ISSN 2355-004X

Journal

Getsempena English Education Journal

GEEJ

Volume I. Nomor 2. November 2014

Diterbitkan Oleh:
Program Studi Pendidikan Bahasa Inggris
STKIP Bina Bangsa Getsempena

Journal

Getsempena English Education Journal

GEEJ

Kampus STKIP Bina Bangsa Getsempena
Jalan Tanggul Krueng Aceh No 34, Desa Rukoh, Kecamatan Syiah Kuala
Banda Aceh
Laman: http://ejournal.stkipgetsempena.ac.id/geej
Pos-el: pbi@stkipgetsempena.ac.id

9 772354 004003

ISSN 2355-004X

Journal

Getsempena English Education Journal

GEEJ

Volume I. Nomor 2. November 2014

Diterbitkan Oleh:
Program Studi Pendidikan Bahasa Inggris
STKIP Bina Bangsa Getsempena

Journal

Getsempena English Education Journal

GEEJ

Kampus STKIP Bina Bangsa Getsempena
Jalan Tanggul Krueng Aceh No 34, Desa Rukoh, Kecamatan Syiah Kuala
Banda Aceh
Laman: http://ejournal.stkipgetsempena.ac.id/geej
Pos-el: pbi@stkipgetsempena.ac.id

9 772354 004003

Jurnal
GEEJ
Getsempena English Education Journal

ISSN 2355-004X

Jurnal Getsempena English Education Journal (GEEJ)

Volume I. Nomor 2. November 2014

Pelindung
Ketua STKIP Bina Bangsa Getsempena
Lili Kasminis

Penasehat
Ketua LP2M STKIP Bina Bangsa Getsempena
Isthifa Kemal

Penanggungjawab/Ketua Penyunting
Ketua Prodi Pendidikan Bahasa Inggris

Sekretaris Penyunting
Sekretaris Prodi Pendidikan Bahasa Inggris

Penyunting/Mitra Bestari
Syarfuni (STKIP Bina Bangsa Getsempena), Rahmi Fhonna (STKIP Bina Bangsa Getsempena), Regina Rahmi (STKIP Bina Bangsa Getsempena), Sri Wahyuni (STKIP Bina Bangsa Getsempena), Abdul Gani Asyik (Universitas Serambi Mekkah), Bukhari Daud, (Universitas Syiah Kuala), Usman Kasim (Universitas Syiah Kuala), Abdul Manan (Universitas Islam Negeri Ar-Raniry), Usman Kasim (Universitas Islam Negeri Ar-Raniry), Sofyan A Ghani (Universitas Islam Negeri Ar-Raniry)

Desain Sampul
Eka Rizwan

Web Designer
Achyar Munandar

Alamat Redaksi
Kampus STKIP Bina Bangsa Getsempena
Jalan Tanggul Kreung Aceh No 34, Desa Rukoh,Banda Aceh
Laman: ejournal.stkipgetsempena.ac.id/geej
Surel: pbi@stkipgetsempena.ac.id

ISSN 2355-004X

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 2. November 2014 dapat diterbitkan.

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

1. Meningkatkan Kemampuan Menulis Teks Naratif Bahasa Inggris Dengan Menggunakan Video Klip: Fokus Pegaturan Ide (Sebuah Penelitian Pada STKIP Bina Bangsa Getsempena), merupakan hasil penelitian Rahmi Fhonna (Dosen Prodi Pendidikan Bahasa Inggris – STKIP Bina Bangsa Getsempena)
2. Error Analysis Of Students' Free Writing (A Descriptif At The English Of STKIP Bina Bangsa Getsempena), merupakan hasil penelitian Sri Wahyuni (Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena)
3. Improving Speaking Ability Of The Eleventh Year Students Of SMA Laboratorium Unsyiah Banda Aceh By Using Time Token Arends Technique, merupakan hasil penelitian Sukmayati (Guru Bahasa Inggris, SMA Laboratorium Unsyiah)
4. Teaching Reading Comprehension By Applying Cloze Procedure Technique, merupakan hasil penelitian Suryani (Guru Bahasa Inggris SMA Negeri 8 Banda Aceh)
5. Penerapan Metode Gallery Walk Untuk Meningkatkan Kemampuan Teks Analytical Exposition Bahasa Inggris Siswa Kelas XI IPA-1 MAN Model Banda Aceh, merupakan hasil Penelitian Yusnidar (Guru Bahasa Inggris MAN Model Banda Aceh)
6. The Used Of Multimedia In English Languange Teaching; (A Case Study At SMP Negeri 2 Mesjid Raya, Aceh Besar), merupakan hasil penelitian Regina Rahmi (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, November 2014

Penyunting

ISSN 2355-004X

DAFTAR ISI

	Hal
Susunan Pengurus	i
Pengantar Penyunting	ii
Daftar Isi	iii
Rahmi Fhonna Meningkatkan Kemampuan Menulis Teks Naratif Bahasa Inggris Dengan Menggunakan Video Klip: Fokus Pegaturan Ide (Sebuah Penelitian Pada STKIP Bina Bangsa Getsempena)	1
Sri Wahyuni Error Analysis Of Students' Free Writing (A Descriptif At The English Of STKIP Bina Bangsa Getsempena)	24
Sukmayati Improving Speaking Ability Of The Eleventh Year Students Of SMA Laboratorium Unsyiah Banda Aceh By Using Time Token Arends Technique	36
Surryani Teaching Reading Comprehension By Applying Cloze Procedure Technique	45
Yusnidar Penerapan Metode Gallery Walk Untuk Meningkatkan Kemampuan Teks Analytical Exposition Bahasa Inggris Siswa Kelas XI IPA-1 MAN Model Banda Aceh	55
Regina Rahmi The Used Of Multimedia In English Languange Teaching; (A Case Study At SMP Negeri 2 Mesjid Raya, Aceh Besar)	64

MENINGKATKAN KEMAMPUAN MENULIS TEKS NARATIF BAHASA INGGRIS DENGAN MENGGUNAKAN VIDEO KLIP: FOKUS PADA PENGATURAN IDE (SEBUAH PENELITIAN PADA STKIP BINA BANGSA GETSEMPENA)

Rahmi Fhonna[1]

Abstrak

Penelitian ini difokuskan pada upaya untuk Meningkatkan kemampuan menulis teks naratif Bahasa Inggris dengan menggunakan video klip. Tujuannya adalah untuk mengetahui apakah penggunaan video klip dapat meningkatkan kemampuan mahasiswa dalam menulis teks naratif Bahasa Inggris, untuk mengetahui sejauh mana efektifitas dari penggunaan video klip untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif, serta untuk mengetahui pendapat mahasiswa tentang menulis teks naratif dan faktor apa saja yang menyebabkan mereka sulit menghasilkan ide untuk menulis teks tersebut. Data yang diperoleh dalam penelitian ini melalui 2 (dua) tehnik; tes dan questionnaire. Tes digunakan untuk mengukur kemampuan mahasiswa dalam menulis teks naratif dengan menngunakan video klip. Sementara questionnaire didistribusikan untuk mengetahui sejauh mana efektifitas penggunaan video klip dalam membantu mahasiswa meningkatkan kemampuan menulis teks naratif serta untuk mengetahui kesulitan – kesulitan yang dihadapi mahasiswa xdalam menghasilkan teks naratif, yang dapat diketahui melalui tanggapan atau jawaban dari mahasiswa tersebut. Penelitian ini dilaksanakan di Jurusan Bahasa Inggris STKIP Bina Bangsa Getsempena Banda Aceh. Populasi penelitian adalah seluruh mahasiswa pada program studi (Prodi) Bahasa Inggris, sementara sampel yang digunakan untuk penelitian adalah mahasiswa Prodi Bahasa Inggris semester III angkatan tahun 2012, sebanyak 17 orang. Hasil penelitian menunjukkn bahwa nilai rata-rata pre-tes memiliki perbedaan yang besar dengan nilai rata-rata post-tes, dimana 56,2 untuk pre-tes dan 75,5 untuk post-tes. Hal ini membuktikan bahwa penggunaan media video klip dapat meningkatkan kemampuan mahasiswa dalam menulis teks naratif Bahasa Inggris.

Kata kunci: *Video klip, Menulis, Text naratif*

[1] Rahmi Fhonna, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena

I. PENDAHULUAN

1.1 Latar Belakang

Menulis adalah salah satu kemampuan dalam Bahasa Inggris yang harus ditingkatkan khususnya menulis secara akademik karena menulis membutuhkan keahlian yang komplex seperti kreasi ide, variasi kosa kata dan juga penggunaan tata bahasa yang baik dan benar. Handoyo (2006:1) menyatakan bahwa menulis tidak hanya sebagai sarana untuk berkomunikasi, tetapi juga sebagai media pembelajaran, befikir, dan juga menghasilkan ide. Oleh karena itu, menulis dapat dijadikan sebagai sarana untuk menuangkan segala inspirasi dalam berbagai bentuk, seperti cerita, meskipun berbagai kesulitan dihadapi dalam menulis, khususnya menulis dalam konteks Bahasa Inggris. Hal ini dikarenakan kebanyakan mahasiswa kekurangan kosa kata, sulit menghasilkan ide dalam tulisan serta kurang mampu dalam merangkai kata dalam tata Bahasa Inggris yang baik dan benar. Khoii (2011) mengungkapkan bahwasanya kesulitan yang dihadapi siswa tidak hanya dalam hal menghasilkan ide dalam tulisan tetapi juga dalam hal menempatkan ide tersebut dalam bentuk teks atau tulisan yang layak untuk dibaca. Oleh sebab itu seorang pengajar seharusnya mampu meningkatkan minat mahasiswa dalam menulis dengan menggunakan berbagai metode, sehingga mahasiswa mampu menghasilkan suatu tulisan atau karangan yang bernilai tinggi.

Sebagaimana diketahui bahwa menulis bukanlah suatu kemampuan yang diperoleh secara instan dan cepat, melainkan melalui sebuah proses yang membutuhkan waktu yang tidak singkat. Harmer (2007: 79) menjelaskan bahwa kemampuan menulis bukanlah sesuatu yang dibawa sejak lahir, tetapi suatu kemampuan yang harus dipelajari dan dipraktekkan. Pada prosesnya, banyak komponen yang dapat mendukung kegiatan menulis menjadi sukses seperti lingkungan, teman, keluarga, pengajar dan media yang digunakan. Oleh sebab itu, karena menulis merupakan salah satu mata kuliah yang harus dipelajari di tingkat sekolah maupun universitas, seorang pengajar seharusnya mampu meningkatkan minat mahasiswa dalam menulis dengan menggunakan berbagai metode, sehingga mahasiswa mampu menghasilkan suatu tulisan atau karangan yang bernilai tinggi.

Disamping itu, mengajar menulis dengan menggunakan media sangat penting untuk membangun suasana ruang belajar yang efektif, menarik serta menyenangkan. Sebagaimana yang diutarakan oleh Whitaker, "*it is necessary for the teachers to select instructional media to provide the students the chance to learn through verbal and visual methods by optimizing the facilities available in the school*". Oleh karenanya, optimalisasi sarana pendidikan di tempat belajar juga sangat penting untuk mendukung siswa dalam mencapai tujuan pembelajaran.

Dalam hal ini, video merupakan salah satu media yang dapat digunakan dalam proses pembelajaran Bahasa Inggris. Rammal (2012) menyatakan bahwasanya video merupakan sarana yang efektif yang dapat digunakan untuk pembelajaran Bahasa Inggris, baik untuk pelajar remaja maupun dewasa. Dalam hal ini, seorang pengajar/pendidik dapat menggunakan media video klip untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif karena media tersebut memberikan banyak keuntungan baik bagi pengajar maupun mahasiswa itu sendiri. Bagi pengajar, video klip mudah diperoleh dan terjangkau serta mudah diaplikasikan dalam proses belajar mengajar. Sedangkan keuntungan bagi mahasiswa, dengan menggunakan media video klip dapat meningkatkan rasa keingintahuan terhadap cerita dari video klip yang ditampilkan, sehingga menarik minat mereka dalam menulis karangan narasi. Sebagaimana Gorbman (1998) mengemukakan bahwa "*setting music to a movie can influence our perception of narrative's characters and mood and, therefore, fulfill the function of adding to the narration*". Dia juga menambahkan bahwasanya "*the musical soundtrack enables the viewer's emotional identification with the characters, lays emphasis on crucial events with a repeated signature melody or mimics visual action*".

Lebih lanjut, dengan menggunakan video klip, para mahasiswa dapat meningkatkan daya imajinasi mereka sehingga mampu mengeluarkan ide – ide yang bagus untuk menghasilkan karangan yang hebat. Sebagaimana diketahui bahwa ketika menulis sebuah karangan naratif, ide sangat berperan penting dalam menghasilkan cerita yang menarik dan mempunyai makna yang luas. Jika dalam karangan naratif kurang dan kering ide, dipastikan hasil tulisan tersebut tidak akan maksimal. Oleh karena itu, sebagaimana telah disebutkan diatas, setiap komponen berperan penting untuk mendukung para mahasiswa meningkatkan kemampuan menulis terutama karangan naratif yang bernilai tinggi.

Berdasarkan hal tersebut diatas dapat disimpulkan bahwa video klip dapat menstimulasikan kemampuan siswa dalam menulis, khususnya menghasilkan ide yang dapat dirangkai dalam bentuk teks naratif yang menarik. Sesuai dengan tema penelitian ini yang mengangkat permasalahan seputar penggunaan video klip yang dapat meningkatkan kemampuan mahasiswa dalam menulis teks naratif, khususnya dalam menghasilkan ide untuk menulis.

1.2 Tujuan Penelitian

Tujuan penelitian ini adalah untuk:

1. Mengetahui apakah penggunaan media video klip mampu meningkatkan kemampuan mahasiswa dalam menulis teks naratif
2. Mengukur sejauh mana efektifitas dari penggunaan video klip untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif

3. Mengetahui pendapat mahasiswa tentang menulis teks naratif dan faktor apa saja yang menyebabkan mereka sulit menghasilkan ide untuk menulis teks naratif.

1.3 Masalah Penelitian

Permasalahan dalam penelitian ini dapat dijabarkan melalui beberapa pertanyaan berikut ini:

1. Apakah penggunaan media video klip mampu meningkatkan kemampuan mahasiswa dalam menulis teks naratif?
2. Sejauh manakah efektifitas dari penggunaan video klip untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif?
3. Bagaimana pendapat mahasiswa tentang menulis teks naratif serta faktor apa sajakah yang menyebabkan mereka sulit menghasilkan ide untuk menulis teks naratif?

II. TINJAUAN PUSTAKA

2.1 Menulis

2.1.1 Definisi menulis dan tujuannya

Menulis merupakan salah satu hal yang paling sulit bagi siswa terlebih lagi menulis dengan menggunakan bahasa asing, Bahasa Inggris. Dalam hal ini siswa dituntut untuk mampu menghasilkan karangan yang baik dengan mengikuti prosedur berdasarkan tata bahasa dalam kaidah Bahasa Inggris yang baik dan benar. Olshtain (2001:207) menyebutkan bahwa menulis adalah suatu aktivitas berkomunikasi yang membutuhkan dukungan serta motivasi selama pembelajaran berlangsung. Hal ini dikarenakan menulis merupakan sebuah aktivitas kompleks yang meliputi beberapa tahap penyesuaian (Chen, 2002:101). Oshima dan Hogue (1997:2) menambahkan bahwasanya:

> "menulis adalah suatu aktivitas yang berkelanjutan dimana ketika seseorang menulis, hal itu merupakan hasil pemikirannya tentang apa yang hendak diungkapkan serta bagaimana cara mengungkapkannya. Setelah menyelesaikan tulisan tersebut, tentu saja ia harus membaca kembali apa yang telah ditulis serta memperbaiki apa yang dibutuhkan. Oleh karenanya, menulis bukanlah hal yang mudah, melainkan sebuah proses yang bertahap".

Beberapa para ahli yang lain seperti Byrne (1984:1) menyatakan bahwa "*writing is a primary means of recording speech, even though it must be acknowledged as a secondary medium of communication*". Jelaslah bahwa menulis merupakan suatu aktivitas yang membutuhkan keahlian khusus sehingga mampu menghasilkan suatu karangan yang bermutu. Seseorang tidak dapat menulis dengan baik dan benar tanpa menguasai prosedur yang dibutuhkan dalam menulis. Akhdiah (1996:3) menyatakan bahwa menulis merupakan suatu kegiatan penyampaian pesan

dengan mempergunakan bahasa sebagai mediumnya. Pesan adalah isi atau muatan yang terkandung di dalam tulisan. Tulisan merupakan sebuah sistem berkomunikasi antarmanusia yang menggunakan simbol atau lambang bahasa yang sudah disepakati pemakainya. Dalam komunikasi tertulis terdapat empat unsur yang terlibat di dalamnya, meliputi: (1) penulis sebagai pengirim pesan, (2) pesan atau isi tulisan, (3) saluran atau medium, (4) pembaca sebagai penerima pesan.

Ditinjau dari segi tujuan, tujuan umum menulis adalah untuk mengkomunikasikan pikiran dan perasaan melalui bahasa tulisan yang dikembangkan dalam sebuah paragraph. Sebelum memulai menulis, seseorang harus menentukan terlebih dahulu tujuan dari tulisannya. Sebagaimana Carino (1991:34) mengungkapkan bahwa tujuan menulis harus jelas yang ditunjukkan melalui proses menulis itu sendiri karena hal itu dapat mempengaruhi cara seseorang menulis.

D'Angelo (1980:176) menjelaskan bahwa setiap tulisan memiliki beragam tujuan diantaranya adalah untuk menginformasikan atau menginstruksikan, membujuk atau mempengaruhi, menghibur atau menyenangkan para pembaca. Dengan adanya berbagai macam tujuan dalam sebuah tulisan, diharapkan pembaca tertarik dengan informasi yang disajikan serta dapat memberikan kontribusi yang bermanfaat bagi penulis sendiri. Para ahli yang lain seperti Fowler dan Aaron (2006:14) mengelompokkan tujuan menulis sebagai berikut: a) untuk menghibur pembaca, b) mengekspresikan perasaan atau gagasan, c) menjelaskan sesuatu kepada pembaca, dan d) memepengaruhi pembaca untuk menerima idea atau gagasan yang disampaikan oleh penulis.

Hal senada mengenai hal tersebut diatas juga dipaparkan oleh Raimes (1983: 95), bahwasanya tujuan menulis adalah untuk berkomunikasi dengan pembaca dengan mengeksplorasi ide – ide tanpa adanya tekanan berkomunikasi secara face-to-face sehingga tercipta komunikasi yang indah. Untuk membangun sebuah komunikasi atau interaksi yang baik tidaklah mudah, karena diperlukan berbagai kompunen yang saling mendukung satu sama lain. Sehingga pada akhirnya maksud dan tujuan penulis dapat terbaca oleh para penikmat tulisan.

Variasi tujuan menulis yang dikemukakan oleh para ahli pada dasarnya adalah untuk mengajak pembaca menyetujui isi karangan penulis. Hal ini berkaitan erat dengan bagaimana cara penulis menyampaikan sebuah ide kedalam tulisan yang mampu menarik minat pembaca. Oleh karena itu tingkat kemampuan menulis benar – benar harus dikuasai oleh seorang penulis untuk menghasilkan tulisan atau karangan yang baik.

2.1.2 Proses menulis dan jenis-jenis tulisan

Terdapat beberapa metode yang bervariasi dalam proses menghasilkan suatu tulisan yang baik dan benar. Menurut Stone (1995:232), proses menulis adalah belajar bagaimana menulis dengan membiasakan diri menulis. Hal ini sesuai dengan definisi menulis seperti yang diutarakan para ahli

sebelumnya bahwa menulis merupakan suatu aktifitas kompleks yang membutuhkan serangkaian persiapan untuk mendapatkan hasil tulisan yang baik. Tanpa membiasakan diri untuk menulis, mustahil seorang penulis mampu menciptakan sebuah karangan yang imajinatif dan bernilai seni tinggi.

Berikut ini adalah beberapa proses menulis yang perlu diperhatikan:

1. Pre-writing

Pre-writing merupakan langkah pertama dalam mengawali tulisan dengan menuliskan ide apa saja diatas sehelai kertas, meskipun masih terdapat banyak kesalahan. Douglas (2008:1) menjelaskan bahwa pre-writing merupakan cara memulai sebuah tulisan yang terdiri dari sebuah ide dan bagaimana cara mengaturnya.

2. Pengaturan ide

Setelah menuliskan beberapa ide diatas sehelai kertas, selanjutnya adalah bagaimana cara mengatur ide-ide tersebut sehingga menjadi sebuah karangan yang saling berhubungan. Sebagaimana Oshima dan Hogue (1997:20) menekankan untuk mengurutkan ide-ide terlebih dahulu sebelum merangkai tulisan dimana ide-ide tersebut menjadi acuan dalam membuat karangan yang baik dan benar. Hal ini sangat dibutuhkan terutama sekali bagi penulis pemula.

3. Draft tulisan

Meyers (2005:6) mengemukakan beberapa langkah dalam membuat sebuah draft sebagaimana berikut: a) cetuskan ide terlebih dahulu, b) tulis cepat dengan tangan atau dengan menggunakan komputer, c) gunakan satu sisi kertas saja, d) ketik dengan menggunakan jarak 2 spasi untuk membuat perubahan jika diperlukan, dan e) simpan hasil tulisan yang telah ditulis setiap 5 atau 10 menit kedalam computer.

4. Perbaikan draft

Perbaikan draft merupakan langkah yang sangat penting, terutama bagi mereka yang menulis dalam bahasa asing. Meyers (2005:7) menyarankan beberapa tips yang bisa digunakan untuk perbaikan draft, diantaranya:

a. *Make notes in the margins or write new material on separate sheet of paper*
b. *Circle the word that is misspelled and change it later*
c. *Tape and staple additions where it is necessary*
d. *On the computer, use cut and paste bottom or insert command to move things around*
e. *Print out a double space copy for revisions: slow down and revise by pencil*.

Ditinjau dari segi jenis-jenis tulisan, Gerot and Wignell (1994) mengelompokkan teks kedalam 2 (dua) bagian yaitu karangan berbentuk cerita dan fakta, dimana cerita terdiri dari:

1. *Narrative:* *To tell story as a means of making cancel of events and happening in the world, it can be both*

	entertaining and informing.
2. New story:	*To inform reader the event of the day that are considered news wordily or important.*
3. Exemplum:	*To deal with incident that is in some respect out of the usual, point to some general value in the cultural context.*
4. Recount:	*To reconstruct past experiences by retelling events and incidents in the order in which they have occurred.*
5. Anecdote:	*To share with others an account of an unusual or amusing incident.*
6. Spoof:	*To retell an event with humorous twist.*

Sementara karangan dalam bentuk fakta terdiri dari:

1. Procedure:	*To show how something can be accomplished through a series of type or action to be taken.*
2. Explanation:	*To explain why thing are as they are or how things work.*
3. Report:	*To present factual information about a class of things and then describe their characteristics.*
4. Exposition:	*To advance or justify an argument or put forward a particular point of view.*
5. Discussion:	*To present factual information and opinion about more than one side of an issue. It may be a recommendation based on the evidence presented.*
6. Review:	*To critique a network or an event for a public audience.*
7. New item:	*To inform reader the event of the day that is considered news worthy or important.*
8. Commentary:	*To explain the processes involved in the information (evaluation) of a social cultural phenomenon or through a natural phenomenon.*

Keseluruhan jenis teks atau karangan diatas dapat digunakan oleh siswa dalam menulis sehingga tercipta hasil karangan yang

bervariasi. Dalam menulis tentu saja siswa harus memperhatikan kaidah-kaidah bahasa, terutama Bahasa Inggris, untuk memperoleh hasil tulisan yang benar dan tepat. Kemampuan siswa dalam melafalkan pengucapan kosa kata dengan tepat juga mempengaruhi keahlian menulis. Richards dan Renandya (2006:303) menyatakan bahwa seorang penulis harus memperhatikan tingkatan kemampuan menulis tertinggi seperti perencanaan dan pengaturan ide, begitu juga tingkatan kemampuan menulis terendah seperti ketepatan menulis kata, pilihan kosa kata dan tanda baca. Kedua hal tersebut semakin sulit diterapkan jika kemampuan pengucapan kosa kata sangat rendah. Dengan kata lain siswa harus menguasai tingkatan menulis dari yang terendah hingga yang tertinggi, sehingga mampu menghasilkan tulisan yang menarik dan layak untuk dibaca.

2.2 Video klip

2.2.1 Definisi video klip dan manfaatnya dalam dunia pendidikan

Dewasa ini perkembangan teknologi semakin canggih dan sangat mendukung dunia pendidikan. Salah satu bagian dari teknologi yang bisa menunjang sektor pendidikan adalah penggunaan video klip untuk meningkatkan kemampuan siswa dalam menulis, terutama penulisan teks naratif. Russell (2013) mendefinisikan bahwa "*video clip is a short film that usually provides images to interpret the meaning of a popular song, it is a small section of a larger video presentation, a series of video frames is run in succession to produce a short, animated video. This compilation of video frames results in a video clip"*. Selanjutnya Berk (2009:3) juga menyatakan bahwa "*A video clip engages both hemispheres. The left side processes the dialogue, plot, rhythm, and lyrics; the right side processes the visual images, relationships, sound effects, melodies, and harmonic relationships*".

Harmer (1998:285) merumuskan bahwa penggunaan video adalah sebagai cara mendengar dengan menggunakan gambar, dimana siswa tidak hanya mendengar tetapi juga melihat secara visual. Oleh karena itu Harmer menyatakan beberapa manfaat penggunaan video sebagai pengalaman belajar, diantaranya: *a) seeing language in use, b) cross-cultural awareness, c) the power of creation, and d) motivation*.

Pada bab sebelumnya juga telah dipaparkan bahwasanya video klip sangat bermanfaat bagi para mahasiswa untuk meningkatkan daya imajinasi mereka dalam menghasilkan ide – ide untuk menulis. Sebagaimana diketahui bahwa untuk mendapatkan ide dalam menulis tidaklah mudah. Seorang penulis yang handal dipastikan dapat menghabiskan waktu yang relative lama hanya untuk mendapatkan sebuah ide yang tepat dalam memulai sebuah tulisan yang indah dan layak dibaca. Begitu pula dengan mahasiswa yang harus mampu membuat sebuah karangan naratif yang imajinatif sehingga para pembaca tertarik untuk membaca karangan mereka.

Berdasarkan definisi diatas diketahui bahwa video klip tidak hanya sebagai alat

untuk menghibur tetapi juga dapat digunakan sebagai media yang sangat membantu dalam meningkatkan kemampuan mahasiswa dalam belajar. Hal ini dikarenakan tampilan video dengan diiringi suara dan gambar dapat menarik perhatian siswa selama proses belajar mengajar berlangsung sehingga dapat menciptakan lingkungan belajar yang nyaman dan menyenangkan. Manfaat lain dari penggunaan video klip dalam proses belajar adalah dapat membantu siswa menikmati pelajaran yang disajikan, menghilangkan stress, memperluas wawasan serta melafalkan kosa kata dengan benar.

2.3 Teks naratif

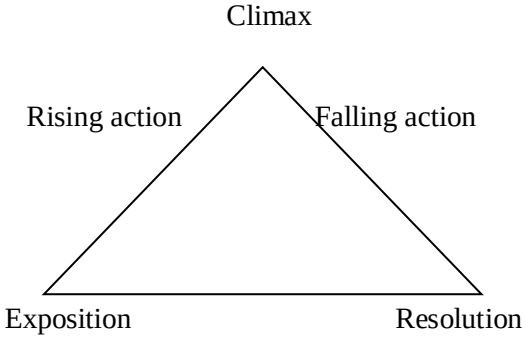
2.3.1 Konsep umum teks naratif dan strukturnya

Teks naratif memiliki berbagai macam definisi yang intinya merupakan teks yang berhubungan dengan cerita yang terdiri dari serangkaian peristiwa dengan didiikuti oleh berbagai karakter yang berperan didalamnya. Kata naratif berasal dari bahasa latin yaitu *narre* yang berarti untuk dikenal atau diketahui, menyampaikan informasi, media pembelajaran tentang dunia (Slávka, 2009:1). Sementara Polkinghorne (1991:136) berpendapat bahwa naratif adalah proses kognitif yang merujuk pada kejadian sementara yang merupakan bagian dari plot dan struktur narasinya digunakan untuk menyusun peristiwa tersebut kedalam bentuk cerita.

Selanjutnya Hutchinson (2005:10) juga menambahkan bahwa naratif adalah sebuah cerita bersambung baik fiktif maupun non-fiktif yang biasanya diceritakan dalam bentuk kronologis kejadian. Inti dari konsep naratif adalah karangan dalam bentuk cerita yang diperoleh dari pengamatan peristiwa yang terjadi sehari-hari maupun cerita yang berasal dari kisah-kisah di dunia maya. Selain itu teks naratif merupakan karangan cerita yang menarik yang bertujuan menghibur serta memberi informasi kepada pembaca secara menyenangkan.

Struktur teks naratif sebagaimana diungkapkan oleh Neo (2005:27) adalah sebagai berikut:

Gambar 2.1 Segitiga Freytag dalam struktur naratif



Gambar diatas dikenal sebagai segitiga Freytag yang sangat berguna untuk membantu dalam menulis dengan mengatur ide-ide secara sistematis. Neo juga menambahkan bahwa segitiga Freytag terdiri dari:

1. *Composition which establishes the characters and situation.*
2. *Rising action which refers to a series of complication leads to the climax.*
3. *Climax is the critical moment when problem/conflict demands something to be done about them.*
4. *Falling action is the moment away from the highest peak of excitement.*
5. *The resolution consists of the result or outcome.*

Di sisi lain, Anderson (1997:14) menyatakan bahwa karangan naratif yang bagus seharusnya dapat menggambarkan: a) bagaimana karakter si pelaku (pengalaman), b) dimana kejadian berlangsung (tempat), dan c) bagaimana kejadian itu terjadi (aksi/peristiwa). Dengan demikian dapat disimpulkan bahwa konsep dari naratif adalah karangan berbentuk cerita yang mendeskripsikan keseluruhan aksi dalam suatu peristiwa secara sistematis dan berurutan sehingga menarik untuk dibaca.

III. METODOLOGI PENELITIAN

Secara umum penelitian ini bertujuan untuk mengetahui tingkat kemampuan mahasiswa pada Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena dalam menulis teks naratif. Penggunaan video klip sebagai media dalam pengajaran diharapkan mampu memberikan kontribusi yang berarti bagi mahasiswa dalam meningkatkan kemampuan menulis pada umumnya. Berdasarkan permasalahan yang dirumuskan sebelumnya, penelitian ini juga dilakukan untuk mengetahui efektifitas penggunaan video klip dalam proses belajar mengajar serta untuk mengetahui faktor apa saja yang menyebabkan mahasiswa sulit dalam menghasilkan ide untuk menulis teks naratif.

3.1 Pendekatan penelitian

Penelitian ini menggunakan dua metode yang berbeda, yaitu kuantitatif dan kualitatif. Hal ini berkaitan dengan rumusan masalah penelitian yang menuntut peneliti melakukan perhitungan numeral untuk mendapatkan data yang akurat melalui angka – angka dengan menggunakan formula tertentu. Dari segi kualitatif, peneliti diharapkan mampu mengeksplorasi serta memahami dan menjelaskan setiap jabaran ide yang dikemukakan sampel penelitian dalam questionnaire yang didistribusikan selama penelitian berlangsung. Menurut Bogdan dan Tylor seperti dikutip oleh Moleong (2001:135) pendekatan kualitatif adalah sebagai prosedur dasar penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan prilaku yang diamati. Penelitian yang menghasilkan data deskriptif adalah berupa kata-kata tertulis atau lisan dari orang-orang dan prilaku yang diamati. Penelitian kualitatif pada latar belakang alamiah sebagai kebutuhan mengandalkan manusia sebagai alat penelitian, memanfaatkan metode kualitatif dan menganalisis data secara indukatif.

Kutipan di atas memberi gambaran bahwa penelitian kualitatif lebih mengutamakan manusia sebagai subjek penelitian dan lebih memfokuskan kepada proses daripada hasil. Melalui analisis induktif, penelitian mengungkapkan makna dari keadaan yang diamatinya, sedangkan untuk menjawab permasalahan secara teoritis digunakan studi kepustakaan. Hal ini diharapkan agar penganalisaan terhadap beberapa variabel yang dijadikan faktor penelitian akan lebih akurat.

3.2 Lokasi dan waktu penelitian

Penelitian ini bertempat di STKIP Bina Bangsa Getesempena Banda Aceh. Durasi waktu secara keseluruhan untuk penelitian ini adalah sejak April 2014 sampai dengan Juli 2014. Pengumpulan data dilakukan selama 4 hari dalam 2 minggu di bulai Mei, yaitu tanggal 12, 15, 19 dan 22 Mei 2014.

3.3 Populasi dan sampel

3.3.1 Populasi

Populasi adalah sekelompok orang sebagai target survey yang dilakukan oleh peneliti (Kitchenham dan Pfleeger, 2002:17). Sementara populasi dalam penelitian ini adalah seluruh mahasiswa pada Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena, yang terdiri dari mahasiswa angkatan tahun 2010, 2011, 2012 dan 2013.

3.3.2 Sampel

Sampel merupakan bagian dari populasi yang diambil untuk memenuhi tujuan penelitian (Freedman, 2008:1). Dalam hal ini mahasiswa pada Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena angkatan tahun 2012 sebanyak 17 orang yang akan menjadi sampel.

3.4 Teknik pengumpulan data

Data dikumpulkan melalui 3 (tiga) cara yang berbeda yakni:

1. Experimen

   Peneliti melakukan experimen dengan mengajar secara langsung di ruang mahasiswa yang menjadi sampel dalam penelitian ini. Keseluruhan pertemuan yang dilakukan adalah sebanyak 4 pertemuan. Pada pertemuan pertama, peneliti memberitahukan kepada para mahasiswa tentang penelitian yang akan dilakukan, serta meminta mereka untuk berpartisipasi secara aktif dalam penelitian ini agar diperoleh data yang akurat. Selanjutnya peneliti memberikan tes awal (pre-tes) untuk mengetahui kemampuan mahasiswa dalam menulis teks naratif tanpa media, dan penulis meminta mereka untuk menulis tentang cerita Cinderella. Pada pertemuan berikutnya, yaitu pertemuan ketiga dan keempat, peneliti menjelaskan tentang menulis teks naratif dan memberikan beberapa contoh. Pada pertemuan terakhir, sebagai pos-test, mahasiswa diminta menulis teks naratif berdasarkan video klip *The Beauty and The Beast* oleh Peabo Bryson dan Celine Dion.

2. Tes

Sebagaimana diketahui bahwa tes merupakan suatu metode untuk mengukur kemampuan seseorang dalam bidang tertentu (Brown, 2003:3). Seperti yang dikemukakan sebelumnya, tes yang diberikan terdiri dari 2 (dua) tahap yaitu pre-tes dan post-tes. Penilaian yang diberikan terhadap hasil tes meliputi pengaturan ide dalam tulisan, isi tulisan, tata bahasa, tanda baca/ketepatan menulis kosa kata, serta jenis kosa kata yang digunakan.

3. Questionnaire

   Menurut Ears (2004:244), questionnaire adalah sebuah dokumen penting yang berisi pertanyaan yang dirancang untuk memperoleh informasi yang sesuai. Dalam penelitian ini questionnaire terdiri dari 10 (sepuluh) pertanyaan dan akan diberikan di akhir pertemuan mengajar (eksperimen).

3.5 Teknik analisa data

Setelah data dikumpulkan, selanjutnya data tersebut akan dianalisis dengan menggunakan rumus-rumus tertentu sesuai dengan kriteria yang diperlukan.

1. Tes

   Analisa tes menggunakan beberapa aspek yang berbeda seperti:

   a. Pengukuran range. Formula yang digunakan adalah sebagai berikut:

      R = H – L

      Dimana R = Range data

      H = Nilai tertinggi

      L = Nilai terendah

   b. Jumlah interval kelas. Formula yang digunakan adalah sebagai berikut:

      K = 1 + (3,3)log n

      Dimana

      K = Jumlah interval kelas

      N = Jumlah sampel

   c. Jarak interval kelas. Formula yang digunakan adalah sebagai berikut:

$$P = \frac{R}{K}$$

      Dimana

      P = Jarak interval

      R = Range nilai

      K = Jumlah interval kelas

   d. Frekuensi, sebagaimana yang tertera dibawah ini:

      Dimana

      fi = Frekuensi

      xi = Nilai tengah interval kelas

      fixi = Jumlah perkalian antara frekuensi dan nilai tengah interval kelas

      e.Rumus rata-rata. Formula yang digunakan adalah sebagai berikut:

$$X = \frac{\sum fixi}{\sum fi}$$

      Dimana

      X = Rata – rata kelas

      fi = Frekuensi

xi = Nilai tengah interval kelas

fixi = Jumlah perkalian antara frekuensi dan nilai tengah interval kelas

2. Questionnaire

Questionnaire akan dianalisa dengan menggunakan rumus yang dikemukakan oleh Anas (2008:43) sebagai berikut:

$$P = \frac{F}{N} x100\%$$

Dimana:

P = persentase

F = frekuensi

N = jumlah sampel

100% = nilai konstan

IV. DATA ANALISIS DAN HASIL PENELITIAN

4.1. Analisa tes

Sebagaimana telah dikemukakan pada bab sebelumnya bahwa penelitian ini bertujuan untuk mengetahui apakah penggunaan media video klip mampu meningkatkan kemampuan mahasiswa dalam menulis teks naratif, mengukur sejauh mana efektifitas dari penggunaan video klip tersebut untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif, serta untuk mengetahui faktor apa saja yang menyebabkan mahasiswa sulit dalam menghasilkan ide untuk menulis teks naratif. Penilaian terhadap tulisan tersebut meliputi pengaturan ide dalam tulisan, isi tulisan, tata bahasa, tanda baca/ketepatan menulis kosa kata, serta jenis kosa kata yang digunakan, yang dapat dikelompokkan sebagai berikut (Brown: 244-246):

Pengaturan ide = 20

Isi tulisan = 25

Tata bahasa = 25

Tanda baca/ketepatan menulis ejaan = 10

Jenis kosa kata = 20

Total = 100

4.1.1. Analisa hasil Pre-tes

Tabel berikut menunjukkan hasil pre-tes mahasiswa dalam menulis teks naratif Bahasa Inggris, yaitu:

Tabel 4.1: Hasil Pre-tes Mahasiswa

No	Nama	Isi tulisan	Pengaturan ide	Kosa kata	Tata bahasa	Tanda baca/ketepatan menulis ejaan	Total
1.	MAS	20	15	10	5	5	**55**
2.	YA	20	15	8	15	5	**63**
3.	KH	10	15	7	10	4	**46**
4.	SN	15	15	10	15	5	**60**
5.	RAS	15	13	10	5	4	**47**
6.	LR	12	10	10	15	4	**51**
7.	CIZ	15	15	10	5	4	**49**

8.	CE	15	13	8	10	5	**51**
9.	MW	17	15	10	12	6	**60**
10.	MH	15	12	10	5	4	**46**
11.	RA	22	15	12	20	7	**76**
12.	NA	20	15	10	20	5	**70**
13.	IT	12	13	10	13	5	**53**
14.	RD	15	10	10	10	5	**50**
15.	CC	15	15	10	10	5	**55**
16.	RH	20	15	17	10	8	**70**
17.	HB	10	10	10	7	9	**46**

Berdasarkan table diatas dapat diketahui bahwa sebaran hasil pre-tes Mahasiswa sebagai sampel dalam penelitian ini bervariasi. Secara keseluruhan, hasil terendah adalah 46 yang diperoleh oleh 3 orang mahasiswa dengan inisial KH, MH dan HB, sementara hasil tertinggi adalah 76 yang terdiri dari satu orang mahasiswa yaitu RA. Namun demikian, jika dilihat dari segi item penilaian, meskipun HB mendapatkan nilai terendah secara keseluruhan, akan tetapi HB memperoleh nilai tertinggi pada bagian Tanda baca/ketepatan menulis ejaan dengan nilai 9.

4.1.1.1. Pengukuran Range

Pengukuran range dilakukan dengan cara mengurutkan nilai yang diperoleh mahasiswa dari yang terendah hingga tertinggi sebagaiman berikut ini:

46 46 46 47 49 50
51 51 53 55 55 60
60 63 70 70 76

Setelah diketahui nilai tertinggi dan terendah, selanjutnya nilai – nilai tersebut dijumlahkan dengan menggunakan rumus dibawah ini:

$$R = H - L$$

$$R = 76 - 46$$

$$R = 30$$

Berdasarkan rumusan diatas, maka diketahui bahwa nilai range adalah 30.

4.1.1.2. Jumlah interval kelas

Untuk mengetahui jumlah interval kelas, dapat dilakukan dengan menggunakan rumus berikut ini:

$$K = 1 + 3{,}3 \log n$$
$$K = 1 + 3.3 \log 17$$
$$K = 1 + 3{,}3\ (1{,}23)$$
$$K = 1 + 4,\ 059$$
$$K = 5,\ 059$$
$$K = 5$$

Berdasarkan rumus diatas diketahui bahwa jumlah interval kelas adalah 5.

4.1.1.3. Jarak interval kelas

Rumus perhitungan berikut dapat digunakan untuk mengukur jarak interval kelas yaitu:

$$P = \frac{R}{K}$$
$$P = \frac{30}{5}$$
$$P = 6$$

4.1.1.4. Tabel frekuensi

Setelah mengetahui jarak interval kelas, yaitu 6, maka table frekuensi dapat digambarkan sebagaimana berikut ini:

Table 4.2: Tabel frekuensi nilai pre-tes

Class interval	f_i	x_i	x_i^2	$f_i\ x_i$	$f_i\ x_i^2$
46 – 51	8	48,5	2352,25	388	18818
52 – 57	3	54,5	2970,25	163,5	8910,75
58 – 63	3	60,5	3660,25	181,5	10980,75
64 – 69	-	66,5	4422,25	-	-
70 – 75	2	72,5	5256,25	145	10512,5
76 – 81	1	78,5	6162,25	78,5	6162,25
TOTAL	**17**			**956,5**	**55384,25**

4.1.1.5. Rumus rata-rata

Setelah mengetahui frekuensi nilai mahasiswa seperti digambarkan pada table diatas, maka rata – rata nilai mahasiswa pada pre-tes adalah sebagai berikut:

$$\bar{x} = \frac{\sum fi \cdot \chi_i}{\sum f_i}$$

$$= \frac{956,5}{17} = 56,2$$

4.1.2. Analisa hasil post-tes

Tabel berikut menampilkan hasil post-tes mahasiswa dalam menulis teks naratif Bahasa Inggris, yaitu:

Tabel 4.3 Hasil post-tes mahasiswa

No	Nama	Isi tulisan	Pengaturan ide	Kosa kata	Tata bahasa	Tanda baca/ketepatan menulis ejaan	Total
1.	MAS	20	15	15	15	10	**75**
2.	YA	20	15	10	10	10	**65**
3.	KH	15	13	15	14	8	**65**
4.	SN	20	15	15	20	10	**80**
5.	RAS	20	20	15	20	9	**84**
6.	LR	16	20	13	12	10	**71**
7.	CIZ	15	20	15	15	10	**75**
8.	CE	20	17	15	10	9	**71**
9.	MW	20	20	15	20	10	**85**
10.	MH	20	10	15	15	10	**70**
11.	RA	20	20	19	20	10	**89**
12.	NA	20	20	16	22	10	**88**
13.	IT	15	15	12	20	8	**70**

14.	RD	10	15	15	15	10	**65**
15.	CC	20	20	15	15	10	**80**
16.	RH	25	20	18	22	10	**95**
17.	HB	20	15	10	10	10	**65**

Tabel diatas menunjukkan bahwa 65 merupakan nilai terendah dan 95 adalah nilai tertinggi pada post-tes ini. Ada 4 orang mahasiswa dengan nilai 65 yaitu YA, KH, RD dan HB. Hanya 1 orang mahasiswa yang berhasil mendapat nilai tertinggi yaitu RH. Bahkan RH mendapatkan nilai yang sempurna untuk kategori isi tulisan, yaitu 25. Di kategori penilaian yang lain, rata – rata mahasiswa mendapatkan nilai yang hampir sama, seperti yang ditunjukkan pada table diatas. Namun demikian, jika dibandingkan dengan perolehan nilai pada pre-tes, hasil pos-tes menunjukkan bahwa semua mahasiswa mengalami peningkatan dalam menulis. Sebagian mahasiswa hanya mengalami sedikit peningkatan, namun sebagian yang lain menunjukkan peningkatan yang signifikan dalam menulis dengan menggunakan media video klip. Salah satu contohnya adalah jika sebelumnya CC mendapatkan nilai 55 pada pre-tes, namun pada post-tes meningkat menjadi 80.

4.1.2.1. Pengukuran Range

Urutan nilai yang didapatkan mahasiswa dalam pos-tes dapat diurutkan mulai dari nilai yang terendah hingga nilai yang tertinggi sebagaimana berikut ini:

65 65 65 65 70 70 71 71 75 75 80 80
84 85 88 89 95

Selanjutnya nilai range dapat ditentukan dengan menggunakan formula berikut:

R = H – L
R = 95 – 65
R = 30

Sehingga diketahui bahwa nilai range pada post-tes adalah 30.

4.1.2.2. Jumlah Interval

Setelah mendapatkan nilai range, selanjutnya dapat ditentukan jumlah interval dengan menggunakan rumus berikut:

K = 1 + 3,3 log n
K = 1 + 3.3 log 17
K = 1 + 3,3 (1,23)
K = 1 + 4, 059
K = 5, 059
K = 5

4.1.2.3. Jarak Interval

Setelah mengetahui jumlah interval, selanjutnya dapat diidentifikasi jarak interval dengan menggunakan formula berikut ini:

$$P = \frac{R}{K}$$

$$P = \frac{30}{5}$$

P = 6

Frekuensi sebaran nilai post-tes dapat dilihat melalui table berikut ini:

4.1.2.4. Tabel Frekuensi

Table 4.4: Tabel frekuensi nilai post-tes

Class interval	f_i	x_i	x_{i^2}	$f_i\ x_i$	$f_i\ x_{i^2}$
61 – 66	4	63,5	4032,25	254	16129
67 – 72	4	69,5	4830,25	278	19321
73 – 78	2	75,5	5700,25	151	11400,5
79 – 84	3	81,5	6642,25	244,5	19926,75
85 – 90	3	87,5	7656,25	262,5	22968,75
91 – 96	1	93,5	8742,25	93,5	8742,25
TOTAL	**17**			**1283,5**	**98488,25**

Dari table diatas diperoleh bahwa nilai fi = 17, fixi = 1283,5 dan nilai fix_{i^2} = 98488,25.

4.1.2.5. Rumus rata – rata

Setelah memperoleh hasil pada table frekuensi sebagaimana ditunjukkan pada table diatas, maka nilai rata – rata mahasiswa pada post-tes dapat ditentukan dengan menggunakan rumus berikut ini:

$$\bar{x} = \frac{\sum fi \cdot \chi_i}{\sum f_i}$$

$$= \frac{1283,5}{17} = 75,5$$

Menurut hasil pembagian dengan menggunakan formula diatas diperoleh data bahwa nilai rata – rata mahasiswa pada post – tes adalah 75,5. Jika dibandingkan dengan nilai rata – rata pada pre-tes, maka terdapat perbedaan antara keduanya yaitu 56,2 dan 75,5. Hal ini membuktikan bahwa mahasiswa pada Prodi Pendidikan Bahasa Inggris STKIP Bina Bangsa Getsempena dapat meningkatkan kemampuan menulis teks naratif Bahasa Inggris dengan menggunakan media video klip. Keefektifan dari penggunaan video klip tersebut dapat dilihat melalui nilai akhir yang diperoleh dari kedua tes yang diterapkan. Oleh karena itu, data statistik ini menjawab 2 (dua) pertanyaan yang menjadi masalah dalam penelitian ini yaitu:

1. Apakah penggunaan media video klip mampu meningkatkan kemampuan mahasiswa dalam menulis teks naratif?
2. Sejauh manakah efektifitas dari penggunaan video klip untuk meningkatkan kemampuan mahasiswa dalam menulis teks naratif?

4.1.3. Analisa questionnaire

Sebagaimana telah dikemukakan diatas, penulis juga menggunakan questionnaire sebagai instrument untuk mengumpulkan berbagai informasi dari mahasiswa sebagai

data penunjang dalam melakukan penelitian ini. Questionnaire tersebut berisi beberapa pertanyaan yang berkaitan erat dengan inti pembahasan penelitian ini yang menitikberatkan pada kemampuan siswa dalam menulis teks naratif serta penggunaan video klip sebagai media pembelajaran. Jawaban yang diperoleh dari questionnaire dikalkulasikan dengan menggunakan rumus berikut ini:

$$P = \frac{F}{N} x100\%$$

Selanjutnya data yang diperoleh dari questionnaire dapat dilihat melalui table – table berikut ini:

Table 4.5 What is your obstacle in learning writing?

No	Options	Frequencies	Percentage
1	a. Lack of idea	5	29%
	b.Lack of grammatical mastery	7	41%
	c. Lack of vocabulary	3	18%
	d. Lack of exercises	2	12%
	Total	**17**	**100%**

Table diatas menunjukkan bahwa kebanyakan mahasiswa mengalami kesulitan belajar menulis karena kurangnya penguasaan terhadap tata bahasa (grammar). Persentase dari pilihan ini mencapai 41% (7 orang). 29% (5 orang) mahasiswa lainnya memilih pilihan yang pertama bahwa mereka mengalami kesulitan dalam belajar menulis dikarenakan kurangnya ide untuk memulai menulis. Sementara mahasiswa yang memilih pilihan ketiga menganggap bahwa kesulitan menulis itu disebabkan oleh kurangnya penguasaan kosa kata, sebanyak 3 orang (18%). Alasan kurangnya latihan menulis diakui oleh 2 orang mahasiswa (12%).

Table 4.6 What do you think about writing narrative text

No	Options	Frequencies	Percentage
2	a. It is easy	3	18%
	b. It is difficult	8	47%
	c. It is borring	1	6%
	d. It is interesting	5	29%
	Total	**17**	**100%**

Berdasarkan table diatas, diketahui bahwa kebanyakan mahasiswa mengalami kesulitan dalam menulis teks naratif yaitu sekitar 47% (8 orang). 29% (5 orang)

mahasiswa lainnya menganggap bahwa teks naratif itu sangat menarik. Selebihnya, 18% (3 orang) mahasiswa beranggapan bahwa menulis teks naratif itu mudah dan 6% (1 orang) mahasiswa mengaku bahwa teks naratif itu membosankan.

Table 4.7 The lecturer uses media in teaching writing, especially writing narrative text

No	Options	Frequencies	Percentage
3	a. Often	2	12%
	b. Sometimes	10	59%
	c. Never	-	
	d. Always	5	29%
	Total	**17**	**100%**

Mengenai frekuensi penggunaan media dalam pembelajaran menulis khususnya menulis teks naratif ditanggapi mahasiswa secara beragam. 59% (10 orang) mahasiswa berasumsi bahwa penggunaan media dalam pembelajaran menulis adalah *kadang – kadang*. 29% (5 orang) mahasiswa memilih pilihan *selalu*. Hanya 12% (2 orang) mahasiswa yang mengaku *sering*, berkaitan dengan penggunaan media dalam pembelajaran menulis teks naratif. Tidak ada mahasiswa yang memilih pilihan *tidak pernah* terkait dengan hal tersebut diatas.

Table 4.8 Using video clip in learning writing narrative text can motivate you to produce better writing result

No	Options	Frequencies	Percentage
4	a. Strongly agree	15	88%
	b. Agree	2	12%
	c. Disagree	-	
	d. Strongly disagree	-	
	Total	**17**	**100%**

Melalui tabel diatas, dapat disimpulkan bahwa hampir keseluruhan mahasiswa yaitu sebanyak 15 orang (88%) menyatakan sangat setuju bahwa penggunaan media video klip dalam pembelajaran menulis teks naratif dapat memotivasi mereka untuk

menghasilkan tulisan yang lebih baik. Hanya 2 orang (12%) mahasiswa yang menyatakan setuju saja. Sementara itu, tidak ada mahasiswa yang memilih pada pilihan c dan d.

Table 4.9 Using video clip in learning writing narrative text can help you to write and organize the idea

No	Options	Frequencies	Percentage
5	a. Strongly agree	17	100%
	b. Agree	-	-
	c. Disagree	-	-
	d. Strongly disagree	-	-
	Total	**17**	**100%**

Table diatas dengan jelas menginformasikan bahwa keseluruhan mahasiswa yaitu 17 orang (100%) menyatakan sangat setuju jika video klip digunakan dalam pembelajaran menulis teks naratif sangat membantu mereka untuk menulis dan menghasilkan ide – ide yang menarik. Sehingga jelaslah sudah jika media video klip sangat berpengaruh terhadap perkembangan menulis, khususnya menulis teks naratif para mahasiswa jurusan pendidikan Bahasa Inggris di STKIP Bina Bangsa Getsempena Banda Aceh.

V. KESIMPULAN DAN SARAN

5.1 Kesimpulan

Berdasarkan penelitian yang telah dilakukan selama ini, dapat disimpulkan beberapa poin penting sebagaimana berikut ini:

1. Terdapat perbedaan yang besar antara nilai pre-test dan post-test mahasiswa dalam menulis teks naratif Bahasa Inggris, yaitu 56,2 untuk pre-tes dan 75,5 untuk post-tes.
2. Penggunaan media video klip dapat meningkatkan kemampuan mahasiswa dalam menulis teks naratif Bahasa Inggris, fokus pada pengembangan ide.
3. Setiap mahasiswa mempunyai kapasitas dan kemampuan yang berbeda dalam menghasilkan sebuah karangan naratif. Hal ini didasarkan pada kategori penilaian yang diberikan pada kedua tes yaitu menyangkut isi tulisan, pengaturan ide, kosa kata yang digunakan, tata bahasa, dan tanda baca/ketepatan menulis ejaan.
4. Hasil perolehan data melalui pendistribusian questionnaire menunjukkan bahwa kebanyakan mahasiswa mengaku sangat

termotivasi dan terbantu dengan adanya video klip sebagai salah satu media dalam pembelajaran menulis teks naratif.

5.2 **Saran**

1. Variasi media dalam pembelajaran menulis diharapkan mampu meningkatkan dan mengimprovisasi kemampuan mahasiswa menulis, khususnya dalam menghasilkan teks naratif. Oleh sebab itu, sangat disarankan untuk menggunakan media yang sesuai ketika mengajar.
2. Setiap pengajar diharapkan kreatif dan inovatif dalam mengajar, sehingga mahasiswa termotivasi dalam belajar.
3. Khusus pembelajaran menulis, hendaknya para pengajar mampu memberikan warna yang berbeda kepada mahasiswa sehingga tercipta suasana belajar yang nyaman dan menyenangkan serta tidak bosan. Oleh karena itu, seorang pengajar yang handal sangat diperlukan untuk mencapai tujuan ini.
4. Kepada setiap institusi pendidikan agar menyediakan segala sarana dan prasarana yang dibutuhkan demi kelancaran proses pentransferan ilmu yang dimaksud.
5. Mahasiswa diharapkan tidak hanya menerima ilmu yang disampaikan oleh dosen/pengajar di ruang kelas saja, akan tetapi harus lebih aktif mencari dan mempraktekkannya dalam kehidupan sehari-hari.

DAFTAR PUSTAKA

Akhdiah Sabarti dkk. (1996). *Menulis*. Jakarta: Depdikbud

Anas Sudiyono. (2008). *Pengantar Statistika Pendidikan.* Jakarta: Raja Grafindo Persada.

Anderson, M. (1997). *Text type in English 2.* Australia: Macmillan.

Berk, R.A. (2009). Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom. *International Journal of Technology in Teaching and Learning, 5*(1), 1–21.

Brown, D. (2003). *Language assessment principle and classroom practice.* New York: Longman.

Byrne, D. (1984). *Teaching writing skill*. Singapore: Longman.

Carino, P. (1991). *Basic writing*. Narpecolin Publisher: Indiana State University.

D'Angelo, F. (1980). *Process and Though in Composition, 2nd eds.* Cambridge: Masssachusetts.

Douglas College. (2008). *Prewriting Strategies for Exploring Ideas.* Douglas College Learning Centre.

Ears, B. (2004). *The Practice of Social Research.* Wardsworth: Thomson Learning.

Fowler & Aaron. (2006). *The Little, Brown Handbook.* Pearson: Longman.

Freedman, D. (2008). *Sampling*. Berkeley: University of California.

Gerot, L. & Wignell, P. (1994). *Making Sense of Functional Grammar.* Sydney: Gerd Stabler.

Gorbman, C. (1998). *Film Music*. in: John Hill and Pamela Church Gibson (eds.): The Oxford Guide to Film Studies, Oxford.

Handoyo Puji Widodo. (2006). *Process-Based Academic Essay Writing Instruction in An EFL Context*.

Harmer, J. (2007). *The practice of English language teaching (4th Eds)*. England: Pearson Education Limited.

Harmer, J. (2004). *How to Teach Writing.* New York: Longman.

Harmer, J. (1998). *The Practice of English Language Teaching.* Longman: Cambridge.

Hutchinson, E. (2005). *Narrative Writing.* United States of America: Saddleback Educational Publishing.

Khoi, R. (2011). A Solution to the Dilemma of Writing in a Foreign Language: Adaptive Mentorship. *International Journal for Cross-Disciplinary Subjects in Education (IJCDSE)*, 2 (4).

Kitchenham, B. & Pfleeger, S.L. (2002). *Principles of Survey Research Part 5: Populations and Samples.* 27 (5).

Meyers, A. (2005). *Gateways to Academic Writing: Effective Sentences Paragraph and Essay*. New York: Longman.

Moleong, J. L. (2001). *Metode Penelitian Kuantitatif.* PT Remaja Rosda Karya.

Neo, E. (2005). *Narrative for 'O' Level.* Singapore: Longman.

Olshtain, E. (2001). *Functional Tasks for Mastering the mechanics of Writing and Going Just Beyond.* Heinle & Heinle: Thomson Learning.

Oshima, A. & Hogue, A. (1997). *Writing Academic English.* New York: Pearson Education.

Polkinghorne, D. (1991). *Narrative and Self-concept.* University of Southern California*:* Lawrencc Eribaurn Associates.

Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.

Richards, J.C. & Renandya, W.A. (2006). *Methodology in Language Teaching,* New York: Cambridge University Press.

Slavka. (2009). Narrative Theories And Narrative Discourse. *Bulletin of the Transilvania University of Braşov.* 2 (51).

Stone, S. (1995). *The primary multiage classroom: changing schools for children.* Unpublished manuscript.

Sudjana. (2002). *Metode Statistika.* Bandung: Tarsito.

Error Analysis of Students' Free Writing (A Descriptive Study at the English Department of STKIP Bina Bangsa)

Sri Wahyuni[1]

Abstract

This study was conducted to identify the types of errors that made by the second year students of English Department of STKIP Getsempena Bina Bangsa in their writing-I and to analyze what factor causes the students make errors in their writing. There are about 16 students who have taken the writing class. This qualitative study was conducted by document analysis and interview. The document analysis was done by collecting students' writing papers; it was taken from the lecturer who taught academic writing class. The paper became the primary source supported by related references as the secondary sources. The whole primary data were classified based on the types of errors, and then they were explained. The writer also used interview protocol to cross check the data got from document analysis. This was important technique to gather the information about the factor causes the students make errors in their academic writing. The research finding shows the type of error that the students often made many errors in tenses. These errors occurred due to their lack of understanding about tenses and their usage. The other minor errors are considered mistakes because they know the rules, especially in using capital, punctuation, and determiners. Based on the interview protocol, the errors were made because of the influence of the first language; the students often think in Indonesian then write in English. The process of transferring the language infected the errors. This also was influenced by the students' habit that seldom read the writing product after they write it. Actually, the errors can be revised if the students can pay much more attention to their writing product. From this evidence, the writer suggested that teachers teach and train their students in constructing sentences in many forms of tenses as prewriting activity. Other suggestion for the teachers is that they remind students about minor mistakes to prevent repeated mistakes. The teacher also has to plan valuable and effective feedback in order to enhance students' development in writing skill.

Key words*: Error Analysis, Free Writing*

[1] Sri Wahyuni, Dosen Prodi Pendidikan Bahasa Inggris, STKIP Bina Bangsa Getsempena

INTRODUCTION

Writing is one of a productive skills that is expressed in written mode. People enjoy reading the writing product everyday in form of articles in newspapers, magazines, novels, and others. It is shown that the product of writing is an important thing in human life. Nowadays, writing becomes other form of communication. Therefore, it is also important to learn writing so that the students master the written communication as well as spoken communication. Writing is the highest as well as the last form of communication to be mastered in which people actually transfer their thoughts, feelings, and ideas. Unlike speaking, writing can help people consider more carefully the proper words to transmit a message or an utterance. Writing gives us more opportunity to go back and think again what we have written (Hammil 1975: 107).

Basically, the goal of teaching English is to bring the students to be able to communicate and use their English in real life by developing students' communicative competence, the complementary abilities to transmit meaning through talking and writing and the ability to comprehend meaning through listening and reading. As mentioned by Doff 'the ultimate aim of all English teaching is for students to 'know English', or at least know enough English for whatever purpose they have in learning the language' (Doff, 1994).

The purpose of writing task is related to the type of written format and the need of potential audience. Language learners will have a great advantage if they know some possible purposes for writing, such as providing factual information, convincing the audience of validity of a point, persuading someone to act or think in a certain way, entertaining the audience, making the readers feel an emotion deeply, or evoking a certain mood (Oxford, 1990).

The ability to write well is not a naturally acquired skill; it is usually learned or culturally transmitted as a set of practices in formal instructional settings or other environments. Writing instructors should take into account both strategy development and language skill development when working with students. Writing skills must be practiced and learned through experience. Writing or composing implies the ability either to tell or retell pieces of information in the form of narratives or description, or to transform information into new texts, as in expository or argumentative writing. Perhaps it is best viewed as a continuum of activities from the more mechanical or formal aspects to the more complex act of composing (Hadley, 1993).

Formulating new ideas can be difficult because it involves transforming or reworking information, which is much more complex than writing as telling. By putting together concepts and solving problems, the researcher engages in "a two-way interaction between continuously developing knowledge and continuously developing text" (Bereiter & Scardamalia, 1987). Indeed, writing requires conscious effort and practice in composing, developing, and analyzing ideas. Compared to

students' writing in their native language, L1, however, students writing in their L2 have to also acquire proficiency in the use of the language as well as writing strategies, techniques and skills. Although a certain amount of consciousness-raising on the part of the readers may be warranted, students want to write close to error-free texts and they enter language courses with the expectations of becoming more proficient writers in the L2.

It is true that grammar is not the only aspect that the teacher focuses on when grading student's writing, but basic grammar is the most important thing to check before other aspects such as diction or relation between paragraphs. Teachers' feedback on students' grammatical and lexical errors resulted in a significant improvement in both accuracy and fluency in subsequent writing of the same type over the same semester (Chandler, 2003). In order to make student's writing exercises better than the previous one, the teacher should remind them simultaneously about the mistakes they have made and tell them how to avoid their mistakes in order to make next writing better than before. Nevertheless, the result is not always satisfied.

However, many students regard writing as a very difficult subject to learn. Organizing sentences into paragraphs and joining paragraphs together are the most common problems for the students. Some experts, who are involved in language teaching, assume that a student who really wants to learn will succeed whatever the circumstances he/she studies. It is because writing is not only focused on a product, but also on a process to produce a product which is much more important than the product itself. Moreover, Students are bored when they find writing as a difficult subject. That can be a very big problem in the teaching and learning processes.

Moreover, success in mastering writing does not wholly depend on the teachers, but students also play the main role of the teaching-learning processes. It is a usual thing in the processes of learning, especially that of a foreign language. Students frequently make errors during the teaching-learning process because errors are common features of the language learners' life. Lexically, the word "error" in the speech or writing of a second or a foreign language learner (Richard, 1985: 95) means the use of a linguistic item such as a word, a grammatical item, a speech act and others in a way which a fluent or native speaker of the language regards as showing faulty or incomplete learning. It is inferred that students often make errors caused by lack of knowledge. It is different from the meaning of "mistake"; generally error is resulted from incomplete knowledge, while mistake (1985) is made by a learner when writing or speaking and which is caused by lack of attention, fatigue, carelessness, or some other aspect of performance.

The researcher had tested the second semester students to order them to write about anything freely and find out that the students repeated their mistakes. At their level of second semester, they have studied some basic grammar such as using article, possessive

adjective, question tag, word order, adjective clause and phrase, etc. They also have studied the use of period, comma, capital letter and some other basic punctuation. Nevertheless, in their writing, the researcher found errors or probably mistakes in using those basic grammar and punctuation. Those experiences encourage the researcher conduct the error analysis of students' writing assignment. In language teaching, error analysis studies the types and causes of language errors.

DISCUSSIONS

A. Teaching Writing

The most important factor in writing exercises is that students need to be involved personally in order to make the process of learning experience affect their skill improvement. Encouraging student participation in the exercise, while at the same time refining and expanding writing skills, requires a certain pragmatic approach. The teacher should be clear on what skills he/she is trying to develop. He/she also needs to decide on which type of exercise facilitate learning of the target area. Once the target skill areas and means of implementations are defined, the teacher can then proceed to focus on what topic can be employed to ensure students' participation. By combining these objectives, the teacher can expect both students' motivation and effective learning.

Choosing the target area depends on many factors i.e. students' level, students' age, students' reason to learn English, and students' specific intention in the future. Other important information that should be known by the teacher before choosing the target is what the students should be able to produce at the end of the exercise, and what the focus of the exercise is (structure, tense usage, creative writing). Once these factors are clear in the mind of the teacher, he can begin to focus on how to involve the students in the activity that promoting a positive, long-term learning experience.

After deciding the target area, the teacher can focus on the means to achieve this type of learning. As in correction, the teacher must choose the most appropriate manner for the specified writing area. If formal business letter English is required, it is of little use to employ a free expression type of exercise. Likewise, when working on descriptive language writing skills, a formal letter is equally out of place. With both the target area and means of production, clear in the teachers mind, the teacher can begin to consider how to involve the students by considering what type of activities are interesting to the students; Are they preparing for something specific such as a holiday or test?, Will they need any of the skills pragmatically? What has been effective in the past? A good way to approach this is by class feedback, or brainstorming sessions. By choosing a topic that involves the students, the teacher is providing a context within which effective learning on the target area can be undertaken.

Finally, the question of which type of correction will facilitate a useful writing exercise is of utmost importance. Here the teacher needs to think once again about the overall target area of the exercise. If there is an

immediate task at hand, such as taking a test, perhaps teacher guided correction is the most effective solution. However, if the task is more general (for example developing informal letter writing skills), maybe the best approach would be to have the students work in groups thereby learning from each other. Most importantly, by choosing the correct means of correction the teacher can encourage rather discourage student.

B. Error Analysis

Making errors is the most natural thing in the world and it is evidently attached to the human being. But, how do we define an error? There are different definitions of the word and as Ellis explains "learners make errors in both comprehension and production, the first being rather scantly investigated. Children learning their first language (Ll), adult native speakers, and second language learners; they all make errors which have a different name according to the group committing the errors. Children's errors have been seen as "transitional forms", the native speakers' ones are called "slips of the tongue" and the second language (L2) errors are considered "unwanted forms" (George, 1972)".

According to Lennon (1991) an error is "a linguistic form or combination of forms which in the same context and under similar conditions of production would, in all likelihood, not be produced by the speakers' native speakers' counterparts". In the second language teaching learning process the error has always been regarded as something negative which must be avoided. As a consequence, teachers have always adopted a repressive attitude towards it.

The study of Second Language Acquisition (SLA) can be said to have passed through a series of phases defined by the modes of inquiry researchers have utilized in their work: *contrastive analysis, error analysis, performance analysis, and discourse analysis.* As we look into the roots and development of error analysis, we can first overview contrastive analysis to gain better insight into how error analysis became more popular among SLA researchers.

Corder (1967) went on to say that in first language acquisition, we interpret child's 'incorrect' utterances as being evidence that he is in the process of acquiring language. This evidence is also for those who attempt to describe his knowledge of the language at any point in its development; it is the 'errors', which provide the important evidence. In second language acquisition, Corder (1967) proposed as a working hypothesis that some of the strategies adopted by the learner of a second language are substantially the same as those by which a first language is acquired.

For classifying the errors that learners made, researchers could learn a great deal about the second language acquisition process by inferring the strategies that second language learners were adopting. For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn.

Selinker (1992) pointed out the two highly significant contributions that Corder made: "that the errors of a learner, whether adult or child, are (a) not random, but are in

fact systematic, and are (b) not 'negative' or 'interfering' in any way with learning a target language but are, on the contrary, a necessary positive factor, indicative of testing hypotheses. Corder (1967) began to provide a framework for the study of adult learner language. Along with the influence of studies in first language acquisition and concepts provided by Contrastive Analysis (especially language transfer) and by the interlanguage hypothesis (e.g. fossilization, backsliding, and language transfer, communication and learning strategies).

In language teaching, error analysis studies the types and causes of language errors. Errors are generally classified into:

- modality (i.e. level of proficiency in speaking, writing, reading, listening)
- linguistic levels (i.e. pronunciation, grammar, vocabulary, style)
- form (e.g. omission, insertion, substitution)
- type (systematic errors/errors in competence vs. occasional errors/errors in performance)
- cause (e.g. interference, interlanguage)
- norm vs. system [http://en.wikipedia.org/wiki/Error_analysis]

A number of different categories for describing errors have been identified. Firstly, Corder (1973) classifies the errors in terms of the difference between the learners' utterance and the reconstructed version. In this way, errors fall into four categories: omission of some required elements; addition of some unnecessary or incorrect elements; selection of an incorrect element; and misordering of the elements. Nevertheless, Corder himself adds that this classification is not enough to describe errors. That is why he includes the linguistic level of the errors under the sub-areas of morphology, syntax, and lexicon (Corder, 1973).

Ellis (1997) maintains that "classifying errors in these ways can help us to diagnose learners' learning problems at any stage of their development and to plot how changes in error patterns occur over time." This categorization can be exemplified as follows:

a. Omission:
   - Morphological omission *A strange thing happen to me yesterday.
   - Syntactical omission * Must say also the names?
b. Addition:
   - In morphology * The book**s** is here.
   - In syntax * The London
   - In lexicon ***** I stayed there during five years ago.
c. Selection:
   - In morphology * My friend is old**est** than me.
   - In syntax * I want that he comes here.
d. Ordering:
   - In pronunciation * fignisicant for 'significant'; *prulal for 'plural'
   - In morphology * get upping for 'getting up'

- In syntax * He is a dear to me friend.

From those classifications, the researcher reformulated another classification which is considered appropriate for the students of Al-Manar senior high school and also suitable for this study.

- **Error Analysis (EA): its roots and development**

The study of Second Language Acquisition (SLA) can be said to have passed through a series of phases defined by the modes of inquiry researchers have utilized in their work: contrastive analysis, error analysis, performance analysis, and discourse analysis. As we look into the roots and development of error analysis, we can first overview contrastive analysis to gain better insight into how error analysis became more popular among SLA researchers.

1. Contrastive Analysis

Before the SLA field was established, from the 1940s to the 1960s, contrastive analyses were conducted, in which two languages were systematically compared. Researchers at that time were motivated by the prospect of being able to identify points of similarity and difference between native languages (NLs) and target languages (TLs). There was a strong belief that a more effective pedagogy would result when these were taken into consideration. Fries (1945), one of the leading applied linguists of the day, stated that the most efficient materials were those that are based upon a scientific description of the language to be learned, carefully compared with a parallel description of the native language of the learner.

Lado (1957), Fries' colleague at the University of Michigan, also expressed the importance of contrastive analysis in language teaching material design. He said that Individuals tend to transfer the forms, meanings, and the distribution of forms and meanings of their native language and culture to the foreign language and culture. It is done both productively when attempting to speak the language and to act in the culture and receptively when attempting to grasp and understand the language and the culture as practiced by natives. This claim is still quite appealing to anyone who has attempted to learn or teach a foreign language.

Lado (1957) went on to say a more controversial position, however, when he claimed that those elements that are similar to someone's native language will be simple for him/her, and those elements that are different will be difficult. This conviction that linguistic differences could be used to predict learning difficulty produced the notion of the contrastive analysis hypothesis (CAH). The notion is that if two languages were similar, positive transfer would occur and on the contrary, negative transfer or interference would result if they were different.

2. Introduction of the Concept 'Error Analysis'

Stephen Pit Corder is the first linguist who advocated the importance of errors in language learning process toward applied linguistics community. Corder (1967) mentioned the paradigm shift in linguistics

from a behaviouristic view of language to a more rationalistic view. He emphasizes great potential for applying new hypotheses about how languages are learned in L1 to the learning of a second language.

Corder (1967) went on to say that in L1 acquisition, we interpret child's 'incorrect' utterances as being evidence that he is in the process of acquiring language. This evidence is also for those who attempt to describe his knowledge of the language at any point in its development; it is the 'errors', which provide the important evidence. In second language acquisition, Corder (1967) proposed as a working hypothesis that some of the strategies adopted by the learner of a second language are substantially the same as those by which a first language is acquired. It does not mean, however, the course or sequence of learning is the same in L1 and L2.

By classifying the errors that learners made, researchers could learn a great deal about the SLA process by inferring the strategies that second language learners were adopting. For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn.

Selinker (1992) pointed out the two highly significant contributions that Corder made: "that the errors of a learner, whether adult or child, are (a) not random, but are in fact systematic, and are (b) not 'negative' or 'interfering' in any way with learning a TL but are, on the contrary, a necessary positive factor, indicative of testing hypotheses. Corder (1967) began to provide a framework for the study of adult learner language. Along with the influence of studies in L1 acquisition and concepts provided by Contrastive Analysis (especially language transfer) and by the interlanguage hypothesis (e.g. fossilization, backsliding, language transfer, communication and learning strategies).

RESEARCH METHOD

Based on the problems of the study, the writer needs to identify the types of errors made by the second year students of English Department of STKIP Getsempena Bina Bangsa in their writing-I and find out the causes why the students make errors in their writing. To answer the two problems, the writer has designed instruments of research namely:

1) Students' Writing Paper

The primary data were from document of students writing products. The writer collected the students' writing task as the product of writing. In this case, the writer collected the students' writing papers in the classroom as the results of assignments given by the lecturers. Then the writing sheets were read, identified, labeled and categorized based on the errors done in the writing product. The data were categorized based on the kinds of errors made by the students. The same data was also used to count how often the students make certain errors and what factor causes the errors done repeatedly. This technique has been done during the research was conducted after the primary data are collected twice.

After collecting the students' writing exercises, the researcher identified the errors that had been categorized into five

classifications of errors. The researcher suggested these categorizations in order to suit the students' level of ability. Those classification or categories are:

1. spelling, capital and punctuation mark
2. article, possessive adjective and other determiner
3. tenses, including subject verb agreement
4. word order (Noun and its adjectives) and word form, derivative
5. Clauses and phrases (Conditional, wish, reported/quoted speech).

To ease the researcher's work of counting the errors of the students' writing, the researcher coded every category with the number. The researcher put number '1' for the errors in the first category, number '2' for the second category, number '3' for the third category, number '4' for the fourth category, and number '5' for the fifth category.

2) Interview Questions Sheet

After identifying some errors and classifying them into specific error table and explain the finding data, then the writer interviewed the students and lecturer based on her analysis finding. The writer prepared some questions based on her findings so that she got the specific results from the research subjects' answers. The lists of interview questions are designed in form of *interview protocol* so that the writer develops her questions according to the data she had got during the interview processes. Therefore, the writer should have some participants chose purposively from the research sample. Of course it was hard to remember every single statement of the interviewee; therefore the writer used a tape recorder. So in this case, the interview transcripts were the important research instrument.

FINDINGS

Getting information about the English Department's students of STKIP Getsempena Bina Bangsa ability in writing shows that they still have difficulties in exploring ideas so that the content of their writings are narrow to develop details of supporting paragraph. Lack of ideas also bordered them organize the paragraphs.

The simple things that the lecturer needs to consider are about the silly but repeated errors such as the use of capital letters as seen in the following classification:

Before checking the errors that include the five categories, the researcher counted first the number of word in each writings to know how long their writing is. This step is necessary according to the researcher because the students were asked to write the composition around 250 words and not more than 300 words. Therefore, the researcher wanted to know whether they could do like what was instructed or not.

In accepting the students' writing exercises, the researcher instantaneously observed the length of the composition and felt that some composition are too short. The researcher, then, counted them and found that the longest composition reached 312 words in length and the shortest one is only 174-word long. The average of their composition length is 193-word. However, the length is not the focus in this research.

Having finished counting the words of every portfolio, the researcher began checking those compositions for the occurrences of every category and the errors in it, so the researcher would divide the errors into five categories. The first category is about spelling, capital, and punctuation mark. The second one is about article, possessive adjective and other determiner. The third one is about tenses, including subject verb agreement. Next category is about word order (Noun and its adjectives) and word form. The last category is about Clauses and phrases (Conditional, wish, reported/quoted speech).

Table 1. The summary of the percentage of the students' error in each category

	Category I (%)	Category II (%)	Category III (%)	Category IV (%)	Category V (%)	Average
Highest	24	64	89	60	50	45
Lowest	2	0	17	0	0	11
Average	9	30	53	19	16	26
Median	8	25	58	13	11	25
Standard deviation	6	19	20	19	13	9

Note:

Category

1. spelling, capital and punctuation mark
2. article, possessive adjective and other determiner
3. tenses, including subject verb agreement
4. word order (Noun and its adjectives) and word form, derivative
5. Clauses and phrases (Conditional, wish, reported/quoted speech).

The researcher began exposing the data of errors from the longest composition that can be looked at how many word they made. Instead of exposing the name of every student who owns the composition, the researcher named every portfolio with the alphabet A, B, C and so on.

To know who made error the most in every category, the researcher counted first the frequency of each rules in every category then the errors of the rules. For example, student A had 312 words in his composition, which means that there should be 312 correct spelling of every word. There are 20 sentences, 7 words in the title and 13 proper nouns in the student's composition, which means that there should be 30 words beginning with capital. The student also had to use 19 periods at the

end of every sentence and there are 13 places in his composition that should use comma to separate adverb when placing before subject in a sentence and when the student mentioned something. There should be 29 correct punctuations, then, in his composition. Therefore, for the first category, there are 343 frequencies of grammar rule's occurrences. From those frequencies, student A made 18 errors.

The researcher thought that grading the students' ability in using grammar rules by looking at the accumulation of errors they made would not be accurate considering that the frequency of grammar rule's occurrences in every category was different in every composition. That is why the researcher thought that it is necessary to count the percentage of every category. The result of percentage will describe the students' ability more accurately.

For example, student A and student G who possess the same percentage of the first category, around 5%. Student A has 18 errors from 343 frequencies of spelling, capital, and punctuation whereas student G only has 11 error but from 201 frequencies. Therefore, in this category, the researcher considered both of them in the same level because the percentage of error is same.

The researcher needs to state here that the percentage counted using no decimal. As the result, the percentage of student A in first category, for example, rounded to 5 % from the real result 5.25%. The percentage of student G in the first category is also 5% from the real result 5.47%. The different considered too light to differentiate students in his ability of writing. After counting the percentage of all data, the researcher found out the highest error, the lowest one, the average of those errors, the median result, and the standard deviation of errors in every category like what have been described in the previous table.

After counting the error in every category, the researcher recapitulated it as it is shown in Table 1 to find the percentage. From the table, we know that the most error made by the students is in the third category. The category is about using the correct type of tenses including its subject-verb agreement. The second position is category 2, which is about article, possessive adjective, and determiner. The category of word order occupies the third position in error modus. Category 5 and category 1 follow the fourth and fifth position in a row.

The result of counting shows us as well that the average of all errors is 26% where the median is 25%. This result is normal and acceptable for their level as Corder (1973) said that error is the evidence that the students are in the process of acquiring language. Nevertheless, the teacher should always try to enhance their students' skill to obtain the maximum ability of students to write in English.

Knowing the result that tenses is the major problem for second semester students, the researcher concluded that most of the students could not make correct tenses either using wrong subject-verb agreement or choosing the wrong tense when they expressed the ideas. The researcher assumes that there

must be the influence of their first language, Acehnese and Indonesian that has no tenses form. This is an interlingual error, which is the first language influences the target language and this is the result of language transfer. Error analysis studies, actually, does not regard these error as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language. It is need to analyze why the aspects of interlingua error often made by the students. Not only to cross check the data got about the frequency of errors made by the students in writing, but also to answer the problems of the study number 2, the writer conducted interview protocol. Based on the interview technique, she found that most students have common behavior that influence the writing product such as not to write guiding by outline of ideas, think in Indonesian but write in English, not reading after writing.

From the interview, the researcher knows that the teacher is communicative enough in teaching. She can motivate her students to love English as an international language. The method used in his teaching is mostly direct method with communicative approach. The teacher usually asked the students to write something freely related to the text studied. It seemed that usually, there was no specific instruction to write in specific type of text such as narrative, descriptive or recount.

The teacher should be clear on what skills he/she is trying to develop. He/she also needs to decide on which type of exercise facilitate learning of the target area. Once the target skill areas and means of implementations are defined, the teacher can then proceed to focus on what topic can be employed to ensure students' participation. By combining these objectives, the teacher can expect both students' motivation and effective learning.

Based on the interview protocol, the errors above made because of the first language influence or interferance, the students often think in Bahasa then write in English. The process of transferring the language infected the errors. This also was influenced by the students' habit; they seldom read their writing product after they write it. Actually the errors can be minimized if they can pay much more attention to the writing product.

Besides interviewing the teacher, the researcher also interviews the students to know how they feel in the process of teaching learning of English especially when they were instructed to write a composition. When the teacher questioned about that, their responses were little bit different. Nevertheless, the average answers were that they like English but do not like writing very much.

According to them, writing is difficult not only because their lack of knowledge about constructing sentences but also because of their difficulty of collecting ideas in order to put it in a composition. There are some persons, though, who like to write and they expressed that into their composition although the sentences still contained error. If learners perceive writing tasks to be useless, they may approach them in a careless manner.

Consequently, it is likely that they will be inattentive to errors, monitoring, and rhetorical concerns. However, if students are highly motivated, then any sort of writing task, expressive or otherwise, is welcomed.

The students also stated that when they write a composition they should at least prepare a dictionary of Indonesian-English or both English-Indonesian and Indonesian-English dictionary. That is because most of them do not know the words needed to express their ideas. For some students who do not own yet the dictionary needed will have a little problem in doing the task of composition. They should borrow from other students. Consequently, it took more time for them to accomplish the task.

The researcher also presumed that the other problem faced by second semester students of STKIP Getsempena BBG in writing is their carelessness in writing. The researcher noticed that the students still made mistake in the first category, which is about spelling, capital, and punctuation. The researcher considered it a mistake because they know the rules. They know that to begin a sentence they should use capital and end a sentence with a period. They also know that the proper noun should begin with capital. The teacher should remain them not to be careless and it needs more practice.

Moreover, the researcher also would like to emphasize the fifth category, which is about clause and phrase. Even though this category had less error, from the students' composition the researcher notice that the use of clauses is very rare. The researcher assumed that they do not understand well the clauses and if there were more clauses in their sentences, most of sentences would not be correct.

The rarely use of clauses and phrases can be influenced as well by their native language. As they use clauses infrequently in their Acehnese or their Indonesian language, they hardly ever do it in their composition. This phenomenon can be considered an interlingua. The teacher, as what have been suggested above, should have clear target skill area. In this case, the students should be trained specifically about how to use clauses.

One of the most valuable perspectives in teaching writing is that students are introduced to invention techniques to help them discover and engage a topic. Rather than being expected to turn in a finished product right away, students are asked for multiple drafts of a work and taught that rewriting and revision are integral to writing, and that editing is an ongoing, multi-level process, not merely a hasty check for correct grammar.

CONCLUSIONS

After doing the research about the error analysis of students' academic writing or students' composition, the researcher concluded some points as the following:

- The types of errors frequently made by the second year students of English Department of STKIP Getsempena Bina Bangsa were errors that interfere with meaning. The teacher should notice these errors more. They are as follows: Verb tense, Word order, Confusing word choice and Confusing spelling.

- There are also the errors that are less likely to interfere with meaning. These are considered mistakes, not errors. Students who did it usually know the rules but they are careless. In this case, the teacher should remind their students to be more careful and do the checking before submitting the task. Such mistakes are as the following: Article mistakes, Preposition mistakes, Pronoun agreement, Comma splices and Minor spelling mistakes.

The errors were made because of the influence or interference of the first language, the students often think in Bahasa then write in English. The process of transferring the language infected the errors. This is also influenced by the students' habit; the seldom read their writing product after they write it. Actually such errors can be minimized if the students can pay much more attention to their writing product.

REFERENCES

Broadman, Cynthia A. (2008) *Writing to Communicate* (second edition), Pearson: Longman.

Broadman, Cynthia A. (2008). *Writing to Communicate: Paragraph to Essay* (second edition), Pearson: Longman.

Brown, H. Douglas. (2001). *Teaching by Principles; An Interactive Approach to Language Pedagogy,* Second Edition, San Francisco: San Francisco State University Press.

Byrne, Donn. (1980). *English Teaching Perspectives,* England: Longman Group Ltd.

Ellis, Rod. (1986) *Understanding Second Language Acquisition,* Oxford: Oxford University Press.

Corder, Stephen Pit. (1981). *Error Analysis and Interlanguage*. Oxford, Oxford University Press.

Corder, Stephen Pit. (1967). *The Significant of Learners' Errors.* International Review of Applied Linguistics.

Hammil, Donald D. (1975). *Teaching Children with Learning and Behaviour Problems,* Boston, MA, USA: Allyn and Bascon.

Mennens, H., B. Wilkinson. (2002). *Academic Writing Skill,* Universiteit Maanstreit

Richards, Jack C. (1974). *Error Analysis Perspectives on Second Language Acquisition.* London: Longman Group Ltd.

Sanal, Fahrettin. (2007). *Error Analysis Based Second Languge Teaching Strategies, http:// citeseerx. ist. psu. edu/ messages/ downloadsexceeded. html, accessed on August 23, 2011.*

Seliger, Herbert W., Elana, Shohamy. (1989). *Second Language Research Methods,* Oxford: Oxford University Press.

White, R.V. (1988). *Academic writing: Process and Product*. In P. C. Robinson (Ed.) Academic writing: Process and Product. London: Modern English Publications: British Council.

Yusuf, Rinasari. *Error Analysis And Error Correction In Foreign Language Teaching*. Retrieved on March 9, 2011 from http://www.jurnallingua. com/edisi-2008/13-vol-1-no-2/61-error-analysis-and-error-correction-in-foreign-language-teaching.html.

IMPROVING SPEAKING ABILITY OF THE ELEVENTH YEAR STUDENTS OF SMA LABORATORIUM UNSYIAH BANDA ACEH BY USING TIME TOKEN ARENDS TECHNIQUE

Sukmayati[1]

Abstract

This research is intended to investigate the effect of Time Token Arends Technique application in teaching speaking to the eleventh grade students of Senior High School (SMA) Laboratorium Unsyiah Banda Aceh. The main purpose was to know whether the students who were taught by using Time Token Arends Technique would get a better performance in their speaking compared to those who were not. The topic given to the students was the expression of asking and giving opinion and suggestion. The population and sample of the study was the eleventh year students of SMA Laboratorium Unsyiah Banda Aceh which consists of 58 students; 29 in each class. The data of this research was collected by giving the pre-test and post-test. The data was analyzed using statistical formula including mean, standard deviation, and t-test. The result of the data analysis can be seen from the result of the post-test of the experimental and the control group. The mean of the post-test of the experimental group was 48,97 while the mean of the control group was 38,10. The mean score of the pre-test of the experimental group was 35,52 and the mean score of the experimental group was 48,97. In order to prove the hypothesis, the t-test score of the experimental group was compared with t-table score, it shows that the result of t-test of the post-test of experimental group was 2,279 while the result of t-table at a level of significance with a = 0,05 is 2,048. It indicates that the t-test score is higher than the t-table 2,048. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. So, it can be concluded that the students who were taught by using Time Token Arends Technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various technique in teaching. In teaching speaking, Time Token Arends Technique can be an alternative technique to be applied.

Key Words : *Speaking Skills, Time Token Arends Technique*

[1] Sukmayati, Guru Bahasa Inggris SMA Laboratorium Unysiah

INTRODUCTION

Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to others. Brown.et al, (2005) stated that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information. In this case, the speaker must see the relationship between ideas presented. In general, the goal of teaching speaking is to enable learners to communicate in the language they are learning. As Richards (2005:2) stated that the goal of teaching speaking is to provide learners with communicative competence, and classroom activities that develop learners' ability to express themselves through speech. In Indonesia the goal of teaching speaking to senior high school students grade 11th; as stated in the school-based curriculum (KTSP); is senior high school students are expected to be able to express meaning both in formal and informal transactional and interpersonal exchanges accurately, fluently and acceptable in daily life context.

According to 2006 curriculum, a student is considered success in passing the English subject if he/she reaches the minimum standard criteria score (KKM) determined by each school. For 2012/2013 academic year, SMA Laboratorium Unsyiah determines 75 for the English KKM which means that a student has to achieve at least 75 in order to pass the English subject.

For majority of the students especially who occupy the second grade of this school, reaching the stated passing score is not easy though the materials or the topics provided in the curriculum have been delivered within the time limit.

Based on the researcher's experience during her teaching period for more than seven years, it is found that most of her students still get problems in achieving the KKM especially in speaking English. To find out the students' problems, the researcher conducted a preliminary study through a survey by interviewing some students in her class. Based on the result of the interview with the students, she found that most of the students do not have high motivation to speak English because of different reasons. Some students said that they were reluctant to speak English because they felt afraid of making mistakes especially in case of grammar and pronunciation. Some other mentioned that they did not have any idea to tell when the teacher assigns them to speak English while some others cited that they have the idea about particular topics but they do not have enough vocabulary to use in that context.

In language teaching, it is teacher's responsibility to choose and apply the appropriate technique in order the students become active and creative in communication. Appropriate teaching strategy can influence students' in English especially in speaking

skill. As an English teacher at SMA Laboratorium Unsyiah, the researcher initiated to apply a teaching technique that she never used before. She was convinced that the technique she chose could create a challenging classroom atmosphere. She, therefore, decided to apply Time Token technique in teaching speaking to her students.

As the feedback for the research problem above, the research question of this study can be formulated as: Can Time Token Arends Technique improve the students' speaking skill?

In line with the above research question, the objective of this study is to find out whether or not Time Token Arends Technique improve the students' speaking skill.

REVIEW OF LITERATURE

A. Time Token Arends Technique

Time Token Arends is one of cooperative learning developed by Arends in 1998. In this technique, students do cooperative activities and help each other in understanding particular topics. Istarani (2011:194) defines Time Token Technique as a structure that can be used to teach social skills, to avoid talking domination of particular students or to avoid the students silence during class activities. This is due to the reason that by arranging the time for speaking and the giving of time for each student to speak, the teacher can create a comfortable situation for the students to speak. In addition, Suprijono (2013:133) suggests several steps of how a time token activity can be administered. It starts by arranging the students' seating arrangement into a discussion form. Then each student is given talking tokens. Each student will be given points depending on the time they spend in speaking or expressing opinion.

A number of research have been conducted about the application of time token technique in teaching. On August to December 2013, Yunitha conducted a classroom action research on the application of time token technique in improving students' speaking skill at the first year students of SMA Negeri 2 Surakarta. The result shows that the application of time token technique can improve the quality of the teaching learning process. It reveals in the increase of the students' activity, interest, and cooperation during the learning process. It also shows that the application of time token technique can improve the students' speaking skill. Similarly, Fanani conducted a research about the impact of applying time token technique towards the students' achievement of the students of SMK Negeri 1 Sidoarjo. He compared the students' achievement taught using time token technique and those taught using STAD technique. The finding shows that students' who are taught through time token technique have significantly better achievement than those taught through STAD. In addition to that, Valentina et al. (2012) condunted a research to investigate the influence of using time token Arends technique towards the 7^{th} grade students' achievement in Civil Education. The finding shows that the students taught using time token technique have better achievement in the given topics.

B. Speaking as a Skill

Speaking, as one of the four language skills is highly important in learning to communicate. Speaking is an interaction between the speaker and listener where the aims are to deliver speakers' information or intention during the conversation. When people start to speak, it means they want to deliver or share their ideas to others. Brown, et all, (2005:115) stated that speaking is oral interaction where participants need to negotiate meaning of ideas, feeling and information. In this case, the speaker must see the relationship between ideas presented. Bailey and David (2005:2) cited "Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It is often spontaneous, open ended, and evolving, but it is not completely unpredictable." From both definition of speaking stated above, it can be concluded that speaking is an oral communication that is used to convey meaning.

Speaking in a foreign language is a complex activity. If a student wants to be able to speak fluently in English, a student needs to know and acquire many aspects of the language. Harmer (2007:343) says that in order to be able to speak fluently in a English, speakers of English-especially where it is the second language- do not only need to be able to pronounce phonemes correctly, use appropriate stress and intonation pattern and speak in connected speech, but they will also have to be able to speak in a range of conversational and conversational strategies. They will need to be able to survive in typical functional exchanges. Nunan (1999:226) added that in order to speak in another language, one needs to know how to articulate sounds in a comprehensible manner, one needs an adequate vocabulary, and needs to have mastery of syntax. These various elements add up to linguistic competence. Besides, one needs to have the notion of communicative competence which includes a range of other sociolinguistic and conversational skills that enable the speaker to know how to say what to whom, when.

Similar idea was also stated by Thornbury (2005:11). He claims that learning to speak a foreign language requires more than knowing its linguistic knowledge. Students must also acquire the knowledge of extra linguistic such as topic, cultural knowledge, knowledge of the context, and familiarity with the other speakers. It means that when somebody is speaking the language, she/he should not only know the grammatical rules of the language but more on how it is used appropriately in different context of life.

METHODOLOGY

This study is an experimental quantitative research which is referred to true-experimental design. Arikunto (2006:125) defines an experimental study as the research in which there are two classes observed at the two points; they are control and experimental groups; one before the treatment and one after the treatment which was aimed at obtaining the information for the study. In this study the researcher addressed the treatment about the application of Time Token Arends Technique

in teaching speaking to the experimental group.

The target population of this study was all the students of SMA Laboratorium Unsyiah of 2013/2014 academic year with the total number of 463 students. 120 students belonged to second year students divided into seven classes; 4 Natural Science and 3 Social Science classes. There were two Social Science classes selected randomly from three classes in which both selected classes were similar in many cases. The classes chosen were XI-IPA2 as the control group and XI-IPA3 as the experimental group. The experimental class consisted of 29 students; 18 female and 11 male, while the control class consisted of 29 students; 17 female and 12 male.

In this study, one kind of instrument was used to collect the data; it was a test. The test includes pre-test and post-test in oral form. The pre- test was given to both classes before the treatment, while post- test was given after implementing the treatment. The pre-test was given to know how good the students' performance in speaking English was. In the pre-test activity, each student was required to give their opinion and suggestion to the issue and problem delivered by the teacher. Completing the pre-test, the researcher began the treatment to the experimental group by teaching speaking through Time Token Technique in five meetings. The researcher used subjective test. The result was examined and scored by using the rubric which was adapted from ESL Speaking Scoring rubric. The students were assessed on some aspects; they are clarity, pronunciation, fluency, comprehension, and content. They were scored and put into four category of speaking skill levels; they are Poor, Fair, Good, and Excellent.

Post-test was a test given to both the experimental and control groups at the end of treatment. The goal of the post-test is to know the students' speaking performance as the effect of Time Token Technique application. The effect was to know whether the intervention in the experimental group significantly improved the students' speaking skills compared to the control group. In order to see on what aspects of the students' speaking increased, then the same scoring rubric used in the pre-test was applied.

FINDING AND DISCUSSION

1. The Statistical Summary of Pre-test and Post-test for both Experimental and Control Groups.

The statistical summary of the pre-test is described on the tables below. In order to know whether there are differences among the range, mean, t-test and standard deviation for both experimental and control groups. The pre-test score of the EG and CG is presented in the following table.

Table 1. Statistical Summary of the Pre-Test of EG and CG

	Experimental Group (EG)	**t - test**	**Control Group (CG)**
N (Number of Students)	29		29
R (Range)	60		65
$\bar{X}$(Mean Score)	34		40
S (Standard Deviation)	16,93	- 1,12	-23,05

To see the pre-test and post-test scores of the EG is summarized in table 2

Table 2. Statistical Summary of the Pre-Test and Post-Test of EG

	Pre-Test of EG	t - test	Post-Test of EG
N (Number of Students)	29		29
R (Range)	60	-2,9	70
$\bar{X}$ (Mean Score)	34		48
S (Standard Deviation)	16,93		19,73

To see the differences between the pre-test and the post-test scores of the EG. The result is presented in the following table.

Table 3. Statistical Summary of the Pre-Test and Post-Test of CG

	Pre-Test of CG	t - test	Post-Test of CG
N (Number of Students)	29		29
R (Range)	65	0,56	70
$\bar{X}$ (Mean Score)	40		37
S (Standard Deviation)	-23,05		16,72

To see whether there is significant difference of EG and CG in their performance, table 4 is constructed.

Table 4. Statistical Summary of the Post-Test of EG and CG

	Experimental Group (EG)	t - test	Control Group (CG)
N (Number of Students)	29		29
R (Range)	70		70

$\bar{X}$ (Mean Score)	48	2,3	37
S (Standard Deviation)	19,73		16,72

The discussion concerned with the data from the description that have been explained before with the statistic procedure; the writer also interpreted the data that have been calculated above. Here is the detail information about the discussion of the issue. In general results, the experimental group is better than the control group because it has higher mean compared to the control group. It is based on the mean of data analyzing of post-test on EG and CG ($\bar{X}_1$:48 and $\bar{X}_2$:37). In this case, to support this finding more reliable, Slavin (1991) elaborated on the preceding chapter. It showed that Snowball Throwing as one of cooperative learning methods has positive effects in all major subjects, all grade levels, in urban, rural, and sub-urban schools and for high average, and low achievers.

Based on the source of the data, the number of the students of EG is the same as the CG; those are 29 for each. The range of the scores of EG and CG are not small so that the distribution appears normal since there are no extremes scores. The range of the pre-test score is 60 for the EG and 65 for the CG. From this range, it can be noticed that the two groups of scores are not widely scattered. Thus, the score distribution of the pre-test of the CG is higher scattered than the EG. It means that the score spread off for about 5 point increase.

The $\bar{X}$ statistic (arithmetic mean) of each test shows the relative achievement of the groups. The pre-test mean for the EG is 34 and 40 for the CG. The standard deviation of pre-test of EG is 16,93 while the standard deviation of pre-test of CG is -23,05. So, the score distribution of the pre-test for the EG is better than that of the CG. The T-test of pre-test of EG and CG is -12 at level of significant 0,05. So, null hypotheses (H_o) is accepted and because the T-test in the limit given (-1,96 and 1,96). It means that there is no significant different between EG and CG.

The pre-test scores of EG is different from that of the post-test score. The range of the pre-test of EG is 60 and the range of post-test is 70. The mean score of the pre-test is 34 and the mean score of the post-test is 48. The standard deviation of the pre-test is 16,93 and the standard deviation of the post-test is 19,73 on EG. It means that the score distribution of the post-test is significantly different than that of the pre-test. Then, the T-test of the pre-test and post-test on EG is -2,9 at the level of significance 0,05. Thus, we can accept the alternative hypotheses (H_1). This indicates that there is a significant difference between two means of pre-test 34 and post-test 48 of EG. We could say that the outcome of the test on the EG is due to the effect of the treatment.

If the procedures of Time Token Technique and the test statistics taken as appropriate indicators, it is proposed that the Time Token Arends Technique is a better alternative. Since there is no treatment for the CG, the mean differences between post-test

and pre-test are considerably not meaningful; 40-37=3 with the T-test statistic of 0,56 and the level of significance at 0,05. It means that the two groups are significantly different (see also Table 4.2 page 45). At the same time, it proves that the treatment has given a positive effect on the students' achievement. In other words, the technique employed in the EG provided more significant results than those used in the CG, (see Table 4.3 page 46).

The range of the post-test score for the EG is 70 and 70 for the CG. The ranges theoretically are not quite different from the range of the post-test which is 60 for the EG and 65 for the CG. The mean of post-test is 48 for EG and 37 for the CG. The standard deviation of the post-test is 19,73 for EG and 16,72 for the CG which means that the EG standard deviation is better than the CG. The t-test of the post-test of EG and CG is 2,30 at the level of significant 0,05. Therefore, we should accept the alternative hypotheses because there is no significant difference between the two groups, where some students have better performance and some of them have lower performance in mastering speaking skills.

CONCLUSION

Based on the findings and the discussion presented in the previous chapter, some conclusions are drawn in relation with teaching speaking by using Time Token Arends Technique. They are: (1) there is a significant difference in speaking performance between the students who were taught by using Time Token Technique and those who were taught through Audio-Lingual Method, (2) The students who were taught by using Time Token Arends Technique achieved higher score than those who were taught through Audio-Lingual Method.

REFERENCES

Arikunto, S. 2006. *Prosedur Penelitian. Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.

Bailey, K.M, and Nunan D. 2005. *Practical English Language Teaching: Speaking.* Inc.New York: McGraw-Hill Companies

Brown, H. D. 2005. Language Assessment; Principles and Classroom Practices: New York, Pearson Education

Departemen Pendidikan Nasional. 2006. *Standar Kompetensi dan Kompetensi Dasar Bahasa Inggris SMA/MA* Jakarta: Badan Standar Nasional Pendidikan (BSNP) Depdiknas

Harmer, J. 2007. *The Practice of English Language Teaching* Fourth Edition; Pearson Education Limited.

Istarani. 2011. *58 Model Pembelajaran Inovatif, Referensi Guru Dalam Menentukan Model Pembelajaran*.Medan; Penerbit Media Persada

Nunan, D. 1999. *Second Language Teaching and Learning*; Heinle & Heinle Publishers, An International Thomson Publishing Company, Boston, Massachuset, USA

Suprijono, A. 2013. *Cooperative Learning: Teori dan Aplikasi PAIKEM*.(10th edition). Yogyakarta: Pustaka Pelajar

Thornbury, Scott. 2005. How to teach Speaking. England: Longman. United States of America: Library of Congress Cataloging.

Yunitha. 2013. *Peningkatan Keterampilan Berbicara Melalui Penerapan Model Pembelajaran Kooperatif Time Token Arends pada Sisa Kelas X IPA 1 SMA Negeri 2 Surakarta Tahun Ajaran 2013/2014.* Thesis. Program Studi Bahasa Indonesia, Program Pasca Sarjana, Universitas Sebelas Maret Surakarta.

Fanani Hanif and Pramukantoro. 2011. *Pengaruh Teknik Pembelajaran Kooperatif Tipe Time Token Arends Terhadap Hasil Belajar Siswa Pada Mata Diklat Dasar-dasar Kelistrikan di SMKN 1 Sidoarjo*. Thesis. Pendidikan Teknik Elektro, Fakultas Teknik, Universitas Negeri Surabaya.

Febrayani, Valentina, et.al. 2012. *The Influence of Cooperative Learning Time TokenArends towards Students' Achievement in Civil Education for fifth grade students of Seririt District;* thesis, University of Ganesha, Singaraja Indonesia

TEACHING READING COMPREHENSION BY APPLYING CLOZE PROCEDURE TECHNIQUE

Suryani[1]

Abstract

This research is intended to investigate the effect of cloze procedure technique application in teaching reading comprehension to the eleventh grade students of Senior High School (SMA) Negeri 8 Banda Aceh. The main purpose was to know whether the students who were taught by using cloze procedure technique would get a better performance in their reading comprehension compared to those who were not. The reading material given to the students was narrative text. The population and sample of the study was the eleventh year students of Senior High School Number 8 (SMA Negeri 8) Banda Aceh which consists of 58 students; 29 in each class. The data of this research was collected by giving the pre-test and post-test in every meeting which includes four meetings. The test given was in form of cloze procedure especially fixed-deletion technique. The data was analyzed using SPSS 15,0. The result of the data analysis can be seen from the result of the post-test of the experimental group in which that the mean of the post-test of the experimental group in the first meeting was 52,28, in the second meeting was 48,97, in the third meeting was 60,00, and in the fourth meeting was 76,38. Moreover, the mean score of the post-test of the control group was 44,14 in the first meeting, 42,59 in the second meeting, 44,83 in the third meeting, and 54,83 in the fourth meeting. By comparing t-test score of the experimental group and t-table score, it shows that the result of t-test in the first meeting is -5,508 while the result of t-table at a level of significance with a = 0,05 is 2,048. The t-test score in the second meeting is -4,930, in the third meeting is -9,452, and the fourth meeting is -21,216. From all t-test score, it indicates that the t-test score < the t-table 2,048. It means that the alternative hypothesis is accepted. So, it can be concluded that the students who were taught by using cloze procedure technique have a better performance than those who were not. As the follow up for this research, it is suggested that English teachers should use various technique in teaching. In teaching reading comprehension, cloze procedure technique can be an alternative to be applied in teaching English.

Key Words: *Reading Comprehension, Cloze Procedure Technique*

[1] Suryani, Guru Bahasa Inggris SMA Negeri 8 Banda Aceh

INTRODUCTION

In big cities of Indonesia, English is taught from Elementary school up to university level. Reading is one of the skills that must be taught as a part of English language teaching. The aim of teaching reading comprehension is to help students understand the texts. According to 2006 curriculum, the aim of teaching reading for senior high school students is that the students are able to comprehend meaning in short functional texts and essay in daily life context to access science. Short functional text includes letter/email, messages, notice, advertisement, announcement, memo, etc while essays includes kinds of text as narrative, recount, descriptive, procedure, report, news item, exposition, explanation, discussion, and review.

Ideally, students who have learnt English for six years; since junior high school up to senior high school; must be able to comprehend reading passages. However, the fact shows that majority of senior high school students do not have good competence in comprehending reading. Several factors can affect the students' inability to have good reading skills. As a matter of fact, to most students, mastering reading comprehension is still a hard work and causes a lot of problems. This condition is caused by several factors. On the one hand, unlike in the other parts of the country, reading has not become one of the favorite hobbies for most students in Aceh. The students are not accustomed to reading especially reading the materials written in English. Consequently, teachers spend more and harder time to encourage the students to read. It means it a hard work for English teachers to teach reading as one of the four language skills. Clearly, teachers' role is crucial. Teachers need to promote reading and by their own espousal of reading as a valid occupation, persuade students of its benefits.

Based on the researcher's experience during her teaching time for more than ten years, she found that around 65% or 15 of 23 students in one class of Senior High School number 8 (SMAN 8) Banda Aceh get difficulties in comprehending reading texts written in English. As consequency, the result of their reading test is commonly low; that is around 50 of average score and this is still below the standard of minimum criteria KKM) determined by the school that is 70 for English subject. If this condition keeps happening, the researcher worries about the students' readiness to face the National Final Examination. The students, therefore, need to be well-prepared with some skills or strategies about how to solve the reading comprehension questions. Besides, the students need to be equipped with some important materials that help them in comprehending the reading passages such as the knowledge about parts of speeches. They must be able to differentiate among Verbs, Noun, Adjective, Adverbs, preposition, conjunction, etc.

Referring to the above condition, the researcher as one of the English teachers teaching at SMAN 8 Banda Aceh is interested in teaching the students in a different way that

she never applies yet. She will apply cloze procedure technique to examine if it is effective or not to teach reading comprehension. The researcher is interested to apply cloze procedure technique in teaching English since 20% of the questions in National Final Examination are in form of cloze procedure. So, she needs to train the students to solve the questions in form of cloze procedure technique so that the students will be accustomed to answer the same types of questions in the National Final Examination.

Based on the above background, the research questions of this study can be formulated as follows:

1. Is there any significant difference in reading comprehension between the students who are taught using cloze procedure technique and those who are taught using intensive reading technique?. 2. Is the students' achievement in reading comprehension the same in every meeting?

REVIEW OF LITERATURE

1. An Overview of Reading Comprehension

Reading may appear to be a very unique skill and play an important role in science development and it is also as a means of communication. Iskandarwassid (2009:245) described that Reading is said to be a very unique skill because not all people, even though they have got a reading skill, are able to develop it to be a tool to empower themselves or even to make the reading becomes a habit for themselves.

In addition to the above definition, there are also other definitions are common among teachers. Reading can also be defined as a thinking process. It requires some kinds of response on the part of readers. Reading is "an exercise dominated by the eyes and brain. The eyes receive message and brain then has to work out signicance of these message "Harmer (1985 : 153). On the other hand, Haris and Sipay (in Elvinda, 1990:8) described that reading is the meaningful interpretation of printed or written verbal symbols". Similarly, Alderson (2000:27) acknowledge that reading comprehension depends heavily on knowledge about the world as well as knowledge of language. In addition, reading entails making inferences and evaluating what is read. Readers construct new knowledge from the interaction between texts and their own background knowledge. Peregoy and Boyle as quoted by O'Malley (1996:94)

> Reading processes in a second language are similar to those acquired in the first language in that they call for knowledge of sound/symbol relationships, syntax, grammar, and semantics to predict and confirm meaning. As they do in their first language, second language readers use their background knowledge regarding the topic, text structure, their knowledge of the world, and their knowledge of print to interact with the printed page and to make prediction about it.

This explanation means that readers should have a complex components of knowledge to enable them to get a good comprehension of the texts.

2. The Teaching of Reading

Reading is one of the four language skills taught at Senior High Schools in Indonesia. Along with listening, reading belongs to an active receptive skill in language learning but it is different in the way they are transferred. Listening skill is used to measure learners' ability in comprehending an oral language while reading is used to measure a written language.

The 2006 English Curriculum places reading equal to other English language skills, listening, speaking and writing. According to the 2006 English Curriculum, the objectives of English instruction at the two levels of secondary school (junior and senior high school) is ,in general, to develop communicative competence in spoken and written English language which comprise listening, speaking, reading and writing. Raising awareness regarding the nature and importance of English as a foreign language, developing understanding of the interrelationship of language and culture. While specifically the competency standard of reading comprehension for senior high school students is to comprehend meaning of short functional texts and simple essay in genre recount, descriptive, procedure, report, narrative, news item, analytical exposition, hortatory exposition, explanation, discussion, and review in daily life context and to access science.

3. An Overview of Cloze Procedure Technique

The term cloze was introduced by Taylor (1953:415). It derived from the word "closure" which is a concept borrowed from the Gestalt School of Psychology. Taylor reasoned that the same psychological tendency would exist with respect to written materials if there were missing pieces. So, it would be a natural psychology tendency for people to fill in the gaps by achieving a complete whole and familiarity of language and context of the sentence may create a tendency to close or to complete the sentence.

O'Malley (1996:112) defined that cloze procedure involves systematically and purposefully omitting words within a text selected for developing and evaluating reading comprehension, and asking readers to fill in the blanks. According to Walker (2005:93) the purpose of cloze procedure are: 1) determine students' knowledge regarding reading. 2) determine the level of a specific text and clarify its independence, instruction, and frustration level (placement focus), 3) evaluate students' critical reading strategies along with their ability to use context (diagnosis focus), and encourage students to think critically and analytically about the text. 4) encourage students to control the meaning of what they read and 5) evaluate students' lexicon and subject-matter knowledge.

Djiwandono (1996:79) defined that cloze is the omitting words in the passage, the omission used intentionally in order to leave a blank space. The original passages which contain more words and it would be possible to omit the words that approximately 50 questions. The large passage used is the more words deleted and the more difficult to fill in.

So that, cloze test related to the students thinking process as in their ability to comprehend the appropriate words in one of the passage.

Referring to some references about cloze procedure designing and scoring, in this study the researcher will apply the following strategies as suggested by O'Malley (1996:114).

1. The teacher selects a passage and retype it. The passage is an excerpt from a story and text book for the cloze activity. In this case, she chooses the **narrative texts**.
2. Then she retypes the text. She decides to use all techniques suggested by O'Malley; they are **rational deletion, fixed-deletion, maze and limited techniques** because she wants to prove which technique is the most appropriate for her students level of ability. The deleted words is based on the techniques used.
3. In fixed-deletion, the researcher will delete every fifth words without considering the parts of speech in the text. In rational technique, the first sentence is typed exactly as it appears in the original text. Beginning with the second sentence, one of the first past form verb is deleted and replaced with a blank Then every past form of verbs in the remainder of the passage is deleted and replaced with a blank. While in maze technique, three word choices are provided all together at each missing word interval. For limited cloze, word choices; one per blank; are provided all together in a word blank at the top or bottom of the page.
4. After that students read the entire text silently, then they predict or "guess" the word that goes in each blank. Students write the words in the blanks.
5. At the first time, the students will work in the whole class with the words' choice provided before they are asked to provide words by themselves. Then the students work in groups, and later they work individually to complete the cloze passages.
6. The teacher scores the students' work. The researcher will use acceptable scoring method in which she will award one point each time the missing word is correctly identified. The percentage of correct answers is determined by dividing the number of points by the number of blanks.

RESEARCH METHODOLOGY

This study is an experimental research which is referred to true-experimental design. According to Arikunto (2006:130) an experimental study is the study in which the researcher involved directly in conducting the research. There are two classes; the control and experimental groups; that will be observed at two time points; one before the treatment and one after the treatment which is aimed at obtaining the information for the study. In this study the researcher will focus on the application of cloze procedure technique in teaching reading.

The sample of this research was chosen randomly by considering the homogeneity of the students. It means that the sample have the same or similar characteristics without considering the number or the quantity of the sample. There are two Social Science classes selected from three classes in which both selected classes are similar in many cases. The sample are homogeneous in which the participants chosen are alike; that is the participants come from the same cultural background, family background, ability level, and characteristics. Most of the students in both classes come from middle level of social background whose parents are mostly civil servants and sellers. Their English ability is at low level and they have quite low motivation in learning English so that they are passive most of the time.

The experimental class consists of 30 students; 20 female and 13 male, while the control class consists of 29 students; 17 female and 12 male. Consequently, the total samples are 59 students of SMAN 8 Banda Aceh of 2013/2014 academic year.

There is one instrument used in collecting the data needed for this study; that is a test.

The method used in is an experiment this study to get the primary data is an experiment where the researcher herself teaches in the class and observes directly the aspects which are expected to support the English teaching process. Before the research is done, the researcher told the students that they are going to learn English using new method to introduce them a model of test appearing in the National Examination.

Before the experiment is carried out, the materials are prepared by the researcher herself. Certain teaching steps which have been prepared in advance are followed in order to help the students learn seriously and comprehend the exercise or tests more easily. As has been told in the previous part, the materials are mostly taken from the English text book and National Examination test which are considered more appropriate with the students' background knowledge and level of English comprehension. In teaching reading comprehension for this experiment, the researcher sets quite different procedure from her ordinary teaching since she wants to create a more interesting classroom atmosphere.

FINDING AND DISCUSSION

1. Result of Pre-test and Post-Test

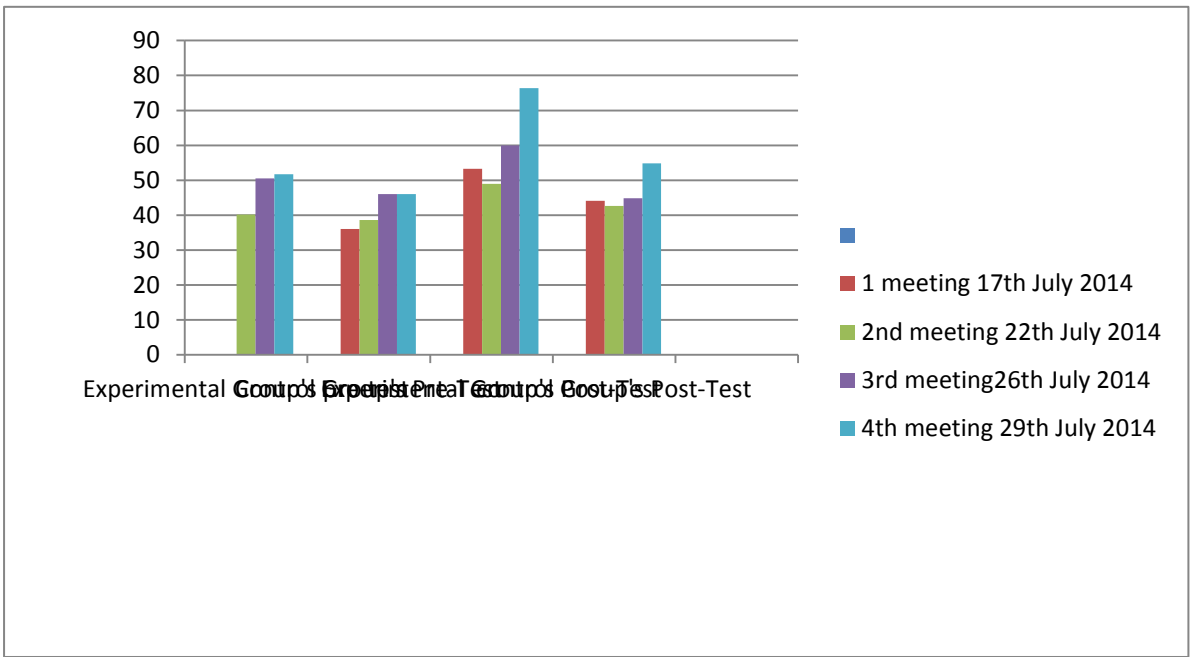
The pre-test was given in the early session of each meeting for both the experimental and control groups and the post-test was given at the end of every meeting. So, there were four pre-tests and post-test given in this study. The pre-tests were conducted in order to find out the students' ability in reading comprehension before the treatment was given while the post-tests were given to see if the application of make a match technique gives different result of the students' achievement. The data of all pre-tests and post-tests can be seen in the table and the diagram below.

Table 1. Mean of Pre-Test and Post-Test of the Experimental and Control Groups

	Pre-Test		Post-Test	
Meetings	**Experimental Group**	**ControlGroup**	**Experimental Group**	**Control Group**
1st meeting	40,34	36,03	53,28	44,14
2nd meeting	40,17	38,62	48,97	42,59
3rd meeting	50,52	46,03	60,00	44,83
4th meeting	51,72	46,03	76,38	54,83

The mean of pre-test and post-test of the experimental and control group can also be displayed in the following bar chart.

Bar Chart 1. Mean of Pre-Test and Post-Test of the Experimental and Control Groups



The above chart shows the mean of the pre-test and post-test of both the experimental and the control groups. From the above chart, it can be seen that for the experimental group, the mean of the first meeting is 40,34. In the second meeting, the mean is 40,17 and in the third meeting, the mean is 50,52 while in the fourth meeting, the mean is 51,72. For the control group, the mean of the first meeting is 36,03, the mean of the second meeting is 38,62, the mean of the third meeting is 46,03, and for the fourth meeting is 46,03. Based on the above description, it can be concluded that the average mean of the

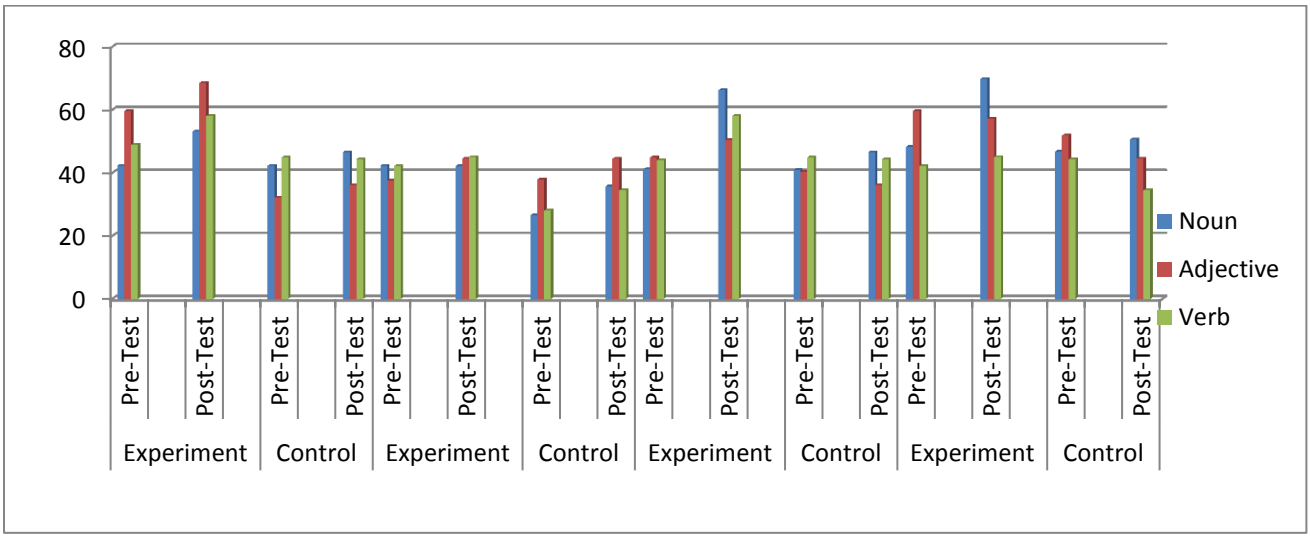
experimental group is 45,69 while the average mean of the control group is 41,58. In other words, the average mean of the pre-test of the experimental group is higher than that of the control group.

The above chart also presents the mean of the post-test of both the experimental and the control groups. It reveals that for the experimental group, the mean of the first meeting is 53,28. In the second meeting, the mean is 48,97 and in the third meeting, the mean is 60 while in the fourth meeting, the mean is 76,38. So, the average of the mean for the experimental group is 59,66. For the control group, the mean of the first meeting is 44,14, the mean of the second meeting is 42,59, the mean of the third meeting is 44,83, and for the fourth meeting is 53,83. Based on the above description, it can be concluded that the average mean of the experimental group is 59,66 while the average mean of the control group is 46,59. In other words, the average mean of the post-test of the experimental group is higher than that of the control group. The difference is 13,07 point.

2. The Percentage of Students' Correct Answer in Parts of Speech Word Deletion

The percentage presented here is the three parts of speech deletion which consisted of noun, adjective, and verb deletion. The chart below shows the level of students' achievement in completing the correct parts of speech in the appropriate blank spaces.

Bar Chart 2. The Percentage of Students' Correct Answer in Parts of Speec Word Deletion



The above chart shows the result of pre-test and post test given to the experimental and control groups. There were four meetings carried out during this experimental study. In the above chart, it can be seen that there are three colors; blue, red, and green. The colors indicate that there are three kinds of deletions according to parts of speech. The blue one is noun deletion, the red one refers to adjective deletion, and the green one refers to verb deletion. In the first meeting, the experimental group get the most correct answers in adjective deletion both in the pre-tests that is 59,60% and in the post-tests; 68,86% and the most incorrect answer are in noun deletion. For the control group, the most correct answer they can get is noun deletion, and the most incorrect answer is adjective deletion.

In the second meeting, most students in the experimental group get the most correct answers in verb deletion that reaches 44,48% in the post test, followed by adjective deletion and noun deletion. Similarly, the control group gets higher achievement in adjective deletion, followed by noun and verb deletion.

While in the third meeting, the experimental group gains the most correct answers in noun deletion that is 66,20, followed by verb deletion and noun deletion. On the other hand, the control group gets the most correct answers in noun deletion, followed by verb and noun deletion.

In the last meeting; the fourth meeting, the experimental group get the highest percentage in answering the adjective deletion in the pre-test while in the post-test, the experimental group gets the highest achievement in noun deletion; that is 69,81%, followed by adjective and verb deletion. Like the experimental group, the control group also gets the highest percentage in adjective deletion in the pre-test but they get the highest percentage in noun deletion in the post-test.

CONCLUSIONS

The conclusion of this study can be drawn as follows. (1) there is a significant difference in reading comprehension between the students who were taught by using cloze procedure technique and those who were taught through intensive technique, (2) Cloze procedure technique significantly improves the students' reading comprehension. Among the four meetings, in the fourth meetings, the students get the highest progression.

REFERENCE

Alderson, Charles. 2000. *Assessing Reading*. New York; USA, Cambridge University Press.

Departemen Pendidikan Nasional. 2006. *Standar Kompetensi dan Kompetensi Dasar Bahasa Inggris SMA / MA.* Jakarta: Badan Standar Nasional Pendidikan (BSNP) Depdiknas

Djiwandono, M.S. 1996. *Tes Bahasa dalam Pengajaran*. Bandung. Penerbit ITB

Elvinda. 2011. *Improving Students' Reading Skills through Interactive Approach.* (A Classroom Action Research at Second Grade of SMA 13 Banda Aceh) Unpublished Theses, Banda Aceh: Graduate Program in English Language Education Syiah Kuala University.

Harmer Jeremy. 2007. *The Practice of English Language Teaching (Fourth Edition)*, Pearson Longman.

Iskandarwassid dan Dadang Sunendar. 2009. *Strategi Pembelajaran Bahasa.* Bandung; Sekolah Pasca Sarjana dan Penerbit Remaja Rosdakarya.

O'Malley, J.M and L.Valdez Pierce. 1996. *Authentic Assessment for English Language Learners, Practical Approaches for Teachers*. Ny: Pearson Education.

Sudarwati, M.TH and Eudia, G. 2006. *Look Ahead 2, An English Course for Senior High School Students Year XI*: Penerbit Erlangga

Taylor.W.L. 1953. Cloze Procedure: A new tool for measuring readability. Journalism Quarterly 30. 415-433. No.PN 4700. J7)

PENERAPAN METODE GALLERY WALK UNTUK MENINGKATKAN KEMAMPUAN MENULIS TEKS ANALYTICAL EXPOSITION BAHASA INGGRIS SISWA KELAS XI IPA-1 MAN MODEL BANDA ACEH

Yusnidar[1]

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan siswa dalam menulis teks analytical expostion bahasa Inggris, dan aktivitas siswa selama mengikuti pelajaran bahasa Inggris. Subjek penelitian ini berjumlah 28 orang siswa kelas XI-IPA1 MAN Model Banda Aceh. Penelitian ini merupakan penelitian tindakan kelas (PTK) yang terdiri dari 2 siklus. Setiap siklus meliputi perencanaan (planning), pelaksanaan (Action), pengamatan (Observation), dan refleksi (Reflection). Data penelitian ini dikumpulkan melalui unjuk kerja, lembar pengamatan siswa dan penegelolaan pembelajaran oleh guru. Hasil penelitian menunjukkan bahwa kemampuan siswa menulis teks analytical bahasa Inggris pada siklus I mencapai 60,09% dan pada siklus II meningkat menjadi 83,33% siswa yang mencapai KKM 70. Hal ini berarti bahwa indikator yang ditetapkan telah tercapai dimana ditetapkan bahwa penelitian ini berhasil apabila 85% siswa mencapai KKM 70. Dengan demikian dapat disimpulkan bahwa penerapan metode Gallery Walk dapat meningkatkan kemampuan siswa menulis teks analytical exposition bahasa Inggris. Sehubungan dengan itu, disarankan kepada guru-guru agar menerapkan metode Gallery Walk dalam mengajar bahasa Inggris, khususnya untuk mengajar keterampilan menulis.

Kata kunci: *Metode Gallery Walk, Kemampuan Menulis Teks, Analytical Exposition*

[1] Yusnidar, Guru Bahasa Inggris MAN Model Banda Aceh

LATAR BELAKANG MASALAH

Berbahasa pada dasarnya adalah proses interaktif komunikatif yang menekankan pada penggunaan aspek-aspek kebahasaan. Kemampuan memahami aspek-aspek tersebut sangat menentukan keberhasilan dalam proses komunikasi. Aspek-aspek komunikasi tersebut antara lain ketrampilan menyimak, berbicara, membaca, dan menulis. Secara karakteristik, ke empat aspek tersebut berdiri sendiri, namun dalam penggunaan bahasa sebagai alat komunikasi tidak dapat dipisahkan akan tetapi harus teritegrasi. Hal ini menunjukkan bahwa bahasa merupakan keterpaduan dari beberapa aspek. Sesuai dengan tuntutan KTSP 2006, salah satu aspek keterampilan bahasa yang harus diajarkan kepada siswa sekolah menengah atas adalah keterampilan menulis. Keterampilan menulis menekankan pada metode menulis (proses) bukan hanya produk tulisan saja, sehingga kedua hal tersebut harus diperhatikan. Kompetensi menulis ditekankan juga pada tujuan dan fungsi dari tulisan (lihat SK/KD di silibus).

Dalam proses belajar, anak belajar dari pengalaman sendiri, mengkonstruksi pengetahuan kemudian memberi makna pada pengetahuan itu. Melalui proses belajar yang mengalami sendiri, menemukan sendiri khususnya secara berkelompok, maka anak menjadi senang, sehingga tumbuhlah minat untuk belajar, khususnya belajar bahasa Inggris.

Salah satu tugas guru adalah menumbuhkan minat dan daya tarik siswa terhadap pelajaran tersebut sehingga tujuan pembelajaran dapat tercapai seperti yang diharapkan. Guru diharapkan aktif dalam mengembangkan pendekatan metode dan penyampaian yang tepat sehingga diharapkan siswa dapat memahami dengan baik materi yang dipelajari. Pemilihan metode pembelajaran yang tepat mampu menjadikan siswa aktif dan pembelajaran menarik. Bila seorang guru berhasil menciptakan suasana pembelajaran yang dapat memotivasi serta mengaktifkan siswa dalam belajar, kemungkinan siswa akan memperoleh hasil belajar sesuai yang diharapkan. Untuk itu diperlukan sebuah metode belajar yang efektif yang lebih memberdayakan siswa. Sebuah metode belajar yang tidak mengharuskan siswa menghafal fakta-fakta, tetapi sebuah metode yang mendorong siswa mengkontruksikan di benak mereka sendiri (Uno, 2011).

Kenyataan yang ditemukan oleh peneliti selama mengajar di MAN Model Banda Aceh, kemampuan menghasilkan dan menulis teks sebagian besar siswa (65% dari jumlah siswa) masih tergolong rendah. Hal itu mungkin terjadi karena siswa tidak benar-benar memahami proses penulisan yang baik dan metode mengajar yang diterapkan oleh guru kurang membantu siswa mengembangkan ketrampilannya dalam menulis teks bahasa Inggris. Kecenderungan memberi penugasan yang bersifat individu merupakan salah satu

penyebab keterbatasan siswa untuk mengembangkan ide-ide yang dimilikinya. Melihat kenyataan tersebut, peneliti tertarik untuk meneliti masalah ini. Sebagai pemecahannya adalah dengan menerapkan metode pembelajaran Gallery Walk dalam pengajaran menulis. Metode pembelajaran Gallery Walk merupakan suatu cara untuk menilai dan merayakan apa yang telah peserta didik pelajari setelah rangkaian pelajaran studi.

TINJAUAN PUSTAKA

A. Pengertian Metode *Gallery Walk*

Ismail (dalam Gufron: 2011) menguraikan tentang Gallery Walk sebagai berikut:

Secara etimologi *Gallery Walk* terdiri dari dua kata, yaitu *Gallery* dan *Walk*. *Gallery* adalah pameran. Pameran merupakan kegiatan untuk memperkenalkan produk, karya atau gagasan kepada khalayak ramai. Misalnya pameran buku, tulisan, lukisan dan sebagainya. Sedangkan *Walk* artinya berjalan, melangkah.

Gallery Walk, menurut Silberman (2007:264), yang menyebutnya dengan istilah Galeri Belajar, "merupakan suatu cara untuk menilai dan merayakan apa yang telah peserta didik pelajari setelah rangkaian pelajaran studi". Kemudian hal serupa pula dikemukakan oleh Machmudah (2008: 152), menyebut *Gallery Walk* dengan sebutan Galeri Belajar. "Galeri Belajar merupakan suatu cara untuk menilai dan mengingat apa yang telah siswa pelajari. Menurut Francek dalam *Journal of College Science Teaching* (2006:27), "*Gallery walk is a discussion technique that gets students out of their chairs and actively involved in synthesizing important science concepts, writing, and public speaking. The technique also cultivates listening and team building skills"*.

1. Langkah-langkah metode *Gallery Walk*

Adapun langkah-langkah penerapan metode *Gallery Walk* (Tim Teaching: 2011), sebagai berikut:

1) Peserta dibagi dalam beberapa kelompok.
2) Kelompok diberi kertas plano/ flip chart.
3) Tentukan topik/tema pelajaran.
4) Hasil kerja kelompok ditempel di dinding.
5) Masing-masing kelompok berputar mengamati hasil kerja kelompok lain.
6) Salah satu wakil kelompok menjawab setiap apa yang ditanyakan oleh kelompok lain.
7) Koreksi bersama-sama.
8) Klarifikasi dan penyimpulan.

2. Tujuan *Gallery Walk*

Menurut Uno (2011:50), metode *Gallery Walk* ini disebut dengan istilah metode keliling kelompok. Metode ini mempunyai tujuan agar masing-masing anggota kelompok mendapat kesempatan untuk memberikan kontribusi mereka dan mendengarkan pandangan serta pemikiran anggota lainnya.

B. Keterampilan Menulis

Menulis adalah suatu proses komunikasi yang dilakukan oleh seseorang dengan jalan menyampaikan ide melalui tulisan dan ditujukan kepada para pembaca. Agar penyampaian pesan tersebut dapat diterima dengan baik oleh pembaca, maka penulis harus memperhatikan komponen-komponen tulisan tersebut. J.D. Brown (dalam Penny, 2001: 9) menyatakan bahwa seorang penulis harus mampu menggabungkan

berbagai komponen yang saling berhubungan dalam kegiatan menulis. Komponen-komponen tersebut mencakup isi, struktur tulisan, wacana, sintaksis, kosakata, dan mekanik.

Berdasarkan pendapat di atas dapat di simpulkan bahwa untuk menilai hasil pembelajaran menulis teks Bahasa Inggris lebih digunakan komponen-komponen yaitu isi (gagasan-gagasan mengacu pada tujuan komunikatif dari teks *tertentu,* struktur tulisan (kesatuan dan keterpaduan paragraf pembentuk struktur teks, wacana (rangkaian kalimat membentuk sebuah paragraf), sintaksis (rangkaian kata membentuk kalimat), tatabahasa, kosakata, serta mekanik (penggunaan tanda baca dan huruf kapital).

1. Ejaan

Ejaan merupakan salah satu aspek kebahasaan yang memiliki peranan penting dalam penulisa. Walaupun kesalahan ejaan tidak selalu menimbulkan kesalah pahaman pesan dari teks tertulis namun hal itu dapat mempengaruhi penilaian pembaca. Seperti dikatakan Harmer (2007:324) suatu hal sering terjadi, ejaan yang kurang tepat dinilai sebagai kekurang pedulian atau kurang pengetahuan.

Bagi siswa, penggunaan ejaan yang tepat dalam Bahasa Inggris merupakan masalah yang sulit karena perbedaan bunyi bahasa dan ejaan tidak terlalu jelas misalnya 1 bunyi fonem yang sama dapat terdiri dari beberapa perbedaan ejaan yang berbeda contohnya kata paw, poor, pour, daughter, dan ejaan yang sama dapat memiliki terdiri dari beberapa bunyi yang berbeda.

2. Lay out dan Tanda baca

Dalam hal penulisan, penulis dari bahasa yang berbeda menganut tanda baca dan lay out yang berbeda dalam komunikasi seperti dalam penulisan surat, laporan, dan materi yang dipublikasi lainnya. Penggunaan tanda baca bukan merupakan transfer dari suatu masyarakat atau bahasa ke bahasa lain. Hal ini jelas terlihat dalam tulisan-tulisan yang ada seperti dalam penggunaan kutipan kalimat langsung dengan penggunaan bahasa yang berbeda, atau dalam cara penggunaan koma disamping penggunaan tanda titik. Demikian juga halnya dalam penggunaan huruf capital untuk nama, bulan dan kata ganti.

C. Teks Analytical Exposition

Analytical exposition merupakan salah satu jenis teks argumentative yang bertujuan untuk membujuk atau mengajak pembaca atau pendengar bahwa sesuatu hal atau kasus perlu mendapat perhatian. Dalam realitanya, jenis teks ini sering dijumpai dalam buku-buku ilmiah, jurnal, majalah, artikel dalam surat kabar, pidato atau perkuliahan, laporan hasil penelitian, dan sebagainya.

METODE PENELITIAN

Penelitian ini merupakan penelitian tindakan kelas yang terdiri dari 2 siklus. Dalam kegiatan penelitian ini peneliti berkolaborasi dengan 2 orang guru MAN Model Banda Aceh. Peneliti melakukan tindakan dalam kelas sebagai pengajar dan 2 orang guru lain bertindak sebagai observer yang bertugas mengamati proses pembelajaran dalam kelas.

Sesuai dengan jenis penelitian yang dipilih, yaitu penelitian tindakan, maka penelitian ini menggunakan metode penelitian

tindakan berbentuk spiral dari siklus yang satu ke siklus yang berikutnya. Setiap siklus meliputi planning (perencanaan), action (tindakan), observation (pengamatan), dan reflection (refleksi). Langkah pada siklus berikutnya adalah perencanaan yang sudah direvisi, tindakan, pengamatan, dan refleksi.

Alat pengumpul data dalam penelitian ini adalah (1) kerja praktik (2) lembar pengamatan aktivitas siswa.

Penelitian ini dianggap berhasil apabila memenuhi indikator berikut:

1. 80% kelompok belajar mencapai nilai minimum ≥ 70 dalam menulis teks analytical exposition
2. Aktivitas siswa mencapai kriteria baik (76% – 86%)

HASIL

1.Siklus I

Pelaksanaan kegiatan belajar mengajar untuk siklus I dilaksanakan pada hari Rabu, Jum'at dan Rabu tanggal 12 September, 14 September, dan 19 September 2012 di kelas XI-IPA1 MAN Model Banda Aceh dengan jumlah siswa 28 orang.

1. Nilai Kerja Praktik Menulis Siswa

Tabel Nilai Hasil Kerja Praktik Menulis Teks Analytical Exposition Bahasa Inggris Siklus I

No	Kelompok	Nilai	Keterangan
1	I	45	Tidak Tuntas
2	II	70	Tuntas
3	III	40	Tidak Tuntas
4	IV	55	Tidak Tuntas
5	V	75	Tuntas
6	VI	40	Tidak Tuntas

Tabel diatas menunjukkan nilai tulisan teks berbentuk analytical exposition yang diperoleh siswa dari praktik menulis secara berkelompok ketika proses pembelajaran berlangsung. Dari tabel diatas terlihat bahwa dari 6 kelompok belajar yang terbentuk hanya 2 kelompok yang memperoleh nilai 70 sedangkan kelompok lain memperoleh nilai dibawah 70. Hal ini berarti bahwa hanya 2 kelompok belajar (30%) yang mencapai nilai KKM sedangkan kelompok lain (70%) belum mencapai KKM.

Pengamatan pengamat juga ditujukan pada aktivitas siswa dan data tentang aktivitas siswa dapat dilihat dari tabel berikut.

2. Data Aktivitas Siswa

Tabel 4.3. Data Aktivitas Siswa pada Pelajaran Bahasa Inggris Siklus 1

No	Aspek yang diamati	Jumlah siswa aktif	Persentase
1	Memperhatikan penjelasan guru	7	87,5
2	Bekerja dalam kelompok	4	50
3	Mengajukan pertanyaan pada diskusi kelas	3	37,5
4	Menjawab pertanyaan pada diskusi kelas	3	37,5
5	Memperbaiki jawaban yang salah	3	37,5
6	Mempresentasikan hasil diskusi kelompok	6	75
7	Ikut merangkum materi pelajaran	4	50
Persentase rata-rata aktivitas siswa (%)			53,57

Dari tabel 4.5 diatas dapat diketahui bahwa dari 8 orang siswa pada 2 kelompok yang diamati aktivitas siswa mencapai persentase 53,57%. Hal ini menunjukkan bahwa aktivitas siswa tergolong kategori kurang dan masih kurang dari yang diharapkan oleh peneliti. Perbaikan harus dilakukan pada siklus berikutnya dengan cara lebih memotivasi dan membimbing siswa pada saat diskusi kelas maupun diskusi kelompok. Persentase ini masih berada dibawah indikator bawah baik (76% – 86%) seperti yang ditetapkan pada indikator keberhasilan.

Refleksi dilakukan pada akhir siklus, sebagai dasar merefleksikan kegiatan pembelajaran. Berdasarkan hasil pengamatan terhadap kegiatan pembelajaran adalah (1) siswa antusias mengikuti bacaan, (2) suasana kelas agak gaduh karena siswa yang mampu terlalu mendominasi kegiatan, (3) guru masih kurang memberikan motivasi kepada siswa, (4) kemampuan menulis siswa mencapai rata-rata 69,09 dan persentase 53,57%.Berdasarkan hasil deskripsi di atas, diperoleh aktivitas siswa kurang baik, aktivitas guru belum baik, dan hasil belajar klasikal belum tuntas maka pelaksanaan penelitian siklus I belum berhasil. Dengan demikian pelaksanaan siklus kedua harus dilanjutnya dengan memperbaiki kelemahan-kelemahan pada siklus pertama.

2.Siklus II

Pelaksanaan tindakan II dilakukan oleh ketua peneliti (guru), sedangkan anggota peneliti 1 dan 2 sebagai pengamat. Pada akhir pembelajaran siswa diberi tes formatif.

1. Hasil Kerja Praktik Menulis Siswa

Tabel Nilai Hasil Kerja Praktik Menulis Pelajaran Bahasa Inggris Siklus II

No	Kelompok	Nilai	Keterangan
1	I	75	Tuntas
2	II	85	Tuntas
3	III	60	Tidak Tuntas
4	IV	75	Tuntas
5	V	85	Tuntas

6	VI	70	Tuntas

Tabel diatas menunjukkan nilai tulisan teks berbentuk analytical exposition yang diperoleh siswa dari praktik menulis secara berkelompok ketika proses pembelajaran siklus 2 berlangsung. Dari tabel diatas terlihat bahwa dari 6 kelompok belajar yang terbentuk, ada 5 kelompok yang memperoleh nilai 70 keatas sedangkan 2 kelompok lain memperoleh nilai dibawah 70. Hal ini berarti bahwa ada 5 kelompok belajar (83,33%) yang mencapai nilai KKM dan hanya 2 kelompok (11,67%) belum mencapai KKM.

2. Aktivitas Siswa Selama Pembelajaran

Pengamatan pengamat juga ditujukan pada aktivitas siswa dan data tentang aktivitas siswa dapat dilihat dari tabel berikut.

Tabel Data Aktivitas Siswa pada Pelajaran Bahasa Inggris Siklus II

No	Aspek yang diamati	Jumlah siswa aktif	Persentase
1	Memperhatikan penjelasan guru	8	100
2	Bekerja dalam kelompok	7	87,5
3	Mengajukan pertanyaan pada diskusi kelas	6	75
4	Menjawab pertanyaan pada diskusi kelas	7	87,5
5	Memperbaiki jawaban yang salah	6	75
6	Mempresentasikan hasil kerja kelompok	8	100
7	Ikut merangkum materi pelajaran	7	87,5
Persentase rata-rata aktivitas siswa (%)			87,5

Data hasil observasi terhadap aktivitas siswa mengalami peningkatan dari 53,57% pada siklus I menjadi 87,5% pada siklus II. Kenaikan persentase aktivitas siswa yang besar terjadi pada aspek bekerja dalam kelompok, mengajukan pertanyaan pada diskusi kelas, menjawab pertanyaan, memperbaiki jawaban salah, dan mempresentasikan hasil kerja kelompok.

Pada tahap refleksi dikaji apa yang telah terlaksana dengan baik maupun yang masih kurang baik dalam proses belajar mengajar dengan penerapan metode pengajaram Gallery Walk. Dari data-data yang telah diperoleh dapat duraikan sebagai berikut:

1) Selama proses belajar mengajar guru telah melaksanakan hampir semua aspek pembelajaran dengan baik. Meskipun ada beberapa aspek yang belum sempurna, tetapi persentase keberhasilan pelaksanaannya untuk masing-masing aspek cukup besar.

2) Berdasarkan data hasil pengamatan diketahui bahwa siswa aktif selama proses belajar berlangsung.

3) Kekurangan pada siklus-siklus sebelumnya sudah mengalami perbaikan dan peningkatan sehingga menjadi lebih baik.

4) Hasil belajar siswa pada siklus II mencapai ketuntasan.

Oleh karena itu dapat disimpulkan bahwa penelitian ini berhasil dan dapat dihentikan sampai siklus II.

PEMBAHASAN

1. Hasil Kerja Praktik Menulis

Selama proses pembelajaran berlangsung, siswa melakukan kerja praktik menulis teks analytical exposition secara berkelompok yang masing-masing kelompok terdiri dari 4-5 orang siswa yang dibagi secara heterogen. Kegiatan menulis ini dilakukan melalui proses yang dimulai dari tahap pengedrafan kerangka karangan, penyempurnaan, koreksi dan revisi. Hasil penulisan pada siklus I menunjukkan bahwa hanya 2 kelompok belajar (20%) yang mampu menulis dengan hasil mencapai KKM 70 sedangkan 4 kelompok lain belum mencapai nilai KKM. Pada siklus II, jumlah kelompok yang dapat menulis hingga mencapai nilai KKM meningkat menjadi 4 kelompok (80%) dan hanya 2 kelompok (20%) belum mencapai nilai minimal 70. Ini berarti bahwa kemampuan menulis siswa semakin mengalami perbaikan dan indicator keberhasilan pertama yang ditetapkan peneliti telah terpenuhi. Keberhasilan ini sangat dipengaruhi oleh penerapan metode Gallery Walk karena hasil tulisan siswa dipajang pada setiap sudut ruang kelas untuk disaksikan dan dikoreksi oleh setiap kelompok belajar. Kegiatan ini memberikan kesempatan langsung bagi siswa untuk menilai sejauh mana kemampuan menulis mereka dan pada aspek apa mereka mengalami kekurangan yang akhirnya harus mereka perbaiki berdasarkan masukan atau koreksi dari kelompok lain disamping dari guru.

2. Aktivitas Siswa Dalam Pembelajaran

Berdasarkan analisis data, diperoleh aktivitas siswa dalam proses pembelajaran Bahasa Inggris pada materi menulis teks analytical exposition dengan metode pembelajaran Gallery Walk terbukti bahwa aktivitas siswa meningkat dari siklus I ke siklus II. Pada siklus I aktivitas siswa mencapai 53,57% dan pada siklus II mencapai 87,5%. Persentase ini telah memenuhi indicator keberhasilan yang ditetapkan sehingga tidak perlu dilanjutkan ke siklus berikutnya.

KESIMPULAN

Berdasarkan hasil penelitian yang telah dilaksanakan selama dua siklus, dan pemaparan hasil seluruh pembahasan dapat diambil kesimpulan sebagai berikut:

Metode pembelajaran Gallery Walk memiliki dampak positif dalam meningkatkan proses pembelajaran khususnya pada aspek menulis teks analytical exposition. Metode pembelajaran Gallery Walk memiliki dampak positif dalam meningkatkan hasil belajar siswa yang ditandai dengan peningkatan ketuntasan belajar siswa baik secara individu maupun berkelompok.

Metode pembelajaran Gallery Walk dapat meningkatkan aktivitas siswa terutama dalam diskusi kelompok dan presentasi hasil kerja kelompok. Siswa dapat bekerja secara mandiri maupun kelompok, serta mampu mempertangung jawabkan segala tugas individu maupun kelompok.

DAFTAR PUSTAKA

Departemen Pendidikan Nasional. 2006. *Standar* ***Kompetensi dan Kompetensi Dasar Bahasa Inggris SMA/MA***. Jakarta: Badan Standar Nasional Pendidikan (BSNP) Depdiknas

Harmer, Jeremy. 2007. *The Practice of English Language Teaching* Fourth Edition; Pearson Education Limited.

Sudarwati, Th. M & Grace Eudia. 2005. *Look Ahead I (An English Course for Senior High School Student Year X)*. Jakarta: Erlangga.

Penny, William Kevin. 2001. ***Student Difficulties Writing in English: Suggested Metodees to help, and Their Potential Beneficial 'Side-effects'***. London of Birmingham. http://www.cels.bham.ac.uk/reseources/essays/penny1.pdf

Gufron, Moch. 2011. *"Implementasi Metode Gallery Walk dan Small Groupanalytical exposition dalam Meningkatkan Efektifitas Pembelajaran Pendidikan Agama Islam Kelas VIII E di SMP Negeri 1 Banyuanyar Probolinggo"*. Skripsi Sarjana. Malang: Fakultas Tarbiyah Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Silberman, Melvin L. 2007. *Active Learning: 101 Metode Pembelajaran Aktif*. Dialihbahasakan oleh Sarjuli dkk. Yogyakarta: Pustaka Insan Madani.

Tim Teaching, Pendidikan Pelatihan Profesi Guru (PLPG) LPTK Rayon IAIN Walisongo Semarang". http://www.scribd.com/doc/41637080/6-aplikasi-PAIKEM-revisi (10 November 2011).

Uno,Hamzah B. dan Nurdin Mohamad. 2011. *Belajar dengan Pendekatan PAILKEM: Pembelajaran Aktif, Inovatif, Lingkungan, Kreatif, Efektif, Menarik*. Jakarta: Bumi Aksara.

THE USED OF MULTIMEDIA IN ENGLISH LANGUAGE TEACHING; (A CASE STUDY AT SMP NEGERI 2 MESJID RAYA, ACEH BESAR)

Regina Rahmi

Abstract

Learning and teaching a foreign language needs a lot of patience, energy, time, creativity and competence. The success of the teaching and learning of foreign language skills including English is determined by a number of factors such as students, teachers, teaching methods, techniques, and instructional Multimedia. English teaching Multimedia are very important for teacher to help students acquire new concept of the skills and language competences. English has been taught at primary level due to its important role. English teachers in this level need more knowledge about children in mastering English. It is done because children have certain characteristics that differ from adult learners. There are still many fascinating discussions that might be interesting to find out the real situation in the implementation of Multimedia in English language teaching, especially to children. This study which was conducted at Elementary School Islam Laboratorium Neuhen, Mesjid Raya is intended to figure out how the use of Multimedia in English language teaching to the first levels. The study employed case study research design. The population was 44 and the sample was taken by using nonprobability sample, convenience sampling, was an English teacher. The research problem is "*how does the teacher implement Multimedia in teaching English?* The data were collected by using instruments, namely: observation checklist sheets, questionnaire sheet, interview guidelines, and documentations. Based on the data analysis, it was found that the English teacher at SMP Negeri 2 Mesjid Raya used multimedia in English language teaching. There is some variable which observe by the researcher, there are: Computer, Internet, Print text, and Movie. According to the students' competencies, the teacher build up new atmosphere in teaching learning process by using pint text in reading, speaking, writing and vocabulary. The used of movie help the students in all competencies, such as reading, speaking, listening, writing and vocabulary teaching learning process.

Key words: *English Language, Teaching, Multimedia*

Background of Study

Teaching Basic English to the young learners in primary level plays an important role. The English teacher has to understand more about young learners in choosing methods, techniques and Multimedia based on the students' ability, need and interest. Talk about Basic English, these Basic English lessons provide the most important learning points for beginning level English learners and we are directly think about young learners or children. They have to learn English basically because English is the second language which a little bit hard to understand. The question is "Is learning a second language like learning a first language?". We have to understand about critical period hypothesis before answer that question.

Multimedia are very important for teacher to help students in understanding English as a foreign language. Even though there are many kinds of multiMultimedia which can be used by the teacher in English teaching learning process, especially in teaching English to the primary school students, he or she should be selective on choosing them. 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 in maintaining the relationship between the teacher and students.

Clearly, there are many kinds of Multimedia that can be used by the teacher in English teaching-learning process to the young learners such as audio Multimedia, visual Multimedia, audio-visual Multimedia and the teacher herself as a model. In this study, the researcher hopes to English teacher to teach English by using various instructional materials as Multimedia. Therefore the teacher can make the students interest to study English language everywhere, in classroom or outside the classroom. Over all, SMP Negeri 2 Mesjid Raya has applied English from first levels till first levels as local content subject.

Then, the researcher has done a preliminary research before doing observation in the school to get real information about the research problems. The researcher believes that English teacher at SMP Negeri 2 Mesjid Raya, Aceh Besar faces the obstacles in implementing Multimedia in English teaching-learning process. Therefore, the researcher would like to know the information and the data referring to the kind of Multimedia in English language teaching at the school.

Research Problems

The problem of the study that the researcher considers important to be searched "What kinds of Multimedia are used by the teacher in teaching English at the First Level of SMP Negeri 2 Mesjid Raya?"

Research Objectives

There are some objectives of this study that the writer wants to know: The kinds of Multimedia are used by the teacher in teaching English at the First Level of SMP Negeri 2 Mesjid Raya.

Scope of the Study

This study focuses on the activity running in the class by considering English as the main scope of this study. It would give more specific explanation about the kind of multimedia used by the teacher at SMP Negeri 2 Mesjid Raya.

LITERATURE REVIEW

Mutlimedia in English language Teaching

The use of multimedia described here makes use of print texts, film and Internet to develop and enhance linguistics and knowledge. Through their interactions with multimedia texts on topic of interest, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Working though the complex intermingling of meanings, embedded within different texts encourages students to make connections as they build a wider range of schemata, which are then available to help them grasp future texts.

Using print, film and Internet as resources for studying provides students with opportunities to gather information through stimuli that will stimulate their imaginations, engage their interest and introduce them to the raw materials for analysis and interpretation of both language and context. Students develop solid foundation in several subject areas and become "content experts" in one. Thus they greatly increase their overall knowledge base, as well as their English language and critical literacy skills, facilitating their performance in future college courses.

Although various studies support the application of multimedia in the classroom, Liu, Jones and Hemstreet (1998) point out that the design of multimedia is useful when technology is to have any effect on learning. One of the main purposes of software in writing is to facilitate the development of academic writing skills for students through the use of the objects matter for writing assignments. The program is presented as a simulation game to interest and motivation. Students using the program found themselves in the virtual world of education.

Computer

One of multimedia which evaluable and easy uses is computer, which is an electronic medium in which both print and visual resources are invariably bound. At the click of a mouse, text resources present

students with a diverse collection of authentic English language texts dealing with a wide variety of interdisciplinary topics, and at each web page link, students have the advantage of reading print texts with the benefit of immediate visual reinforcement provided by pictures and slide shows, facilitating the collaborative effects of print and visual information processing.

Internet

Using the Internet for focus discipline research not only teaches higher order thinking skills, but also promotes critical and social literacy as students encounter a variety of information, synthesizing that information through cooperation and collaboration with their peers. Members of focus discipline groups generally form strong multicultural friendship fostered by their collaborative efforts throughout the semester.

Print Text

The Print text used in presenting students with sophisticated reading that contains cognitively demanding language and introduces a wide range of vocabulary. However, these texts may be difficult to understand. This is suggested to present in printed and visual text. By reading print texts will the benefit of immediate visual provided by pictures or slide show. In writing class of using multimedia, students watch the selected video novel. After watching students are asked questions about the video and assigned essay topics, then divided into brainstorming groups. They discuss and develop the topics in their group. They then make rough draft before presenting in front of other groups. It is obviously that in the multimedia classroom students are engaged to learn how to brainstorm, how to use groups for draft and how to critique other presentations.

Film

Film can be used to provide a visual material. The students can read a print text and watch the film later, according to Kasper and Singer (1997:5-17), the film can clarify comprehension, consolidate concepts and reinforce learning. It is expected to the students to fully understand both visual and verbal comprehension. By watching the complete film the students expected to understand various areas of academic discourse such as psychology, environmental science and others to broaden the verbal and written perspective (Kasper and Singer, 1997:5-17).

The interaction between the use of Multimedia and characteristic of students' learn can determine the result of students' learns. It means that the students will get a significant advantage when they learn by using Multimedia according to their characteristics, types and their learning styles. Visual students will obtain more advantages when they study through visual Multimedia, like pictures, diagrams, videos, or films. While audio students are being helped by learning with the audio Multimedia, like radio, voice record, or teacher's discourse. However, audio-visual

students are going to attain the purpose of English learning by using both kinds of Multimedia; audio Multimedia and visual Multimedia.

Teacher's Roles in Teaching English by Using Multimedia to Children

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.

Curriculum, Syllabus and Lessons Plan in Using Multimedia

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 Multimedia that can be used,

how to combine the connection between the steps in teaching according curriculum, syllabus, lesson plan with the methods, strategies and Multimedia that will be used in teaching learning process. And also how to achieve the goal of the English teaching programs.

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 Multimedia in English teaching-learning process to the children.

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 Multimedia.

At all times, however, the teaching English by using Multimedia in the syllabus have to measure against the basic purposes of contributing language to the student own language. As the aim of syllabus, the researcher tries to elaborate the ways to measure it according to the general syllabus, they are as follows:

1. Extending the students' thinking and the awareness of their language, the relationship each others, the needs and desires of others, the wonder and complexity of the universe in utterance the language;
2. Opening students' eyes to believe that they can learn English as foreign language by making every positive effort and praying;
3. Helping them to begin to see the point of recognizing and ordering their own values and priorities in learn English, such as the reasons why they have to learn English;
4. Developing their confidence and competence in dealing the English with the issues of their environment, for example paying attention to the situation around them.

Lesson Plan

The important way in the successful of teaching English by using Multimedia is well planning in arrange the subject or lesson. It depend on the teacher's need in order how to achieve the purpose of teaching English. By creating positive activities through good procedures, the teacher can be done good performances in English language teaching-learning process by using Multimedia. As described by Richard, et. al. (1987: 163), that the outline of (a) the teacher's objectives has set for a lesson (b) the teacher's procedures in the activities will use to achieve them and the order to followed, and (c) the materials and resources which will be used.

Why Use Multimedia in English Language Teaching

Multimedia is very useful in learning the English language. The teacher and students are helped by using Multimedia to achieve the learning goals. So that, the teachers should apply the Multimedia in teaching - learning activities because:

1. Multimedia can be solved the lack of the learners' experiences. Learners have different background such as areas, family life, society, social economic, etc.
2. Multimedia can be reached everything out of the class. There are so many things around the learners that cannot be reached by them, such as: bacteria, virus, etc. To know and see those tiny things, we must use a microscope as a Multimedia. We use a picture to present things which cannot be brought into the classroom such as: markets, stations, harbors.
3. Multimedia are created the possible direct interaction between the learners and their environment.
4. Multimedia are produced some observation. The learners' observation can be directed into the important things based on the teacher's aims.

5. Multimedia can be kept the basic, concrete and real concepts of the teaching.
6. The learners' motivation is aroused by using Multimedia in learning.
7. Multimedia are integrated the experience from the concrete things to the abstract ones.

The important thing is that using Multimedia can be encouraged the learners to speak and to write. There are some advantages of using Multimedia in teaching-learning process. Those are;

1. To increase the learners' motivation.
2. To avoid the learners bored.
3. To make the learners easy to understand the instructional material.
4. To make the teaching learning process more systematic

According to the advantages above, the researcher can be summed up that the purposes of using Multimedia in English language teaching, especially to children are:

1. to lack of students attention since the students get bored
2. to provide teachers and students with creative and practical ideas.
3. to meet various needs and interests of their students
4. to provide students with a lot of language practice through activities using newspapers, magazines, radio, TV, movies, books, Internet, etc, and tasks which develop reading, writing, speaking and listening skills
5. to entertain students and encourage their ability by giving the students the confidence.
5. to achieve the learning goals.

It can say that Multimedia are arisen the learners' interest, stormed the learners' brain to think creatively and concretely in understanding English effectively.

RESEARCH METHODOLOGY

Research Design

Case study research excels at bringing us to an understanding of a complex issue or object and can extend experience or add strength to what is already known through previous research by providing the real people in real situation. Cohen, et al (2005: 181) defined that case study is a specific instance that is frequently designed to illustrate a more general principle.

Based on the objective of this study as cited in the first chapter, the research conducted the study in the form of investigation intended to obtain information on the kind of Multimedia in English language teaching at SMP Negeri 2 Mesjid Raya.

Population and Sample

The Population of the Study

According to Bungin (2005: 99) population is the large group as the object to

learn something about. The researcher selects the easiest population members from which to obtain information. The researcher uses his/her judgment to select population members who are good prospects for accurate information. So the target population of this study is all of first level's students of SMP Negeri 2 Mesjid Raya.

The Sample of the Study

Convenience sampling technique has been used by the researcher as the sampling strategy which often selected for a case study. According to Cohen, et al (2005: 102) convenience sampling involves choosing the nearest individual to serve as respondents. Kuncoro (2003: 119) says that convenience sampling is a procedure to get sampling unit according to the research need. It sometime called accidental sampling or opportunity sampling which often captive audiences such as students or student teacher as respondents. So the sample of this research is one English teacher.

Data and Source of Data

In the quantitative context, data implies that its information is a direct reflection of the thing it is about and is independent of those who gathered it. However, qualitative data, whether in oral or in written discourse, are not identical to the experience they are describing (McLeod, 2001: 137)

The source of the data related to all research questions in this study were the responses from the respondents concerning the problems. The class observation, used to collect the data. The observations were about the kind of Multimedia that used by the teacher in English language teaching for young learners at first level of SMP Negeri 2 Mesjid Raya.

Research Instrument

The instrument use by the researcher to collect all data related to the research problems is classroom observation sheets

The instruments used by the researcher to collect the data were observation sheet. The observation sheet comprised of the list of kind of Multimedia which were used by the teacher in teaching English to the young learners and how the teacher used Multimedia in English teaching-learning process of the first levels students.

Observation Sheets

The instruments used by the researcher to collect the data were observation sheet. The observation sheet comprised with the list of kind of Multimedia which were used by the teacher in teaching English to the young learners and how the teacher used Multimedia in English teaching-learning process.

Data Collection

To answer the question on the kind of multimedia which used in English language teaching, the researcher conducts the other observation of the implementation of Multimedia in English teaching-learning process by observes how the teacher used Multimedia in English teaching-learning process. The researcher marked the Multimedia used by the teacher and the activities done by the teacher while English teaching-learning process.

Data Analysis

After the researcher gathered the data through observational instruments. The data analysis was conducted by organizing the collected data systematically. The data were grouped and classified based on the research question. The data were analyzed qualitatively by the researcher to identify, sort, extract, and organize the verbal instructions and then group them according to the topic (Moleong, 2010: 248).

To analyze the data, the researcher used qualitative and quantitative analysis (Borg, et al, 1989: 383). The qualitative analysis is used to analyze the data on research questions which is about the kinds of Multimedia used by the teacher in English language teaching. All the data obtained from the observations were analyzed in written explanation.

The quantitative analysis is used to analyze the data for the second and third research questions. The data analysis will be conducted by organizing the data gained through questionnaires. Based on those data, the researcher will form a table of Likert scale and a table of Two-point scale and then analyze the mean. The official document data were also used to support the data that the researcher found. Due to the sort of this study, the researcher also used the suitable formula as by Sudjana (1992: 50): P = $\frac{f}{n}x100\%$. Which: P-Percentage, Ffrequency of respondents/questionnaires, N-Number of sample/total questionnaires, 100%- constant value.

The data were grouped and classified based on the research questions with intent to interpret the actually. All the data obtained from questionnaires were analyzed with the simple percentage. From the process of this study, the writer elaborated the phenomenon of implementation of Multimedia in English language teaching. Then in analyzing the data taken from the observation, narrative elaboration was used in explanation.

RESEARCH FINDING AND DISCUSSIONS

Description

The Kinds of Multimedia in Teaching English at First Level of SD Islam Laboratorium Neuhen

The first research question is about the kinds of Multimedia in teaching English for young learners. It covers of the kinds of Multimedia according of basic competence. To obtain the data, the writer conducted classroom observation.

Although there are a lot of Multimedia in language teaching that can be used by the teacher in teaching English to the young learners, but when the writer observed in the classroom, there were not all of them used by the teacher. It can be seen at Table bellow.

Table Kinds of Multimedia in English Language Teaching

Kinds of Multimedia	Yes	No	Basic Competency				Vocabulary
			Reading	Writing	Listening	Speaking	
Computer		√					
Internet		√					
Print Text	√		√	√		√	√
Movie	√		√	√	√	√	√

Based on the table, it was found that the teacher used several Multimedia from each variable of Multimedia that could be interpreted as follow

1. Computer.

   The teacher did not use all of Multimedia in this variable; the school does not provided the computer. There is some computer at computer laboratory, but some of computers are does not work at all.

2. Internet.

   The location of this school at Aceh Besar caused the school difficult to access the internet.

3. Print Text.

   The teacher always uses the print text to teaching all competencies and vocabulary in English language teaching at First Level of SMP Negeri 2 Mesjid Raya.

4. Movie

   a. Reading

      Teaching reading by using movie gives new atmosphere for the teacher and student, even though the teachers often struggle with the notion that movies will distract from learning or take away from the creative imagination that

comes with reading. However, most teachers will find students begging to watch the movie version of literature being read in class. Rather than fighting this situation, teachers can use movies as a springboard for subsequent literary analysis of characters, setting, plot, etc. Moreover, watching movies in conjunction with reading books enables comparative analysis between the two. As described in Module Two, there are many online resources that can help parents and educators match quality literature with movie versions.

b. Writing

Using movies in teaching writing in an EFL classroom. The goal was to find out whether the teachers use movies in teaching writing and the student enjoyed writing and find the topic easily and did not find difficulties on it.

c. Listening

In listening competency, the teacher apply teaching listening with film, this teaching unit refers to three types of activities with video, such as a viewing activity, playing only the beginning, and producing a film. The viewing activity will simply play a video for students to watch. After an hour and ten minutes, the ending part of the video will not be shown, so students only see the beginning part of the video. Instead of showing the ending part of the video, students will create an ending or make an alternate ending for this video. There are clearer explanations in the following paragraphs. And the students interest on the way to learn the listening section.

d. Speaking

The goal was to find out whether the teachers use movies in teaching oral communication and what they think about using movies when teaching oral communication. It gives more information to the student how to spell the word correctly. Different with the foreign speaker, the teacher which some time uses the first language in the class will build up the bored situation whole the time. The native speaker on

the movie can motivate the student to imitate it easily.

e. Vocabulary

Teaching vocabulary related to a certain theme helpful the teacher on distribute the new words which can easily remember by the student, a gap-fill exercise (based on for instance a scene from a movie), a written assignment using vocabulary presented in the movie, an oral assignment using vocabulary presented in the movie, a pair work using vocabulary presented in the movie or some other assignment (here the respondent was asked to clarify). Finally, there was also an option I have not used movies in teaching vocabulary.

CONCLUSIONS AND SUGGESTIONS

Conclusions

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

Through the interaction with multimedia, the students become increasingly familiar with academic vocabulary and language structure. Connecting with the Internet will make the benefit of increased student motivation. Students are eager to begin class and often arrive early at the computer lab, logging on the Internet and beginning research on their own. They also often stay after class to continue working on the Internet. Overall, students develop greater confidence in their ability to use English because they need to interact with the Internet through reading and writing. Using multimedia provides the students to gather information through media that encourages their imaginations, interests. Also it using this technology combined with the sense of teaching will create a successful teaching method.

The students responded positively toward the implementation of Multimedia in English language teaching. It was proved by the data obtained from the questionnaire; they totally selected the options of strongly agree and agree on the questionnaire sheet that the Multimedia have the important role or good way to improve their basic competencies and enrich their vocabulary.

Suggestions

The value of materials as Multimedia in English language teaching has been extensively discussed but there is still room for more analysis and creativity regarding the use of Multimedia in English language teaching generally. The teacher needs to increase her ability to find the useful of the other Multimedia to create teaching objectives from Multimedia. 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 Multimedia implementation in English language teaching, 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 Multimedia for each competence (skill) in order to motivate the students in every condition through using the real object and interesting Multimedia for them to keep trying and learning.
2. The teacher can enrich her ability in creating the instructional materials by accessing the website to find out a lot of ways to produce the interesting Multimedia for young learners or search for the other sources of teaching materials.
3. 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 Multimedia in English language teaching the teacher also has to follow the lesson

plan as the guideline. The teacher is expected to start to arrange the lesson plan.

4. The function of Multimedia is 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' awareness in learning English as a second language. Since the language learning is to make easy in communication, the School has to provide new Multimedia 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.
5. There are many assumptions that the implementation of Multimedia in English language teaching is suitable for young learners. But actually the case is teaching by using Multimedia can also be applied for adult beginners.

REFERENCES

Longman Dictionary of American English. (2002). NY: Person Education

Limited. Sherman, J. (2003). *Using authentic video in the language lassroom*. Cambridge: Cambridge University Press.

Sherman, J. (2003). *Using authentic video in the language classroom.* Cambridge: Cambridge University Press

Stempleski, S., & Arcario, P. (Eds.) (1992). V*ideo in second language teaching: using selecting and producing video for the classroom.* NY: TESOL, Inc