniques)

4. Stages and techniques in teaching

    As the facilitator, the teachers need to know and recognize different teaching techniques and stages according to the textbook or the media they are using.

5. Systematical activities

    Well preparation teachers in teaching English can be seen in the activities that they allow systematically. The students can follow

the steps of teaching-learning process in enjoyable, because unsystematically activities that done by the teachers can make the students confuse and boring.

6. Classroom management skill

Like activities, classroom management also takes a big part of the successful of the English teaching by using media. As the facilitator, the teachers have to explore their skill in managing the enjoyable classroom. As learning center, classroom helps the students to express themselves or to find their needs. Besides that, the use of classroom language helps students appreciate English as the real communication to develop their confidence. Louwerse (2001: 1) in her journal about *Encouraging Classroom Language Use* stated that for many students, classroom is the focal point of their English exposure. It is the best of where, when, why and how they speak English.

Besides some points above, the teacher's roles is also have to be developed by creating good interaction between teacher and student; there are three main points that can be offered by the teacher in stimulating the positive climate:

1. Rapport establishment

Relationship and connection between teacher and students have to build by the teacher to make the students' trust and respect to the teacher in English teaching-learning process. Its mean, the teacher as an organizer have to smart in creating important concept of positive energy wherever the teaching-learning process take place.

2. Praise and criticism's balance

"Well done", "good job", "that's fantastic", that are some examples of teacher praise to involve positive words as affective response to students' behaviors or students' performance. It also can be done by several actions, such as by showing genuine pleasure of what the students' thinks and says; giving feedback to guide students in ways to improve their performance, by providing information of their ability to achieve success in the future. As defined by Brophy (1981: 5), praise as "commending the worth of" or "to express approval or admiration". He also said that praise should be delivered in response to a specific behavior.

3. Energy generation

As already talk above, the teacher have much things to do in English teaching-learning process to build up the positive energy in increasing the ability of the students. Solid preparation, teacher's self confidence, positive believe to the student, and a sense of joy in doing the activities in the classroom are some positive criteria that can do by the teacher in strengthen herself and her students. So that, the teacher needs some support for herself, such as the qualification and school facilities.

Afterward, by looking at the physiological aspect of the child, Louwerse (2000: 4) says that it is essential for teacher to use please and thank you when asking students to do something and be positive when the students reject to do the command. Moreover, it is better focusing on positive behavior rather than telling children what not to do. It can be summarized that the teacher should also be

flexible. If something is not going to be worked then change the activity. It is very important also for the teacher to involve shy children. Teacher should help them to express themselves.

3. Curriculum, Syllabus and Lessons Plan in Using Media

Curriculum, syllabus, and lesson plan are important components in language teaching. Especially English, the teacher have to plan what and how to teach, what methods, strategies and media that can be used, how to combine the connection between the steps in teaching according curriculum, syllabus, lesson plan with the methods, strategies and media that will be used in teaching learning process. And also how to achieve the goal of the English teaching programs.

a. Curriculum

Curriculum in educational program defined as a plan for teaching-learning process. Richard, et al (1987: 70) mentioned the meaning of curriculum as educational purpose of program which contained of the teaching procedure and learning experiences that will be necessary to achieve the purpose in assessing the ending of educational program.

In addition, they stated that curriculum is the study and the development of the goals,

content, implementation, and evaluation of an educational system. According to the research needs, the researcher can say that curriculum is the one of basic component in arranging the teacher's work sheets to imply the media in English teaching-learning process to the children.

b. Syllabus

As the teacher's guidance, syllabus which concluded in the curriculum component must be concerned in having good quality of school's graduates. The aims of designing syllabus are to control what materials should be taught at the first meeting, the second meeting, and so forth; to guide the teacher on how to implement the English language teaching according to the different age's students; and to detect how far the objective of English teaching-learning process achieve by the students.

Nunan (1991: 2) says that syllabus is concerned with what, why, and when; methodology is concerned with how. Whereas, Richard, et. al. (1987: 66-67) defined as the procedure for deciding what will be taught in a language. In summarize, the researcher can be said that all of the English teachers in every level have to design an English syllabus which includes all of the components above as the guide or route map before staring teaching-learning process wherever it take place (in

classroom or out classroom). It is especially in English teaching-learning process by using media.

4. Kind of visual printed media
a. Book or Textbook

Textbook can be defined as a collection of writing which is made by the author systematically containing materials of certain subject by following the curriculum implemented at that time (Depdiknas, 2004:6). As stated by Brown (2001:141) that textbook can also be defined as "one type of text, a book for use in an educational curriculum. So that, textbook is a book giving instruction in a subject that considered the acceptable way of doing something.. In English language teaching to children, the common media that always used by the teacher is text book. The textbook "Grow with English: An English Course for Elementary, Book 6" (Mukarto, et al, 2003) is being used by the teacher for six level students at SD Islam laboratorium Neuheuen. In general teaching-learning process, the teacher follows the steps of textbook's instruction, for example the instruction to listen, to speak, to read, or to write.

b. Magazine and Newspaper

Magazine is a type of a large thin book with a paper cover, containing stories, picture, etc and issued usually every week or every month, while newspaper is a printed publication appearing daily or weekly and containing news, advertisement and articles on various subject (Hornby, 1995: 706 & 782).

Magazine or newspaper is an informal printed report, which is distributed to members of a particular group in order to share information. Magazine or newspaper can be useful to promote good public relations, offering evidence that the school, college or other organization is working hard to achieve its targets. To keep a record of newspaper you have made, punch holes in them and store them in a special file.

RESEARCH METHODOLOGY

Based on the objective of this study, the research conducted the study in the form of investigation intended to obtain information on the use of visual printed media in English language teaching at SD Islam Laboratorium Neuheun. This study tries to collect the information on the use of visual printed media in English language teaching at SD Islam Laboratorium Neuhen. More specially, the data gathered on what visual printed media used by the teacher in teaching English and the obstacles faced by the teacher in teaching English by using media at SD Islam Laboratorium Neuhen by using observation check list and interview guidelines. The target population of this study is all of six level's students of SD Islam Laboratorium Neuheun, Mesjid Raya. By using convenience sampling as a procedure to get sampling unit according to the research need, the sample is 23, which were 22 students and 1 English teacher.

RESEARCH FINDING AND DISCUSSIONS

1. The Kind of visual printed media in Teaching English at Six Level of SD Islam Laboratorium Neuhen

Table 1. Kind of visual printed media in English Language Teaching

Visual Printed Medium	Yes	No	Basic Competency				Vocabulary
			Reading	Writing	Listening	Speaking	
Book	√		√	√	√	√	√
Magazine	√		√	√		√	√
Newspaper	√		√	√		√	√
Mail		√					

In observation of printed media, the teacher used course book for all competences, magazine and newspaper used in reading, writing, speaking, and vocabulary. In informal short interview of the using printed media, the researcher asked to the teacher about her reason why she did not use magazine and newspaper in teaching listening, but actually in case, the teacher could read the articles from magazine and newspaper loudly, so that the students listened carefully. From the teacher explanation, the researcher could received her reason that she could not used magazine and newspaper in listening because of her ability in reading of high level language which used in the articles.

2. The teacher Implements Visual Printed Media in Teaching English at Six Level of SD Islam Laboratorium Neuheun

Table 2 The Teachers' Steps in Using Visual Printed Media

Phase	Items	Yes	No
Preparation	Learning curriculum and syllabus	√	
	Matching the basic competences with appropriate visual printed media	√	
	Preparing the visual printed media	√	
Opening	General daily activity		√
	Explanation of the visual printed media that will use		√
Core Activity	Systematic in using visual printed media		√
	Students' question about visual printed media	√	
	Student-centered in learning process while using visual printed media	√	
	Good interaction in using visual printed media	√	
	Cognitive-affective-psychomotor of the student in using visual printed media	√	
Closing	Summarization of using visual printed media		√
	Motivation/moral value of using visual printed media	√	
	Giving homework	√	

Based on researcher's observation, the teacher's weaknesses were on the preparation of visual printed media, like not matching the basic competences with appropriate visual printed media. From the above table, it could be seen that the teacher was not being good in opening phase. In the classroom, the researcher found that the routine activities were almost the same done by the teacher and students. After the teacher came to the classroom, the students would greet to the teacher. Then, the teacher would check the attendance of the students. After that the teacher would review the previous subject to refresh the students' mind about last lesson.

In the preparing phase, the teacher learns more the curriculum and syllabus to see the topic which will teach to the student, and then she matches the basic competencies according to the curriculum, syllabus and topic with the appropriate visual printed media. Preparing the visual printed media is the next step that the teacher do in preparation phase.

In the core activities phase, the teacher did not do the phases systematically. It was hard to do because the teacher did not have the systematically lesson plan on using media. She used the guide from textbook in using media (what media presented on the textbook). In the next steps, the teacher asked to the students to make some groups to analyze the content of visual printed media which was presented. The student-centered built up the spirit in the classroom, which students were more active than the teacher. The teacher was done monitoring of all groups and helps them if needed. The teacher has good interaction with the students, and also gave the other realistic example for the lesson that the students could easy to understand. The teacher in this session also used blackboard and chalk to stick figure the thing to explain it to the student. The Taxonomy Bloom is also included in aspect of learning process in using media; they are cognitive or mental skill (knowledge), affective or the growth in feelings or emotional area (attitude), and psychomotor or the manual or physical skills (skills).

In addition, in closing phase, the teacher did not summarize the lesson as the feedback for them. Actually, summary is very needed for the students to memorize the lesson that they learned. Before gave the homework, the teacher motivated the students at the end of the class to keep leaning at home.

In conclusion, it can be said that the teachers' performance were good, though there was still a little thing to improve by the teacher such as built up the own lesson plan in using media. It is needed to making the class run systematically as planned. The teacher also should be aware of problems that might happen during the teaching-learning process.

3. **The Obstacles Faced by the Teacher in Teaching English by Using Media**

Based on the data collected through short interview to the English teacher, it can be sum up that the teacher got difficulties on some aspects in implementing media in English language teaching. The result is based on the assumption that the teacher still has some difficulties on implementation of visual printed media in English language teaching, they are about designing lesson plan and

preparing appropriate teaching materials as media.

The following table delineates the description of teachers' difficulties on

implementation of visual printed media in English language teaching at SD Islam Laboratorium Neuheun.

Table 3. <u>Teacher's Problems on Designing Lesson Plan and Preparing Materials</u>

No	The Difficulties About Lesson Plan and Material Resources	Yes	No
1	Formulating the lesson plan in teaching English by using visual media		√
2	Following the steps on lesson plan		√
3	Ignoring the lesson plan		√
4	The availability of materials source	√	
5	Choosing and modifying materials	√	
No	The Difficulties About Lesson Plan and Material Resources	Yes	No
6	Arranging the material systematically and accurately	√	
7	The availability of found for authentic material	√	
8	Choosing appropriate material base on students' ability, need, and interest	√	

As shown in table 4.3, it could be said that there was an important indicator of designing lesson plan of teaching English by using visual printed media. Finding showed that the teacher did not use lesson plan in English teaching-learning process by using visual printed media. The researcher assumed that she got difficulties in arranging the lesson plan. The result was based on the assumption that the English teacher at SD Islam Laboratorium Neuheun had adjusting to the syllabus and text book in English teaching-learning process.

From the table, it was stated that the most serious problem concerning to the English language teaching is in teaching materials preparation. In this case, the researcher assumed that the school administration should allocate some more financials for materials provision. The teacher had problem on arrange the material systematically or accurately. This result was based on assumption that the teacher got

difficulties in arrange the materials systematically. The researcher assumed that the teacher has to study or trainee more about how to arrange the lessons plan and the materials available which have to include in teacher lesson plan on English language teaching by using materials to the young learners. The others indicator that having the availability of materials sources, choosing, and modifying the materials and choosing appropriate materials based on the student's ability, need and interest. The result gave the researcher assumption that English teacher of SD Islam Laboratorium Neuheun got difficulties on the indicators mentioned previously. It mean that the teacher had to got more training or study more about the cases in order to reduce their weaknesses on the aspects. Besides, she should be supported by the effective and continuous workshop to improve her knowledge and competence.

CONCLUSIONS AND SUGGESTIONS

The study investigated a number of issues as presented in the findings comprising the media which are used by the teacher in English language teaching according to the basic competences in primary school, how is the teacher implementing the media in English language teaching, what are the problems faced by the teacher in implementing media in English language teaching and also students' responses toward the implementation of visual printed media

Besides, from the study it also found that there are two obstacles faced by the teacher in teaching English by using media at SD Islam Laboratorium Neheuen Aceh Besar, they are in designing lesson plan and preparing materials. The first problem faced by the teacher was being in designing lesson plan of using media. The teacher cannot designed the lesson plan on it because she had not been has the guideline to prepare all the role that should be put in the lesson plan on the using media in English language teaching. But she only uses the general lesson plan in whole English teaching-learning process. The lesson plan was designed according to the syllabus.

The most important to discuss is about teaching materials problem. The majority of teaching materials adjusting from text book by the teacher, it was hard to the teacher to arranged the materials systematically and because she did not have ability on how to arrange the materials as media. The teacher also has the problem on how choosing and modifying the materials and choosing

materials absed on the students' ability, need and interest.

The English teacher had adjusting to the syllabus and text book in English teaching-learning process. In solving teaching materials preparation problems, the school administration should allocate some more financials for materials provision, and also the teacher should get more training or study more about the cases in order to reduce their weaknesses on the aspects.

The students respond positively toward the implementation of visual printed media in English language teaching. It was proved based on the data obtained from questionnaire; they totally selected the options of strongly agree and agree on the questionnaire sheet that the media has the important role or good way to improve their ability in basic competencies and enrich their vocabulary.

5.1. Suggestions

The value of materials as media in English language teaching has been extensively discussed but there is still room for more analysis and creativity regarding the use of visual printed media in English language teaching generally. The teacher needs to increase her ability to find the useful of the other media to create teaching objectives from media. She also has to design instructional materials to help students to better understand a foreign language in this case is English.

To achieve the goals of implementation of visual printed media in English language teaching to be optimal, the

researcher would like to give some suggestions:

1. The teacher is expected to maximize in improving the ability of the students' competencies by introducing the sufficient media for each competence (skill) in order to motivate the students in every condition through using the real object and interesting media for them to keep trying and learning.

   The teacher also can enrich her ability in create the instructional materials by accessing the website for find out a lot of way to produce the interesting media for young learners or searching for the other sources of teaching materials.

2. In teaching process, the teacher should follow the steps of teaching stated in the lesson plan. In the other words, the lesson plan is a guide for teaching but not just for completing the administrative requirement. So that in implementation of visual printed media in English language teaching also has to follow the lesson plan as the guideline. The teacher hoped to start to arrange the lesson plan on it.

3. The function of visual printed media are to improve the ability of the students, so that, the good facilities in the school can help the teacher to do interactive teaching-learning process to develop the students aware in learning English as second language. In viewing, the language learning is to make easy in communication. The School has to provide of new media as the facilities that can help the teacher to do interactive teaching-learning process to develop the students aware in learning English as second language.

4. There are many assumptions that the implementation of visual printed media in English language teaching is suitable for young learner. But actually the case is teaching by using media also can applied for adult beginners. It was researched by some expert which researcher read.

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AN OVERVIEW OF THE IMPLEMENTATION OF PRE-QUESTIONING STRATEGY IN TEACHING READING

Rusmiati[1]

ABSTRACT

In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. Sometimes, they may find form of pre-questioning and it is important for them to comprehend a reading text with having knowledge in general view of the text. Theoretically, pre-questioning itself can build the students' interest and motivation before students read the whole text. Moreover, the students can predict what will be discussed on the text. In line with this study, students may improve their reading comprehension if they know about pre-questioning and it is very important to understand about pre-questioning in order to get good comprehension in reading. Based on the explanation above, it is interested to figure out an overview of the effect pre-questioning in teahing reading comprehension and to know the rule of pre-questioning that tends to build the students' interest and motivation to read the text.

Key words: *Pre-questioning, Reading*

[1] Rusmiati, Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena

INTRODUCTION

Concerning reading comprehension, Singer (1985:23) defined it as an interpretation of written symbols, the apprehending of meaning, the assimilation of ideas presented by the written, and the process of thinking while deciphering symbols. It implies that a reader when reading tries to pick up the construal of the text and to acquire thoughts conveyed by the reader. Similarly, according to Cooper (1986:11), comprehension is a process in which the reader may construct meaning by interacting with the text. To get understanding, a reader should identify the passage deeply and he or she should have knowledge about understanding the reading passage.

Similarly, reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the student's experience and prior knowledge. Comprehension involves understanding the vocabulary, seeing the relationships among words and concepts, organizing ideas, recognizing the author's purpose, making judgements, and evaluating (Kustaryo, 1988 :11-12).

To know the extent of the understanding of a reading that has been reached by students, some questions can help to recognize. The common questions on the passages are primarily about the main ideas, details, and an inference that can be drawn from the passages. It is a means of language acquisition, of communication, and of sharing information and ideas. Likewise, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which are culturally and socially situated. The reading process requires continuous practice, development, and refinement.

To figure out the idea of a text, a reader can associate the text to the prior knowledge by applying pre-questioning. This is used to activate the background acquaintance and to connect it to the information stated in the text which can lead the reader create the meaning based on what is gotten from it. For this circumstances, skimming and scanning can be applied when reading to get the meaning, information, and messages efficiently from reading passage.

Skimming

Skimming is defined as a technique used to look for the "gist" of what the author is saying without a lot of detail (Hancock, 1987:147). This reading technique is used when the reader needs to get a general indication of a literary product such as book, essay, article, paper, thesis, et cetera which later guide the reader whether to examine it more thoroughly. Likewise, Nuttal (1982:34) states that by skimming we mean glancing

rapidly through a text to determine its gist, for example, in order to decide whether a research paper is relevant to our work, or in order to keep ourselves superficially informed about matters that are not of great importance to us.

It is essential to note that skimming is a skill that necessitate concentration, a superior vocabulary, and adequate comprehension skill other than a great deal of practice. Besides, the students can learn the key words and phrases which can cover all the reading material that help to know the content of it at a glance. In performing skimming, the reader should go through a passage quickly and jump over parts of it in order to get a general idea of the text. Therefore, through this technique, the students may develop the skill in strengthening the comprehension of main ideas.

Scanning

Scanning is not a reading process in the true making sense of the world but quickly reading to find the specific information. Brown (2001:308) stated that scanning is quickly searching for some particular piece or pieces of information in a text. It is a searching that requires a reader to float over the material until he finds what is needed and then stops and reads as much as necessary in order to answer his question (Hancock, 1987:148). Likewise, Nuttal in Kahayanto (2005:11) says that by scanning, a reader means glancing rapidly through a text either to search a specific piece of information (e.g. name, date)

or to get an initial impression of whether the text is suitable for a given purpose.

In scanning the reader uses the eyes to explore over the text until getting there to what is searched. This can be done for example : when looking for a name of person, place, etc., the word which is begun with capital letter can be a trace and when seeking date or year numbers can be the clue, and so on. Hence, the reader can quickly fulfill his inquiry by focusing his sight exactly to the specific information that is hunt for in the reading text. For this reason, in order the student scan effectively, he or she should already know what information is needed to find in the text.

Factors that Influence Students' Reading Comprehension Achievement

There are some factors that affect the students' attainment in reading comprehension which are grouped into two, those are external factor and internal factor.

1. External factor

External factor takes account of reading material and teacher of reading which are related each other. It is the factor which stems from outside of the reader or from the reader surroundings.

Reading material affects the students achievement in reading because each reading text passage has its level of difficulty. Therefore, in giving material of text to the students, the teacher should choose the appropriate reading text for his or her students based on their level.

Meanwhile, the most fundamental responsibility of schools is teaching students to read. Learning to read is not natural or easy for most students. Reading is an acquired skill, unlike spoken language, which is learned with almost any kind of contextual exposure. As cited by Moats (1999:26),

> "If learning to read were as natural as acquiring spoken language, the result is that the writing systems would have been invented long time ago. The prolonged, gradual, and predictable progression of skill in print translation attests to the difference between processing spoken and written language. Although surrounding students with books will enhance reading development, a literature-rich environment is not sufficient for learning to read. Neither will exposure to print ordinarily be sufficient for learning to spell, unless organized practice is provided."

Thus, teachers must be reflective and knowledgeable about the content they are teaching, that is, the symbol system itself and its relationship to meaning. Besides, she also should be careful in choosing the text and giving the tasks because they are related to the students' reading comprehension achievements.

2. Internal Factor

Internal factor constitutes the factor which comes from inside the reader, without the influence of the environment around. It is not supported or encouraged by anything outside the reader. Kahayanto (2005:13) defines, "Internal factor as the factor which comes from the reader himself, or usually it is known as personal factor due to it subsists inside the reader which is dealt with self-motivation and interest".

Motivation takes essential part in working out the reading text. The students are eager to read when they think that it can fulfill their need. When they have inquery about certain issues, it motivates them to find it out in the passage. Motivation is devided into two categories, namely intrinsic and extrinsic motivation (Brown, 2001:75). What's more, Edward Deci in Brown (2001:76) states about intrinsic motivation as follow:

> "Intrinsically motivated activities are ones from which there is no apparent reward except the activity itself. People seem to engage in the activities for their own sake and not because they lead to an extrinsic reward. It is aimed at bringing about curtaining internally rewarding consequences,

namely, feelings of competence and self-determination."

Besides, he also states about extrinsic motivation, that is "extrinsically motivated behaviors that carried out in anticipation of a reward from outside and beyond the self. Such as; money, prizes, grades, and even certain of positive feedback."

Furthermore, interest is also an important aspect for students to have in reading to improve their achievement and it is defined as a state of engaged and curiosity. When the students are engaged in reading something, it indicates that they find interested things in the reading passage and this makes the students' curiousity increase so the students as if did not want to put the reading down before it can accomplish their inquiry. In other words, it can be stated that interest affects the students achievement in reading.

Regarding with the explanation of motivation and interest above, in this study it is fascinated to use pre-questioning to build up the students' motivation and interest in order to see the effect of using pre-questioning in relationship with the students' reading comprehension achievements. It is hard for students to understand the text when they do not have interest and motivation to read. Therefore, it can be concluded that good interest and motivation result in good achievement of the students.

DISCUSSION

1. What is Pre-questioning

Pre-questioning tells the teacher what the students need to know from the passage and how much knowledge they already have about the lesson. In the explanation of display questions, schema theory, and students' background knowledge, Brown (2001:42) defines pre-questioning as some questions which are provided before the students read the whole text in order to build the students' interest, motivation, and cognitive factors. It is very useful to activate the schemata, thus the students can predict what will be faced in the reading text.

In the same way, the questioning technique which is selected and used by the teacher should maximize students' participation and success. By knowing the reasons for questioning, the teacher will encourage his/her students to participate in classroom activity. Ur (1996:229) gives some reasons for questioning, those are: the first, it is to provide a model for language in which the students will learn from the example of a teacher whom they observe and imitate. Next, it is to find out something from the learners facts, ideas, and opinions. Questioning enables the teacher to determine whether students understand what has been taught in the class, to get to know their ideas and opinions toward something.

Besides, it is used to check or to test understanding knowledge or skill. Through questioning, the teacher will know how far the

students have improved their knowledge or skill about their present topic. What's more, questioning functions to get learners to be active in their learning. Owning in condition by the culture and the educational system, however, many language students are passive, accustomed to being spoon-fed, and not knowing how to start to be involved in the classroom activity, but once they know how to ask and answer questions, they can get involved actively in group work.

Furthermore, the teacher questions can give immediate feedback about students' comprehension so that the teacher recognize about the students knowledge. And the last is that the teacher's questions provide students the opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinions and reactions are. Perhaps the simplest way to conceptualize the possibilities is to think of a range of questions, beginning with display questions that attempt to elicit information already known by the teacher and the students.

Therefore, as asking the students to read, it is essential for teacher to offer them some matters about the text in order to know what the students have already recognized. In other words, the teacher tries to get information about the existing knowledge of students by questioning them formerly. This information helps the teacher emphasize them more about certain aspects when reading that

allows the students to develop their existing knowledge further.

However, students themselves can generate questions as well. Teaching students to generate their own questions about material to be read is an important prereading instructional goal. Singer (1978:63) contends that whenever readers are involved in asking questions, they are engaged in active comprehension. Teachers can use an active comprehension strategy when they ask questions that beget questions in return. The teacher might, for example, focus attention on a picture or an illustration from a story or book and ask a question that induces student questions in response, "What would you like to know about the picture?" In return, invite the students to generate questions that focus on the details in the picture or its overarching message.

2. Kind of Pre-questioning

According to Harmer (1985:153), there are some kinds of pre-questioning used in reading comprehension. These are aimed at confirming expectations, extracting specific information, knowing general comprehension, and getting detail comprehension.

Pre-questioning to confirm expectations is used as a tool for placing great emphasis on the lead-in stage where students are encouraged to become interested in the subject matter of the text, encourages students to predict the content of the text, and gives them an interesting and motivating purpose for

reading. Then, there is also pre-questioning to extract specific information. It is pre-questioning as a tool to force the students to extract specific information from the text. They are going to answer before reading the text. If they do this it will be possible for them to read in the required way, they should see the text only to extract the information the questions demand.

Moreover, pre-questioning to know general comprehension. In this case, pre-questioning is used to build up the students' prior knowledge so that the students have general comprehension about the passage before they start reading. Concisely, pre-questioning to get detailed comprehension. This kind of pre-questioning intends to give the students some detailed information that could be found in the whole of the text after they read it.

3. The Role of Pre-questioning on Reading Comprehension

Pre-questioning have played a central role in the learning process. If a teacher utilizes questions effectively, students will discover that the question is a very valuable learning tool. It is a device through which they can organize their thinking to achieve certain objectives. Students who ask themselves questions as they deal with various learning situations will provide themselves with data and will develop an awareness of where there are deficits in data. This type of knowledge is

essential if students are to assume major roles in their learning processes.

Likewise, questions should also play an important role in every classroom both student and teacher questions. Teachers can create an active learning environment by encouraging students to ask and answer the questions. Questions in the classroom are the cornerstone of education.They provide the stimulus for critical thought and deep-level understanding. The learners engage and excite in asking questions while providing them with new insights and ideas about the material being learned. Brown (2007:221) says that encouraging students to develop their own strategies is an excellent means of stimulating the learner tools of interaction.

Questions are important since themes themselves do not engage students as well as good questions. The best questions will be those that link students' interests and abilities to content goals and expected outcomes. Students enjoy creating their own questions after themes have been developed. Brown (2007:221) argues that "responding genuinely to student-initiated questions is essential. Encouraging students to develop their own strategies is an excellent means of stimulating the learners to develop tools of interaction." This process can help them to ask significant questions and gives them ownership of the responses they create. An entire lesson may be devoted to formation of questions that can then guide students' work and it also helps students

ask the right questions for any topic. Groups can list their questions on the board, and the class can choose the best ones from the questions listed.

Similarly, Brown (2001:169) says that the most important key to create an interactive learning is the initiation of interaction from the teacher by using question. Appropriate questioning can fulfill a number of different functions, specifically: the first is that the teacher's questions give students the opportunity to produce language comfortably without having to risk initiating language themselves. It is very scary for the students to have to initiate conversation or topics for discussion. Next, the teacher's question can serve to initiate a chain reaction of students interaction among themselves.

Vacca and Vacca (2002:194) emphasize about the importance of arousing curiousity. They said that arousing curiosity and activating prior knowledge are closely related to instructional activities. Curiosity arousal gives students the chance to consider what they know already about the material to be read. Through the teacher guidance, they are encouraged to make connections and to relate their knowledge to the text assignment. And further, they will recognize that there are problems and conceptual conflicts to be resolved through reading. Arousing curiosity helps students raise questions that they can answer only by giving thought to what they read.

In addition, they also stated that prediction strategies activate thought about the content before reading. Students must rely on what they know through previous study and experience to make educated guesses about the material to be read. Smith (1988:163) defines predicting as the prior elimination of unlikely alternatives. He stated:

> "Readers do not normally attend to print with their minds blank, with no prior purpose and with no expectation of what they might find in the text. ... The way readers look for meaning is not to consider all possibilities, nor to make reckless guesses about just one, but rather to predict within the most likely range of alternatives. ... Readers can derive meaning from text because they bring expectations about meaning to text."

In addition, questioning is also function to provide weaker learners with an opportunity to participate. Mostly, questioning technique is applied in classroom interaction so that it makes the weaker learners to interact in pairs or small group work by asking and answering questions without losing face. In this condition, the possibility for them to risk taking is higher, because any mistakes made by the students will be tolerated or even helped by their fellows personally. Besides, it is to get

learners to review and practice previously learnt material. The students tend to get more information from their previosly learnt material, because they do not want to put themselves into trouble by talking unfamiliar and difficult material that they have never learnt at all yet, so reviewing from the previous material is a thoughtful choice for them. The last is that questioning is used to communicate to learners that the teacher is genuinely interested in what they think. Questioning will help the teacher to communicate with the students by asking their ideas and opinions about something.

Besides, the teacher might also decide to read to students an opening paragraph or two from a text selection, enough to whet their appetite for the selection. Then ask, "what else would you like to know about the topic?" Complete the question by focusing attention on some aspect of the selection that is pivotal to students' comprehension. Active comprehension questions not only arouse interest and curiosity but also draw learners into the material. As a result, students will read to satisfy purposes and resolve conceptual conflicts that they have identified through their own questions.

CONCLUSIONS AND SUGGESTIONS

After a great deal of thought and discussion, there are some conclusions and suggestions as well contributed for further improvement of teaching reading. First, it is clear that the goals of Pre-questioning in reading stage are to

activate the student's knowledge of the subject, to provide any language preparation that might be needed for coping with the passage and, finally to motivate the learners to read the text. It provides students with the necessary background to organize activity and to comprehend the material. These practices involve understanding the purpose for reading and building a knowledge in dealing with the content and the structure of the text. Second, pre-questioning helps students identify the key elements of information. Students develop good questioning skills from the questions that are modeled by the teacher, so it important to help students learn to ask questions that answer *who, what, why, where*, and *how*. It also help students to compare and contrast that finally bring a deeper understanding to text. Furthermore, pre-questioning is important to the educator because it helps to determine what information the students have learned or understands. Teachers can use this information to track a student's real-time progress and plan future lessons based on the needs of the students.

Similarly, there are some suggestions provided in this discusion. First, the teachers are suggested to analyze the curriculum, learners' language proficiency level in order to make a right choice of the type of pre-questioning activities. The teachers who teach reading courses should be aware of the benefits of pre-questioning in enhancing students' social interaction, confidence,

creativity, and motivation. Second, the teacher can help students become more proficient by modeling this process for them and encouraging them to use it when they read independently. As students begin to read a text independently, the teacher should continue to model the questioning process and encourage students to use it frequently. The students can be grouped to answer one another's questions and generate new ones based on discussions. Be sure the focus is not on finding the correct answers, because many questions may be subjective, but on curiosity, wondering, and asking thoughtful questions.

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THE EFFECTIVENESS OF ERROR CORRECTION FEEDBACK
IN IMPROVING STUDENTS' WRITING SKILL
(An Experimental Study at English Department of UIN-Ar-Raniry)

Rosdiana[1]

ABSTRACT

Writing is the way of expressing ideas or opinions in written words. Teaching how to write effectively is one of the most important life-long skills educators impart to their students. When teaching writing, educators must be sure to select resources and support materials that not only aid them in teaching how to write, but that will also be the most effective in helping their students learn to write. As the last stage of writing process, rivising designed to reexamine and reevaluate the students' error in a piece of writing. In this case, error correction feedback become on of important steps to applied in teaching English Writing in order to improve students' writing proficiency. Therefore, this study attempts to identify the effectiveness of error correction feedback in improving students' writing skill at English Department of UIN Ar-Raniry Banda Aceh. The correction focused on the five aspects of writing; content, organization, grammar, word choice and mechanics. This study employed an experimental design. It is intended to find out any significant difference on the students' writing before and after they are taught by applying error correction feedback. The technique of data analysis is using T-test. Having analyzed the statistical computation, it can be concluded that the difference between the two means is significant. By those facts, Ho is rejected and Ha is accepted. Thus, Error Correction Feedback is effective in improving the students' writing ability.

Keywords: *Error Correction, Writing Ability.*

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INTRODUCTION

Writing is a process of expressing idea and thought in written language. This skill is very important media in expressing and sharing the ideas, thought, and information to the reader. It is often the most effective way to communicate because by writing the ideas, thoughts and information can be explored, developed, and refined in a way that cannot compare with "doing it in our head".

However, for some students, it is so complex process, that it commonly becomes the last language skill to be acquired (for native speakers of the language as well as for those learning a foreign/ second language). The students sometimes have troubles in expressing their ideas on a piece of paper. It is not only because they have to try in assessing what they have written objectively by examining about the ideas and evidence in their writing but also they have to consider about the sentences to use and to think out the ways of arranging and combining them before agreeing with its position. It is as stated by Thompsons (2006), "Process of writing is closely tied to the process of thinking". It means that writing is not an easy or spontaneous activity; it involves of exploring thoughts and ideas by thinking about the information to be collected to use as evidences to put into a piece of paper. Thus, writing requires some conscious mental effort. The piece of writing, either it is a composition or report is never complete; that is, it is always possible to review and revise, and review and revise again. The students will not produce writing effectively and consistently unless they have a feedback in guiding their writing.

Moreover, error correction feedback is one of steps in writing that help students to produce well-organized written. It is a central aspect in writing that it helps the students to aware about the mistakes they made in composing an essay. Consequently, it is an essential part of writing in helping the students to maximize their potential at different stages of training, raise students' awareness of their ability to think about what they already written and identify areas for improvement of their writing. Thus, the feedback that is treated to the students' writing will be effective and help them to improve their writing skill.

As the result, the research focused on error correction feedback toward students' writing specifically on the five aspects of writing; content, organization, gramar, word choice, and mechanics. In other word, the feedback that was employed to students was aimed to make the students draw on their existing knowledge and expertise them to package and represent their ideas which are then organized into good paragraphs in the right sentences.

Above all, the main targets of this research were to recognize and to find out whether error correction feedback is effective in improving students' writing and How the third year students of English Department of

UIN Ar-Raniry achievements in learning writing through error correction feedback.

DISCUSSION

1. Error Correcction Feedback in Writing

Error correction feedback can be referred to many names such as peer response, peer review, peer critiquing, and peer editing, depending on what aspects are focused on. In a writing classroom, feedback is providing and making any necessary markings or suggestions as well as receiving the same treatment for students' writing for further improvement. It is a learning strategy in feedback from a reader to a writer in which a teacher evaluates student's work by providing any information about the correctness, criticism, or suggestion. White and Arndt (1991) noted that it is beneficial to students to receive feedback from the teacher in the drafting stage. It offers the students the opportunity to receive feedback on their writing about the strength and the weaknesses of their compositions. What one student cannot correct may be corrected by the teacher. In other words, error correction feedback refers to strengthen the students with the process of sharing and receiving their ideas. Therefore, error correction feedback should be applied for the writing classroom that the students can get any kind of correctness of their writing. Peregoy and Boyle (1997) divided the error correction feedback into two different kinds: editing and revising.

1.1 Editing

Editing is the process where a piece of writing have to be revised for its content, and to check it for its accuracy. It includes checking grammar, spelling, punctuation and capitalization. English grammar becomes an important area that cannot be checked for separately. The best way is to concentrate first on verbs (tenses and forms). Meanwhile, editing spelling means that correct the words that do not look right or spelled incorectly. This kind of mistakes happened because of writer's careless or they do writing their second language. It can be checked by using dictionary or ask someoe help. Consequently, by doing editing, those grammatical points is frequently reviewed and practiced and finally it produces significant improvement in students' writing. The editing process is an excellent way to reinforce lessons about grammar, spelling and essay format as students are forced to evaluate student's writing for compliance with these standards.

Furthermore, there are two different ways in giving grammatical feedback or corrective feedback: direct feedback and indirect feedback. The direct feedback is the feedback that provides the correct forms of errors and notes of error explanation (Hendrickson, 1984). The indirect feedback can be divided into two kinds: uncoded feedback and coded feedback. "The uncoded feedback is the feedback that indicates errors by underlining or circling them without giving

any correct forms. The coded feedback is also not going to give correct forms to errors but that provides only codes as a clue to errors. Students need to figure out how to correct the errors by themselves" (Penprapa, 2010). In practicing editing, the teachers might permit the students to perform their correction on their peer's writing by using either direct or indirect feedback. The students can also combine between direct and indirect feedback while correcting the paper. "In this case, students can give the indirect feedback only to the grammatical points that are taught in class. Then they can give the direct feedback to some other grammatical forms that are not taught in class which they know from their own experiences" (Penprapa, 2010). Indeed, to make the students familiar with the feedback practice, they need to be introduced and to trained on how to edit their peers' writing. The teachers should model the process in the class first by providing checklist as it can direct the students' attention to the aspects that they need to focus on while giving feedback. Then, the teacher can have students practice giving both direct and indirect corrective feedback to their peer's writing. Practicing peer feedback activity does not mean that teacher feedback is being substituted. On the contrary, the teachers need to control and to assist students by involving her/himself during the whole process of proofing and the teacher can also decide to intervene by taking the opportunity to comment on the revised version of the draft

to help the students understand each others' divergent points of view.

Finally, after the teacher finished the whole of feedback process, the teacher might have the student to take the opportunity to show their corrections to the class comparing it with other pairs or groups, and finally, handing it to the teacher. After they are familiar with this practice, they can start doing it by themselves. First, they can work with their own partner when doing editing. Then, teachers can ask them to complete editing in class or at home.

1.2 Rivising

Revising means reseeing what the students have written in critical perspective. It is an ongoing process of rethinking the paper: reconsidering the arguments, reviewing the evidence, refining the purpose, reorganizing the presentation. According to the article written by Penpara Charoensuk (2010), there are some important points to summarize related to rivising. Revising focuses on the content of writing. In this case, the teachers might have students pay attention to their partners' paper by reading and providing comments in class or the teacher might allow more time for them to read at home. Moreover, teachers can ask students to read their own paper aloud to their pair or group and get the feedback from the group members, (Calkins 1986). Thus, feedback provided by the students should point out strengths and weaknesses of their partner's paper as well as

giving suggestions to improve it. Kroll (1991) suggested that giving positive comments should be done first, and after that students can ask questions and add some suggestions to the paper.

As Penprapa (2010) said that to help students in giving feedback to their peers, teachers need to train them first. The whole process of content response should be modeled in class. Teachers can select an anonymous first draft paper for all students to comment on. Students can try to give their comments as individuals, pairs, or by groups. Then they can share their comments to the class. Finally, the teachers will show their own comments to the class.

In order to keep student readers on track while giving feedback to their peers Gebhard (1996) suggested that teachers should provide students guidelines or a short list of questions for giving feedback. Here are questions from Gebhard' peer respond guideline:

> 1. I think the best part of your paper is. . .
> 2. You could reorganize your ideas by. . .
> 3. I think you could change or omit. . .
> 4. I do not understand. . .
> 5. You could add. . .
> 6. You are good at. . .

That is, teachers need to include the peer respond checklist/ guideline as a classroom response process practice. When the teacher are done rivising students' writing on the first draft, they can move on to the second draft to give feedback on a different aspect of the draft.

2. The Advantage of Error Correction Feedback

The benefits of having the students to practice error correction feedback activity can be listed as follow. First of all, it stimulates the students to write more and learn to improve their own writing (Lauren, 2005). It can encourage students to be more aware and carefully when they do writing by avoiding any silly mistakes of their paper to impress their friend since their writing is not only read and evaluated by the teacher, but also their classmate. It also offers the students the opportunity to gain more knowledge and to receive several different comments, suggestions, different points of views, even new vocabulary that finally brings significant improvement of their writing. Indeed, peer feedback provides a broad of knowledge for the students due to their partner might be able to find any kind of errors on their writing such as misplaced commas, misspelled words and inconsistencies idea, tenses mistakes before these kinds of problems are seen by the teacher. Consequently, this practice can help to strengthen their writing, reinforcing a good writing, and giving the students the opportunity to evaluate and edit their writing

to be a stronger piece of paper before their final writing submitted to the teacher.

Furthermore, by practicing error correction feedback, the teacher or students play roles as a writer and a reader as well. The students can gain the sense of audience that they can see more clearly about the mistakes done by their partner and they can analyze and expose the strengths and the weaknesses of their partner's writing critically and objectively. White and Arndt (1991) added that the students need to learn on how to evaluate and to write a response to each other writing due to peer feedback practice contributes to develop their capacity for self-assessment and critical thinking skills. In this case, the students will acquire broader information when they are required to read two or more of their peer's drafts than when they only read, evaluate and check their own paper. That is, during the process, the students unconsciously compare their own work with their peer's and automatically they are capable to distinguish what is right or wrong of their paper that finally lead them to be an autonomous writer. Moreover, Hairston (1999) stated that peer feedback can build a leaning community in the classroom. When the students exchange and share the ideas with their partner by negotiating about the comment given that they are free to agree or disagree with the correction given, a mutual trusted among them is build automatically. Thus, the students can gain many benefits by practicing

this activity as they can learn from each other and they can build a higher level of accountability to submit a well-written product to the teacher. Similarly, the purpose of error correction feedback is to help the students become more critical in analyzing and evaluating their own text. By considering the suggestions, comments and criticism given by the teacher or their peer on what they have written, they find the opportunity to revise and reshape their writing, to be better written. It is believe that the students are exploring their ability to detach themselves from their texts and read it with the reader point of view. Additionally, peer feedback reduces the teacher's feedback workload. It can be an alternative way to teacher correction. By having students read and provide feedback on what their peers have written, the teacher can avoid time consuming to encounter troublesome of various errors made by the students on their writing when the compositions are unorganized well. On the contrary, the teacher can focus on giving comments and suggestion on the revised versions of the draft.

In short, the beneficial effects of error correction feedback have been make similar types of comments and are more concerned documented by a number of researchers in ESL writing with language-specific errors and problems. It enhances students awareness and with well written feedback, there was no evidence that it enables the students to see

their error and mistake that finally produce significant improvements in students' writing. Learners can learn more about writing and revision by receiving error correction feedback critically and their awareness of what makes writing successful and effective can be enhanced and, lastly learners eventually become autonomous writers.

METHOD

This research used experimental design with quantitative approach because it is intended to investigate the effectiveness of using error correction feedback on the students' writing ability. In this study the experimental design used is two-Groups Pretest-Posttest. The two groups design usually involves three steps:

1. Administering a pretest measuring to dependent variable

2. Applying the experimental treatment to the subject

3. Administering a posttest again measuring the dependent variable

This design can be summarize as follow:

Pre-test   Treatment
Post-test

  Y_1 X
Y_2

Differences attributed to application of the experimental treatment are then determined by comparing the pre-test and post-test score. In conducting an experiment, the researcher devotes great care to the manipulation and control of variables and to the observation and measurement of results. It is through such a

research method that the researcher can obtain the most convincing evidence of the effect that one variable has another.

The population of this research was the third year students of English Department of UIN Ar-Raniry Banda Aceh. It consisted of 75 students and divided into three classes, those are class-A, class-B, and class-C. The class-A and class-C were taken as the sample of the research since the subject of Writing was taught in that semester.

In this study, quantitative data was used that taken from the students' writing score on pre-test and post-test. Then the result of score both classes were compared by using t-test to find out if there is significant difference of the students' performance after they were taught through error correctionfeedback. Pre-test was taken before doing the experimental study or before teaching by using a story telling technique. The second was post-test; it was taken after doing an experimental study or after error correction feedback apllied. Technique of data analysis was the way data were analysis by the research. The technique of data analysis in this research was quantitative data analysis and will analyze statistically by using t-test. The formula of pre-test and post-test one group design t-test as follows: (Arikunto, 2002:275)

RESULT

Having calculated a mean score of the pre-test result for both the experimental and control groups, the difference between these

mean scores was compared by employing an independent sample t-test. According to the means of the pre-test scores for each group, it was found that the mean of the pre-test scores of experimental group is 55,14 while the mean of pre-test scores of the control group is 54,96. After the mean score of these two groups are compared through an independent sample t-test, the result of t-test is 0,49 while the result of t-table at a confidence level of 0,05 is 1,68. It means that the result of t-test is lower than the result of t-table. It can be inferred that the differences between two means are not significant since the t-table exceed the t-test. This result indicates that there is no significance difference between the data both of group. In other words, it implies that the experimental and control groups were similar in term of their initial ability in writing on the pre-test.

Furthermore, the same procedure was followed by the post-test scores. For each group, a mean score of the post-test results was calculated. The difference between these mean scores of the experimental and control groups was compared by employing an independent sample t-test. Based on the means of the post-test scores for each group presented in the table 4.3, it can be seen that the mean of the post-test scores of the experimental group is 85,33 while the mean of the post-test scores of the control group is 61,70. When the two means are compared through the independent sample t-test as shown in the table 4.3, it is

shown that the result of t-test is 11,6 while the result of t-table at a confidence level of 0,05 is 1,68. It can be assumed that the differences between two means are significant since the t-test exceed the t-table. Therefore, the null hypothesis (Ho) is rejected and consequently the hypothesis alternative (Ha) is accepted by means the students who were taught by using error correction feedback achieve a better performance in writing compared to those who were not. In fact, the error correction feedback has encouraged the students to get better achievement because it fulfills the students' mistakes during the lesson. Before feedback gave to the students' writing there is always a mistake either in the organization or in the grammar or the choice/ form of the vocabulary. However, the research has shown that when feedback was given on the students' writing, their writing more improve since they find the opportunity to correct their mistake by writing again.

CONCLUSIONS AND SUGGESTIONS

Based on the theories, findings, and discussion explored in the previous section, the conclusion can be drawn as the t_{count} exceeds t_{table} the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected, it means that there is different writing score of the third year student of English department UIN Ar-Raniry. It is clear that the error correction feedback is effective in improving students' writing skill. The students' ability in writing had improved through error correction

feedback. It is also showed by the achievement of the third year students of UIN Ar-Raniry in learning writing through error correction feedback that increases gradually.

There are some suggestions proposed both for further research and for practical purposes. The suggestions are intended to enhance and find the best technique in teaching writing. The lecturers of writing subject should improve their teachings methods and manage good atmosphere class in order to stimulate and motivate the students in learning English writing more seriously. The lecturers of writing should give much attention to the students' writing; they should return all assignment, homework, and written exercises that have been corrected to the students. The students should get immediate feedbacks about what is correct and what is incorrect on their writing. They can learn through their error.

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